



Hazelwick School Newsletter

March 2021

Dates for your Diary:

Thu 1st April:
End of Term

Mon 19th April:
Start of Term (Week 1)

Mon 26th Apr-Fri 7th May
Year 11 Exams

Mon 3rd May:
May Bank Holiday: School
closed to students

Tue 18th May:
Year 8 Girls HPV Vaccine 1
Year 9 Girls HPV Vaccine 2
Year 10 Girls HPV Vaccine 2

Fri 28th May:
Year 11 Final day in school

Fri 28th May:
Year 13 Final day in school

Mon 7th Jun-Fri 18th Jun:
Year 12 Exams

Mon 21st Jun-Mon 5th Jul:
Year 10 Exams

Headlines

Ms A Fearon, Headteacher

I hope that this newsletter finds you and your loved ones safe and well.

It is rather an understatement to say that this has been a strange and altogether quite difficult term. Once again, however, the sense of community at Hazelwick remains extremely strong. Our students have returned in a positive frame of mind and, for those in our exam years, a keen determination to work hard and achieve the best that they can in their final assessments. I want to say a heartfelt thank you to the many parents and carers who have written to me, to Heads of Year or to subject teachers to express your appreciation of the efforts that teachers and other staff at school have been making to provide excellent work, and pastoral support, for your child(ren).

We very much hope that the planned roadmap out of lockdown continues successfully and that we can begin to introduce our range of normal school activities in the summer term. As always, we will keep you updated on developments.

We say goodbye to the following teaching staff at the end of this term: Miss Crisell (Food & Nutrition), Mr Downes (Science) and Miss Speed (Science).

We extend our warmest thanks to all for their service to our school and wish them all the best for the future.

Wishing all our community a happy and healthy break over the next two weeks.

We look forward to welcoming staff and students back to school on Monday 19th April.

All good wishes



News, Events & Activities...

Year 12 Psychology

My Year 12 Psychology class have been carrying out their own pieces of research virtually.

As part of their course, they learn about a research method such as questionnaires and interviews and then carry out the piece of the research themselves and write it up to consolidate their knowledge.

Both classes carried out a questionnaire on at least three people on whatever topic they wanted to - highlights include Netflix, political beliefs and whether pineapple belongs on pizza. They then apply their research to an exam question. I have had a really good range of topics and questionnaires from students - well done to the Year 12 Psychology students for how hard they have worked on this!

Miss Stapleton



Netflix Questionnaire:

*Required

What is your favourite Netflix show? *

Your answer

Why is [insert your favourite show] your favourite? *

Your answer

What is your favourite food?

Do eggs belong in the fridge?

Please circle Yes / No

What are your thoughts on veganism?

Are takeaways better than eating in a restaurant?

Please circle Yes / No

What are your opinions on dieting?

Does the combination of sweet and salty work?

Please circle Yes / No

Pineapple belongs on pizza:

strongly agree	agree	no opinion	disagree	strongly disagree
----------------	-------	------------	----------	-------------------

News, Events & Activities...

Dine in Geography Discussion for March

The Geography department has created a regular feature for the newsletter - 'Dine in Geography discussion.' The aim is to create geographical discussion around the dinner table between students and parents/carers, based on significant and topical issues.

This month's discussion question is - Can we solve the world water crisis?



Menu

Appetizer

Please watch this 18 minute video clip <https://www.youtube.com/watch?v=C65iqOSCZOY> on World's Water Crisis

Starter

What is the world water crisis? Why is water important?

Main

What is causing the water crisis? What solutions are there?

Side

Are these solutions available for every country? All people?

Dessert

To what extent do you agree that the whole world is facing a water crisis?

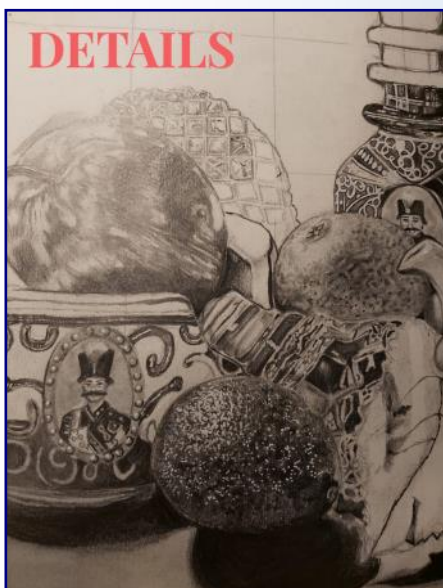
If you're still hungry for more discussion - How could you save water at home? What will the impacts of water shortage be on LICs (poorer countries) and HICs (rich countries)? What is the role of Transnational companies (large worldwide companies) in the water crisis?

Ms. Frampton & Mr Salmon

News, Events & Activities...

