

Dear Parents and Carers

It would be disingenuous of me to write my newsletter article without referring to the events of the last week, when an extremely inappropriate resource was used in an RE lesson. You will have read the Academy's statement on the website with our deepest apology for the offence this has caused. I cannot discuss the ongoing investigation into this event but needless to say the rest of the Academy staff are deeply shocked and saddened with an event that does not in any way reflect the Academy's ethos of *Living Well Together with Dignity, Faith and Hope*.

It looks like Covid measures are finally behind us and this means the return to full schooling with high expectations of uniform. To add extra clarity to our uniform policy we have included a section which details the aspects of uniform the Academy will offer support to **remedy immediately** e.g. giving new black socks to students.

This section also mentions issues which we would expect to be **remedied the same day** but will involve sending a student home once parental permission has been granted e.g. if a student is wearing bright nail varnish or false nails. To give greater clarity we have changed the description of what is allowed in terms of nail varnish – **only clear nail varnish is allowed** as we have found there were too many interpretations of the words 'neutral colour.'

I hope this extra clarity will help us all work together to ensure our students can focus on their studies when they arrive in the Academy. If there is anything that you consider is still not clear do advise us by writing to the office account. The policy is attached to this email. Do please find time to read through it with your son or daughter.

Finally, on Tuesday all students enjoyed pancakes as part of the Shrove Tuesday tradition before the period of Lent began on Wednesday. It is during this time we remember Jesus's withdrawal into the desert for 40 days as we are encouraged to abstain, or do something extra, in the run up to Easter.

For our exam year students, the final exams in May and June are fast approaching so we will continue to give them as much support and guidance as they need at this challenging time.

With best wishes

Liz Furber
Executive Principal

Dear Parents and Carers

The beginning of March marks the start of Lent this year, which varies depending on the date of Easter. It is a time when people traditionally give something up for 40 days to mark the time that Jesus spent fasting in the wilderness.

Many people still choose to observe this practice, even though they might not have any particular religious reasons for doing so. The concept of giving things up for a period of time is becoming increasingly popular. An early example was Movember, where men stopped shaving their top lip to raise awareness of male health issues.

Since then, we have seen movements like dry January and Veganuary, each promoting the idea of giving something up for a period of time. Whilst sometimes these are linked to fundraising activities for good causes, the benefits of these actions are largely confined to the individual. For example, giving up chocolate or alcohol on an individual basis is probably not going to be of wider benefit to society as a whole.

Perhaps, instead of giving something up for Lent, we should take an opposite view and do something we have never done before, which benefits others. This might be in the form of volunteering, helping out a needy individual or giving to a worthy local cause. Some time after he came out of the wilderness, Jesus urged people to follow the commandment: 'you shall love your neighbour as yourself'. Doing something for others might turn out to be more beneficial than an act of self-sacrifice, although it is still possible to do both at the same time!

Best wishes.

David Fraser
Chair of Governors

March Virtue: Good Temper and Good Humour

Skill: Staying Positive

Year 7

In English, students will be studying a 19th century poetry anthology. Students will explore the use of **good temper and humour** to inspire people to consider their role in society. In French, they will focus on food and healthy diets, demonstrating a **good temper** and **staying positive** while exploring an unfamiliar cuisine. In Spanish, students will be studying friends and family, considering the value of **humour** as a key component of relationships.



In maths, students will be studying the topic of probability. Students will explore the balance between **humour** and **good temper** when exploring the issues caused by misunderstanding probability leading to gambling addiction. In science, students will study ecosystems, **staying positive** in exploring the roles of predators and prey within the food chain. In computer science, students will begin their



Apps4Good project, **staying positive** as they identify problems to overcome through the development of a mobile app.

