



effort achieves

Hazelwick School Newsletter

May 2020

Headlines

Ms A Fearon, Headteacher

As the lockdown remains in place, we continue to be immensely grateful for your support and, indeed, for the many positive messages that so many of you email in to the school. Additionally, I would like to congratulate all our students on the progress that they are making through their work online. Contained within this newsletter are many examples of the fantastic work that students have undertaken, as well as details of the range of skills that they are developing.

As next week is our May half term holiday, I would like to remind you that teachers will not be publishing lessons on Show My Homework. The new half term will begin on Monday 1st June when online lessons will recommence for all year groups.

It's great to see our teachers and students being so creative during lockdown; there are examples from so many different fields highlighted in this newsletter. I hope that many will rise to the challenge posed by the Heads of House by choosing a picture or scene from a film to recreate themselves. Below is a brilliant example from Miss Corcoran, Senior Head of House. See more details of this exciting challenge on page 21!



Miss Corcoran – Senior Head of House – Johannes Vermeer's Girl with a Pearl Earring

I do hope that students, staff, parents and carers have the opportunity to enjoy a sunny half term break.

All good wishes

News and Activities from the Drama Department...

Year 9 Drama students have been creating their own set design for the play DNA by Dennis Kelly. This is a set text and the GCSE Drama examination requires students to have a thorough understanding of how theatre is created using the design elements of set and stage furniture, costume, sound, and lighting. The students have also been developing their knowledge of Drama by researching the variety of different theatre spaces there are in the UK and learning about the use of different stage spaces. In their own set design, they have chosen their ideal theatre space, stage space and have explained how their choices for the set design links to the themes and issues in the play.

Like professional set designers, students were asked to either sketch their design or create a model version of the set. Here, **Kathryn Hill** chose to sketch and label her design set in a black box studio with the audience sat in traverse. **Erin Kennedy** created a model version of her design also set in a black box studio, but using a thrust stage space. Other students have been submitting some very impressive and creative designs. Well done, Year 9, excellent work!

Miss Chalaye
Teacher of Drama



News and Activities from the Drama Department Continued...

During this term the Key Stage 3 Drama classes have had the opportunity to view a recorded version of a live performance of *The Railway Children*. This wonderful play, adapted by Mike Kenny from the E. Nesbit children's book was performed at The National Rail Museum and even featured a full size, working steam train, traverse set and wonderful special effects and design elements. The students have been putting their theatre analysis skills to great use and commenting on the effect of the lights, sound effects and set design and have been commenting on Rozzie Nicholson-Lailey's use of voice and movement when she plays Roberta.

The example below shows an exceptional use of subject specific terminology and excellent reasoning skills – it's work I would be proud to receive from GCSE students!

The actor playing Bobby cleverly showed her sadness in the conversation she had with her mother about her father.

Bobby's facial expressions showed that she was sad when she did not look at her mother when discussing her father.

Also, she spoke with a slow pace, this alone shows that any actor is not excited or happy because if they were happy they would be talking with a quicker pace to show excitement.

The effect was heightened by the use of a lower tone in Bobby's voice, this creates a sad atmosphere.



Dylan Roberts 7CBY





News and Activities from the Spanish Department...

Year 11 Spanish A level 'Bridging' Work

Year 11 students who are planning on studying A level Spanish have been asked to complete a variety of tasks to help them 'transition' from GCSE to A level. One was a written task which asked students to respond to the following bullet points:

1. What you should eat to help you lead a healthy life
2. Your opinion on marriage and divorce
3. How the family has changed in Spain in the last fifty years

We have been so impressed with the written work produced by our Year 11 students. **Hafsa Zamir's** work below is a great example of the high standard of work which we have received. Well done to all our 'A level transition' students – the work you are doing now will really help you to prepare for Spanish A level.

Ms S Gratton

Hay muchas maneras en las que se puede llevar una vida sana, una de las maneras es tener una dieta saludable. Se debería comer más frutas y verduras porque contienen las vitaminas, en las que creo que son necesarias para que su cuerpo funcione bien. Además, se debería evitar la comida basura y la comida que contiene productos de grasa, como la mantequilla. Esto es porque aumentan el riesgo de numerosas enfermedades, por ejemplo la obesidad. Desde mi punto de vista, es mejor cocinar en casa porque se podría controlar la cantidad de grasa.

A mi juicio el matrimonio es una cosa preciosa porque es una gran manera de mostrar a sus amigos y parientes con quien uno quiere pasar su vida. Sin embargo, hoy en día la mayoría de las parejas jóvenes no piensa que una boda sea necesaria así que no se casan y en lugar de eso viven con sus parejas sin contraer matrimonio. No obstante, la gente quien no quiere vivir con su pareja debe tener la oportunidad de poder divorciarse porque creo que nadie tiene que permanecer en una relación que no quiere. Unas personas piensan que el divorcio puede tener los efectos negativos en los niños de las parejas, pero pienso que puede salvarlos del abuso también.

Ha habido un cambio significativo en la familia española desde la década de los 70. Esto es porque, cuando el régimen del General Franco terminó, muchas leyes fueron erradicadas. En aquella época, las mujeres no pudieron acceder a muchos puestos de trabajo, así que dependían económicamente de sus maridos. También el divorcio se hizo legal en 1981, por lo que, desde entonces, en general, hay más padres solteros. Además, el matrimonio entre personas del mismo sexo se hizo legal en 2005 por eso hay muchos niños que tienen dos madres o dos padres.

And the English translation ...

There are many ways you can lead a healthy life, one way is to have a healthy diet. You should eat more fruit and vegetables because they contain the vitamins which I think are necessary for your body to function well. In addition, junk food and food containing fats such as butter should be avoided. This is because they increase the risk of numerous diseases, for example obesity. From my point of view, it is better to cook at home because the amount of fat could be controlled.

In my opinion, marriage is a precious thing because it is a great way to show your friends and relatives the person with whom you want to spend the rest of your life. However, today most young couples do not think that a wedding is necessary so they do not marry and instead live together without getting married. However, people who don't want to live with their partner anymore should have the opportunity to get divorced because I don't think anyone should have to stay in a relationship which they don't want to be in. Some people think that divorce can have negative effects on children, but I think it can spare them from domestic abuse as well.

There has been a significant change in the family in Spain since the 1970s. This is because after General Franco's reign ended, many laws that were put in place by Franco were eradicated. In that era, women did not have access to many jobs, so they were financially dependent on their husbands. Divorce was also made legal in 1981, so there are more single parents in general. In addition, same-sex marriage became legal in 2005, so there are many children who have two mothers or two fathers.

Hafsa Zamir, Year 11



News and Activities from the Sociology Department...

Y11 students hoping to study A Level Sociology have been working hard on their transition work. One of the projects students have completed is researching famous sociologists and creating posters based on their findings. I have been really impressed with the informative posters students have been producing.

Mrs Banbury

Chloe Noel— I ISLA

EMILE FUNCTIONALIST

Durkheim


KEY THINKER:

→ **Born:** 15th April 1858, Épinail (France)

→ **Died:** 15th November 1917

Durkheim is a founder of the functionalist consensus theory and is also credited as being one of the principal founders of modern sociology along with Marx and Max Weber.

