

Head Teacher's Message

As 2021 begins we once again find ourselves in a very strange situation where we can not all be together for the moment. But as Mr Walthaus' shared in his whole school assembly - no matter where we are we continue to uphold the Bolder values of kindness, strength and bravery.

As Bolder families you must be exceptionally proud of what you have achieved – we do not underestimate the pressures of supporting remote learning, balancing jobs and the demands of family life. To all of our parents and carers you deserve a huge shout out!

Our students whether they are learning in school or at home, continue to show resilience, adaptability and commitment to their studies. We are now averaging 98% attendance which is phenomenal! It has also been wonderful to see the work that the students have produced and sent in. Although we have showcased some of the work in this newsletter we know there is plenty more brilliant work out there, be assured we have looked at it all.

I am also exceptionally proud of every member of staff at Bolder from the team who had set up the lateral flow testing and free school meals vouchers within 48 hours. To all the administration staff who make 100s of phone calls home each day to see if our families are ok and have all that they need and, for their speedy work in issuing over 90 chromebooks during the first two days back at school. The pastoral staff who have been magnificent too and have continued to provide food packages, care packages to some of our families. To teaching staff who have adapted their lesson plans once again and who have given new technologies a go! Finally to the senior team who no matter what, keep on going and keep on giving.

We are all very lucky to be part of a

close and caring community where we can rely and support one another at this time.

Ms Swidenbank

Building Update

The building works are speeding ahead and the fitness gym is going to be a great addition. Whilst the construction phase has moved on swiftly from the video below, it shows an interesting insight to the construction elements of the building. The video can be viewed here: <https://tinyurl.com/yyr6l4oh>

Here are some photos from a recent visit to show you the recent progress.



Fun In the snow



Lockdown presents many issues for students and carers working from home. Being able to enjoy the parks and walks close to home is an important part of our wellbeing. Sunday's snow gave some much needed relief to the rains of the recent days as Alyssa's lovely snowman shows.

This month's issue includes:

Year 9 Option Pathways	P7
Mental Health - Parent Session	P7
Student Celebrations List	P8
Personal Development at Bolder	P12
HPV Vaccine Update & Consents	P14

Diary Reminders:

Y9 Parent Video Conferences 11th Feb 2021—Booking Open

Please refer to your ParentMail message and make your booking through this link <https://bolder.schoolcloud.co.uk/>.

Booking guide is here: <https://support.parenteveningsystem.co.uk/article/801-video-parents-how-to-attend-appointments-over-video-call>

ART AT BOLDER

Nothing can stop the creativity at Bolder! Every student has been engaging in Art lessons from home, showing bravery and strength through their ability to adapt and explore unconventional materials and subjects! We have embraced the challenge and cannot wait to share artwork with you all.



Although stuck at home, this artist has used creative time to her advantage! The Artist of the Month is Inaaya in 8C. Inaaya has showed dedication in all of her online Art lessons and continued to seek feedback to improve her work. She has participated in the 'Doodle A Day' challenge (below) and shows a great attitude towards the subject. Keep it up!

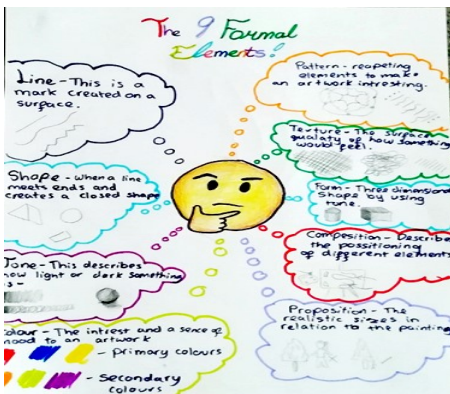


Inaaya 8C

Year 7

7B and 7E have had a great introduction to Art this term so far. They have worked hard to learn new vocabulary to support their practical skills develop. These are just a few of the fantastic posters that show understanding of the formal elements and their role in Art:

Year 8



Ance 7E



Alice 7B

In year 8 we have been continuing our exploration of Pop Art, learning about the artists themselves and how to recognise techniques and styles which are evident throughout the Pop Art movement.

We responded to the witty artwork of Roy Lichtenstein through our own pop art commentary.

Year 9



Athena 8F



Sanam 8F

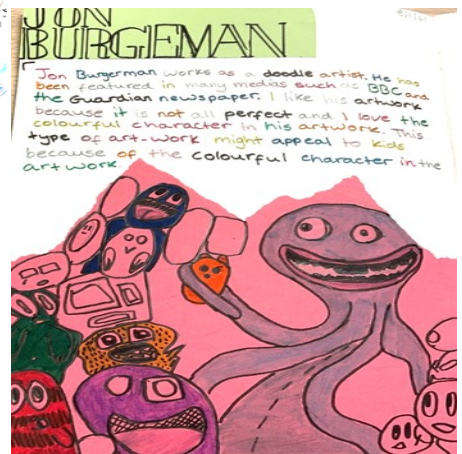


Victoria 8F

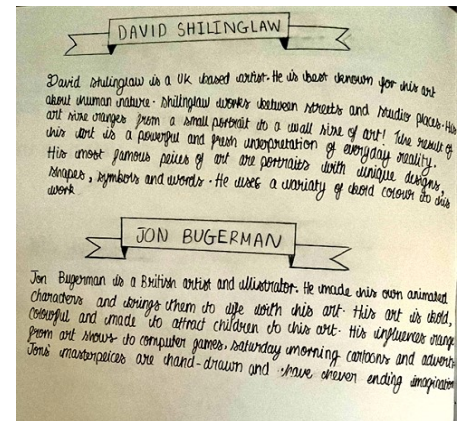
Year 9 have been looking at the art forms of doodles and graffiti. They researched the artists Jon Burgerman

and David Shillinglaw, commenting on their artistic styles. I look forward to seeing more responses to these artists as time progresses!

Doodle A Day Challenge!



Jasmine 9B



Aleezah 9B

Doodling is a great way for students to stay focused and can also help maintain positive mental health and a calming environment. It could also be an activity to complete during break or lunch times if they are unable to go outside. I've loved receiving your doodles so far, keep them coming!

Winter/ Lockdown Exhibition

Back in December I had a few entries into the Winter Exhibition – due to COVID-19 the exhibition of this was delayed, but it is time to get to work again! Inspired by lockdown activities and events this winter I am looking to put together a virtual exhibition of Bolder artwork. Please email me your interest at chandley@bolderacademy.co.uk - I cannot wait to start putting this together.

Miss Handley

PE at Bolder

Miss McKnight, Ms Haynes and I, have enjoyed seeing you all virtually taking part in your PE lessons. It's really important, that you continue to be on time to the lesson, and follow all the instructions given. The majority of you are being incredibly **Brave** and **Strong** and submitting practical evidence of you taking part. Lots of you have stepped up to the challenge, and are successfully holding yourselves to account with your own fitness.



We are entering the London Youth Games Virtual challenges again this term, and will be setting you these weekly at the beginning of your lesson. We had over 90% of you submit your scores on the first day of running this. Here's to being the best secondary school across the London Boroughs again! Keep your eyes peeled on the school social media channels for your success.

If you have any issues with registering then please do contact alloyd@brentfordfccst.com. All zoom details will be sent out the day of the session to the email used when registering.

Ms Quinnell

Opportunities to keep fit and moving through lockdown!

Please follow links to get further details.

