



A Bolder New Building

Many of you will have been keeping up to date with the new building developments on Twitter and Facebook. Bowmer and Kirkland are working at full speed. It's great to see the tarmac being put down for the walkways and play areas as well as the final parts of the steels going up.

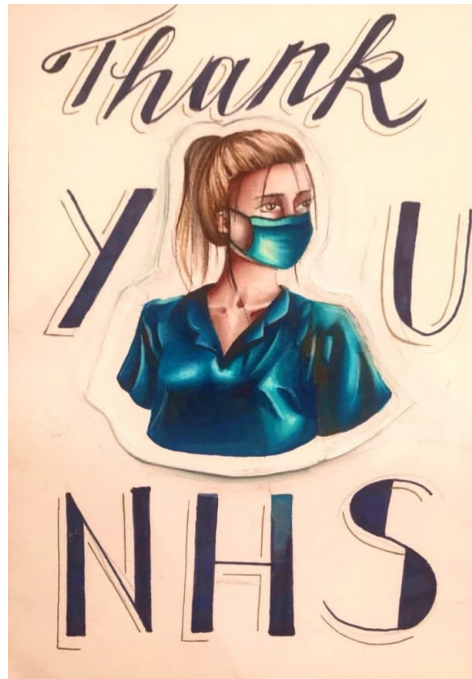
Over the last few weeks we have been working on the final designs for the sports hall, MUGA and the rugby pitches. Thanks to the support from Sky, we are delighted to announce that the Academy will have a climbing wall in the sports hall as well as a separate fitness suite and activity studio – these are very unique to publicly funded new school buildings so, a huge thanks to Sky!

We have also been working hard on the 6th form and library designs and Miss Richardson has been busy ordering new books to ensure shelves are full.

Congratulations to Duru, our very talented year 8 student, who entered the competition to design a hoarding. The art work is just stunning. Bowmer and Kirkland will be getting this printed shortly.

Well done to all those who sent in their designs.

Bolder Awards this Week



Silver Award

Paige W	Salo B
Kacper W	Victoria G
Heywan M	Ella JM
Alice D	Alfred D
Weronika S	Isabella P
Mija J	Daniel S
Isabella P	

Gold Award

Nishtha J

Special congratulations this month goes to our highest award group:

Platinum Award Winners:

Aryansh A
Bianca M C

Bolder Uniform

School Bells, are closed to walk in customers during this Covid period but have provided us with an number of alternative ways to buy uniform from 1st June 2020:

Buy Online:

www.schoolbellsuniforms.co.uk.

Click & Collect: Order your uniform online or via phone and collect from the store for free.

Appointment Service:

You canbook an appointment online if you are unsure of the sizes (for a limited period June to August) .

Exchange & Returns:

Package and keep aside for a minimum of 48 hours before returning to the store. The returns policy have been extended to 60 days. Keep the receipt and do not remove tags for an exchange/refund.

Plan & Buy Early:

Buy in advance to avoid any out of stock problems. The shop gets extremely busy towards the end of the August.

Full details and prices are on our web site.



Frequently Asked Questions – The Summer Term at Bolder Academy

Is the Academy going to open before July?

The school will remain open to students with EHCPs, Looked after Children, those with social workers and to children where their parents are key workers.

Why is the Academy not reopening for other children?

The announcement made by Boris Johnson on the 10th May states:

'From the 1 June at the earliest...the ambition of the government is that secondary pupils facing exams next year will get some time with their teachers before the summer holidays.'

The Academy is following this advice to ensure students, families and staff are safe.

Am I classified as a key worker?



The Government has identified key workers on the website: [HERE](#)

Can my child come to school because I am a key worker?

The Government guidelines remain the same - children of key worker families may attend school however, if a child can be at home then they should remain at home – for safety reasons and to reduce the rate of infection.

For a child of a key worker to attend school then:

Both parents should be key workers or if a single parent family – the main carer should be a key worker.

A letter from an employer should be forwarded to the school to confirm

that the parent/carer is a key worker and provision during the school day is required.

A list of key workers is listed on the Government website.

Will the Academy deliver live virtual lessons?

Across the Academy, we will continue to support home learning, in each individual subject, through the most appropriate means.

In certain subjects, subject leads and class teachers have deemed the most appropriate means to be recordings of lessons. Examples include History and Science.

However in other subjects, workbooks and online platforms (e.g. mathswatch and Seneca) have been deemed as the most appropriate means by subject leads and class teachers.

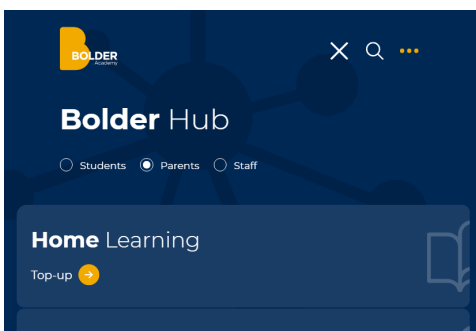
My child is not engaging with the work – what can I do? The Academy do?