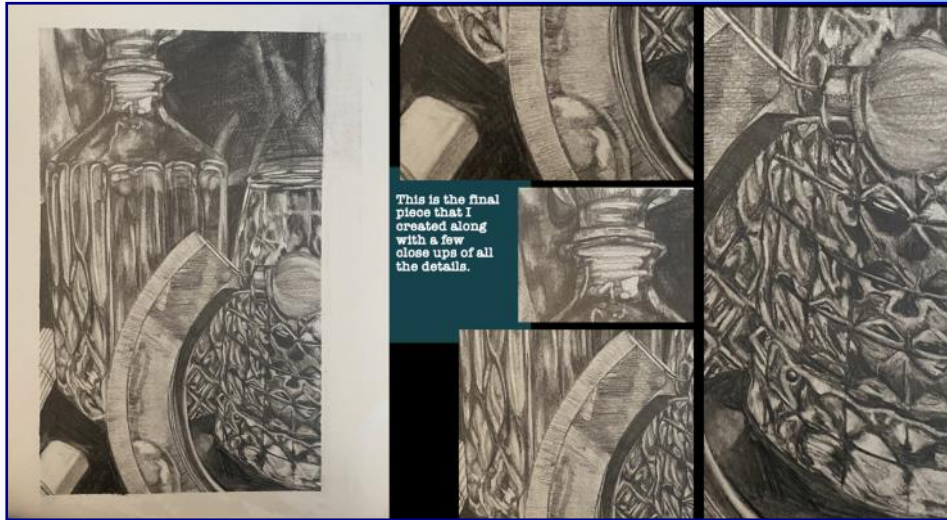
Year 12 Art Created During the School Closure – February

Observational paintings
from the kitchen by Amy
Jones

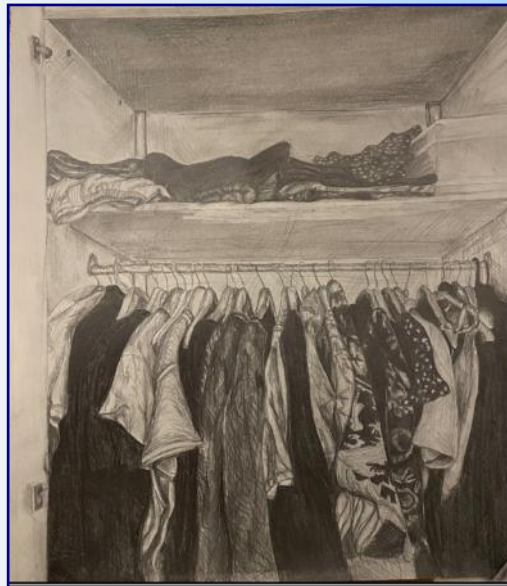


Observational drawing from the
kitchen by Helya Semnani

Year 12 Art Continued...



Lily Vickers
Observational Drawings from
inside the kitchen and wardrobe



Urva Ahmed
Observational Drawings from the
kitchen

Initial exploration pieces



I did a more detailed drawing, and tried show the shadows and tones in the picture. I used a pencil rubber which was extremely useful in highlighting the light tones and creating that glass effect.



News, Events & Activities...

Year 12 Photography – February



"I took this portrait of my Nan through the window of her home. I was inspired by photographs from early in the pandemic highlighting how people were stuck inside. However, I wanted to convey a hopeful and optimistic outlook on the world from someone whose generation has been hit the hardest."

'Looking for the Silver Lining'
Taken by Tom Masters, as part of his portrait photography project during lockdown.



'There is Always Light at the End of the Tunnel'
Taken by Tom Gregory, as part of his photography project exploring decay.



'Lifeline'
Taken by Lauren Burch, as part of her photography project on Movement.

'Movement' – taken by Amy Perry
During lockdown Amy went out on one of the very cold winter nights to capture the movement of traffic on busy roads. She selected a couple of bridges near to where she lived and managed to capture this atmospheric night shot, showing the streaked headlights of moving traffic.



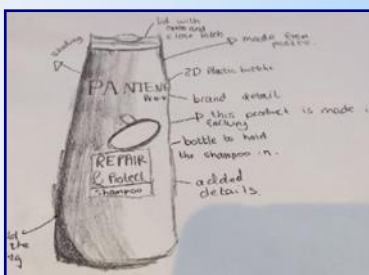
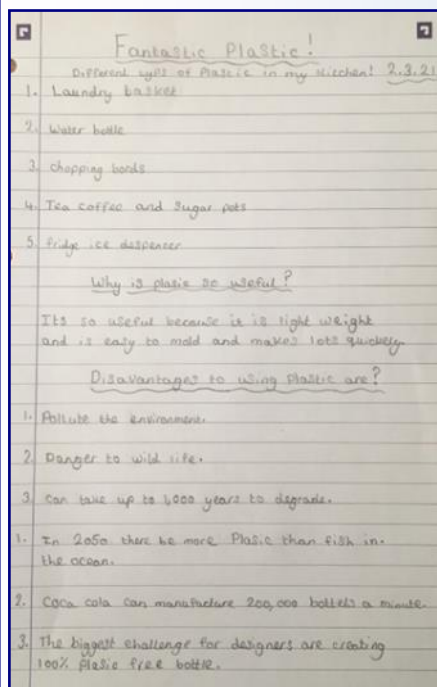
Year 12 Photography Continued...



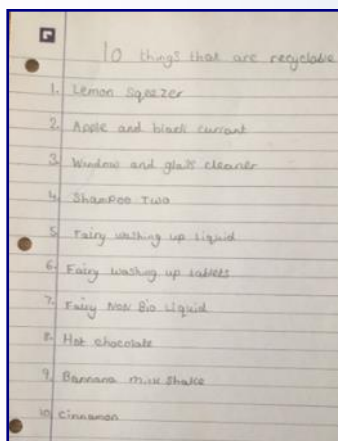
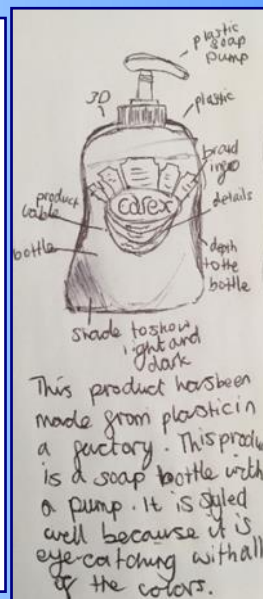
Kingfisher
Kye Leaver

Design Technology

Fantastic Plastic!