Lionesses workout

<https://mobile.twitter.com/england/status/1245372968219402243>

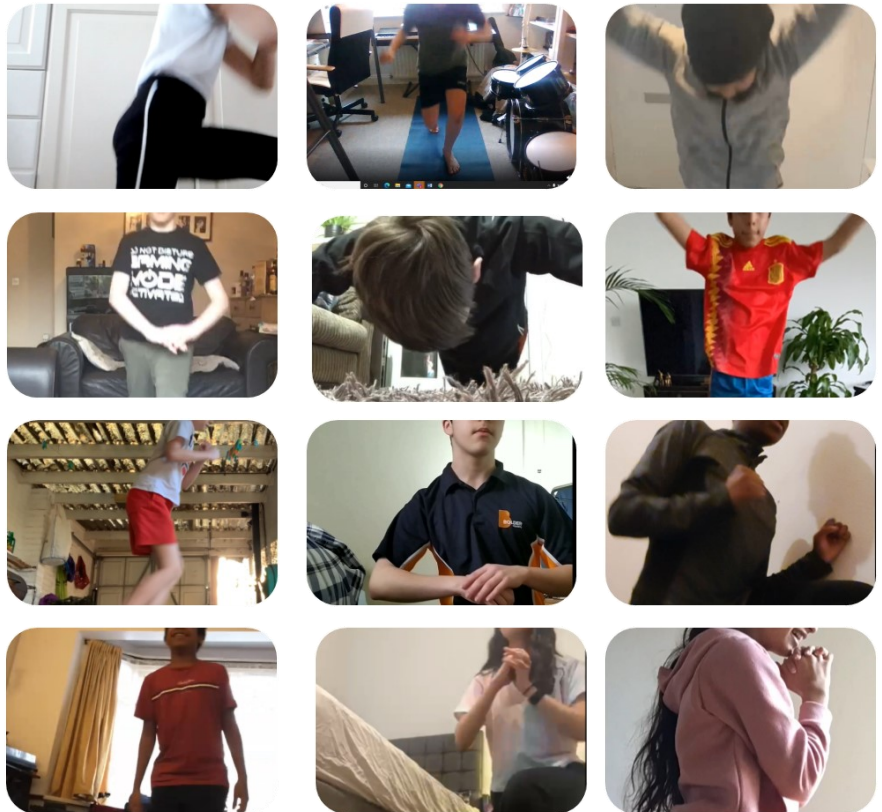
England rugby



<https://www.englandrugby.com/participation/playing/virginactive/training-videos>

Guess Who Is In Our PE Class.

Fantastic efforts to stay mobile during lockdown.
Can you guess who these active students are?



GB Athletes

<https://www.bbc.co.uk/sport/av/get->



[inspired/45018189](https://www.inspired45018189)

Cristiano Ronaldo

<https://youtu.be/QvbpeETBoGg>

Maddie Hinch

<https://www.redbull.com/gb-en/maddie-mondays>

England Squash Team



<https://www.englandsquash.com/stayinworkout>

Yoga

<https://yogawithadriene.com/yoga-for-kids/>

Tom Daley

<https://youtu.be/y95HhpmVw2c>

Brentford FC

Brentford FC are running FREE zoom sessions for the following sports:

Gymnastics – Open to all

5-6pm – Ages 8-12 year olds

6-7pm – Ages 13-16 year olds

<https://www.brentfordfccst.com/product/online-gymnastics-monday/>

Football/Fitness – Open to all 5-6pm

Tuesday – 12th, 19th, 26th January & 2nd, 9th February.

<https://www.brentfordfccst.com/product/tuesday-pl-kicks-online-fitness-ages-12-18/>

Football/Fitness – Girls only

5-6pm Wednesday – 13th, 20th, 27th January & 3rd, 10th February

<https://www.brentfordfccst.com/product/wednesday-pl-kicks-football-fitness-girls-ages-10-16/>

Football/Fitness – Open to all

5-6pm Thursday – 14th, 21st, 28th January & 4th, 11th February.

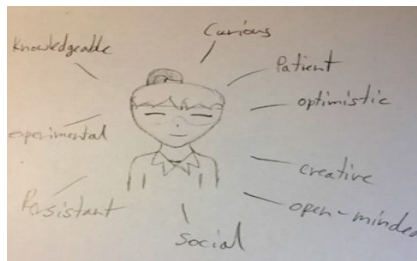
<https://www.brentfordfccst.com/product/tuesday-pl-kicks-online-fitness-ages-12-18/>

Please do share with any friends or family.

Science at Bolder

Year 7 have been science superstars whilst working from home continuing to study the topic of energy as part of Cycle B. To conclude the topics, the students have been researching into the life of Annie Easley, a BAME female scientist, to grow their knowledge beyond the science curriculum and recognise the traits that made her a successful scientist. Annie Easley contributed to developing efficient batteries that are now used in hybrid powered vehicles. Annie also worked on the development of wind and solar power. Her passion that was linked to providing equal opportunities for female and BAME scientists was inspirational.

The year 7s then researched into different characteristics that make a great scientist and reflected through these fantastic pieces of artwork. Here are some of the awesome responses from students below: Paula (7A), Sabrina (7A), Raaghav (7E), Ance (7E),



- Water
- Food colouring (optional)

Method:



- Fill the glass about 3/4 full of water.
- Add about 5 drops of food colouring – maybe red for lava look.
- Slowly pour the vegetable oil into the glass. See how the oil floats on top.
- Sprinkle the salt on top of the oil.
- Watch blobs of lava move up and down in your glass!
- If you liked that, add another teaspoon of salt to keep the effect going.

How does it work?

It looks a bit like a lava lamp your parents may have had. The oil floats on top of the water because it is less dense than the water. Since the salt is denser than oil, it sinks down into the water and takes some oil with it. When the salt is dissolved by the water the oil then travels back up to the top of the cup.

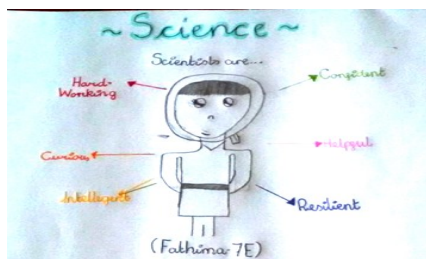
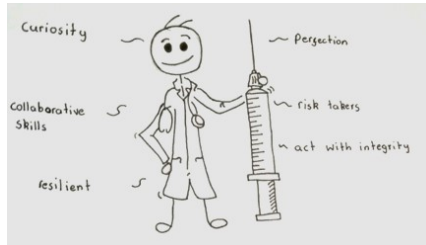
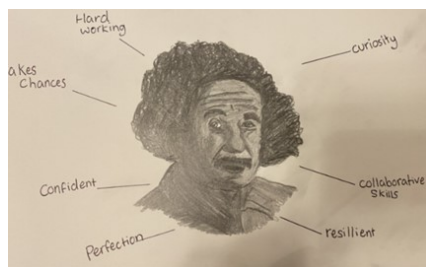
Try to answer these questions:

1. How long will the effect go on if you keep adding salt?
2. Do different kinds of food oil give different effects?
3. Will other substances (sand, sugar, etc.) work the same as salt?
4. Does the height or shape of the glass affect the experiment?

Make a Balloon Rocket

Background: It's all about the air and thrust. As the air rushes out of the balloon, it creates forward motion called THRUST. Thrust is a pushing force created by energy.

In the balloon experiment, our thrust comes from the balloon forcing the air out. Different sizes and shapes of balloon will create more or less thrust. In a real rocket, thrust is created by the force of burning rocket fuel as it blasts from the rockets engine – as the engines blast down, the rocket goes up!



Xois (7D), Zoey (7D) and Fathima (7E). Well Done!

Science Practical Challenge

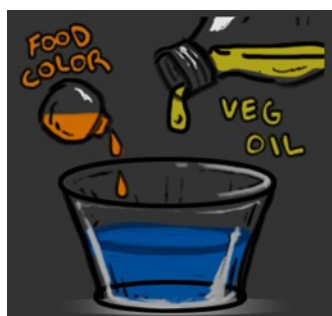
Whilst you are learning at home – why don't you take part in our Science Practical Challenge?

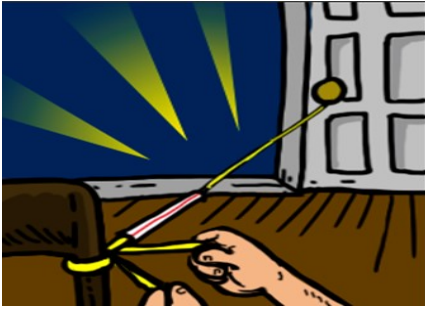
Below there are two practical challenges that you can take part in. Send photographs of the finished result and your science teacher will give you house points and there may even be some science prizes for those who have the strongest responses!