Emile Durkheim states that society is created when individual consciousness interact and fuse together and believes it can be studied scientifically through 'social facts' → factors that are able to influence an individual.



author of

- 'on the Division of social labour'
- 'The rules of sociological method'
- 'Suicide'
- 'The Elementary Forms of religious life'
- Other articles & reviews

Of all of Durkheim's work, he is most created for his study 'suicide'. He lived through the rapid transformation of France, from agriculture to industrial and was interested in how capitalism affected the middle. He observed that whilst capitalism was rewarding and liberating, the transition to this modern economic system lead to increased suicide rates and general unhappiness in society. Durkheim concluded that the main factor causing unhappiness was overwhelming pressure on individuals to achieve and the loss of community.

Hamidah Ali - I IRBA

Talcott Parsons

- Born on the 13th of December 1902 in Colorado, United States.
- He died on the 2nd May 1979 in Munich, Germany aged 76.
- The American sociologist (and a foundation for what was to become modern functionalism).
- Most of Parsons work focused on the concept of structural functionalism, which is the idea of analyzing society through a general theoretical system.
- Parsons was also concerned with social order, but argued that order and stability in society are a result of the influence of certain values, rather than the structure.

- Talcott Parsons viewed society as a system. He argued that any social system has 4 basic functional needs: adaptation, goal attainment, integration and pattern maintenance. There could be seen as problems that society must solve.
- Parsons became a full professor of sociology in 1944 at Harvard. He held that position until his retirement in 1973.

- Parsons published more than 150 books in his lifetime, including articles.
- Some of his major publications:
 - The structure of social action (1937)
 - The social system (1951)
 - Essays in sociological theory (1964)
- Parsons' 'The Structure of Social Action' (1937) bases the theories of Durkheim, Pareto and Weber into one new body of theory.
- As a functionalist Parsons saw social structure or the organization of a society as more important than the individual.

Hamidah Ali

News and Activities from the Maths Department....

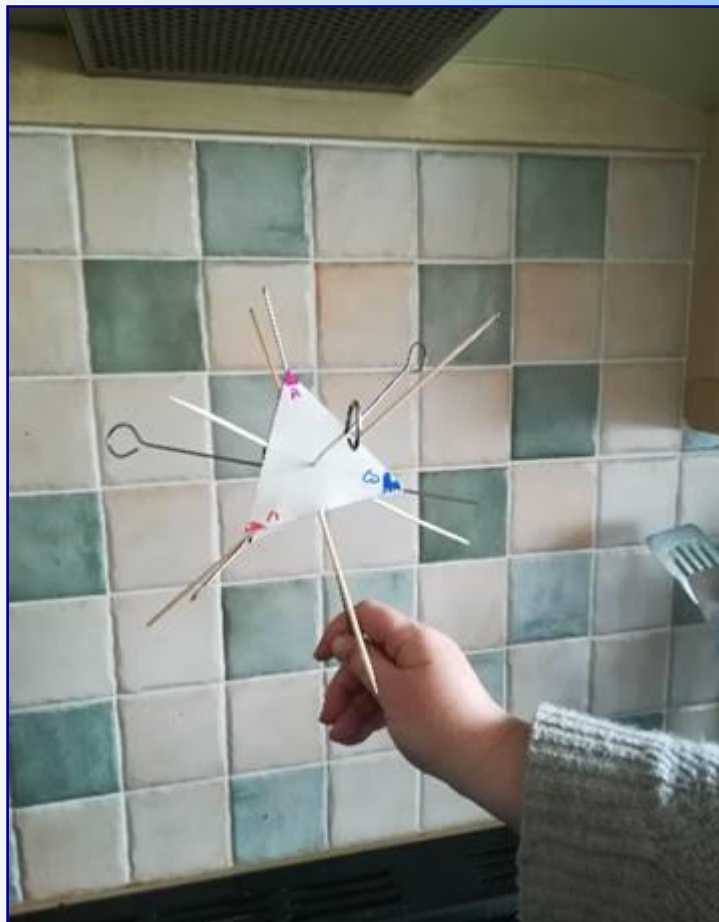
Mathematical Modelling

During lockdown the Maths Department have been setting some investigation work for Year 11 in preparation for A Level and Further Maths A Level next year.

When Mr Race asked students to investigate the symmetry of a tetrahedron, **Amy Hill (11SDV)** got busy with scissors and glue, and raided the kitchen to find each axis of symmetry!

Amy successfully found all 24 possible transformations and drew a table of how they combine with each other.

Well done Amy!



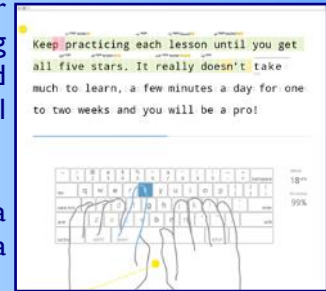


News and Activities from the Computer Science Department....

Year 7 Computer Science – Typing Club

The current Year 7's have been working extremely hard on improving their touch typing skills. They have been using typing club, which is an amazing educational platform for keyboarding. With technology evolving, students tend to use their thumbs more than their fingers, which makes this platform so useful because it allows them to practice their typing while having fun.

This will make them faster typers and improve their productivity when using a computer, which is extremely helpful for every single piece of work that a student might do on a computer.



TypingClub is a fun and engaging tool that resembles a game, allows students to complete levels and gain badges. They can have healthy competition against each other and work at their own pace.

We are very lucky at Hazelwick School that we have our own bespoke TypingClub website: <https://hazelwick-school.typingclub.com/>. That is amazing because it gives us, the teachers, the opportunity to track all the amazing work and progress the students are making. We can see all the badges they have won, the levels they have completed and even create a little competition between what class has the best performance.

At the moment 7SEV is on the top of the leader board, with an earned score of 4,814,027 and a typing time of 2d 4h 36m 20s, followed by 7KHO with an earned score of 3,075,426 and a typing time of 1d 11h 26m 44s and by 7KSI with an earned score of 2,078,764 and a typing time of 1d 4h 57m 49s.



Excellent work 7SEV!

Well done to 7MVN for being the fastest typers of the all year group with an average of 28.5 words per minute.

Very impressive!

Overall as a year group, they have been amazing, working extremely hard on touch typing once a week. Some of them do extra work in their own free time because they enjoy it so much.

Well done Year 7!

Miss Silva

DC Typing

Clear Progress View Per Lesson Adjust Difficulty

Total Score 169028	Total Stars 462	Total Time 4h 6m 58s
Total Attempts 190	Difficulty (WPM) Normal	Difficulty (Min Accuracy) Normal

68%
Progress

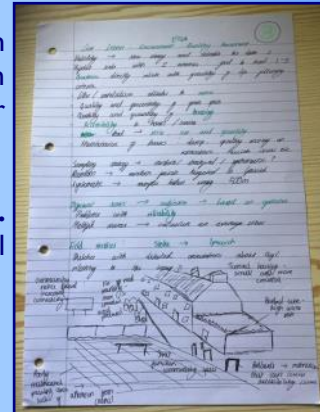


News and Activities from the Geography Department...