There might be a variety of reasons why a student is not engaging – during the weekly calls by staff please share with them what the issues maybe and we can then support in the most appropriate way.

I am struggling to home school my child – what can I do?

Everyone's circumstances are different.

We know that the education at home is not the same as learning in a school environment. We will continue to do our utmost to ensure the work we set is effective and manageable. We are asking children and their families to do their best.



Please do remember that the website 'Home Learning' page has all the work

that has been set. For us, we know that the first priority must be to keep our students and staff safe. If we have to make changes to the curriculum when students return that is what we will do.

Where can I / my family get emotional support from during this time?

There are a number of services available in Hounslow who can provide help and support to parents during this period of lockdown.

Family Lives is a charity that supports parents, young people and families - they offer a confidential helpline and website, providing advice on all aspects of family life including all stages of a child's development and parenting/relationship support. Their number is 0808 800 2222, or visit their website: familylives.org.uk

Young Minds for Parents and Carers provides advice about mental health and behaviour problems in children and young people up to the age of 25. You can call the parents' and carers' helpline on 0808 802 5544.

Home-Start helps families with young children deal with whatever life throws at them. They support parents as they learn to cope, improve their confidence and build better lives for their children. The benefits of our support include improved health and well being and better family relationships. Home-Start provides support for people who might feel lonely or isolated in the community, or have no family or friends nearby. They can also offer support if you or your child becomes ill, or if you have been hit hard by the death of a loved one. You can contact them by calling 020 8577 9552, emailing: info@homestart-rkh.org.uk or through their website: www.homestart-rkh.org.uk

Shout provides free and confidential support, 24/7 via text for anyone in a crisis. You can text SHOUT to 85258 in the UK to text with a trained Crisis Volunteer, who will provide active listening and collaborative problem-solving.



Key Date	Action
Week commencing June 1 st	Assessment timetable will be sent out to parents and carers.
	Make staff aware of any barriers students have to accessing work online during weekly catch up phone calls.
Week commencing June 1 st and June 8 th	Subject leaders and class teachers will provide information around how best to prepare for the assessment.
Week commencing June 15 th	Students complete assessment week.
Week commencing June 22 nd	Students take part in remote activities week.

Assessment Week

During the week beginning 15th June, students will be sitting short assessments in each subject. There will be no additional home learning for this week. This allows for the following:

- Staff to plan a suitable curriculum to support students upon their return to school.
- Teachers to gather a clear picture of knowledge acquired by students both throughout the academic year and through the period of home learning.
- To allow students to showcase the fantastic effort they have put in this year both in school and at home.

Why are the students completing assessments?

We have been really impressed with how quickly students have adapted to 'working from home' and we are grateful for all the support parents/carers have been offering. Students have now completed 8 weeks of learning at home and in some subjects students have learnt at least 3 new topics! We feel it is important, prior to the end of the summer term, to allow students to apply this knowledge to assessment style questions.

It is clear that students may have differing levels of understanding around the work which has been set at home. The assessment week will therefore provide invaluable information for teachers to see what topics students will need the most support with when we return to school. Staff will be able to plan to fill in any gaps in student's knowledge

that may have arisen as a result of the lockdown.

It has been clear from ringing home that students at Bolder have responded to working from home incredibly well. We would like to provide an opportunity for students to showcase and celebrate this excellent work within an assessment.

What format will the assessment take?

Different subjects will be using different platforms for their assessments but it is likely that most will be on Microsoft Teams, Edpuzzle, Eedi. These platforms are already being used expertly by students to complete their weekly lessons which is why we have chosen to use them.



We are aware that some students have experienced barriers to accessing work online (e.g. WiFi connectivity issues, sharing of laptops). During the week commencing 1st June, please make staff who are ringing home aware of these problems and we will provide alternatives.

The assessments will be adapted to allow students to access them at home and they will have both multiple choice and short/long answer questions to complete. The assessments will cover content from the whole academic year. Subject leaders will be providing guidance around the key topics to revise after the half term break.

The assessments will be completed in the week beginning 15th June. During

this week all normal work will be replaced with students completing 2 assessments per day, one in the morning and one in the afternoon. The assessments will be approximately 1 hour per subject and a timetable showing the subjects due for each day will be sent on June 1st.

How can you support your child with the assessment at home?

Please emphasise to your child that the assessment is purely for teachers to address the strengths and gaps in their learning for when they return to school – they should not become anxious about them. It is important to us that the assessments are completed under assessment conditions (silence, without help from books or google or someone at home). During the assessment week, where possible, students should be able to have access to a laptop/iPad/ device for their assessments in a quiet area with no distractions for 2 hours each day.

If your child is currently reporting any concerns with logging in/access to any online platforms please support them to access these. Teachers will be easily contactable during the assessment week to ensure swift solving of any technical issues where possible.

What happens after assessment week?

After assessment week students will take part in an activity week (22nd June). This will allow students to have a week away from academic study and channel their energies into practical activities beyond the national curriculum.

Bolder Shout Outs!