Lava Lamp in a Cup

Materials:

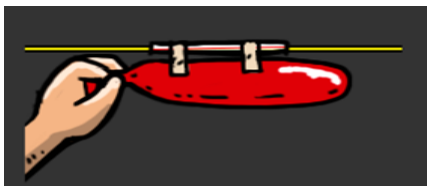
- A clear drinking glass
- 1/4 cup vegetable oil
- 1 teaspoon salt





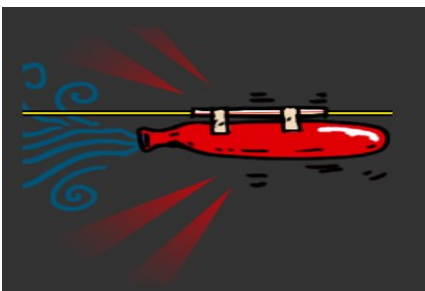
Materials:

- 1 balloon (round ones will work, but the longer "airship" balloons work best)
- 1 long piece of kite string (about 10-15 feet long)
- 1 plastic straw
- Tape



Methods:

- Tie one end of the string to a chair, door knob, or other support.
- Put the other end of the string through the straw.
- Pull the string tight and tie it to another support in the room.
- Blow up the balloon (but don't tie it). Pinch the end of the balloon and tape the balloon to the straw as shown above. You're ready for launch.
- Now watch the rocket fly!



Try to answer these questions based on your observation:

1. Does the shape of the balloon affect how far (or fast) the rocket travels?
2. Does the length of the straw affect how far (or fast) the rocket travels?
3. Does the type of string affect how far (or fast) the rocket travels? (Try fishing line, nylon string, cotton string, etc.)
4. Does the angle of the string affect how far (or fast) the rocket travels?

Languages at Bolder

Bolder students have been fantastic at celebrating speaking by taking part in Vocaroo speaking challenges in French and Spanish lessons.

They can also share their love of languages by taking part in the British Council's "Express Yourself in Lockdown" event.

Please get video entries to Ms Mitchell by **20th February 2021**.

French

Our French students have been enhancing their online learning by using the Language Gym.

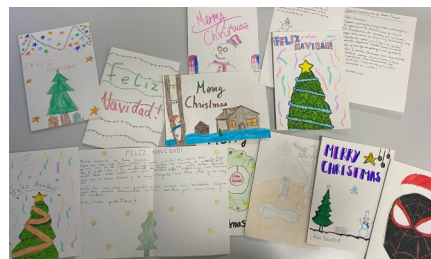
Each class has received a class code to join and there are hundreds of games and activities to promote fluency and deepen students' knowledge of vocabulary and grammar. They can do assigned tasks to practise Cycle A and B material, or they can expand their language skills by trying out Intermediate or Higher activities. C'est formidable!



Miss Kader

Spanish

Just before the Christmas break, the Year 7s exchanged beautiful Christmas cards with our Spanish Partner School in Madrid, IES Pedro Duque.



Now, the Year 7s are currently learning about animals in Amazon and biodiversity across the Spanish-speaking world. We have also been learning to describe our own pets and have been sharing photos of eccentric pets during lockdown!

Ms Ventura

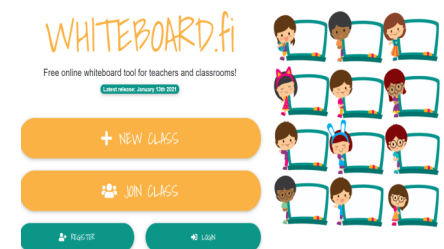
Maths at Bolder

Students have shown a great deal of resilience. All year groups were quick to adapt to online teaching and learning. Student engagement and great attitudes have been a motivator for all the staff here in the Maths Department.

If you are looking for ways to support your child at home during these difficult times, we came across a webinar by Craig Barton who goes through 5 problems that students in year 7 struggle with. A video of the webinar can be found here: <https://diagnosticquestions.us14.list-manage.com/track/click?u=2603fe95bdcec4f6c05864497&id=17d0ac931a&e=304c3d8e75>

What is New:

We at the Maths Department have experimented with various tools for assessing student learning. We often use Microsoft forms to create quizzes and polls for quick AFL.



Students often use whiteboard.fi to create and use virtual whiteboards so that we as teachers are able to see what the student is thinking. This enables us to ensure that we are able to give feedback effectively and respond to individual needs of students.

The tool is free for limited use so it may be a good idea for students to practice using it outside of lesson time.

Year 7s have spent this term working on Algebra. Students were introduced to expressions with unknowns, there has been a strong emphasis on key terminology when teaching.



We are using a collection of lessons from Oak National Academy which were uploaded by our very own Ms Jones from the Maths Department. All of the lessons being used can be found on the next page.

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/maths>

Support for Parents Online

If you are looking for ways to support your child at home during these difficult times, we came across a webinar by Craig Barton who goes through 5 problems that students in year 7 struggle with. A video of the webinar can be found here: <https://diagnosticquestions.us14.list-manage.com/track/click?u=2603fe95bdcec4f6c05864497&id=17d0ac931a&e=304c3d8e75>

Another webinar is being held for the year 8s on Thursday 21st January 2021. Please follow the link if you are interested: <https://diagnosticquestions.us14.list-manage.com/track/click?u=2603fe95bdcec4f6c05864497&id=1cd68cebfd&e=304c3d8e75>

A video should be available for the webinar if you are not able to attend.

Year 8s have continued their work on sequences in accordance with the Mastery Curriculum with the intent to gain a deeper understanding of concepts. The engagement with the curriculum seems unaffected by remote learning as students have demonstrated a very positive and conscientious attitude towards their learning.

New Learning

We can use tracking calculations and n^{th} term rules to describe descending arithmetic sequences.

Sequence: -5, -10, -15, -20, -25
Position-to-term: Multiply the row number by -5
 n^{th} term rule: $-5n$

Row 1	-5	-10	-15	-20	-25
Row 2	-10	-15	-20	-25	-30
Row 3	-15	-20	-25	-30	-35
Row 4	-20	-25	-30	-35	-40
Row 5	-25	-30	-35	-40	-45

Sequence: 4, -1, -6, -11, -16
Position-to-term: Multiply the row number by 5 and add 9
 n^{th} term rule: $-5n + 9$

Row 1	4	-1	-6	-11	-16
Row 2	-1	-6	-11	-16	-21
Row 3	-6	-11	-16	-21	-26
Row 4	-11	-16	-21	-26	-31
Row 5	-16	-21	-26	-31	-36

Find the n^{th} term for the columns of these grids

-1	-2	-3	-4	15	14	13	12	11	10	9
-5	-6	-7	-8	8	7	6	5	4	3	2
-9	-10	-11	-12	1	0	-1	-2	-3	-4	-5
-13	-14	-15	-16	-6	-7	-8	-9	-10	-11	-12
-17	-18	-19	-20	-13	-14	-15	-16	-17	-18	-19

Talk Task

What is the same or different about the sequences below?

1, -2, 4, -8, 16, -32, ... 1, 3, 6, 10, 15, 21, ...

1 $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{8}$ $\frac{1}{32}$ $\frac{1}{64}$... -18, -16, -14, -12, -10, ...

What could the next term be in each?

Year 9s have kept with the theme of Algebra and have been learning about equations and inequalities. Students have had a long journey ahead of them as

they shift their focus towards problem solving. According to recent assessments, year 9s performed above the national average across all areas of Mathematics. Now that they have the tools (concepts) of Mathematics, they are definitely ready for solving "out of the box problems".

performed above the national average across all areas of Mathematics. Now that they have the tools (concepts) in Mathematics, they are definitely ready for solving "out of the box problems".

Year 9 Unit 12

Linear Equations
Within this unit, students will learn to:

- Form and solve linear equations in one unknown, including those where the unknown appears on both sides
- Rearrange and solve linear equations given in any form, including those including those involving fractions and brackets



Equal Perimeter

The rectangle's width is 4 cm longer than its height.
Write an expression for the perimeter.