During the lockdown period, our current Year 12 Geographers have been engaging in Fieldwork live sessions run by the Field Studies Council for both human and physical Geography. This is to help prepare students for their Geography Investigations (worth 20% of their A Level course).

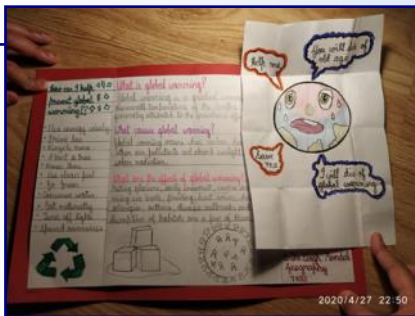
I have attached examples of work completed by **Callum Oliveira (12ECA)**. Callum's level of detail/presentation is superb and his analysis/critical evaluation of the usefulness of different fieldwork strategies is excellent.

Mr Salmon



In Geography, Year 7 students have been learning about the causes, effects and solutions of Global Warming. As you can see in the examples below, students have created excellent leaflets to educate the public about the issue of Global Warming.

Miss Opperman



Inika Singh Mondal -7KSI



News and Activities from the History Department...

Year 12 History students have been studying American society in the 20th century and the development of the 'Car Culture'. Here they demonstrate their study skills, condensing notes and creating detailed mind maps either by hand or using IT. Perfect revision resources!

Mrs Collins

Holly Payne - 12NSM





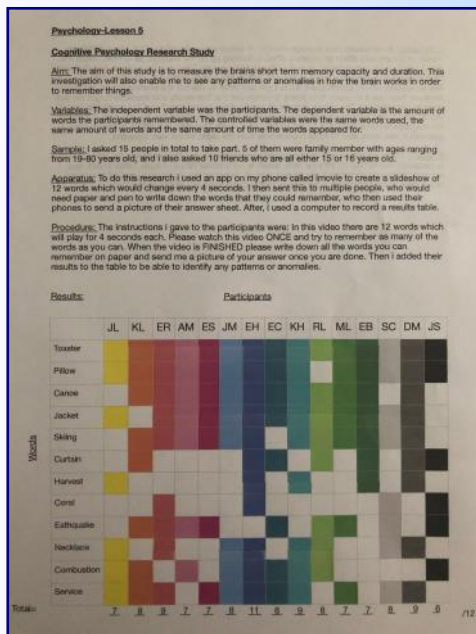
News and Activities from the Psychology Department...

Year 11 have begun their transition work for Psychology. The students completed an introductory lesson on Cognitive Psychology which included some memory tasks. They were then asked to carry out their own research on memory at home and write up a report.

We have been very impressed by the standard of work submitted so far. Here are just a few examples...

Great work year 11!

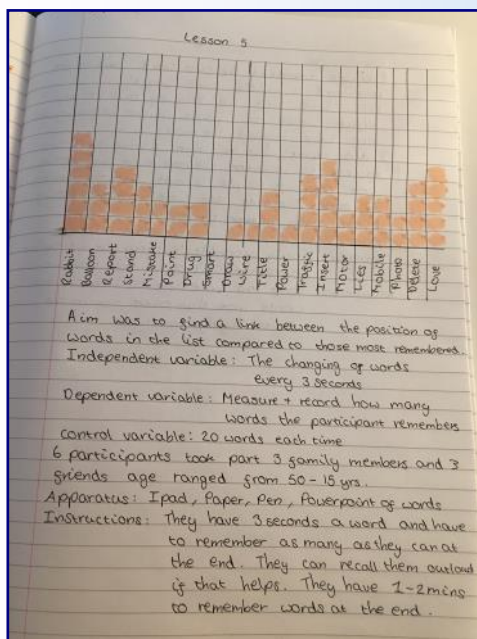
Miss Barlow



Maddie Lines - 11SDV

Conclusion: In conclusion the average number of words remembered was 7.9. I found that the theory of the primary effect a recency effect is backed up by my findings, as in most cases the first 5 words were remembered as well as the last few words. The trend throughout was that every participant didn't remember most of the words from the middle of the list. However, there were a few anomalies, where a participant did not get any other words but the starting words, but this is because they spent so much time trying to remember the first words and therefore forgot the last ones or missed them. The lowest amount of words remembered was 7 and the maximum was 11 words, which also slightly correlates to the Miller's Magic Number as the average was 7.9. In my investigation females were able to remember more words than men. In addition to the younger population also were able to recall more words than the older, which was expected.

Evaluate: My investigation was not completely representable as I did not have a fair sample. This is because I mainly had 15-16 year olds, which is not a broad range of ages. I also mostly had females taking part therefore it is a biased sample. However, my words were picked at random which gave every participant a fair test as each word had no correlation to the next.



Conclusion
 Everyone remembered the first word and no one remembered a middle word 'Smart'.
 This shows that the Primacy and Recency effect works as words at the beginning and end were recalled the most.
 I did expect this as when I tried it, it was easiest to remember the most recent ones as they were only a couple seconds into the memory. The ones 15 seconds ago were forgotten proving Miller's magic number theory.

Strengths: Easily accessible to carry out and explain. Proves the limit of the short term memory.

Weaknesses: Some had more time to think and recall words more than others making the results slightly inaccurate.

Emma Kitson - 11AVG



News and Activities from the Chemistry Department...

Year 10 Chemistry students have demonstrated an amazing level of resilience with their Chemistry distance learning.

They have been researching the Earth's atmosphere and the effects of global climate change. Dr. Owen's class were tasked with producing a newsletter to inform the public about climate change. There were exceptional pieces of work submitted by the class.

We are really proud of the way our Chemistry students are working hard for their GCSEs and continuing to submit work of such a high standard - well done Hazelwick Chemists!

Mrs Catlow

GLOBAL CLIMATE CHANGE

OUTCOMES OF GLOBAL CLIMATE CHANGE :

- FLOODING**, as the temperature increases polar ice caps melt meaning sea levels rise results flooding on land which can cause coastal erosion and habitat loss
- EXTREME WEATHER**, becomes more common and severe
- CHANGES IN RAINFALL**, amount of rain, when and where. Heavy rain can damage crops.
- EXTINCTION**, as the environment changes animals and plants cannot adapt to the environment quick enough and die.

But these are hard to predict because exactly how climate will change and how capable human society will be at absorbing climate impacts are issues characterized by deep uncertainty. For example, different experts who assess climate change risks often reach very different conclusions. Other experts see climate change as a much more serious risk to society.

CARBON FOOTPRINT = the amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organization, or community.

WAYS TO REDUCE IT :-

- Using technology that captures CO₂ before it is released into the atmosphere in industrial processes but there is still a lot of work to be done on alternative technologies and they are also expensive.
- Renewable energy resources could be used instead of burning fossil fuels but the problem could be that this is a more expensive method and some methods e.g. wind turbines take a lot of space.
- Governments could tax companies according to the amount of greenhouse gases they emit e.g. taxing cars based on the amount of CO₂ they emit over a set distance could be that people choose to buy ones that are more fuel-efficient and so less polluting. But this could be difficult to achieve as governments are also worried that making these changes will impact on the economic growth of communities – which could be a burden for people's well being.