Students were tasked to find plastics around the home that displayed the resin identification codes and learning about the ones that can be recycled. They also had the challenge of creating 3D drawings and research tables to evidence their findings.



Plastic

- 1) Sustainable means that it is able to be maintained.
Biodegradable means that an object is able to be decomposed.
- 2) Plastic is reliable, waterproof and can be used with most substances e.g. you can put food in plastic containers, you can drink from a plastic bottle ~~etc.~~
- 3) - 2050
- plastic bottles
- 100,000
- ~~Many other factories have been trying to create a biodegradable bottle too.~~

[illegible]

News, Events & Activities...

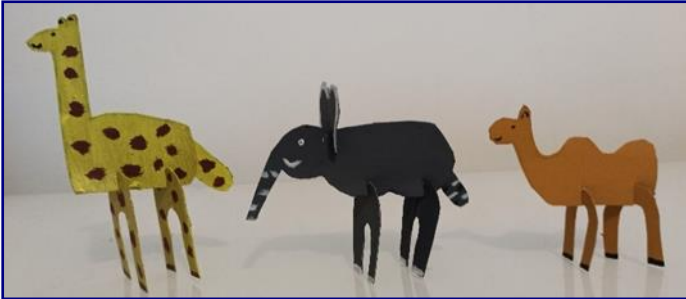
Food Preparation and Nutrition

During lockdown Year 11 Food Preparation and Nutrition students developed their food styling skills by completing the Tunnocks Teacake Lockdown challenge.

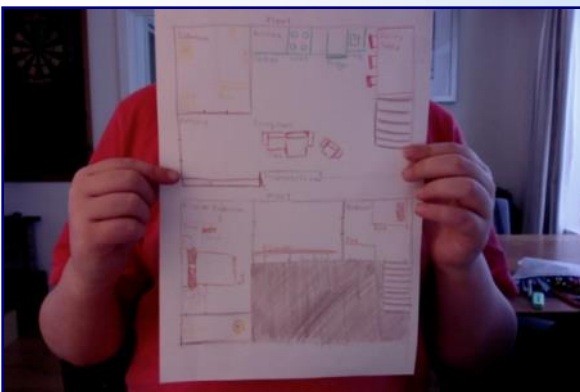
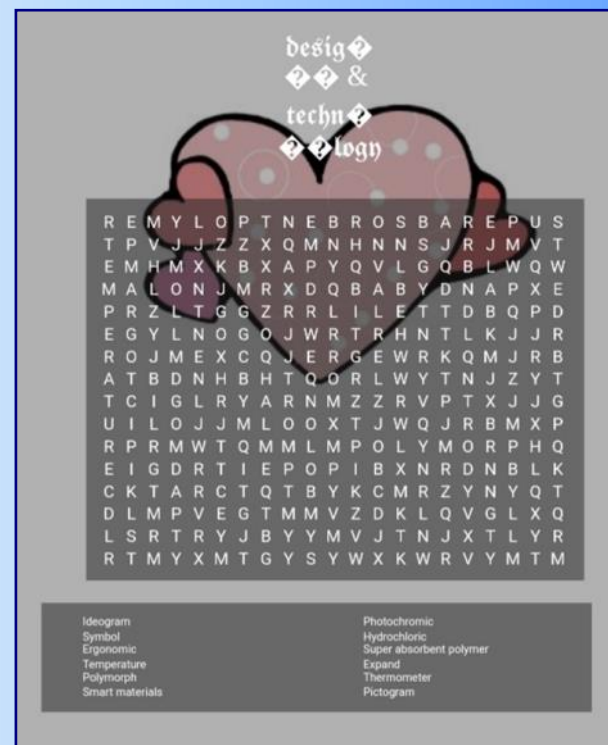


News, Events & Activities...

Design Technology Continued



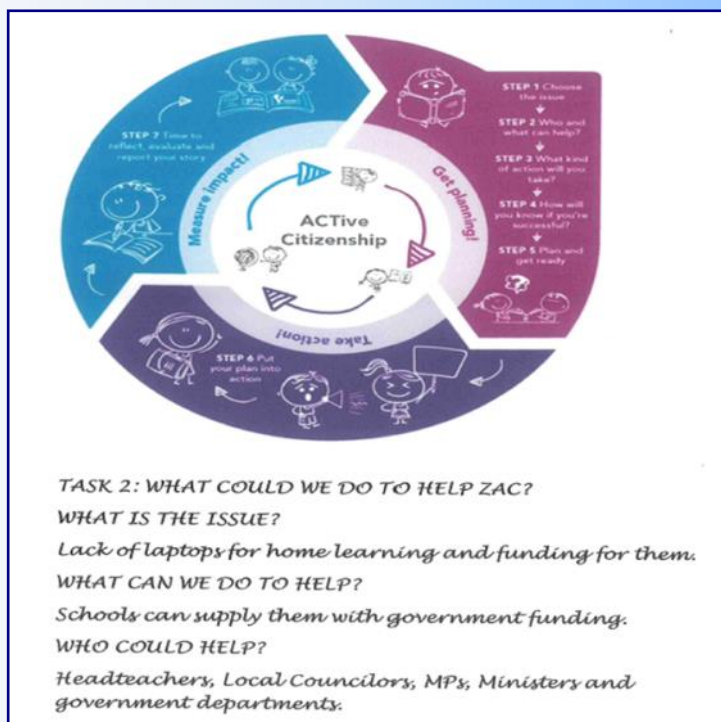
Students had the choice of a range of activities as a chance to display their creative skills and concepts from floor plans to word searches and illustrations. We had so many different entries in response, which was lovely to see!