An equilateral triangle has a side length 10 cm longer than the height of the rectangle.
Write an expression for the perimeter.



The rectangle and equilateral triangle have equal perimeter.
Set up an equation to show this relationship.

Maths Shout Outs

Ms Jones

Adriana (7A) has been fantastic at engaging with all of the content in the lessons. She regularly asks questions and goes above and beyond to complete her work to the highest of her ability.

Malak (7D). Malak has tried incredibly hard to catch up from a delayed start, and has done this brilliantly both in person and online. She continuously asks for clarification if she does not understand something and does extra number work in her own time to ensure she can access the content. She is very polite and enthusiastic, and has demonstrated all of the Bolder values.

Mr Sandhu

Hana K (7C) is not afraid to ask questions that other students may not be able to ask out of fear of asking "a stupid question". She always clears doubt and misconceptions up as they arise.

Luena S (7B) has been working really hard and has proven to be a very responsible student over the lockdown. When she struggles, she just works harder.

Ms Arlow

For consistently participating in lessons since we started online teaching. Both have shown commitment to the tasks and have improved tremendously, attempting challenging questions.

- Well done Shaza W
- Well done Vanessa C

for working to their full capabilities and have participating enthusiastically in lesson:

- Well done Nolan B
- Well done Ali K

Mrs Palumbo

Suhaan S year 8 for excellent participation in lessons and improved attainment, combined with really positive attitude when doing challenging sequenes questions

Ryan Hughes year 9 for enthusiasm, engagement and continued perseverance in Maths even when the work becomes challenging.

Ms Sebe

Aleezah M (9B) for her amazing engagement and participation during the lessons and for her hard work of completing extra tasks.

Arshia L (8E) for brilliant participation in online lessons, consistently contributing to the class discussions and working really hard on the tasks set.

Mr Lobo

Year 7:
Ladan (7D) - consistent good contributions in class.

Year 8:
Dragostin, Gracie, Upravd: - consistently and enthusiastically contributing to online class discussions, offering answers to questions and asking for help.

Year 9:
Taren Sulieman - consistently contributing well in class
Rayan - asking for help, contributing well in class

Ms King

Ahmadsh S (7C) has been really good at explaining his answers, he definitely becoming more confident as a mathematician. His 'short answer test' and his health check are a good reflection of the progress he is making.

Year 9 GCSE Options at Bolder



Year 9 is an important year as it not only marks the end of Key Stage 3, but it is now the time for you to choose your subjects for Key Stage 4. The results of these decisions will take you into Years 10 and 11, Post 16, higher education and employment.

In order to help you in this decision process, a comprehensive programme of guidance has been put in place. We hope that this guidance and support will enable all students to choose the right courses for future study.

This includes:

- Taster GCSE lessons (November Being Bold Week)
- An option booklet on our website detailing courses (published on 4th January)
- A Question and Answer session with parents and carers (w.c. 18th January)
- One to one or small group discussions with students (starting w.c. 25th January)
- Parent Consultation (Thursday 11th February)

The pathways below show the subject options students can take in Year 10. In putting together these choices we have worked hard to ensure that our curriculum addresses these changes, but at the same time offers a range of courses to suit the individual needs, interests and abilities of our Year 9 students.

If you have any further questions about the options process, then please email work@bolderacademy.co.uk

Pathway A

- Maths – 5 periods per week.
- English – 5 periods per week.
- Combined Science – 5 periods per week.
- Option A – Humanities – Either History or Geography – 4 periods per week.
- Option B – MFL – Either Spanish, French, Arabic, Home Language* - 4

periods per week.

- Option C – Choice of: Art and Design, Computer Science, Drama, Music, PE, Design and Technology, Food Technology, Textiles, Religious Education – 3 periods per week.
 - Option D – Choice of: Triple Science, NCFE Technical Award in Art and Design, Citizenship, NCFE National Sport Science Qualification, NCFE Technical Award in Graphic Design – 2 periods per week.
- NB. If a student does not wish to study PE GCSE (Option C) or the National Sport Science Qualification (Option D) then they will be required to complete 2hrs of sport on a Friday afternoon.

Pathway B

- Maths – 5 periods per week
- English – 5 periods per week
- Combined Science – 5 periods per week
- Option A – History, Geography, Spanish, French, Arabic, Home Language - 4 periods per week
- Option B - Choice of: Art and Design, Computer Science, Drama, Music, PE, Design and Technology, Food Technology, Textiles, Religious Education – 3 periods per week
- Option C – Choice of: Art and Design, Computer Science, Drama, Music, PE, Design and Technology, Food Technology, Textiles, Religious Education – 3 periods per week
- Option D – Choice of: Triple Science, NCFE Technical Award in Art and Design, Citizenship, National Sport Science Qualification, NCFE Technical Award in Graphic Design – 2 periods per week

NB. If a student does not wish to study PE GCSE (Option C) or the National Sport Science Qualification (Option D) then they will be required to complete 2hrs of sport on a Friday afternoon.

Pathway C

- Maths – 5 periods per week
- English – 5 periods per week
- Combined Science – 5 periods per week
- A bespoke pathway catered to the students interests or needs.
- This may result in students taking fewer GCSEs and more vocational courses.

NB. All students will be required to do 2hrs per week of sport on their timetable each week.

Mr Bones

Mental Health Parent Session



The past year has been an intensely challenging time for all of us. We understand that remote learning is presenting a whole new set of possible problems and pressures for our families and we would like to do everything we possibly can to provide support and advice during this difficult time.

As such, we are arranging a Microsoft Teams session for parents and carers around mental health and wellbeing, especially in light of Mental Health Awareness Week beginning 8th February.

In this session, Mr Walthaus (Deputy Head and Designated Safeguarding Lead) and Ms Hernandez (Year 9 Pastoral Manager and Deputy Designated Safeguarding Lead) will have an informal conversation around:

- Spotting some warning signs of potential mental health issues
- Some practical strategies about maintaining positive mental health for parents/carers and students at home
- Resources and services that might be able to provide support

The session will start at 5pm on Tuesday 9th February and can be accessed via this link:

<https://tinyurl.com/Bolder-ParentMentalHealth>

Towards the end of the session, we will attempt to hold a Q&A through Teams – please bear with us in the event of any technical issues!

We will be recording the session and will place it on our website shortly afterwards, so please do not worry if you cannot attend at that time.

Mr Walthaus

Celebrations at Bolder

House Points continue to be awarded to students to demonstrate our values of being kind, strong and brave during this period of remote learning. In fact, staff are giving more points than ever!

We held a fantastic whole-school Rewards Assembly via Teams on Friday where we issued some of the latest round of House Point Awards. Despite the distance, it was lovely to hear staff and students applaud and celebrate these amazing achievements.

We have a new **PLATINUM AWARD** winner. This means that they have achieved a phenomenal 150 House Points and we are not yet half-way through the school year! We are delighted to award the Platinum Award to Xoix A A in 7D. Xoix lives our Bolder values every single day; she is a role model and a real asset to the school. Congratulations, Xoix!

After our Platinum Award comes our highest accolade, the **DIAMOND AWARD**, issued at 300 House Points. Will Xoix continue to make Bolder history by being the first to achieve Diamond or will someone else pip her to the post..?

Keep working hard, show kindness in your interactions with staff and students, demonstrate strength by completing all work set to the very best of your ability and be brave in trying new things and exploring different ideas with the help of your teachers.

Good luck! **Mr Walthaus**

Thank you!



A huge thanks to Dominic Palacio (Head of Community Rugby in Richmond) who, with his IT team, has recycled and reimaged donated lap tops from residents of Richmond to repurpose for students in need. Bolder has been lucky to receive 5 laptops which will be an important resource for some of our students studying at home.