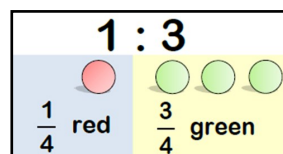


In geography, students will complete a development case study of Japan as a high income country (HIC). They will focus on the need to **stay positive** and maintain a **good temper** in the face of tectonic hazards. In history, students will be studying Queen Elizabeth I, exploring how protestant Christians **stayed positive** under persecution. In philosophy and ethics, students are exploring the Hindu faith. Students will learn to demonstrate the British Value of Tolerance and maintain a **good temper** while exploring

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Year 8

In English, students will debate fiction and non-fiction created by inspirational women in the 19th, 20th and 21st centuries. Students will consider the use of writing to create social change, including the use of **good temper** and **humour** to make political points. In French, students will study routines and daily life in French speaking countries. Students will **stay positive** as they explore unfamiliar cultures. In Spanish, students will explore free time activities. They will explore the value of **humour** in friendships, including self-deprecating **humour**. Students will explore the positive impact of routine on people's ability to **stay positive**, including their mental health.



In maths, students will study decimals and ratio. Students will **stay positive** as they apply ratio to real-life scenarios. In science, students will learn about organisms and impacts on health. They will demonstrate a **good humour** and **stay positive** as they explore the impacts of alcohol, drugs and smoking in our bodies. In computer science, students will begin a new unit of work on spreadsheets, demonstrating **humour** in planning a fun and memorable event.



In geography, students will explore the topic of geopolitics, considering the use of **good temper and humour** in navigating geopolitical tensions. In history, students will study Gandhi and the road to Indian independence. Students will explore the role of **staying positive and good**



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similarities and differences between different religions.



In art, students will create a watercolour

painting in the style of Wayne Thiebaud. Students will **stay positive** as they use watercolours, with the limitation of being unable to easily address incorrect colour mixtures due to the media. In music, students will be looking at form and structure. This unit will delve into the way structure is used to develop a basic musical idea into a complete whole, **staying positive** as they do this. In drama, students will be exploring the use of mime as an art form, **good temper** as they develop creative ways to communicate without speech. In DT, students will be transferring their design drawings onto a CAD system on laptops, this process will begin to see their 3D designs come to life. In PE, students will focus on one of basketball, handball, badminton or fitness.

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humour to develop political change. In philosophy and ethics, students will be exploring the question “what does it mean for Christians to believe in God as the trinity?”. Students will demonstrate **good temper and humour** when exploring opinions and views expressed in the medium of art.

In art, students will look at the work of Friedensricht Hundertwasser to inspire an abstract portrait based on nature and the environment. In textiles, students will be developing their felting skills, **staying positive** as they explore an unfamiliar medium. In music, students will focus on theme and variation, exploring how a theme can be transformed in different ways, musically. In drama, students will explore Greek theatre through Antigone and the development of characterisation. In food, students will study healthy eating, including healthy breakfast bars and adapting existing recipes to make them healthier choices. Looking at sugar in our diet and how this can affect the body. In PE, students will focus on one of basketball, handball, badminton and fitness.

Year 9

In English, students will study poetry from other cultures, looking at how these poems make use of **good temper and humour** to portray meaning. In French, students will focus on entertainment and advertising, considering the range of **humour** used in different forms of entertainment and the use of **humour** in advertising. In Spanish, students will begin a youth



in action unit, exploring how to **stay positive** as they face and challenge injustice within society. In maths, students will study sequences, inequalities, equations and proportion. Students will demonstrate **good temper** and **stay positive** as they explore quadratic sequences. In science, students will explore wave properties. They will demonstrate a **good temper** in exploring the damage radiation can do to the human body. In computer science, students will begin a new unit of work on spreadsheets, demonstrating **humour** in planning a fun and



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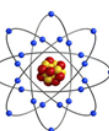
memorable event. In geography, students will explore 'impossible places' – locations which survive despite a surplus or deficit of water. Students will explore how people living in these climates **stay positive** to overcome the issues. In history, students will explore the events leading up to the start of the First World War. Students will explore the **good temper** needed in the midst of tense international relations. In philosophy and ethics, students will explore the question 'what is so radical about Jesus?'. Students will demonstrate **good temper and humour** as they respond appropriately to varying forms of media and their depictions of religion.



In art, students will create a movie poster inspired by sci-fi B-movies, using images and typography in their composition to create an inspired piece through acrylic paint. In music, students will explore computer game music, demonstrating **good temper** as they explore various techniques used in psychologically manipulating a piece of music. In drama, students will explore devising their own pieces and create their own performance in small groups using a range of stylistic qualities that they have explored throughout the year. In food, students will **stay positive** as they focus on making challenging recipes such as choux pastry and learning about different types of sweet and savoury pastry, exploring different ingredients and methods of preparation, skills and cooking. In DT, students will **stay positive** as they create and evaluate a prototype truss bridge. They will demonstrate an understanding of structures and forces and evaluate their bridges using weights. In PE, students will study one of fitness, football or badminton.