Maths

Well done Evelina!! You have been super proactive with sending your completed work to me. Despite not being in school, your work is well presented and you always put loads of effort in to it. Keep up all the good work, Evelina! House points will be coming your way.

Mr Ahluwalia

Huge shout out to Alex S. who has impressed us by completing every single maths homework for Miss King as well as all the tasks set. Alex is quick to respond to tasks, sending in photos of thorough homework and even asking for extra work! Well done Alex; you have made great progress despite being in lockdown.

Ms King

Geography

Well done Eira for your continued hard work in Geography. Every week you go above and beyond in completing your work and ensure you send it through. I am particularly impressed with the quality of your Quiz It answers which show how well you are able to recall information from all the cycles looked at so far.

Miss Howley

Culture and Society

Well done to Dragostin who has repeatedly impressed with his Culture and Society work. Every week Dragostin puts 100% effort into completing the work on Positive Mental Wellbeing that we have been looking at this cycle. His work was particularly impressive regarding outlining what a positive mental mindset is and how you can go about building up strategies to enable one.

Miss Howley

English

Well done Chelsea for her hard work in English since lockdown! Every week she sends through lots and lots of hard work. I have been particularly impressed with all her

efforts regarding learning about metaphors in English. A tricky concept, Chelsea has clearly understood the three parts to a metaphor and been able to come up with a lot of inventive examples of metaphors that I'm sure many published authors would like to steal!

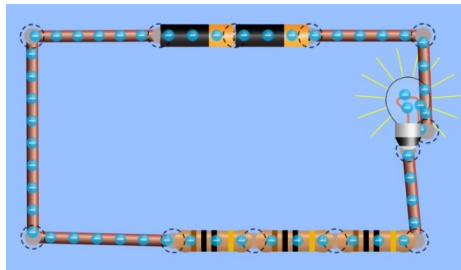
Miss Howley

Science

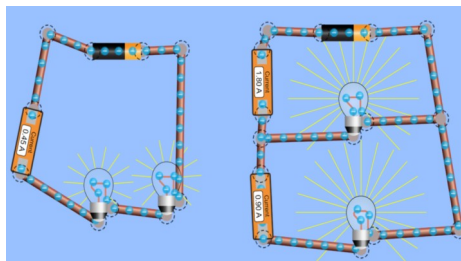
I have been really impressed with all the hard work in Science. Well Done to all the students that have been engaging with Microsoft Teams video lessons and quizzes. I have been particularly impressed with Abdisalam B 7F, Amy C 7B and Jirah S for their fantastic work at building circuits on Phet Colorado.

Year 7 have been comparing the current in series and parallel circuits from home.

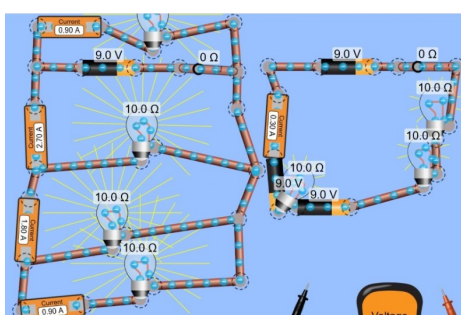
Abdisalam B 7F



Amy C 7B



Jairaj S 7D



Miss Taylor

Well done, music super stars!



You are one of the super 17 students that has been working hard and getting the music work back to me each week!

I am very impressed as I know that studying music without being in school is particularly difficult. Despite that, you've not only been keeping up with the work, but the work that has been sent back has on multiple occasions shown a willingness to go above and beyond.

Remember, if you need any help at all or have any questions, then ask away at any time. Otherwise, I look forward to seeing you all back in school when we're able to return.

Mr Taylor

Alex S	7D
Brian R	7A
Evelina C	7A
Jacob D	7A
Keyla F	8D
Martina B	8A
Molly B	7A
Noah B	8D
Alfred A	8D
Gracie K	7D
Roan M	7A
Aleksandra R	7D
Callum L	7D
Ella A	8A
Eva P	7A
Jairaj S	7D
Saayakee C	8A

Computing - Shout out from Miss Tough

Students have been working incredibly hard on their software projects for computing this half term. A particular well done to the following year 7 students: Bianca C, Eva P, Inaaya K, and Olivia W - who worked together to produce an outstanding piece! And to the following year 8 students George H (8F) and Nabiha A (8E). These students produced particularly strong presentations, which displayed a wide range of knowledge from across the cycles and included more advanced software features, such as hyperlinks, transitions and animations. The quality of presentations submitted for other department tasks have also noticeably improved. This demonstrates that students are applying the knowledge and skills taught in computing to their other subjects too. Well done Bolder students! You're making me very proud.

How to stay safe online

- Keep Personal Information Professional and Limited.
- Keep Your Privacy Settings On.
- Make Sure Your Internet Connection is Secure.
- Be Careful What You Download.
- Choose Strong Passwords.