YEAR 7		
Xoix	7D	Platinum
Nessa	7C	Gold
Hanna	7F	Gold
Muhsin	7F	Gold
Sofia	7B	Gold
Talha	7A	Gold
Zoey	7E	Gold
Jack	7A	Gold
Ruwaida	7A	Gold
Mithra	7C	Gold
Alice	7B	Gold
Lyubomir	7A	Gold
Izaan	7B	Gold
Fathima	7E	Gold
Daanya	7F	Gold
Francesca	7E	Gold
Shanaiyah	7E	Gold
Andrew	7A	Gold
Rosana	7D	Gold
Marcelina	7E	Gold
Anya	7F	Gold
Annika	7B	Gold
Maxim	7A	Gold
Hadjer	7A	Gold
Amelia	7B	Gold
Alex	7C	Gold
Ezra	7B	Gold
Giorgi	7B	Gold
Raaghav	7E	Gold
Ance	7E	Gold
Ruby	7C	Gold
Hana	7C	Gold
Tom	7E	Gold
Kiah	7A	Gold
Owen	7E	Gold
Maya	7C	Gold
Oscar	7D	Gold
Krystian	7B	Gold
Naima	7A	Gold
Safiya	7C	Gold
Chesan	7C	Gold
Beatriz	7C	Silver
Wojciech	7F	Silver
Tyler	7E	Silver
Amelia	7F	Silver
Marley	7F	Silver

Saffron	7B	Silver
Bashir	7B	Silver
Paula	7A	Silver
Alex	7A	Silver
Avi	7D	Silver
Filip	7D	Silver
Emily	7F	Silver
Lishay	7D	Silver
Olaf	7E	Silver
Ike	7B	Silver
Zahir	7D	Silver
Sayed	7C	Silver
Finlay	7C	Silver
Theo	7B	Silver
Julia	7F	Silver
Suna	7D	Silver
Cooper	7A	Silver
Jivish	7F	Silver
Simon	7F	Silver
Aleks	7A	Silver
Bisera	7D	Silver
Janaya	7F	Silver
Tamia	7F	Silver
Idris	7A	Silver
Araf	7D	Silver
Reggie	7C	Silver
Cormac	7F	Silver
Archie	7A	Silver
Alfie	7C	Silver
Olivia	7B	Silver
Amelia	7C	Silver
Lukas	7B	Silver
Raqib	7E	Silver
Mateusz	7B	Silver
Muhammad	7F	Silver
Libby	7C	Silver
Sabrina	7A	Silver
Miroslav	7C	Silver
Momchil	7C	Silver
Alex	7C	Silver
Adnaan	7E	Silver
Aman Jasveer	7E	Silver
Ariana	7B	Silver
Mark Jenson	7E	Silver
Amiyah	7F	Silver
Shane	7B	Silver
Darius	7C	Silver

Maya	7B	Silver
Noah	7D	Silver
Rahela	7E	Silver
Sophia	7D	Silver
Olivia	7F	Silver
Rahul	7F	Silver
Sreehari	7F	Silver
Leila	7B	Silver
Sayed Alishah	7B	Bronze
Muhammad	7D	Bronze
Rayyan	7B	Bronze
Adrian	7E	Bronze
Anisa	7B	Bronze
Nakul	7B	Bronze
Luena	7B	Bronze
Scarlett	7B	Bronze
Isabella	7D	Bronze
Salma	7C	Bronze
Liam	7B	Bronze
Gabriela	7F	Bronze
Oleg	7D	Bronze
Ophelia	7F	Bronze
Ali	7F	Bronze
Arsalan	7C	Bronze
Callum	7C	Bronze
Emmanuel	7F	Bronze
Charlie	7D	Bronze
Fenton	7E	Bronze
Muhammed	7A	Bronze
Sofia	7F	Bronze
Keely	7D	Bronze
Victoria	7D	Bronze
Malak	7D	Bronze

YEAR 8		
Abdulaziz	8E	Gold
Alexander	8B	Gold
Mantas	8B	Gold
Jordan	8F	Gold
Hope	8B	Gold
Brian	8C	Gold
Inaaya	8C	Gold
Jairaj	8B	Gold
Arshia	8E	Gold
Macey	8F	Gold
Roan	8B	Gold
Emir	8F	Gold
Duaa	8E	Gold

Athena	8F	Gold
Bhagya Sragvi	8F	Gold
Dhruti	8A	Gold
Amna	8F	Gold
Upravd	8B	Gold
Remi-Mya	8B	Gold
Matuesz	8F	Gold
Natan	8E	Gold
Kasey	8C	Gold
Suhaan	8F	Gold
Amy	8B	Silver
Chelsea	8B	Silver
Kristiyan	8B	Silver
Tameem	8C	Silver
Sebastian	8C	Silver
Haya	8B	Silver
Calum	8A	Silver
Joey	8D	Silver
Dragostin	8C	Silver
Hisham	8D	Silver
Sullivan	8F	Silver
Darnell	8F	Silver
Mia	8B	Silver
Abdisalam	8D	Silver
Mladen	8C	Silver
Yana	8B	Silver
Destiny	8D	Silver
Ayaan	8A	Silver
Molly	8E	Silver
Nishtha	8C	Silver
Millie	8B	Silver
Eva	8A	Silver
Mariah	8D	Silver
Charlotte	8C	Silver
Lily	8B	Silver
Simran	8B	Silver
Isabella	8A	Silver
Zuzanna	8E	Silver
Bukshinder	8D	Silver
Iyla	8D	Silver
Rebecca	8E	Silver
Maeeda	8F	Silver
Rujula	8B	Silver
Xhovan	8E	Silver
Aimee	8C	Silver
Posy	8A	Bronze
Nizar	8F	Bronze
Nolan	8F	Bronze

Christian	8B	Bronze
Rhys	8B	Bronze
Saul	8E	Bronze
Melisa	8B	Bronze
Phoenix	8B	Bronze
Aini	8A	Bronze
Oskar	8A	Bronze
Reece	8C	Bronze
Sumeya	8A	Bronze
Aleksandra	8D	Bronze
Athena	8A	Bronze
NERISSA	8E	Bronze
Kieran	8B	Bronze
Evie	8B	Bronze
Kendrick	8E	Bronze
Nev	8F	Bronze
Mihaela	8A	Bronze
Amy	8D	Bronze
Jeremy	8D	Bronze
Adam	8A	Bronze
Yasmine	8D	Bronze
Alfie	8D	Bronze

YEAR 9		
Saayakee	9C	Gold
Karishma-April	9C	Gold
Eira	9C	Gold
Hanna	9C	Gold
Daniel	9C	Gold
Mana	9C	Gold
Ishan	9C	Gold
Bailey	9C	Gold
Luqman	9C	Gold
Damien	9C	Gold
Rayan	9C	Gold
Raffi	9C	Gold
Tetiana	9D	Gold
Sharon	9D	Gold
Alisha	9C	Gold
Sarvesh	9C	Gold
Gabrielle	9E	Gold
Matthew	9C	Gold
Maria	9C	Silver
Nabiha	9B	Silver
Arjun	9E	Silver
Tiah	9C	Silver
Weronika	9A	Silver

Martina	9D	Silver
Manisha	9A	Silver
Ryan	9E	Silver
Daria	9D	Silver
Abdirahman	9B	Silver
Nevena	9E	Silver
Esteban	9B	Silver
Mariam	9D	Silver
Aleezah	9B	Silver
Salo	9D	Silver
Yasmin	9E	Silver
Rachel	9D	Silver
Arran	9C	Silver
Grace	9C	Silver
Vanessa	9A	Silver
Eve	9A	Silver
Shania	9A	Silver
Adam	9E	Silver
Simran	9D	Silver
Emma	9A	Silver
Arina	9E	Silver
Jerusha	9D	Silver
Kuba	9C	Silver
Aaron	9C	Silver
Tony	9C	Silver
Kacper	9A	Silver
Elizabeth	9A	Silver
Jakub	9A	Silver
Kanika	9A	Silver
George	9B	Silver
Noah	9A	Silver
Demi	9A	Silver
Mija	9B	Silver
Jayden	9D	Silver
Terri-Brooke	9C	Silver
Reece	9C	Silver
Jaime	9C	Bronze
Lucas	9C	Bronze
Kameron	9A	Bronze
Danielle	9C	Bronze
Dhruv	9D	Bronze
Jaime-Leigh	9D	Bronze
Mackenzie	9A	Bronze
Shereen	9B	Bronze
Reece	9E	Bronze
Jasmine	9B	Bronze
Kaylia	9C	Bronze
Nakeisha	9E	Bronze

Laurie-Ann	9D	Bronze
Nikoloji	9A	Bronze
Insha	9B	Bronze
Ashton	9A	Bronze
Aaron	9A	Bronze
Sulieaman	9B	Bronze
Grace	9D	Bronze
Gabriella	9C	Bronze
Jaiya	9B	Bronze
Mhamed	9B	Bronze
Brandon	9A	Bronze
Chloe	9B	Bronze
Ardit	9B	Bronze
Nathan	9D	Bronze
Ridhiwanah	9B	Bronze
George	9B	Bronze
Ahmed	9A	Bronze
Matthew	9D	Bronze
Fiona	9E	Bronze

Bolder Grit

By Calum W 8A

Bolder students have spent time during lockdown learning about psychologist, Angela Lee Duckworth's research into motivation – what she calls 'grit'.