There also specific environmental impacts

Guntas Bhatia - IOAPA



News and Activities from the KS3 Science Department....

The science department would like to congratulate our students in Year 7 and Year 8 who have been continuing to work so hard at home. Some of the work produced has been impressive. Well done to everyone in Year 7 and 8 who has been keeping up to date with their science learning.

Year 7

Our Year 7 students have been looking at Ecosystems or Light and Sound. We would like to share some of the work on light and sound with you.

Reflection

When light hits a mirror it is reflected at an equal angle.

There is a line at a right angle from the mirror called the normal and there is the incoming light (Incident ray). When the light hits the mirror, it is reflected and the reflected ray is the result. The reflected ray is at the same angle from the normal as the incident ray. *By Hannah Stroud*

Fact file about: Cameras

The type of lens this uses is:

A convex lens

What does the lens do?

The lens in the camera is used to bring light to a fixed point to be able to take the picture.



A camera is used to:

Take photographs effectively and from a distance. You are also able to save your photos to view them.

Fun fact!

The word "**photography**" originates from Greek, meaning drawing with light.

by Liza Gnatowska 71/cb1b - 7MVN

News and Activities from the KS3 Science Department Continued...

Year 8

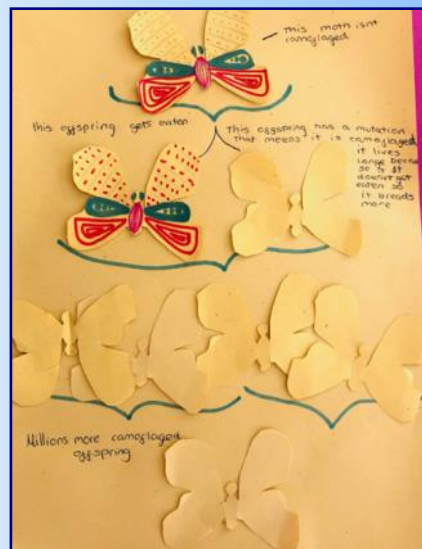
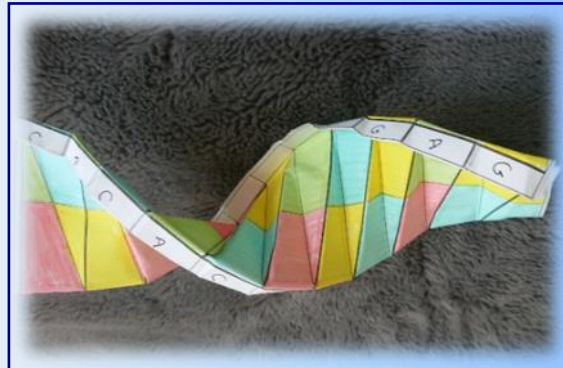
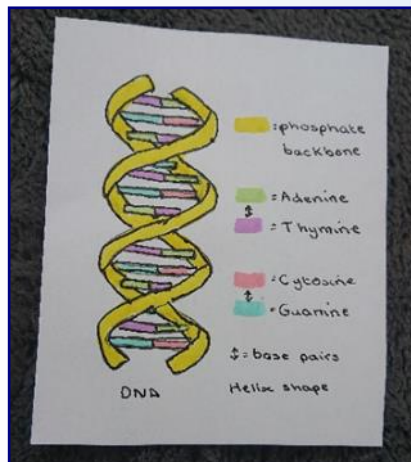
Our Year 8 students have been looking at Natural Selection and DNA or Climate change.

We have had some really lovely submissions of imaginative approaches to the work. Well done Year 8.

An origami model of DNA by Aamina Amir - 8PME



An origami model and drawing of DNA by Bianca Fraczek - 8YMO



Natural selection by Beatrix Brown - 8JST



News and Activities from the Design & Technology Department...



Sahana Sriskanthan 7KSI



Alice Hanson 7KSI



Hayden Mugeridge has spent a number of hours building and programming a workable arcade machine with the help of his Dad. Impressive work Hayden!



Jawad Riadat 8GKE



Toby Jenkins 8GPO

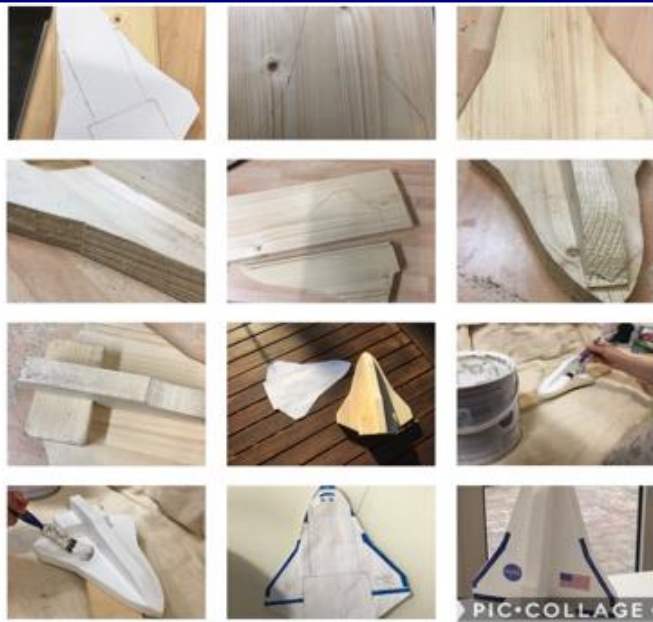


Raina Somaiya

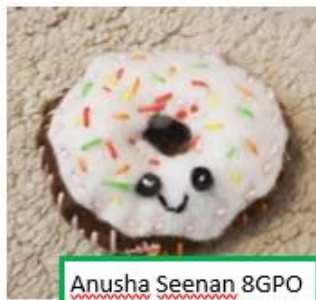
Our Design & Technology students have continued to impress their teachers with the work that they have been producing at home. Using all sorts of resources for junk modelling, to using workshop tools and machinery with their parents, students have been continuing to complete a range of challenges. The concepts, toys and designs that have been seen are fantastic and show the resourcefulness of our students. These projects are great to see and all those featured have put a lot of time and effort into creating their work. Well done all of you!



News and Activities from the Design & Technology Department Continued...



Kirsten Goodbourn



Anusha Seenan 8GPO



Megan Jones 8RCL



Ushna Kaleem 8GPO



Mrs Thomassen has now completed her own design challenge since the last newsletter - hand drawing characters to form this window display. Now to spray mount it and get it in the window! We look forward to seeing what you all do next.



Jai Jai Mills 7KSI



Lucy Jellicoe 8GPO

News and Activities from the PE Department...



Specsavers 'Virtual' Sussex School Games

In all of our PE lessons we have been encouraging our students to sign up to the Sussex school games website. They have created a 'virtual' school games for all Primary and Secondary schools to get involved in. Parents can even sign up to the challenges. Each week there is a focus on a new activity. So far we have had Hockey, Tennis and Football. There will be a challenge to complete. Participants then have 5 days to complete the challenge and enter their scores on the website. Points are awarded to the school for participation and for the best scores. There have been an increasing number of entries but we still need more. Please sign up as a family and get involved in pushing Hazelwick up the leader board.