News, Events & Activities...

Citizenship/VBE

Year 7 Citizenship/VBE students have been studying human rights and the rights of the child this term. Fatimah Aziz (7TRA) has considered how schools could take action to improve the home learning of students and ensure a child's right to an education.



Year 7 PSHE students have been investigating drugs during the spring term and Aditya Vaidya (7SCO) has considered the different reasons as to why some young people take drugs.

Select the reason why this person may have taken the drug.

I suppose the main reason I take drugs is because of all the problems at home	<ul style="list-style-type: none"> Curiosity/to show off/ boredom/ excitement/peer pressure To feel grown up/escape personal problems/a way to rebel
There is nothing to do around here and they are easy to get hold off.	<ul style="list-style-type: none"> Curiosity/to show off/ boredom/ excitement/peer pressure To feel grown up/ escape personal problems/a way to rebel
I take them for fun - it's risky but who cares.	<ul style="list-style-type: none"> Curiosity/to show off/ boredom/ excitement/peer pressure To feel grown up/ escape personal problems/a way to rebel
I wanted to appear grown up and to show off.	<ul style="list-style-type: none"> Curiosity/to show off/ boredom/ excitement/peer pressure To feel grown up/ escape personal problems/a way to rebel
My friends do it and I didn't want to feel left out.	<ul style="list-style-type: none"> Curiosity/to show off/ boredom/ excitement/peer pressure To feel grown up/ escape personal problems/a way to rebel

House News...

March has been a busy month for all of us, with many virtual house events taking place during home learning creating plenty of opportunities to win points for your house and even potentially a purple slip for yourself! It also marks the return to school and hopefully some face-to-face house events soon!

Remote Baking Competition

One highlight of lockdown for me has been channelling my baking skills. Mini egg cookies are my current speciality so I was delighted to see Miss Khan run a remote baking competition so that I could take inspiration from all of your wonderful bakes! Miss Khan was delighted with the entries and I think I speak for us all when I say I wish we could taste them. Well done to all who entered and congratulations to the winners! Fingers crossed we can channel your skills for a bake sale soon.



Abigail
Dodd
7KBO



Faliha Riyaz Ahamed 7SCO



Lola Forrest 7TRA



Cassy Croissant 7SRO



Amreet Saraw 9CST



Rebecca Harker 12MBE

The overall winner was **Seacole** earning themselves 1000 points – well done!

House News Continued...

Caption that Picture

Whilst still in lockdown, we were very lucky to have Miss Hammans' 'Caption that Picture' competition to provide some comic relief! This competition saw many of you submitting hilarious captions for the attached photos. Miss Hammans had great difficulty picking the winners but here are the final results:



Billy Luxford (7SCO) - Great header... wait wrong sport!



Aya Boumazguid (10TFR) - When someone touches my party food.



Faliha Riyaz Ahamed (7SCO) - What my phone sees when I drop it on my face!



Freya Dodimead (8EFA) - 'I'm just winging it here!'



Hanya Khan (9ZBA) - When lockdown ends!



Charlie Gasson (8SEV) - 'Just bringing the bear-necessities!'

The overall winner was **Seacole**, earning themselves an incredible 1700 points!



House News Continued...

March House Points Table

The current winner is ...



**Seacole House
68,778 points**



2nd Place – Winton 61,501 points



3rd Place – Duleep Singh 59,634 points



4th Place – Equiano 56,002 points



5th Place – Fry 50,923 points



6th Place – Turing 48,698 points

I hope everyone has had a great first few weeks back at Hazelwick.

After Easter we will be starting to run House events again so be on the lookout for information about these!

Remember that every entry makes the difference for your house and provides an opportunity for you to earn a purple slip!

Miss Pearson

Equiano House

Careers Café...

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

National Careers Week



National Careers Week was from 1st-6th March and aimed to focus students on the world of work and life after education. Form tutors and subject teachers across KS3, 4 and 5 uploaded resources that had been specifically developed for remote learning to Satchel:one across the week.

The objective was to enable students to be curious about the world of work and to become more self-aware of their strengths and how they could utilise them in a future career path.

We are currently collecting feedback from students so that we can further improve our work on Careers Education, Information, Advice and Guidance. Students are asked to complete the survey emailed to them to support this.

AMSP Virtual Event



As part of National Careers Week, KS5 Maths students had the opportunity to participate in the Advanced Mathematics Support Programme's Online Enrichment Event: "Which Career? Meet people in different roles", on Tuesday 2nd March.

The event included speakers with roles in engineering, medical research and working on the HS2 project. Students were able to question them about how they use maths and different skills that are essential in their roles.