Year 10

In foundation maths students are continuing to improve their algebra skills. They will need to **stay positive** as the work becomes more difficult and stretches them in terms of algebraic skills. This unit continues to look at careers in coding and cryptography. Students in higher maths will need to demonstrate **good temper** and **humour** too as they extend their graphs knowledge to develop several different types of graph and how to interpret these. In biology they are learning about communicable diseases and how to prevent them. Students will learn that plants can be infected by a range of pathogens as well as by insects. They should also know that plants can be damaged by a range of ion deficiency conditions. Students will study the prevention of disease by vaccination and know how the immune system works. The concepts of herd immunity will be discussed, which has been very relevant in recent months. They will also look at the concept of long term immunity - when memory cells remain in the body. Students will study the use of antibiotics and painkillers to treat disease and will be aware of how drugs that are effective and safe are made.



Energy changes are being learned in chemistry. This includes the measurement of energy changes in chemical reactions, bond breaking and bond making, the rate and extent of chemical change and the factors that influence the rate of reaction. In physics they are covering atoms and radiation, the discovery of the atom and changes in the nucleus.

In computer science, computational skills are being learnt, including string manipulation, file handling procedures, functions, random numbers. Students will demonstrate **good temper** as they

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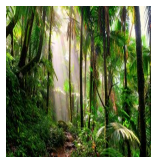
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explore how to avoid cyber threats. Students will gain programming skills, which will provide a wider range of future employability options.

In history they are moving on in their conflict and tension unit to the blockades in World War One, the sinking of the Lusitania and the Battle of Jutland, as well as the war in the air and the first aeroplanes in warfare. They will then discuss the reasons why Russia left the war



in 1917 and why the USA decided to join. Students will show **good speech** and **tolerance** and learn why we should speak out against injustice.



In geography they are covering tropical rainforests and ecosystems. They will learn about deciduous woodlands and how these ecosystems provide a range of goods and services in the UK and abroad and how some of them are under severe threat. Students will need to be **aiming high** to solve the globe's environmental issues such as saving the rainforest! In philosophy and ethics the focus is on Christian teachings, for example learning about salvation and atonement. They will also learn about Islamic teachings in their holy book, how worship and prayer is similar and different in the two religions and about pilgrimages that both Christians and Muslims make. This unit demonstrates the virtue of **gratitude, stillness**, and **good speech**, as learners will be thankful and considerate of key beliefs in both Christianity and Islam.

In art, students will continue to work on their coursework NEA unit. The students have decided on a concept that they wish to investigate and then respond to this stimulus through their artwork. Each project is independent and student led, giving our students the opportunity to create art in a media and style that they have chosen. They will develop their project, through investigation, from concept to outcome and will then refine their work through practice and record their observations in a logbook. They will need to **stay positive** and not be afraid to take risks where you might make mistakes, as they may be able to learn from them. In dance, students will need to show **courage** to try new skills and **stillness** to remain calm when things go wrong and when doing exam questions. They will also demonstrate **good temper/humour** when things go wrong in practical work and **gratitude** for the equipment and opportunities to create a choreography.



Food lessons will see students learning more about why food is cooked and about the different cooking methods. After learning about the functional and chemical properties of food, they learn how these can be affected through food spoilage and contamination and then learn about heat transfer and functional and chemical properties of food. This requires **courage** to try out new skills and cooking techniques. Graphics this month has students beginning their coursework NEA unit. They will write a design brief and develop an independent project through research and exploration of existing work. The students will lead the development of their projects and perfect their work through practice and the guidance of their teacher which requires **self mastery** to take the lead on their own project and managing their own work and progress.

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In Spanish, they are learning to use the stem-changing verb "jugar" (to play). Students are also spotting tenses and time phrases while listening, and pronouncing cognates and near cognates about sports. They will also use the definite article for opinions and use adjectives of nationality, such as "suelo". This will be built on by using the imperfect and perfect tense to say what you used to do, along with useful adjectives. Finally, students will use "tener ganas de" and other strategies for translating a text. Students will demonstrate **self mastery** as they attempt more complex activities with new vocabulary and new complex structures.