<https://www.activesussex.org/virtual/>

Excellent Work From Lessons

Last month we encouraged all of our students to try some of the physical activity challenges on our google classroom. We have had an excellent response and some of you have even shared your videos of you trying them. Thanks to Tegan Muggerridge for her video of the flexibility challenge (screenshot below) The PE Department challenges continue.



Last month we told you about the challenges that the PE department had put on google classroom for all students and families to try.

We have had a new batch added ready for you all to try.

Let us know how you get on.

Mr O'Brien



News and Activities from the Heads of Year 9 Photography Club...

The Heads of Year 9 team launched the Hazelwick Yellow Photography Club on 27th April to help ease the frustration of lockdown, learn new skills and encourage students to reconnect with each other.

The aim of the club is to help students improve their photographic skills using phones and mobile devices. We will also cover videography and post weekly challenges in the form of photographic assignments. We live stream on YouTube every Monday at 15.00 hrs, and have shared hints and tips on Composition and Lighting, and celebrated the wonderful images of our Year 9 students.

So far, over 60 students in Year 9 have joined Hazelwick Yellow, but there is always room for more members and they should email: hoy9@hazelwick.org.uk for more details.

Students have been busy taking photos, uploading them to the group page and celebrating the achievements of others with the yellow ribbon.

We run regular competitions with prizes and challenges each week. I have included some of the images taken by the students in response to the Composition and Lockdown challenges.

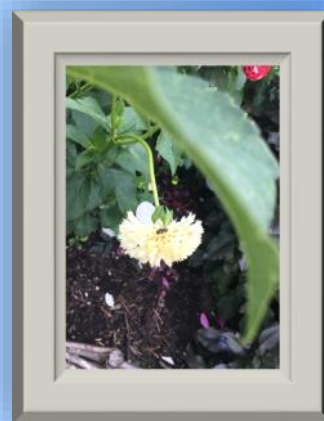
Mr Glyne-Thomas



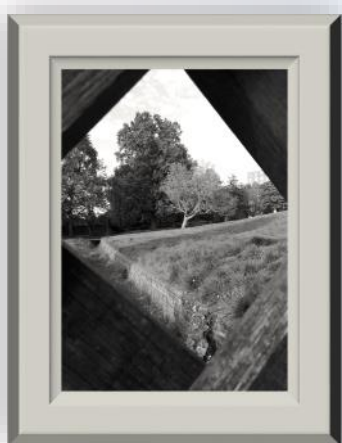
Callum - An isolated walk



Daisy - Sun beam through oak



Emily - The wasp



Gabe - Framing practice



Aadam - Now is the best time to
reflect



Katie - Raindrops on bluebells



News and Activities from the Heads of Year 10...



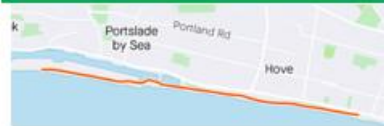
Miss Davis has spent time enjoying her local area going for walks and spotting the many bluebells that have sprung up along the way. Along with her nature inspired bird box painting!



Senay Demir



Mrs Dennett has some ducks that have decided to make themselves at home in her garden.



Distance	Avg Pace
5.00 km	3:42 /km
Moving Time	Elevation Gain
18:30	3 m

Zara Mahmood's poster in support of the NHS featured on BBC News!



Mr Salmon has achieved a new personal best for his 5K run. He challenges any of our Year 10's to beat him and send him a screenshot of their results!

Mrs Reynolds' beans and courgettes are flourishing since the last pic!



Tegan Mugeridge has been taking part in a number of activities. Meeting celebs through Zoom and The British Theatre Academy, baking and producing her own lockdown song. She has also created a Lego animation short film after being tasked to create a reduced two-minute Musical. This took over 30 hours, over 1000 frames, storyboarding, costume and set design, building and filming as well as audio syncing of her voice to the animation!



House News and Activities...

The Heads of House have challenged themselves to get creative this month. We have each taken a painting or famous scene from a film and tried to recreate it at home using things around the house. It has been the most amazing amount of fun and has produced some brilliant results. See details at the end of how you can get involved too!

Mr Wells – Wilberforce House – Paul Cezanne's The Artist's Father Reading L'Événement



Miss Podsiadly – Brunel House – Grant Wood's American Gothic





House News and Activities Continued...

Miss Khan – Bamber House – René Magritte's The Son of Man



Miss Davis – Fleming House – Norman Rockwell's Pride of Parenthood





House News and Activities Continued...

Mr Reid – Brontë House – Picasso's Woman Ironing



Miss Stokes – Anderson House – Leonardo da Vinci's The Last Supper





House News and Activities Continued...

Miss Corcoran – Senior Head of House – Johannes Vermeer’s Girl with a Pearl Earring



We are **challenging you** (both students and staff) to have a go yourself. The best attempts will be selected for next month’s newsletter!

If you would like to take part, **chose a picture or scene from a film** (make sure it is something that is appropriate for all year groups to see), **take your picture** and **send it to Miss Corcoran** (ecorcoran@hazelwick.org.uk) with your name, form and the names of any other people (or pets) in the photo.

Please also send a picture of the original so we can show them side by side. The deadline for entries is **Thursday 23rd June** – get creative!

Miss Corcoran
Senior Head of House



House News and Activities Continued...

Design-osaur Competition by Miss Stokes (Head of Anderson House)

As I am sure lots of you know, I really like dinosaurs. So I decided to set Years 7, 8 and 9 a competition – to design me a new dinosaur. This happened just before lockdown started, and the deadline was during lockdown, so that has made things a little bit more challenging.

However, the prehistoric designs that were handed in were too fantastic not to share! Here is a small sample of them but I would like to say well done to all of the following students for their entries:

Aditya Sahasrabuddhe 9JBR
 Bilal Zamir 8ETR
 Charlie Gasson 7SEV
 Esther Armstrong 7SEV
 Freddie Myers 8RCL
 Inika Singh Mondal 7KSI
 Karolina Fedorowicz 7EFA
 Kevin Williamson 7POB
 Laura Sviridovaite 8HPE
 Leon Noel 9SCA
 Samantha Newell 9SCA
 Charity Stephens 9SCA
 Liza Gnatowska 7MVN
 Natalia Zajac 8YBA
 Rehaan Hussain 8PME
 Sofia Gnatowska 7MVN
 Subhaan Tanveer Ahmed 7POB
 Thomas Bowen 7KHO

Tearex by Laura Sviridovaite



Dessertosaurus by Liza Gnatowska

Robo-saur by Sofia Gnatowska





Careers Café...

In this section of the newsletter, we bring students, parents and carers information on careers and the world of work.

Monthly Key Skills Focus

Each month this year, we will focus on a different employability skill. These are the skills that you need for the world of work – and they're pretty important for life as well! By developing employability skills, you will improve your chances of getting a job and thriving in your career. There are lots of different ways to develop them – including in lessons or extracurricular activities at school, in a Saturday or holiday job, doing projects in your own time or work experience.

This Month's Skill: Computer Skills

Most bosses will expect you to have basic IT (like Microsoft Office), making this is an essential addition to your list of employability skills.