"The meeting was great, I did learn a lot and I had a lot of questions. I found it very informative and it helped my knowledge and understanding of maths. overall it was quite interesting to see how different people think about their jobs, how they interpret maths, how they use maths, and how they are paid as they have explained that the field pays more with experience." Year 12 attendee.

Further information is available here: <https://amsp.org.uk/page/dig-deeper-resources>

Virtual Careers Interviews - Update

We are delighted to let you know that Virtual Careers Guidance Interviews are now taking place in school.

Our careers advisor from Education Development Trust, Mrs Gibbs-Halbert, meets with students via Zoom. The meetings take place in the Careers Office (near rooms 81 and 82). Students log onto the PC and access the meeting by clicking on the Zoom link that is emailed to them.



Careers Café Continued...

During the 30 minute careers meeting, students explore their career aspirations and discover the steps that they need to take to achieve their study and career goals. A careers action plan is completed during the meeting and emailed to the student within one week of the meeting taking place.

Please contact your Head of Year Team, or Mrs Frost (lfrost@hazelwick.org.uk) if you would like to request an appointment.



Transforming lives by improving education around the world

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 are pretty important for life as well! By developing employability skills, you'll 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: Decision Making

What will I wear today? What will I have for lunch? Blue pen or black pen?

We make decisions every day of our lives whether we are aware of them or not, and that's good, because it's a highly sought after skill among employers.

Bearing this in mind, we're all capable of making choices when we need to, so make sure you demonstrate this to employers. In a typical working day, you may be faced with dozens of important decisions that will affect your workload and your employer's reputation. You therefore need to show that you're capable of making sensible decisions that will have a positive impact on the company. You'll most likely be asked to demonstrate decision making skills in an interview, so give a potential employer examples of when you've had to make important decisions that affected other people.

What do Graduates do?

The latest report on 'What graduates do' 15 months after graduating has been published and the key findings at the time of publication are:

- The majority of graduates were in employment 15 months after graduating
- Only 5.5% were unemployed and looking for work
- 71.8% of employed graduates were in a professional-level job
- 66% went to work in their home region of the UK
- 12% of graduates were in further study
- The average salary for graduates who went straight into full-time employment in the UK was £24,217

The most common occupations taken up are shown below, nurses being the top occupation with 9,800 graduates taking up this occupation.

Careers Café Continued...

Table 2: Most common jobs for 2017/18 graduates after 15 months

Occupation	Number of graduates
Nurses	9,800
Marketing associate professionals	4,575
Sales and retail assistants	4,305
Primary and nursery education teaching professionals	4,295
Programmers and software development professionals	4,160
Medical practitioners	3,755
Secondary education teaching professionals	3,095
Business and related associate professionals not elsewhere classified	2,845
Chartered and certified accountants	2,640
Other administrative occupations n.e.c.	2,475



For more information and a breakdown by subject area you can download the publication at the link below.

Increasing and Decreasing Jobs of the Future

The World Economic Forum have published the 2020 version of the Future of Jobs Survey which includes the roles employers expect to decline and increase to 2025. The top ten are published below but the top 20 are available by clicking on the [link](#).

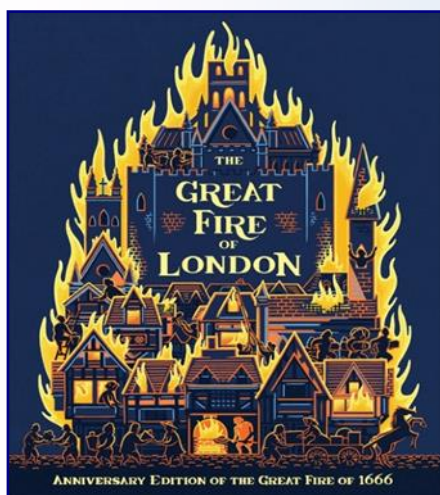
Increasing demand	Decreasing demand
<ol style="list-style-type: none"> 1. Data Analysts and Scientists 2. AI and Machine Learning Specialists 3. Big Data Specialists 4. Digital Marketing and Strategy Specialists 5. Process Automation Specialists 6. Business Development Professionals 7. Digital Transformation Specialists 8. Information Security Analysts 9. Software and Applications Developers 10. Internet of Things Specialists 	<ol style="list-style-type: none"> 1. Data Entry Clerks 2. Administrative and Executive Secretaries 3. Accounting, Bookkeeping and Payroll Clerks 4. Accountants and Auditors 5. Assembly and Factory Workers 6. Business Services and Admin Managers 7. Client Information and Customer Service Works 8. General and Operations Managers 9. Mechanics and Machinery Repairers 10. Material-Recording and Stock-Keeping Clerks

Mrs
Andrews

Read On!