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I would also make the following individual shout outs:

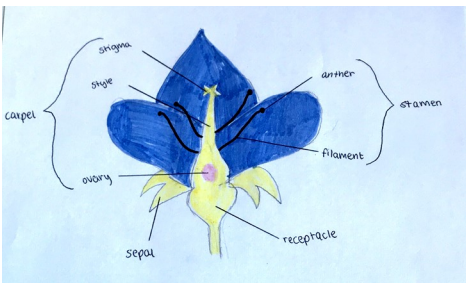
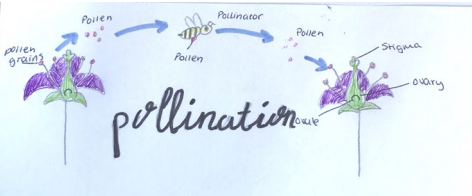
Jairaj S (7D) showing sensible E-Safety advice and strong design features: pale backgrounds, clear font and hyperlink.

Arina S (8C) and Insha M (8E) showing a consistent theme, good knowledge, strong presentation and kindness with their hard work together.

Lewis E (8C) being brave and strong with including the more advanced features of PowerPoint and including lots of detail about what he has learnt across the cycles.

Mr Hurns Shout Out

I would like to commend Bianca MC for her very details work on flowers and pollination. Keep it up!



Year 6 to Year 7 Transition

Lots of Bolder siblings will be joining us in September and we are really excited to meet you and welcome you officially to the Academy. We hope you are looking forward to joining us in September. If you want to prepare yourself for the transition and pick up some tips on how to calm any nerves, check out the tips below which are from the helpful BBC Bitesize resources link: <https://www.bbc.co.uk/bitesize/tags/zh4wy9q/starting-secondary-school/1>.

We have also produced our own booklet called 'Getting to Know You' about what to expect and how to cope with your concerns. You can view and download here



<http://bolderacademy.org/2020/05/14/calling-new-y6-students-to-bolder/>

Miss King

Starting secondary school



New Friends - Tips

- Be yourself and you'll make friends with people like yourself.
- Smile and be approachable.
- Make an effort to speak to people even if it takes you out of your comfort zone.
- Don't rush this: the most genuine friends come gradually as you get to know each other, not by trying to be instantly popular.
- You will be seated with different people in different subjects and will have to work together. This is a good opportunity to get to know your classmates and form new friendships.

Getting Lost - Tips:

- Always have your timetable with you so you know where you are supposed to be next.
- Don't be afraid to ask for help if you are lost.
- You'll get lots of practical help and will be shown around the Academy.
- Talk with other students especially ones from the class above, they'll remember exactly how you feel!
- Don't expect to remember it all at once, or to know everything on the first day.

Coping with Work - Tips

- Always listen to your teacher at the start of the lesson, if you're unsure about anything just ask.
- Don't expect to know everything when you first start, it will take time to settle in.
- If you lose your timetable, ask your form tutor for another copy or ask your friends what lesson you have next.
- Always check you have enough detail about your homework so that you remember what to do when you read it at home.

Being Bold – Mathematicians of the month

Katherine Johnson

1918 - Present

Katherine Johnson was a space scientist and mathematician who was employed by NASA – working on many famous missions such as that of the first



American flight in space; the moon landings and also the infamous Apollo 13 flight, where her calculations meant that the crew were able to return safely to earth after an oxygen tank exploded. Katherine Johnson was so good that in 1962 astronaut John Glenn refused to fly unless she had personally checked all the calculations of his orbit around the earth.

As an African-American woman in the 1950s it was unheard of to be engaged in mathematical research for NASA. The only way she obtained this role was by being temporarily assigned to the all-male flight research team – once she was there, her prodigious talents meant that she was kept on as a vital member of the team. In January 2017 a film called Hidden Figures was released about the work of Katherine Johnson and other African-Americans at NASA.

Bolder's super mathematicians –

A special mention goes to the following students for their great effort and improvement. Your teachers will be giving you house points for all your work.

Ms Palumbo –

Weronika S, Aryansh A, Lorenzo L, Christian W, Mal M, Karishma G, Lucas J

Ms Jones –

Amy C, Deandre D, Mariam A

Dr Leach –

Chelsea A, Callum L, Ryan H

Ms King –

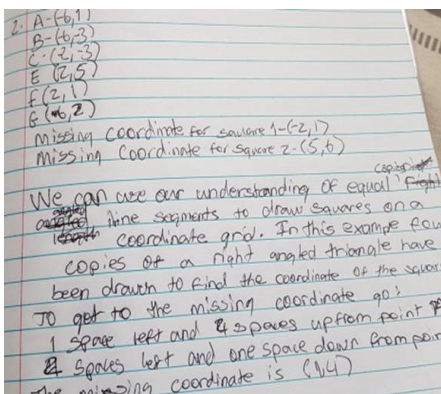
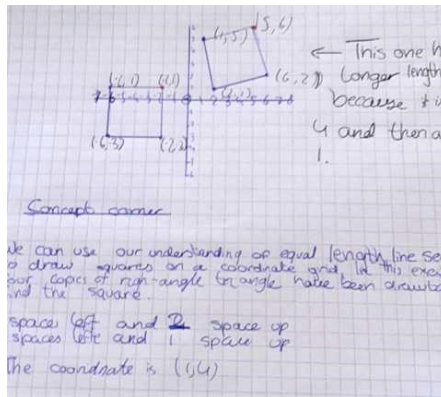
Alex S, Dragostin R, Shekeel B,

Alexandra M, Paige W, Grace K, Mia S

Mr Ahluwalia –

Mana A, Haris H, Sebastian M, Jacob D, Evelina C

These are just a few examples of the fantastic work that you are sending through to your maths teachers .