Students wrote a piece explaining what grit means to them.

Grit is something that is incredibly crucial for success and results because without grit you will never have the will to do things that will get you ahead in life. As people like Angela Duckworth have said,; grit is what makes you more motivated to do tasks and due to there being more motivation, increases the chance of you being more successful.

Frida Kahlo, who one of our houses is named after, showed grit in a way that has made her an icon in the art world. On September 17, 1925, Kahlo was riding in a bus when the vehicle collided with a trolley car. She suffered serious injuries in the accident, including a broken spinal column, a broken collarbone, broken ribs, a broken pelvis, eleven fractures in her right leg, a crushed and dislocated right foot, and a dislocated shoulder. But then, when all hope seemed lost, Kahlo did not give up. She asked for her painting equipment and was working incredibly hard on her paintings, even when bed bound. In total, she painted 143 paintings, out of which 55 were self-

portraits. This shows her determination; as she said "Passion is the bridge that takes you from pain to change." This is only one of the many life stories where grit is shown and rewarded with success.

So therefore, I think that everyone should use grit in their life to help them overcome problems you may think you will never get past because it helps you. Grit is what people get from motivation and it will heavily impact your potential career in a positive way.



Angela Lee Duckworth



English at Bolder

Remote learning is a tricky process for teachers, let alone students! But the English Department continue to be impressed with all the hard work from our brilliant Bolder students!

English Teams have been set up where work is either pre-recorded or teachers host a live lesson. This term all students are getting to grips with William Shakespeare: Year 7 are looking at the magical world of A Midsummer Night's Dream; Year 8 are exploring the enchanted island of The Tempest and Year 9 are learning about Romeo and Juliet and their great love story in Verona.

At the end of every English lesson students are expected to complete a quiz sent out via Microsoft Forms. So far, the English department have been very impressed by the uptake. Some students have routinely been scoring top marks which is excellent! But we need engagement with these quizzes to reach 100%! Therefore, if you do not complete the English quiz, home will be contacted.

As well as learning about Shakespeare, students are also still learning from the Mastery Writing course where, depending on their age and ability, they learn all the tips and tricks to become a successful writer!

Students are attending and watching the lessons and quizzes, the English Department also want to stress just how important it is in this period of remote learning that students are reading regularly. Therefore, we would encourage students to try and pick up a reading book once a day and at a minimum read for 30 minutes. As a department we are going to be looking at how we can further support reading for students – so stay tuned for some exciting announcements coming your way very soon!

Once again we would like to stress that remote learning is not the easiest for students – so if any of you are struggling please reach out to your English teacher – we are here to help!

Miss Howley

Geography at Bolder

The Geography Department wishes everyone in the Bolder community a very Happy New Year.

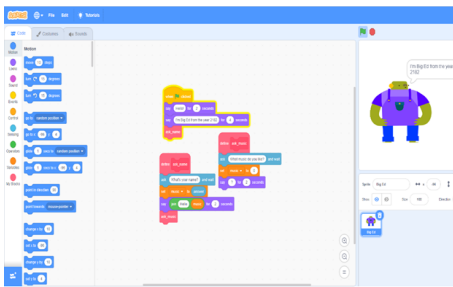
We want to say a huge WELL DONE to every student in year 7, 8 and 9. Miss

McGonigle and I have been so impressed with the strength, bravery and kindness we have seen from our geography classes over the past three weeks. Just a few examples are: turning up to lessons on time, messaging classmates to help them logon, helping the teacher out with technical issues, finding the relevant lesson, asking for help when required and contributing to class discussions. We have been celebrating student successes through shout outs on Teams, e-postcards and lots of house points. Thank you to all parents and carers for your ongoing support at home, if we could award you house point too, we would!

Once the AFE's are finished, there will be a geography competition for each year group. Details on the competition will be shared through geography lessons and the winners will be announced in next month's Newsletter!

Miss Williams

Computing at Bolder



Students are continuing to work hard on cycle B: programming and algorithms and have started to prepare revision for their upcoming assessments.

Year 7 have been exploring scratch – a particular thank you to Naima K (7A) who has shared her program with us – whilst year 8 and 9 have continued developing their programming skills on python.



Optional revision tasks have also been sent out to help encourage students to revise and to re-visit some of the key content taught in cycle A and B. Very well done to all those students who

engaged with these, especially those who were successful in rescuing our RAM. We would like to give a particular shout out to Ruby S (7C), Grace C (9D), Manisha P (9A), Jack H (7A), Nabiha A (9B), Calum W (8A), Martina B (9D), Tanishq M (9D), Tom N (7E), Arshia L (8E), Talha A (7A) and Karishma G (8D). You showed lots of resilience, determination and logical thinking in your very quick rescues!

We hope students enjoy these tasks and continue to revise hard for their assessments. We wish you all luck and success!

Bebras UK challenge



Earlier on in the academic year students were given the opportunity to develop their computational thinking skills by participating in the BEBRAS UK challenge. Well done to all those students who engaged! We hope it was a useful and enjoyable exercise for you all and congratulations to Adam G (9E) and Hanna B (7F) who was awarded best in school for their age groups with Hanna scoring within the top 10% nationally. A brilliant achievement!

Top Tips – remote learning for students

Firstly we'd like to acknowledge all the hard work and fantastic efforts from the students! Despite some challenging circumstances, students are continuing to show their strength, kindness and bravery with their home learning.

However, we do want to make sure students are staying safe and looking after their [mental] health and wellbeing. Top tips for students can be found on p15. Whilst we don't necessarily encourage them all – students are welcome to wear their own uniform or their own clothes – some we really do recommend you read and implement!

Stick to the school's expectations and routines, consider the information that you choose to share and take breaks from screens.

Miss Tough

Personal Development at Bolder



In Personal Development Year 7 and 8 were learning about Volunteering and asked to create a volunteering scheme for their local area. Here are some of the fantastic ideas they came up with!

My idea is an after school book club. It is optional club where children who like reading or have always wanted to try to write their own fiction book can come to this club and take part in doing so. We could make everyone read a certain book and come back after an appropriate time and discuss the book and what they particularly liked about the book or the plot in it.

I would make a police training unit for people who have some learning disabilities to be able to become police men then self and to help stop crime in Brentford

Completing housework tasks for people who need it the most.

To get people to dress up as clowns and make children at hospitals laugh and have fun.

A scheme to help the homeless. We would cook food and walk around high streets giving it out to the homeless and we would bring any spare clothes or essentials that we have but do not want anymore and give them to the homeless.

I know this is a bit crazy but I think we should let animals in the school on the playground so children can learn to interact with them because I know many people jump or scream when a dog barks or when cats look at you in the eye for a long time then people get freaked out or even when rats or mice run around on your floorboards so I know this outdoor fun-loving animal interaction club will help kids in all years from Nursery all the way to University

Bolder Academy could make a charity where parents can come and donate clothes and toys for families who need it.