Picture Books for Older Readers

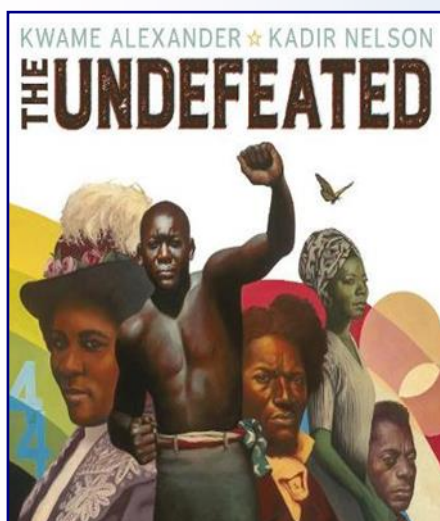
There is a treasure trove of picture books that are written for older readers. The author/illustrator will have a more complex message or theme to communicate and this will be reflected in the use of complicated vocabulary, sentence structure and concepts. This is reflected in the books having a higher Accelerated Reader book level as a result. They often deal with sensitive issues including grief, self-esteem and conflict and make an excellent introduction to these issues and provide a useful springboard for discussion. There is also a wealth of different illustration styles to enjoy. Many children report that they miss the pictures when they make the jump from picture books to chapter books and picture books for older readers are a useful tool to use with reluctant readers, especially as there are non-fiction titles to choose from, in addition to fiction. For this edition of the newsletter, I thought I would share some of my personal favourites and I have included the Key Stage and AR book level where applicable.



The Great Fire of London by Emma Adams

This non-fiction title made both the Greenaway Medal longlist and the Information Book Award shortlist in 2017. The book explores the causes that led to the tragic events that took place in the capital city in September 1666. It is a fascinating read which explains how the fire changed the lives of Londoners and fire-fighting forever. The use of a limited colour palette by illustrator James Weston Lewis is striking and used to great effect. The book includes a potted biography of the major historical figures involved at the time.

Key Stage 2 to 3
AR LEVEL 5.9



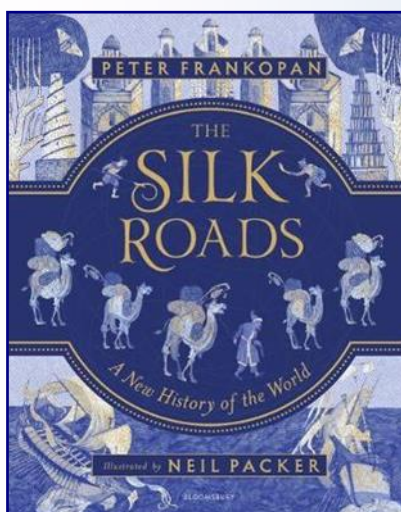
The Undeclared by Kwame Alexander

The Award-winning American author's poem is perfectly complimented by the illustrations of Kadir Nelson and the book won several American book awards. The book also made the UK's Greenaway Shortlist in 2020. Alexander's poem celebrates black artists, musicians, activists and athletes and makes clever use of inspirational song lyrics and quotations. The combination of poetry and illustration style results in a powerful celebration of spirit and the book also includes additional biographical information.

Key Stage 2 to 3
No AR Level



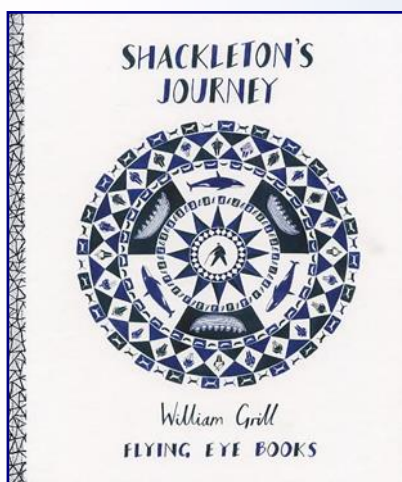
Read On Continued....



The Silk Road by Peter Frankopan

Not all adult to children's' non-fiction adaptations work but this one excels! Based upon the author's best-selling 'The New Silk Roads', this engaging history book made the Information Book Awards shortlist in 2019. The book reveals the history of the world through the trading routes of the Silk Roads. The author challenges euro-centric views of the world and the lavish illustrations by Neil Packer accompany the text perfectly.

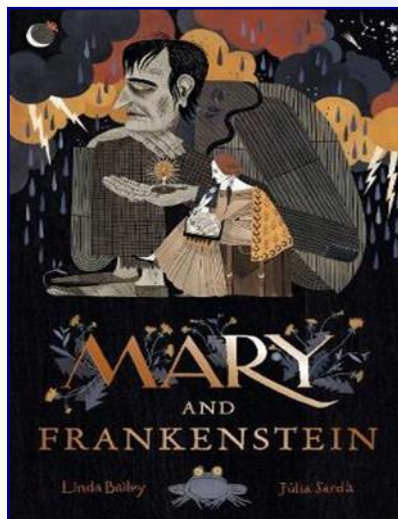
Key Stage 3 to 4
No AR Level



Shackleton's Journey by William Grill

Grill's re-telling of Ernest Shackleton's landmark expedition won both the Greenaway Medal and the Information Book Award for Children aged 7 to 12 in 2015. The illustrations, as opposed to using photographs, work to make this a very moving account of Shackleton's bid to cross the Antarctic from one pole to the other. The book also includes a glossary to explain the nautical terms. The use of blue tones is very effective in creating the sense of coldness.

Key Stage 2 to 3
AR LEVEL 6.7



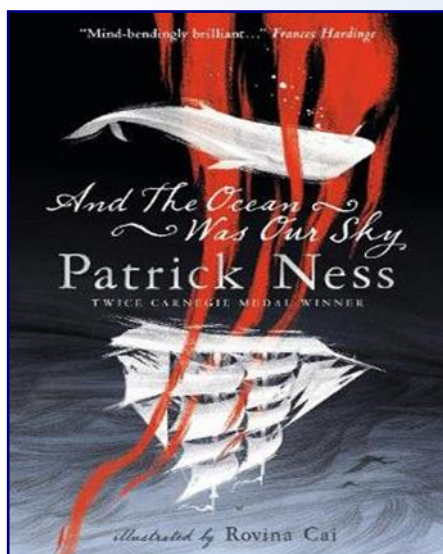
Mary and Frankenstein by Linda Bailey

Julia Sarda's atmospheric illustrations work so well in this fully illustrated biography of Mary Shelley and how she came to create her novel 'Frankenstein'. This book made several book award shortlists and its illustration style truly suits the subject matter. This would make an ideal introduction to readers embarking on Shelley's gothic masterpiece.