Year Task 8: KO: Match the Words to their Definitions

A. 1. Another word for a many sided shape	A. Polygon
B. 2. The sum of the areas of all the outside faces of a 3D shape	B. 180 degrees
C. 3. Angles on the same side of a transversal and in the same region	C. 90 degrees
D. 4. Angles on the same side of a transversal but in different regions	D. cube
E. 5. Angles in the same region but on opposite sides of the transversal	E. allied
F. 6. The sum of the exterior angles of a polygon always sum to...	F. chord
G. 7. The sum of the interior angles in an isosceles triangle sum to...	G. Heptagon
H. 8. The angle between the directions North and Northeast on a compass is...	H. Corresponding
I. 9. A solid which has 6 rectangular faces at right angles to each other is a...	I. Tessellate
J. 10. A solid with 8 square faces at right angles to each other is a...	J. Alternate
K. 11. A line joining two points on a circumference but does not cut through the centre of the circle is a...	K. cuboid
L. 12. A line that touches a circle at only one point is called...	L. 45 degrees
M. 13. The angle a tangent makes with a radius is...	M. tangent
N. 14. A 20 pence piece and a 50 pence piece are examples of what polygons?	N. 360 degrees
O. 15. The act of covering a space repeatedly with one shape so that there are no gaps and no overlaps	O. Surface Area

Hounslow Council's 11-18 years old Domestic Violence Support Programme?

The programme offers therapeutic, practical and emotional support for children affected by domestic abuse/ domestic violence and their non-abusive parents. The programme is delivered by the Domestic and Sexual Violence Outreach Service (HDVSOS) as part of our response to the COVID-19 Pandemic.

Who is the programme for?

The programme is for families with

children 11-18 years old have been affected by domestic abuse/ domestic violence and are living in Hounslow.

How is the programme delivered?

The programme is delivered remotely by phone and video-enabled programmes and applications.

What support will the children and parents receive?

The programme will help parents and children keep safe, well and supported during the time of the COVID-19 pandemic.

How can a family access the programme?

Please email the completed referral form to

charlotte.roffey@hounslow.gov.uk or community.safety@hounslow.gov.uk

Questions?

If you have any questions, please contact Charlotte Roffey on 020 8583 4156 or email

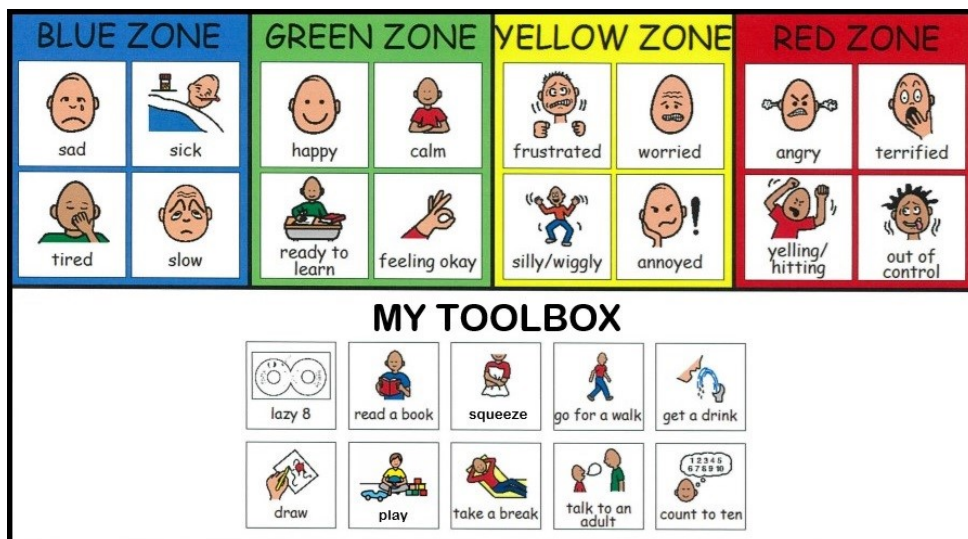
charlotte.roffey@hounslow.gov.uk.

Support for non-abusive parents includes:

- Safety planning
- Empowerment, emotional support and advocacy
- Practical support and signposting to community and online resources
- Space to learn about ways to support your children's wellbeing and keep them safe
- Help to explore options and choices to make informed decisions

Support for children includes:

- Reassurance and emotional support
- Safety planning
- Daily routines
- Kindness
- Space to learn ways to keep calm and happy when dealing with feelings of stress and anger
- Improve self-esteem and wellbeing
- Signposting to services
- Self-Care



THE ZONES OF REGULATION™

Life is 10% what happens to us and 90% how we react to it.