For other jobs you will need to demonstrate that you have practical experience in more specific programmes – common ones include Photoshop, InDesign, content management systems like WordPress and working knowledge of HTML.

If you want to show off your IT and technical skills, make sure you give some good examples of where you have used them – for example building your own website or app, or taking part in a coding or programming challenge.

You could use some of your free time to build on your computer skills and learn more about coding. For some ideas you could go to:

<https://www.bbc.co.uk/bitesize/subjects/zft3d2p>



Most bosses will expect basic IT skills - and any coding you can add on top will be a bonus.



Careers Café Continued...

Take a Free Online Course

There are lots of free online courses that you can use to improve your skills and demonstrate your interest in your future career. Here are some that you might like to explore:

Business

<https://hub.skillsbuilder.org/resources/30-minute-apprenticeship-business/>

Construction

<https://hub.skillsbuilder.org/resources/30-minute-apprenticeship-construction/>

Cyber Security

<https://www.edx.org/course/finding-your-cybersecurity-career-path>

Marketing

<https://hub.skillsbuilder.org/resources/30-minute-apprenticeship-marketing/>

Investment Banking and Finance

<https://www.edx.org/course/essential-career-skills-for-investment-banking-and>

Creativity and Entrepreneurship

<https://www.edx.org/course/creativity-entrepreneurship>

Career Success at University

<https://www.futurelearn.com/courses/career-success>

Careers in Tomorrow's Workplaces

<https://www.futurelearn.com/courses/creating-your-future>

Starting a Career in Games Development

<https://www.futurelearn.com/courses/how-to-start-your-career-in-games-development>

Succeeding at Interviews

<https://www.futurelearn.com/courses/interviews>

Moocs

<https://www.mooc.org/>



Careers Café Continued...

Spotlight On NHS Careers

There are over 350 different NHS careers and every one makes a difference to people's lives every day.

<https://www.healthcareers.nhs.uk/explore-roles>

You will also find real-life stories and films of those already working in health. There is a [compare roles tool](#) for bite-sized role information and a [Find your Career](#) quiz to try.



Eventbrite Talks – For Students/Teachers/Parents/Carers

Brighton & Sussex Medical School are offering a selection of online talks aimed at students, parents/carers and teachers of students that have an interest in applying to Medical School.

All tickets can be booked via their events page. There are 50 places available for each talk, and they will be operating a waitlist if/when the available spaces are booked up.

Personal Statements for Medical Schools – 3rd June at 11am

Personal Statements (Guardian Focused) - 3rd June at 6pm

Admission Tests for Medical Schools – 16th June at 11am

Admission Tests for Medical Schools (Guardian Focused) - 16th June at 6pm

Work Experience - For Year 9 Upwards

BSMS have developed an online work experience resource which is designed for those who otherwise wouldn't have access to "real-world" clinical work experience.

The learning content explores some of the key values attributed to being an NHS doctor in a variety of specialities. Using patient case studies, interactive quizzes and activities, the platform encourages students to carefully consider the role of a doctor whilst reflecting on their own strengths and weaknesses. The course is free of charge and available to all, but best suited to students in Year 9 and above.

Link: <https://bsmsoutreach.thinkific.com/courses/VWE>

Observe GP – For Students 16+

The Royal College of General Practitioners (RCGP) have also designed a virtual work experience platform for aspiring medics aged 16+. It provides an insight into medicine, with an emphasis on general practice, through videos and other educational activities. Further information about the programme can be found via their website.



Careers Café Continued...

UCAS Virtual Open Days

For students who are considering university, UCAS have compiled a list of virtual open days.

<https://www.ucas.com/ucas/events/find/scheme/virtual-and-digital?keywords>

Free ebooks from Amazon

You may be aware that it is possible to obtain free e-books from Amazon but did you know that many are career related such as:

- The Interview Question & Answer Book: How to be ready to answer the 155 toughest interview questions
- How to get that job: The complete guide to getting hired
- The Interview Book: How to prepare and perform at your best in any interview
- The CV Book: How to avoid the most common mistakes and write a winning CV
- The Cover Letter Book: How to write a winning cover letter that really gets noticed
- Brilliant Employability Skills: How to stand out from the crowd
- Brilliant Graduate Career Handbook

https://www.amazon.co.uk/s?i=digital-text&rh=n%3A341677031%2Cn%3A425595031%2Cn%3A425597031%2Cn%3A21173577031&qid=1586502400&ref=sr_pg_1



Careers Café Continued...



Is COVID-19 affecting your students' careers plans?

Are they looking for professional careers advice and guidance?

**National
Careers
Service**
Helping you take
the next step

We understand it's a difficult time for many people, including young people whose education has been affected as a result of COVID-19. The National Careers Service can help.

The National Careers Service has adapted the service to protect everyone, providing free and impartial careers information, advice and guidance. This includes supporting young people and their parents to help make informed careers decisions.

We understand that your students may be worried about their future and unsure about their careers options.

We can help in supporting your students:

- Recognise and understand their skills
- Improve job application and interview techniques
- Develop and enhance their CV
- Understand the local and national labour markets
- Explore local volunteering opportunities
- Access additional sources of help and advice.

Our professional careers advisers provide tailored support, individualised for every customer - from helping them understand their own skills and strengths through to taking their next steps.

To make a free telephone appointment with one of our impartial careers advisers please call **0800 100 900**. Lines are open 7 days a week between 8am - 10pm.

For further information visit nationalcareers.service.gov.uk

 0800 100 900

 @NationalCareersService

 @NationalCareers



Read On!



During the school closure I have been amazed by the creativity in how the Arts & Culture sector has been using technology to keep us all learning and entertained. I thought I would share my favourites with you but first of all I would like to ask for your help with the National Book Tokens school competition.

Vote Hazelwick School!

I would like to invite parents/carers to vote for Hazelwick School in the National Book Tokens school competition. The lucky winning school will win a prize of £5000 in book tokens to purchase books for their school library. Competition is fierce but I would love for every Year 9 student to be able to select a title for younger students to borrow from the school library.

There is plenty of time to vote – the closing date for voting is the 31st July.

<https://www.nationalbooktokens.com/schools/>

Museums in Quarantine

Explore the national museums collections in this fascinating four-part series, starting with Tate Modern's Andy Warhol exhibition.

<https://www.bbc.co.uk/programmes/m000hqmn>

BBC Shakespeare

Students may find this link useful and I have been enjoying watching some of the Bard's most popular plays. I have shared the link to my favourite, the Royal Shakespeare Company's production of 'Othello'. This is Iqbal Khan's 2015 production and features Hugh Quarshie, Lucian Msamati and Joanna Vanderham. The selection also includes 'Romeo & Juliet' and 'A Midsummer Night's Dream'.

<https://www.bbc.co.uk/iplayer/episode/p089zj52/culture-in-quarantine-shakespeare-othello>

The Shakespeare Sessions

These sessions give the full audio version of some of Shakespeare's greatest plays and I have included them as they also contain fascinating documentaries and interviews which students may find helpful.

<https://www.bbc.co.uk/programmes/p0655br3/episodes/downloads>



Read On Continued....