Key Stage 2 to 3
AR Level 3.3



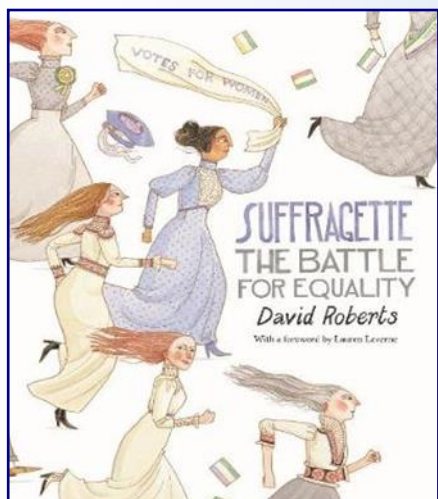
Read On Continued....



And the Ocean Was Our Sky by Patrick Ness

Patrick Ness's reimagining of 'Moby Dick' by James Melville makes for an intriguing read. Ness gives Melville's classic tale about obsession a clever twist; by having the whales as the hunters and the men as the hunted. Rovina Cai's artwork is very evocative and the title was longlisted for two different book awards.

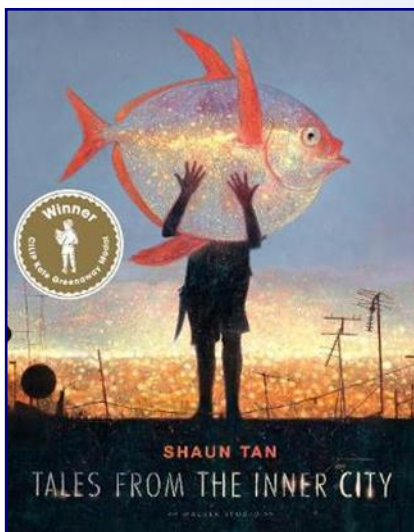
Key Stage 3 to 4
AR Level 5.3



Suffragette: The Battle for Equality by David Roberts

This is a gem of a non-fiction book and was shortlisted for two different book awards in 2019. The book was written to celebrate the centenary of women's rights movement and of those that fought for those rights. The author strikes just the right balance in keeping the subject approachable and yet not overwhelming the reader whilst packing in a wealth of information. The author does not shy away from the hard facts, with scenes of prisoners being force fed for example.

Key Stage 2 to 3
No AR Level



Tales From the Inner City by Shaun Tan

Renowned artist Shaun Tan won the Greenaway Medal in 2020 with his collection of twenty-five illustrated stories with an environmental theme. Tan focuses upon the relationships between humans and animals in the urban landscape. Tan is never afraid to pull any punches and the negative aspects of those relationships are perfectly portrayed in some of the more gruesome images. This may be a short read but the message stays with you, long after you have finished reading the book.

Key Stage 2 to 3
AR Level 7.3

Read On Continued....

World Book Day Winners

Congratulations to the following students who won prizes in the library World Book Day competition:

1st prize - Shrey Mathur 7SRO
Runner-up - Dara Meenaghan 7TRA
Runner-up - Caitlyn Pelissier 7STU
Runner-up - Jayom Shukla 8SSM

Many thanks to the students who took part and I thought I would share Shrey's creative winning entry of Captain Underpants made from a melon. I loved the fact that Captain Underpants was standing next to a pile of books!



Mrs Thornton BA (Hons) MCLIP
School Librarian



Library Holiday Activities Running Over Easter....



New Library Holiday Activities Running Over Easter

Are you looking for somewhere to take children during the Easter school holidays? As part of the Holiday Activities and Food Programme (HAF) in West Sussex this Easter, Education & Skills have partnered with our fabulous Library Service to present a new and EGG-citing blend of virtual and face to face opportunities.



Families can find stories and activities each Tuesday and Thursday of the Easter holidays online or via the [Family Corner Facebook page](#). There are competitions and challenges based on some of our favourite stories about food and growing, as well as 'science in your kitchen' experiments to try at home. There are also some exciting recipes from our friends at UK Harvest.

For anyone not online, everything is available to collect in a bag from the door of your [local library](#). If you make a trip to the library, you will find that all 36 West Sussex libraries are offering a [Staff Select](#) service. Just fill in the online form or phone ahead to specify what you would like to read, and the library will do the rest, including letting you know when everything is available for you to collect H3908 from the door. Joining the library is free for everyone - adults and children. [Join online](#) to access a huge range of e-books and magazines.



Accelerated Reader...



RENAISSANCE
Champion School



Millionaire Readers



Congratulations to our new millionaire readers this month; Charlotte Bedwell (7JPL) and James Hill (8KHO), Emily Hamshaw (7JPL) and Dexter Brown (7SRO). Well done to you all!



TV versus Reading...