Charles Swindoll

The Zones of Regulation is a programme that has been created to teach young people self-regulation and emotional control. We use it with our students at Bolder but it can also be used by families at home!

The Zones of Regulation uses four colours to help children self-identify how they're feeling. It also helps them better understand their emotions and thinking patterns. They can learn different strategies to help them cope and manage their emotions based on which colour zone they're in.

Additionally, the Zones of Regulation helps them to understand how their actions can affect those around them.

The Green Zone

Being in the green zone means you are calm, focused, happy, or ready to learn.

The Yellow Zone

Being in the yellow means you may feel frustrated, anxious or nervous. But, it could also mean you're feeling excited, silly, or hyper – which is okay

in the right situations.

The Red Zone

Being in the red zone means you're feeling anger, rage, terror, or complete devastation and feel out of control.

When a person reaches the red zone, they're no longer about to control their emotions or reactions.

The Blue Zone

When you're in the blue zone you may be feeling down – sad, sick, tired, or bored.

You're still in control, as you are in the yellow zone, but with low energy emotions.

Follow this link to the Zone of Regulation website which has some suggestions about how to use the zones at home!

<http://www.zonesofregulation.com/distance-learning-resources.html>

This week's health message: Sleep Well!

Good quality sleep is essential for your physical and mental health! Whilst we sleep our body....

- Brings together all information gathered during the day to make memories.
- Releases hormones that, for example, regulate growth & appetite, and reduce urine production during the night.
- Repairs the body & conserves energy.
- Helps maintain a normal immune system.

Poor sleep time can....

- Increase the risk of serious medical conditions (e.g. obesity, heart disease, high blood pressure and diabetes).
- Lead to poor mental health (including conditions such as depression & anxiety).
- Disrupt the immune system, making it harder to fend off bugs.
- Contribute to weight gain.
- Increase risks of accidents.
- Cause poor concentration, irritability and less tolerance.

How to make sure you get enough sleep



- Limit screens in the bedroom
- Use an alarm clock and not a mobile phone.
- Stop using your phone an hour before bedtime
- Exercise for better sleep.
- Cut out the caffeine.
- Stick to a regular routine and go to bed at the same time each night.
- Create a sleep-friendly bedroom.
- Talk through any problems, before bedtime.
- Avoid long weekend lie-ins.

Parent Shout Out - Science Goggle Donation

A Bolder parent has shared that a friend working in the ICU at West Middlesex would like to say how thankful the staff were to have received a batch of protective science goggles a few weeks ago.

They told mum they had made a huge difference to the staff and they were incredibly grateful.

Mum was really proud to be able to say that Bolder Academy had donated their stock to help support our NHS workers.





Here is Next Week's full [VTALK Schedule](#).

Calendar links to help you save the dates. Add all of them and share these dates with your students and school colleagues. Enjoy!

HOW TO JOIN THE VTALKS

- Join 10 minutes before the VTALK to be ready
- You can join without needing an account – [Watch how here](#)
- For full speaker descriptions visit the [VTALK Schedule here](#)
- Watch pre-recorded VTalks from our library [here](#)



If I wasn't in Lockdown By Karishma 7E

*Lockdown the world is in,
But we are all trying to stay
Positive and grin!*

*Queues in supermarkets
and a lot of shops shut,
Everyone ran out of toilet
paper
And left them
in a rut!*

*Schools are closed,
so it's online learning,
I never would of thought
for school
I would be yearning!*

*The NHS are heroes,
so on a Thursday we clap
and cheer,
To make sure that they
know and hear*

*And if I wasn't in
lockdown...
We would never have known
what kindness
People have shown!*

DATE	SPEAKER	INFO
Wed 20 th May 10am Add to calendar	Dr. Maria Faraone, Director of the RIBA Studio, Royal Institution of British Architects	What does an Architect do? Dr Maria Faraone will explore with students more about the career, what it might entail and how students can pursue the career.
Wed 20 th May 2pm Add to calendar	David Dein, Former Chairman of Arsenal and the Football Association	David's presentation is aimed at 15-18yr olds and features the phenomenal success of the Premier League since its inception. David will also impart inspirational messages about how to be successful.
Thu 21 st May 2pm Add to calendar	Peter Mather, Group Regional Vice President, Europe & Head of Country, UK, BP	Carbon emissions need to fall fast to meet the Paris climate goals. At the same time, the global population continues to grow – and demand more energy. By 2040, another 2 billion people are expected to be in the world, while energy demand is projected to rise by around a third, equivalent to adding another new China and EU's worth of energy demand on top of what's required today. How can we tackle this dual challenge?
Fri 22 nd May 10am Add to calendar	Tom Dore, Head of Education, British E-Sports Association	Tom's session will talk about the transferable skills that can be gained from playing esports, Tom's session will aim to demystify the esports sector and let students know about the opportunities that exist.