Simon Armitage's podcast

Poetry fans may well be interested in the recent announcement that the Poet Laureate Simon Armitage will be presenting a new Radio 4 podcast. I like the fact that Armitage describes his garden shed as his 'creative inner sanctum'. Guests include poet Jackie Kay, spoken word performer Kate Tempest and actress Maxine Peake.

<https://www.bbc.co.uk/mediacentre/latestnews/2020/the-poet-laureate-has-gone-to-his-shed>

CILIP'S National Shelf Service

Parents and carers with younger children may be interested in the new National Shelf Service YouTube broadcasts. The UK's library and information association, CILIP, have launched daily book recommendations from professional librarians. The daily broadcast takes place every morning at 11.00 a.m. The aim of the initiative is to help 'children and families discover new and diverse reading experiences'.

<https://www.youtube.com/channel/UCPUlqIJM0aieXdq-LxKDvWA>

The British Library's 'Discovering Children's Books'

This is one of my favourite finds and I am sure our art students will find it fascinating. Using their treasures, the British Library explores 'centuries of stories, poems and illustrations'. Features include the illustrator Alex Scheffler giving step by step tips on how to draw your very own 'Gruffalo', and an activity taken from the author Piers Torday's 'Talking Animals in Children's Books' programme. I would also recommend the article 'Go Deeper: Home, Family and Belonging in Children's Books' by Patrice Lawrence and Lucy Pearson. Using a variety of picture books and fiction titles, the authors examine the stories that have tried to help children understand their identity.

https://www.bl.uk/childrens-books?gclid=EAlalQobChMI36XT54ak6AIVFODtCh0WqQpUEAAYASAAEglgq_D_Bw

Home Study Area

This article is a practical one that encourages young people to 'move away' from their beds for study, stressing the importance of finding a different place to work, where possible. The article explains that 'Sleep scientists say that by only sleeping while in bed, and avoiding watching TV, going on your phone or doing work, you help your body to associate that place with sleep. This can then make it much easier to doze off at night. Otherwise, you might find yourself staying up in the wee hours, feeling rather wired'. Useful tips in setting up a home study area are given with points about lighting, comfort and tidiness.

[https://www.bbc.co.uk/bitesize/articles/z6rxxyc?xtor=CS8-1000-\[Discovery_Cards\]-\[Multi_Site\]-\[SL07\]-\[PS_BITESIZE~C~~P_Homestudyarea\]](https://www.bbc.co.uk/bitesize/articles/z6rxxyc?xtor=CS8-1000-[Discovery_Cards]-[Multi_Site]-[SL07]-[PS_BITESIZE~C~~P_Homestudyarea])



Read On Continued....

Young Adult Authors

Young Adult authors have been providing a range of materials and resources using websites, YouTube, Instagram, podcasts and other sharing technology. I thought I would select some students' favourite authors and share the free content they are providing. I have snuck in a couple of my own favourites too.

Kwame Alexander

Kwame Alexander is an award-winning American poet and children's fiction writer. Many of his novels are written in free verse. Check out his poetry performances and poetry writing tips.

<http://athomewithkwame.com/>

Sarah Crossan

Crossan is also an award-winning author whose novels are written in free verse. The author, via her Instagram account, gives readings of her books. I look forward to reading her first novel for adults, which is due out in August.

<https://www.instagram.com/sarahcrossanwriter/>

Neil Gaiman

Gaiman is one of my favourite authors and I was delighted to discover that he has provided videos of his reading of two of his most popular books for young people. Gaiman reads from 'The Graveyard Book' and has famous friends to help read chapters from his book 'Coraline'. Even if you have read the books, it is always fascinating listening to an author read their own work and Gaiman is rather good at reading aloud. In addition to the usual biography, books and FAQs sections, the site also has an interesting feature about the different artists that have illustrated his books.

<http://www.mousecircus.com/videos/>

Tom Palmer

Tom Palmer is one of my favourite authors to recommend to reluctant readers. He has written several different series but my favourites are his football-themed titles. He provides daily readings of his own books via a link to his YouTube channel. He also gives some writing tips, free posters and colouring sheets.

<https://tompalmer.co.uk/free-stuff/>

Dav Pilkey

This is one for all the 'Captain Underpants' fans as Pilkey shares some activity and colouring sheets. One of the activities gives systematic instructions on how to draw Captain Underpants.

<https://pilkey.com/fun-stuff>



Read On Continued....

Michael Rosen

There are some wonderful treasures to be found on Rosen's official YouTube channel. My personal favourites are the beatboxing and rap videos. There are also some interviews with other writers and his 'Shakespeare Series' feature. You will be spoilt for choice!

<https://www.youtube.com/MichaelRosenOfficial>

Nick Sharratt

Sharratt is one of my favourite illustrators and he is providing free 'how to draw' tips via his YouTube channel. Jacqueline Wilson fans will delight in being able to draw their favourite Wilson characters, including 'Hetty Feather'. Budding artists will also enjoy the excellent fifty-minute 'draw-along'.

http://www.nicksharratt.com/drawing_tips.html

Robin Stevens

Robin Stevens is fast developing a dedicated fan base of Hazelwick students who love her mystery stories. Readers who relish boarding school stories may also like to try her 'Murder Most Unladylike' series. Stevens treats her fans to her 'top secret files' including a map of her fictional school and suspect lists. There are also some activity ideas, including some midnight feast baking ideas.

<https://robin-stevens.co.uk/top-secret/>



World Book Day Favourite Books for Teens

As voted for by the nation, the World Book Day staff have listed the twenty-five favourite novels for older teens to read and share. I thought this would make an excellent recommended reading list. Check the link below to see how many of the twenty-five you have read. Can you read all twenty-five before we return to school? Please note that as this list of titles is aimed at older teens, some of the stories may contain strong language, have some violent scenes and make sexual references.

<https://www.worldbookday.com/wp-content/themes/wbd-2015/pdf/share-a-story-top25-books--young-adults.pdf>

The Bookseller Children's Book News

Whilst you need to be a subscriber to access some of the content, The Bookseller magazine does provide free access to their news features. The site is a good resource to check out new titles, author interviews and publisher features.

<https://www.thebookseller.com/news/childrens>

Mrs Thornton BA (Hons) MCLIP
School Librarian



Accelerated Reader..



RENAISSANCE
Champion School



Millionaire Readers

Congratulations to our two new millionaire readers this month:

Honor Tomkins (8ZBA) and Erica Smith (7MVN). Well done for your superb reading efforts girls - brilliant!



This month my star readers are Theo Fuller 7SBR and Ali Moghul 8YBA.

Both students have maintained their reading efforts despite the changes to our school life. Theo has continued to work at home consistently and with enthusiasm. Well done Theo! Ali has completed all of his reading tasks to a very high standard, he should be very proud of his work. Great job Ali!

Drop Everything And Read!



Wednesday 6th May was another successful DEAR session. All of our students were encouraged to read for pleasure, uninterrupted, for 30 minutes during lesson 5. DEAR has proved to be a very successful reading initiative for Hazelwick school, championed and arranged by Ms Hampton. We know from feedback that the students and staff enjoy the opportunity to just simply read their books.