We live in an age where we can spend hours bingeing on TV box sets or surfing social media, particularly over this past year of restrictions. But, despite these distractions, reading remains a popular pastime. It is so important to encourage young people to engage in reading, as there are so many proven benefits associated with it.

- * Even though TV is mostly dialogue, books are better than television at increasing your vocabulary. Good children's books however, typically contain language twice as complex as a TV programme.
- * A university study showed children produced less imaginative responses after watching a film, compared to listening to a story. When we read (or just listen) we have to create a vision of everything in our mind.
- * Reading has been shown to reduce stress in just six minutes! Research shows reading works faster and better than watching TV, drinking coffee or even taking a walk. (All things we have been doing a lot during these past few months!)
- * Books develop focus and concentration skills as they engage and hold the reader's attention. TV programmes often have breaks and allow us to disengage and do other tasks whilst watching. It is difficult to be as easily distracted whilst reading.

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

Mrs E Gray

Accelerated Reader Mentor

Spotlight on Safeguarding...

For your information this month, via the Newsletter, we are raising awareness of positive mental health for students now they are back in school.

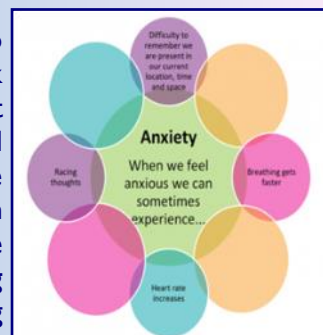
The return of students to the classroom during the most recent lockdown has been the first step towards relative normality for families around the country. The experience for students returning would have been different to ever before with mass Covid-19 testing taking place before they could step back into the classrooms. Nationwide there have been inevitable health concerns from parents/ carers as the young people would have not yet received the vaccine. There may also be some unease amongst some students about returning to school after this year of uncertainty, which would have impacted upon the mental health of a number of students. A new study by Imperial College London has revealed that 30% of young people had poor mental health during the first lockdown. However, many young people are also very resilient and see how positive it is to be returning to the classroom. BBC News interviewed a number of secondary school students whose comments would be echoed amongst students at schools around the country. "It's exciting seeing friends," "we just get on with it," and "you can't beat face to face interaction."



For those who have found the transition difficult, there are a number of ways in which to help support positive mental health in these young people, including activities which involve parents and carers in the process.

The NHS has a number of self-care support videos to help young people on a number of topics such as social media, dealing with change, sleep, exercise and how to deal with unhelpful thoughts.

There are also a number of techniques that you can go through with your child to help their mental health. Barnardo's has published a set of strategies to work through beginning with **anxiety**. There is a bubble image you can use to talk about anxiety. There are some examples of what anxiety may be like for your child and you can use the blank bubbles to write down any other feelings they are experiencing. There are also **grounding techniques** to help the young person manage intense feelings and emotions by focusing on the present moment, not the past or the future. These techniques include **mind, physical and soothing strategies** which range from thinking of a funny scene from a film to stretching your body, wiggling and clenching your toes.



Childline also has a toolbox of support in their 'calm zone' which young people can visit to help them feel better when they're feeling anxious, scared or sad. The support ideas range from activities such as creating a stress sock to squeeze to spending 5-10 minutes a day connecting with nature.

Links to all of these support options can be found below.

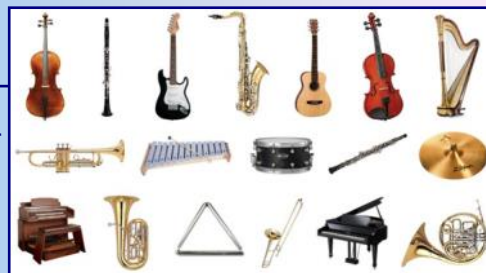
Where to get support and information:

- **NHS** - <https://www.nhs.uk/oneyou/every-mind-matters/youth-mental-health/>
- **Barnardo's** - https://www.barnardos.org.uk/support-hub/back-school-strategies-coping-feelings?gclid=EAlaQobChMI366S68HG7wIVFIBQBh2HNQWGEAAAYASAAEgICbvD_BwE
- **Childline** - <https://www.childline.org.uk/toolbox/calm-zone/>

News, Events & Activities...

Music Lessons

Instrumental Music lessons have now resumed at Hazelwick! If you are signed up to have a lesson, please make sure that you come down to the music department at the start of the week to check the day and time of your lesson. If you are bringing your own instrument in to school, you can leave your instruments in the instrument store cupboard at the start of the day to keep it safe. Ask your music teacher for more information about this.



If you are looking to purchase a musical instrument for your child for use in their instrumental music lessons, please consider doing so through the school. The Assisted Instrument Purchase Scheme (AIPS) enables students of local authority and academy schools to purchase musical instruments through their school net of VAT, giving you a 20% reduction on the overall price. If you would like more information or to place an order, please contact Mr Bayliss (sbayliss@hazelwick.org.uk).

Mr Bayliss

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

Homework & Revision Clubs

Year 7- Monday to Thursday in the Library

Year 8 - Monday to Thursday in Room 104

Year 9 - Monday to Thursday in Room 52

Year 10 - Monday and Tuesday only in Room T10

Year 11 - Wednesday and Thursday only in Room 102

Students can revise or complete homework on computers with support available from a Learning Support Assistant.

Booking is not necessary though students need to arrive by 3.15pm. For further details, please ring Mrs Checkland on the school number (extension 2268).