In Personal Development Year 7 and 8 were learning about Democracy and asked what policies they would bring in if they were running to be an MP for Isleworth. Here are just some of their fantastic responses!

I would try my best to stop things like pollution. I would also like to do is reduce the price of basic needs in shops because sometimes they can be slightly pricey.

1. More cycle lanes.
2. Hot meals for NHS.
3. Free university for 3 years

1. More sports: basketball and running track
2. Wages are higher than they are now for the NHS
3. Plant more trees

FAIRER SALARIES THAT MEAN NOBODY CAN BECOME BANKRUPT

1. Provide families who live in poverty with basic needs.
2. Give out free hot meals in a community center.
3. Do my best to keep everyone safe and healthy

1. More Cycle Lanes
2. Pay rises for NHS staff
3. Free Laptops for home schooling

1. Have more sports clubs
2. Keep the library open for longer
3. More control over litter in parks that have been left on the floor

1. Free schooling
2. Voluntary service that makes meals every week and goes around London and hands them out to homeless people
3. More council houses built.

Personal Development is currently being taught during Study Skills once a week for Year 7 and 8 students. When we do return to school, students in all year groups will have Personal Development education once a week in form time sessions.

As a school we want to support parents and carers in providing and supporting Personal Development education at home which we strongly believe will benefit the wellbeing of all students particularly during lockdown. To facilitate this, we want to draw your attention to Bolder Academy's Personal Development twitter account which can be found by searching the twitter username: @personal_at

On this account we will be posting resources that you can use at home with your children. We always

appreciate feedback so if you have any suggestions or comments you want to pass on regarding Personal Development at our academy please contact Miss Howley via school email (chowley@bolderacademy.co.uk).

In Personal Development Year 7 and 8 were learning about Democracy and asked what policies they would bring in if they were running to be an MP for Isleworth. Here are just some of their fantastic responses!

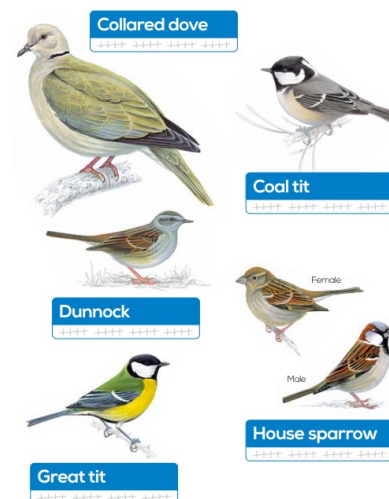


Miss Howley

Big Garden Watch 29th - 31st January

Chiswick and Brentford Rotary Club, sponsors of Interact@Bolder are supporting the RSPB in their Big Garden Survey.

Whilst we are in lockdown, this give you and our students an excellent opportunity to be involved in our environment and learn a little more about the wildlife around us.



These are some of the birds that you might see. You can use

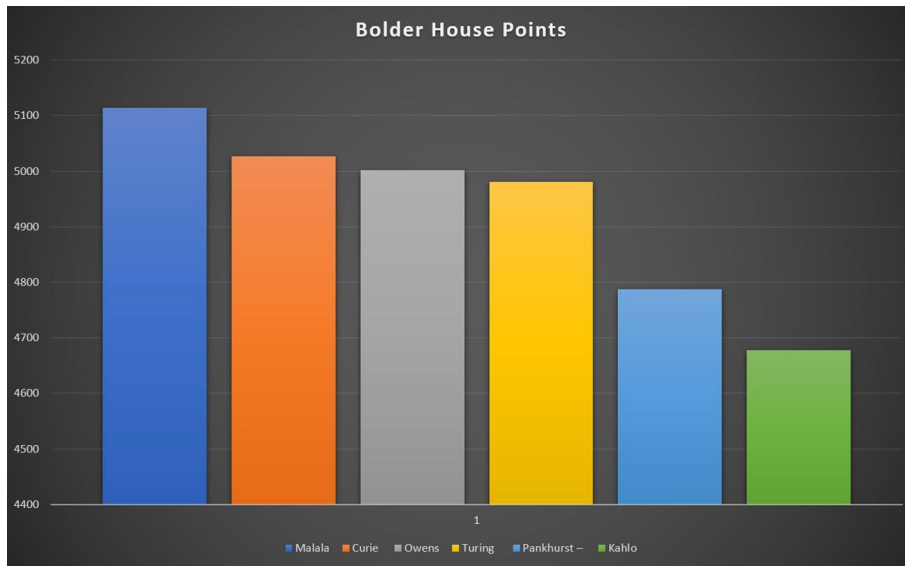
How to take part?

- Count the birds you see in your garden or from your balcony for one hour between 29 and 31 January 2021.
- Please only include those that land, not those flying over.
- Count the most birds you see at any one time, otherwise you could count the same bird twice. For example, if you saw a group of eight starlings, and towards the end of the hour you saw six starlings together, please write eight as your final count.
- Go to [rspb.org.uk/birdwatch](https://www.rspb.org.uk/birdwatch) to tell us what you saw.
- The more people who report what they see, the better the picture the RSPB will have of how our garden birds are doing.
- Remember even if you saw nothing, it still counts.

More details in this link

https://www.rspb.org.uk/globalassets/downloads/bigardenbirdwatch/2021/how-to-resources/Bgbw21_how-to-guide.pdf

Bolder House Points



House points continue to be awarded during lockdown, so keep up the excellent work. Full details can be found on the House Bulletin here <https://padlet.com/bolderacademy/housebulletin> . **Well done Malala!**

Reporting Illnesses and Absences

Even though we are working remotely at the moment, it is still important to report **all** absences via ParentMail , under the Absence tab. This is for any appointment eg dentist, doctor etc and all illnesses. If the absence is Covid related eg infection or isolation, please can you include this in your message. Many thanks.

Bolder Academy Office

Notice from the Department For Education



Could Parents and Carers please note the following guidance shared from the DfE:

February half-term

Schools will close as usual over February half-term and are not expected to remain open to vulnerable children and the children of critical workers during that week.

Contact tracing over the February half-term

Schools continue to play an important role in contact tracing for those students and staff who continue to attend their school. We recognise the challenges of this responsibility during holidays. Given

limited numbers on-site, we expect contact tracing activity to be reduced but this remains vitally important in the continued national effort to limit the spread of the virus.

Where students or staff still attending their school test positive for coronavirus (COVID-19) during the holidays, having developed symptoms more than 48 hours since being in school, schools are not required to take any action. Staff, parents and carers should follow contact tracing instructions provided by NHS Test and Trace. However, where students or staff still attending their school test positive having developed symptoms within 48 hours of being in school, the school is asked to assist in identifying close contacts and advising self-isolation, as the individual may have been infectious whilst in school.

Free School Meals over Half-Term

Hounslow Council have confirmed that they will be funding the Free School Meal Vouchers for the half-term holidays. If you are eligible, these vouchers will be emailed to you w/c 15th February 2021 from School Vouchers. If your financial circumstances have recently changed , we would encourage you to apply for Free School Meals directly with your Local Authority.

Bolder Academy Office

Student Leadership Updates

Please visit these web page links to see a clearer view of the thumbnail image below:

[Y7 Student Leadership Jan 2021](#)

[Y8 and Y9 Student Leadership Jan 2021](#)

Wellbeing Workout

Wellbeing Workout
Committing to your mental fitness is just as important as your physical fitness! Here some exercises you can do to work out your mind and relieve some stress.