ONLINE SAFETY From the 'Prevent Team' Hounslow



The online world is a wonderful place and during this restricted time, people are online even more than ever. That's the good people and unfortunately the bad too, so the risk of harm online has naturally increased. The bad are trying to take advantage of this situation and will try to influence through hate speech, conspiracy theories and could try to groom and radicalise others. Those that are vulnerable are more susceptible to this, such as children/young people. Therefore, it is paramount that we and our children are staying safe online. We should be

checking our children's online activity on a daily basis - who are they speaking to/messaging/playing online games with? What information are they sharing with others/strangers? Do they know how to report an issue and that they can come to you if they experience anything concerning? For more information and advice visit: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

The Prevent Education Officer, is keeping in contact with schools, and educational establishments with Prevent support and Online Safety guidance and resources. We have also linked in with DfE guidance and that from trusted organisations in relation to home learning and maintaining safe use of online space. London Grid for Learning (LGfL)

<https://www.lgfl.net> have resources for all elements of Online Safety

Learning French from your sofa!

Immerse yourself in languages without lifting and academic finger! All of the titles below are included in Netflix or Amazon Prime packages. Some titles have a 15 rating. Please check with your parent before watching.



TV Cartoon

- Miraculous Mini Wolf
- Grizzly and the Lemmings TV - Cartoon
- Rabbios Invasion
- Seven & Me

Films

- The Little Prince Film
- Jungle Bunch

Documentary

- March of the Penguins 2
- Nailed it !



Films

- Asterix the Gaul
- Dragon Hunters
- Earnest and Celest Film—
- Tomboy
- The Bare Necessity
- Lost in Paris
- African Doctor
- The Climb
- Bad Seeds
- 10 Jours En Or
- He even has your own eyes
- Sink or Swim
- A season in France
- Little white Lies
- Coco Before Chanel

Documentary

- Terra
- Concrete Football
- Women at War 1914-1918

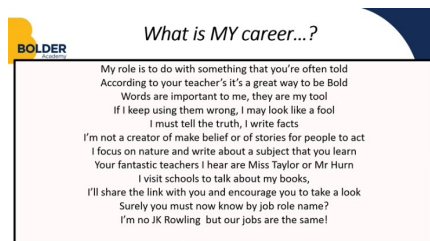
If you are lucky enough to have Disney Plus you can change the audio

for any film to French or Spanish
Miss Ventura

Careers:



This half term students have been introduced to a range of virtual career talks, which have so far included a lawyer, author, marketing consultant and a doctor. The students try to guess the career through a poem with hints and then watch/listen to the professional speak about their career. This includes: how they got into their role, their favourite parts and how covid-19 has had an impact, as well as including advice for our Bolder students. Well done to those who have engaged with these. Several are showing strength, bravery and kindness in exploring more and asking inquisitive questions. Do keep watching these - we have plenty more experts ready to share their wisdom with you after half term!



Bolder Blogging



As well as working hard on their subject tasks, several students have been engaging with optional literacy tasks. Students have been encouraged to explore and develop their creativity from writing book reviews, blog reflections and poems/short stories. They have a weekly challenge that they can use for inspiration or they can submit their own ideas. A particular well done to Hayden L (7D) who was one of the first to submit a strong poem on lockdown and Karishma G (7E) who has treated not one, but two fantastic pieces. Do continue to send through

your work! Strong submissions will be uploaded anonymously to the blog site which can be seen here:

www.beboldblogging.weebly.com

Kahoot Club



At Bolder students are offered a range of lunch time clubs. One particularly popular club is Kahoot- an interactive quiz platform, which allows students to compete against each other to answer subject related questions. Due to its popularity, we decided to trial this virtually. Several students have taken up this opportunity and are regularly playing the Kahoots to further develop and assess their understanding. A particular well done to the following students who are frequently appearing on the leaderboards!

Tanishq M (8A), Luqman A (8A), Saayakee C (8A), Aryan A (8B), Dhruv G (8C), Mariam A (8F), Emir K (7F)

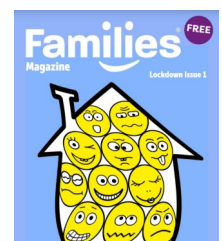
Miss Tough

Meet the Team

There are a few important people that work behind the scenes to make sure that the Bolder building and the people in are safe and sound. Kate Biant our Business Manager has been working incredibly hard ensuring that the re-opening of Bolder, across two sites will run smoothly.



In this edition Mrs Biant has recommended the 'Families' magazine which although caters for younger students, has some great links (like the David Walliams story readings link) and is being made available free online during the Covid closure.



You can open the magazine [HERE](#).



There's a good chance you already know what the PlayStation 4 (PS4) is. Sony's video game console is often touted as being one of the best-selling of all time, with over 100 million units shifted worldwide. With over seven years of polishing and fine-tuning under its belt, you'd expect the console to be one of the safest around. While this is overwhelmingly true, there are still things parents should be on the lookout for whether they're children are starting it up for the first time or they're already experienced users.