“I really enjoyed DEAR yesterday, thank you!” – Harmony Stephens (7MVN)

“I really enjoyed reading for a whole lesson. I hope there will be more of DEAR soon.” - Harini Senthil (8ETR) Reading Ambassador

“I was reading the Mysterious Benedict Society which I got for my birthday and I found the first few paragraphs intriguing and interesting.” - Matthew Mcmillan (9SOX) Reading Ambassador

“I found DEAR at home a nice break from school work and reading just gives you a chance to escape from reality and just relax. Thank you. “ - Kathryn Hill (9HSP) Year 9 Reading Ambassador



Accelerated Reader Continued...



RENAISSANCE
Champion School



Reading at home



Encouraging children to read can be tricky, especially during this challenging time. There are so many other activities competing for children's time. Just 10 minutes a day spent reading for pleasure can really benefit children in so many ways.

Here are some tips from the Book Trust to help encourage good reading habits:

- * **Ensure that your children see adults at home reading** – It does not matter if it's a newspaper, cookery book, instruction manual, a magazine – anything!
- * **Keep reading together** – reading aloud or reading the same book at the same time, it enables conversation to take place about the book and there's no age limit on reading aloud together.
- * **Giving books or book tokens as gifts** – the ideal opportunity to try a new book.
- * **Don't panic if your child reads the same book over and over** – we've all done it with a favourite book and it shows they are enjoying their reading.



100 Best Children's Books



If students are struggling for inspiration and are looking for a new book to read, the Book Trust has put together a list of 100 best children's books. There are some wonderful reads recommended on the list, it is certainly worth a browse. You can find information about each of the books and reviews by readers, the books are divided into age group categories. There is the opportunity to leave a review too if you've read the book. Why not have a look and discover a new author or title?

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books>

If you would like any further information about the accelerated reader scheme and reading at home please feel free to e-mail me directly. Egray@hazelwick.org.uk.

Thank you for supporting your children at home with their reading.

Mrs E Gray

Accelerated Reader Mentor

Spotlight on Safeguarding...

Both in school and at home there are times when we look for support and advice regarding children's well-being and safety. An excellent external resource for adults and children who require more information around the area of keeping and staying safe is the NSPCC website:

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

For your information this month, via the Newsletter, we are raising awareness of the issue of **fake news and media literacy amongst young people**.

During the Coronavirus (Covid-19) pandemic there have been number of fake news stories about how the virus is spread. In particular, the fake news story about the link between the introduction of 5G super-fast technology and the Coronavirus has been one of the most notable. There have been a number of celebrities who have been sharing conspiracy theories about 5G on Instagram and Twitter and videos about 5G on Tik Tok, the video sharing social networking app, that have received tens of thousands of views. Public Health England has stated that "there should be no consequences for public health" with the introduction of the 5G network and the independent fact checking website Full Fact stated that "there is no evidence that 5G WiFi networks are linked to the new coronavirus." The real life consequences of such fake news stories has led to vandalism of the masts that carry the 5G signals including some that have been set on fire.

There is evidence to suggest that the spread of fake news has the potential to be harmful to young people. An all parliamentary group of MPs on literacy have heard evidence that fake news could make children more anxious, damage their self-esteem and skew their world view. The National Literacy Trust carried out research as part of the evidence which involved showing more than 2,000 UK eight to 16-year-olds six news stories, two of which were fake. The young people were asked to identify which stories were real and which were not and only 2% got all six right. Almost half of the children surveyed were worried that they were unable to tell which stories on social media were fake and almost two-thirds said that fake stories made them trust the news less. If we consider the secondary school aged students, it is clear that reading news via social media has become prevalent as almost half of this age group said they got news from social media, particularly Snapchat, and only about a quarter trusted what they read there. The report also highlighted the importance of literacy amongst young people as those with the poorest literacy skills were least likely to be able to spot fake news.

The government announced last year that all primary and secondary schools would learn about fake news in subjects such as Citizenship and Computing from this year. Students will be taught how to evaluate what they see online so they will be able to make reasoned judgements on whether a news report is genuine. At Hazelwick School, we already teach about the media, fake news and propaganda in Year 7 Citizenship/VBE lessons and fake news is also taught in IT lessons. For the next academic year, we will be introducing lessons on media literacy for Key Stage 4 as part of the Citizenship/VBE curriculum which will enable students to access, analyse, and evaluate all forms of communication more effectively.





Spotlight on Safeguarding Continued...

There are a number of tips that young people can follow to spot fake news. BBC Bitesize has given the following advice:

- * **The story** – what are they trying to say? Is it an ad or a joke? Look to see if you can find the same story somewhere else.
- * **The author** – is it someone’s opinion or a fact? Real news will most likely have a link to the writer’s details, but if there’s no author, dig deeper.
- * **The website** – are there spelling or grammar mistakes? What’s the URL? Check the address bar at the top – most trusted URLs end with “.com”, “.co.uk”, “.net”, “.gov”, “.org”, “.mil” and “.edu”.
- * **The date** – is the story recent or old? It could be outdated or a copy of something that happened years ago. Computer programs called bots post anytime and often, so be wary of this.

Young people can also visit what are called fact checking websites where you can go to verify if a story is genuine or not. Full Fact and Fact Check are two trusted fact checking websites. There is also a browser extension called NewsGuard which can be downloaded for Google, Firefox, Internet Explorer and Safari. When NewsGuard is installed you will be given red and green ratings next to news links to tell you how trustworthy a news source is.

Where to get support:

The following external organisations will offer support, guidance and additional information:

Internet Matter.org – advice for parents - <https://www.internetmatters.org/resources/tackling-fake-news-misinformation-advice-for-parents/>

BBC – How to talk to your kids about fake news - <https://www.bbc.co.uk/bitesize/articles/zmvdd6f>

BBC – Fake News - <https://www.bbc.co.uk/news/topics/cjxv13v27dyt/fake-news>

Vodafone – Digital parenting - <https://www.vodafone.co.uk/mobile/digital-parenting/rollup-fakenews>

National Literacy Trust - https://literacytrust.org.uk/research-services/research-reports/fake-news-and-critical-literacy-final-report/?gclid=Cj0KCCQjw2PPIBRCiARIsAEqv-pSbfGjoDGQ2IZWmuE5M3IF_INKUIMro8lqmmY0C3jllJzcssiCjf8aAjmWEALw_wcB



News, Events & Activities...

Eric Santos in Year 10 and Sofia Araujo Santos in Year 7 and family have been doing their bit for wildlife and making the most of their garden by making a bird table.

Many students have enjoyed crafts at home, such as this example made by a Year 7 student who creates and makes different dragons from paper and decorates them.

Ms Vevers



Insight - Parent Portal

Insight is a secure online system which allows parents to access a range of data and information about their son/daughter. Once logged in, parents can view information such as their child's timetable, session attendance, behaviour points and school reports.

If you have not accessed this yet and would like more information, please email insight@hazelwick.org.uk

For more details, please see the school website - www.hazelwick.org or contact us on 01293 403344

The majority of the photos featured in this newsletter were taken by Barry Holder and more of his excellent photography can be viewed on the school website.