- 1. Writing it out**
It is common to be nervous about the unknown, so think through and write some common eventualities and plan out what you'll do - this way you can feel prepared and calmer about the outcome.
Something that may cause stress: Sports Competition
What can I do to overcome the stress?: Make a plan of training activities to perform as well as I can.
- 2. Take Deep Breaths**
Find some time to relax and clear your mind. Sit in a quiet area, close your eyes and take five deep breaths.
Everyday, at 9 o'clock, I will take five deep breaths and notice how I'm feeling.
- 3. Sleeping Better**
Get a decent night's sleep for 7-8 hours, so that you feel rested for the new day. Set regular sleeping habits and give yourself plenty of time to wind down before bed. To wind down properly, we need to switch off from our devices and begin to relax. This is best done at least half an hour before we sleep.
At 8 PM, I will turn off my phone and stop looking at my devices.
and
At 9 PM, I will lower the lights in my room and begin to wind down. This could include reading a book, listening to a podcast, or doing some breathing exercises.
- 4. Physical Exercise**
Physical exercise is directly linked to our mental well-being. The two go very much hand in hand. It is important to make time for even small amounts of regular exercise to keep our minds calm. A great way to do this is to go for a walk to get some fresh air and clear your head.
I will take a stroll at my local park called xxxx at least xxxx times per week. When I do think I will walk without any other distractions such as music or my phone, and take time to notice different sensations of smell, sound, sight, and touch.
- 5. Meal Preparations**
Often when we eat our food we can go on autopilot and stuff our faces as quickly as possible. Getting involved in the preparation of food helps you to appreciate it more when you do eat!
During the week, I will help to prepare the evening meal at least xxxx times. When I eat, I will switch off distractions, pay attention to what I'm eating, and enjoy it.

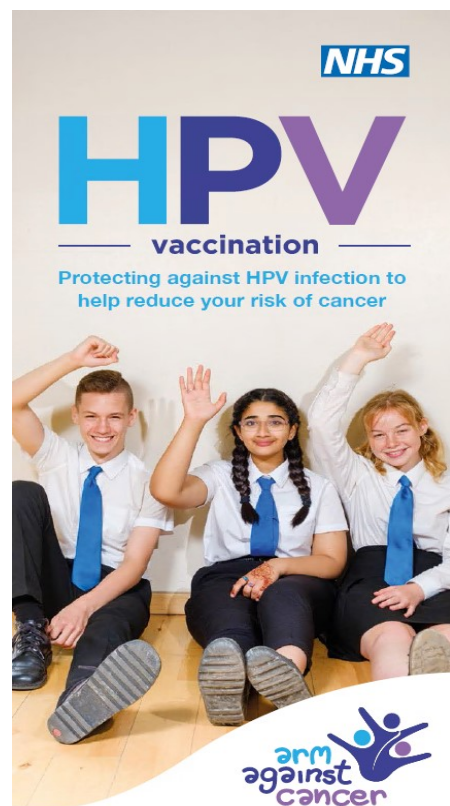
Sign up to our mailing list for more free resources
www.yesfutures.org | info@yesfutures.org
02081 444 393 | Charity number: 1155082

Art Competition

If you are interested in submitting an artwork please email chandley@bolderacademy.co.uk for more information!



HPV Vaccine and Meningitis Update



School closures have meant that the dates for HPV and Meningitis Vaccination has been postponed until students are back into school. We need to have consents for your permissions – either Yes or No, in advance so please look out for the

message and consent link which will be sent out shortly and read the information from Hounslow Nursing Services is below

In line with the national immunisation programme all children in year 9 are offered immunisation boosters against Diphtheria, Tetanus and Polio (DTP) and Meningococcal ACWY (Men ACWY).

Diphtheria, Tetanus and Polio booster

This booster dose is important to ensure a young person's continuing immunity and protection against these diseases.

Meningococcal ACWY

Meningococcal ACWY vaccination helps to protect your child against 4 types of meningococcal bacteria (groups A, C, W and Y) that can cause meningitis (inflammation of the lining of the brain) and septicaemia (blood poisoning). These diseases are very serious and can kill, especially if not diagnosed early. Cases of meningococcal W disease in England have increased significantly in recent years.

University, colleges and future employers increasingly ask for evidence of these vaccinations.

HPV vaccinations.

This vaccination protects against Human Papilloma Virus which can cause certain cancers in both men and women. It is a course of 2 vaccinations at an interval of 12 months. The first vaccination was due to be offered to your son/daughter in year 8 but unfortunately due to the pandemic our team was unable to complete this programme at that time. We will therefore be offering all children in year 9 three vaccinations split over two visits. The HPV vaccination will be carried out on our first visit and followed by the DTP and Men ACWY on our second visit.

This year our consent process is electronic. Please note that you will need to complete 2 forms, one for diphtheria, tetanus and polio and Meningitis ACWY and a second separate consent form for HPV (the link to this form can be found at the bottom of the first form). You will receive an email confirming your form has been submitted.

In order to access the online consent form for DTP/Men ACWY, please click

on the following link: <https://clchschoollimmunisations.co.uk/Forms/DTP> If that doesn't work then cut and paste the address line at the top of your web browser window.

If you have trouble accessing the link to the HPV form from the bottom of the DTP/Men AWAY form, please click on the following link: <https://clchschoollimmunisations.co.uk/Forms/HPV> If that doesn't work then cut and paste the address line at the top of your web browser window.

You will need to enter the unique code for your child's school. The code is: **CL145866**

Please ensure all your child's details are correct including date of birth, year group and only one form per child per vaccination is submitted. Please note diphtheria, tetanus and polio and Meningitis ACWY is on one form and HPV is on the second form (link at the bottom of the diphtheria, tetanus and polio and Meningitis ACWY form).

Please check your inbox and your junk box for any emails confirming submission of the E-Consent Forms and your child receiving the immunisations on the day of the session.

You need to complete this form even if you do not wish your child to be vaccinated

If you have any questions arising out of this letter or the next steps please contact your local team on 0203-691-1013 or you can visit <http://www.nhs.uk/vaccinations>

Look after your Teeth!



You are invited to join our virtual Tooth Champion Training! The training will convey key oral health messages to anyone working with children (aged 0-19). Topics include:

- Brushing tips & techniques
- Baby bottle tooth decay & advice on bottles & dummies
- Tooth friendly foods and drinks & the effects of hidden sugars
- Dental visits
- Fluoride



Upon completion, you will receive a "Tooth Champion" certificate, a presentation on oral health, access to useful links and resources to use for oral health promotion to families at your setting.

To book your training please select one of the dates below and email: gghalia.nemr1@nhs.net

Tooth Champion Training	Zoom Link and Password
Monday 18.01.2021 at 10:30 AM	
Wednesday 20.01.2021 at 10:30 AM	
Tuesday 24.01.2021 at 14:00 PM	https://zoom.us/j/7714597430?pwd=WWp0Z0Z0SWVlY0k0RmZkLSZlZj40dD9
Thursday 28.01.2021 at 10:00 AM	Meeting ID: 771 459 7430 Passcode: Teeth1
Monday 01.02.2021 at 10:30 AM	
Thursday 04.02.2021 at 14:00 PM	

REMOTE EDUCATION 10 TOP TIPS FOR CHILDREN

Remote education ensures continuous learning outside the classroom. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However, it also requires a level of discipline and careful planning. That's why we've created this guide to help pupils understand different aspects of remote education and to support them in ensuring their experience is as safe and secure as it can be.

1. TREAT REMOTE EDUCATION THE SAME AS CLASSROOM LEARNING

Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.



3. TAKE REGULAR SCREEN BREAKS

Whilst remote education might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices.



2. USE CLASSROOM LANGUAGE

If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid posting negative comments or spamming the chat.



4. ALWAYS CONDUCT VIDEO LEARNING IN AN OPEN SPACE AT HOME

To get the best experience from remote education, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate.



5. ONLY COMMUNICATE THROUGH APPROVED SCHOOL PORTALS AND PLATFORMS

It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure.



6. STICK TO TEACHER RULES AND GUIDELINES AROUND REMOTE EDUCATION

Your school should issue you with guidance on remote education and the rules to follow. Always maintain classroom behaviour and try to remember that you are in a learning environment and not a social setting.



7. DRESS IN SCHOOL UNIFORM

As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.



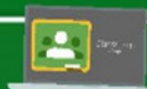
8. DON'T SHARE PASSWORDS OR OTHER SENSITIVE INFORMATION

In order to begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others.



9. DON'T USE SCHOOL PLATFORMS TO DISCUSS PERSONAL MATTERS.

It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning.



10. LOOK AFTER YOUR MENTAL HEALTH AND WELLBEING.

Remote education ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up.