What parents need to know about PLAYSTATION 4



SAFETY CONCERNS

PlayStation users are able to add each other as friends by simply inputting another player's username and sending them a friend request. If accepted, they can chat openly from the console's dashboard, including voice chatting in a private party. If players know each other, this can be a great way to talk privately while in games, without having to interact directly with others. But, similarly, if a stranger adds a child and is accepted as a friend, they have direct access to them.



ACCESS TO PERSONAL INFORMATION

The PlayStation Network (or PSN) is essentially used to house all the other PlayStation services (like PlayStation Plus and PlayStation Store) under one roof. Accounts are free and come in two forms; master accounts and sub accounts, with master accounts having access to the parental controls on a console. If a user's ID and account password were compromised (if a child was tricked into revealing it or if a hacker obtained the details otherwise) then it could provide access to personal information or banking details.



ONLINE BULLYING

Sometimes in an online game, players will be able to freely chat with each other. While these interactions will mostly be positive and about having fun in a game, some people will take this opportunity to use offensive or abusive language or may just want to aggravate other players. In some cases, it may amount to harassment, trolling or cases of online bullying.



ADULT CONTENT IN GAMES

The PlayStation offers a huge variety of different games, all with different age ratings. From shooting games to driving, sports, educational titles and everything in between, they all need special attention when considering a purchase, as some can contain adult content or explicit language with isn't always suitable for young children. The best way to know what a game involves is to check out its PEGI rating which will be on the game box, or on the website page before you buy. Remember that these ratings serve as a guide, and the ultimate choice lies with parents to know what is acceptable and appropriate for their children.



SCREEN ADDICTION

The PS4 can provide hours of entertainment. As well as being an avenue to play games, it provides the ability to browse the Internet, watch live TV or stream video services such as Netflix, Amazon or YouTube. Such is the variety, that it can be easy to switch between modes and rack up time in front of the screen. Some children may also find it difficult to control the amount of time they play games, potentially leading to gaming disorder.



Safety Tips for Parents & Carers



CREATE 'CHILD FAMILY MEMBER' ACCOUNTS

The PS4 allows parents to set up different accounts for different family members, including children. This will allow you to control different aspects of your child's PS4 experience including the ability to set age restrictions on gameplay, limit play time sessions, disabling chat messaging and the ability to access the Internet.



DISCUSS PSN RISKS WITH YOUR CHILD

It's always a good idea to discuss with your child how to stay safe on the PlayStation Network and how to respond if people they don't know contact them. Advise your child to report anybody who upsets them or makes them feel uncomfortable and to never share personal or private details or images with anyone online. You can also block other users if they are abusive or your child feels threatened by their behaviour.



SET MONTHLY SPENDING LIMITS

It's a good idea to set a limit on how much can be spent on things like new games, or for skins or card packs in games like Fortnite and FIFA. This can be done using your master family account and then selecting your child's account. Go to Applications/Devices/Network Features from where you should be able to select Monthly Spending Limit and adjust it as you see fit.



IMPLEMENT PRIVACY CONTROLS

Sometimes it's easier to block potential risks at the source when playing online. Through Network Features, you can select whether a child's sub account can communicate with others while on the PSN or whether they can view content created by other players. This means disabling the ability for your child to communicate via chat or messages or displaying and entering comments for friend requests and game invitations. It also means you can block videos, images and text created by other users from view.



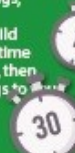
SET AGE RATING LEVELS FOR GAMES, DVDS AND BLU-RAYS

As well as controlling what age rating level of a game your child can play, you can also set appropriate controls for DVDs and Blu-Rays. To set this up, simply go through the Family Management setting and then Applications/Devices/Network Features and select the type of content you would like to restrict.



LIMIT PLAY TIME

Play time can also be managed through the PlayStation's parental controls. On the family manager accounts, go to Settings, Parental Controls, Family Management and select the child account you'd like to limit play time for. From here, set a Time Zone, then configure the Play Time Settings to your preference.



KEEP ACCOUNTS SECURE

To stop children from changing parental controls and adjusting their own limits and restrictions, you can create a system restriction passcode to disable guest login and set up a log-in passcode so that only you can access your account. To protect against hackers, you can activate 2-step verification (2SV) which will alert you of any new logins. You can also set up a password at 'checkout' in the PlayStation Store so that there is an additional layer of security if anybody attempts to make any unauthorised purchases.



Meet our expert

Mark Foster has worked in the gaming industry for 5 years as a writer, editor and presenter. He is the current gaming editor of two of the biggest gaming news sites in the world, UNILAD Gaming and GAMINGbible. Starting gaming from a young age with his siblings, he has a passion for understanding how games and tech work, but more importantly, how to make them safe and fun.



SOURCES: <https://www.playstation.com/en-gb/get-help/help-library/my-account/parental-controls/ps4-parental-controls/> | <https://www.playstation.com/en-gb/get-help/help-library/my-account/parental-controls/online-safety/> | <https://www.playstation.com/en-gb/get-help/playstation-safety/> | <https://www.playstation.com/en-gb/get-help/help-library/my-account/parental-controls/play-time-settings/>