Year 11

Students in foundation maths are studying fractions, indices and standard form. Students often find fractions a difficult topic so will need to **stay positive** and demonstrate **resilience** as they work through increasingly difficult problems. This unit links to careers in science. In higher maths they are studying vectors and geometric proofs. They will also need to **stay positive** as they understand geometric proof and explain how to show this proof to others. This unit links to careers in architecture, design and art.

In chemistry, physics and biology Year 11 students will need to **aim high** for their up and coming exams. They will need to revise in their own time and ensure they are fully prepared for their GCSEs. Students are continuing with their coursework in computer science. They will be collecting, presenting and interpreting data. The challenge will be to ensure that they remain in **good humour** this month despite the seriousness of the project.



In history students are moving on to the Norman conquest. They will learn about Edward the Confessor and the claimants to the English throne. Students look how the Normans sought to control England after 1066. By demonstrating **good speech**, our students will understand how medical ideas can be translated and shared so ideas are shared and medicine improves. In geography, students are beginning their fieldwork investigation. This will see them collect, analyse, interpret and evaluate the fieldwork information for physical



and human geography. Students will need to maintain **good temper** and **humour** to ensure they revise effectively. Philosophy and ethics sees students think more deeply about the major religions and worldviews on a number of issues. They will discuss attitudes towards miracles, the origins of the Universe, the value of the world, violence, terrorism and war, and crime. This unit demonstrates the virtue of **good temper** and **humour** as the learners will have to respond appropriately to key practices in both Christianity and Islam.

In art and graphics, both subjects have the launch of the ESA unit. The ESA unit is a short independent project based on a choice of titles set by the examination board. Students will follow the same structure as the NEA unit to produce a logbook that records the development of their ideas, artist research



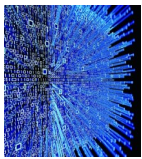
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and analysis, and evaluations of their own artwork. They will refine their work in preparation for a large-scale outcome in their 10-hour examination which is set over two days. All this requires students to **stay positive** – not being afraid to take risks where you might make mistakes as may be able to learn from them. Also, another virtue is in **speaking** - you can adapt your language, structure and gesture to engage your audience when presenting your artwork. In music, students take the lead in developing and presenting a musical product. Through these projects, they will consolidate their understanding of various skills in performing as an ensemble, develop their listening and analytic skills, and play a variety of instruments. This month also provides our students with the opportunity to continue to further develop their musical skills by refining performance skills developed the previous year. In term two, students



will be examined on their knowledge of the music industry, which shows the importance of **good speech** in delivering a performance and giving constructive feedback to others.



In photography, our students build their substantive knowledge through further developing their coursework NEA unit from last term. Students will have opportunities to sample ambitious photographic practices through digital and manual editing and create an outcome based on their research, exploration, knowledge and understanding of their chosen concept and photographer. Every student will receive individualised feedback again to guide them through their independent projects. **Teamwork** is crucial as students will work in an environment that supports each other through offering advice and feedback and through sharing knowledge and skills.

In French, students are revisiting modal verbs and irregular verbs (they are using MRS VAN DER TRAMP) which take *etre* as their auxiliary. They are also building on their use of *devoir* and must demonstrate **good temper** and **humour** when giving opinions on teachers and their school subjects. In French, the module is towards a better world. Students will be describing types of houses, the environment, healthy eating and considering global issues. They will also be using the superlative, talk about local actions, use "*se debería*" and synonyms. Finally, students will understand different tenses and talk about international sporting events.

Year 11 Interventions

Through January and February, our high attaining students in Year 11 had the opportunity to attend a 4-week workshop focussed on the Grade 7, 8 and 9 content. Each week students reported significant increases in confidence in the topics covered, as well as their work in these sessions demonstrating good progress. We are very proud of the students for giving up their time on a Saturday to attend these sessions and can see the evidence of the confidence boost in lessons as well. We are also proud of our students for taking the initiative to personally thank the tutor with flowers and chocolates, which has meant a lot to the tutor who had already reported back how much he enjoyed working with our students and how good their work ethic has been. We look forward to seeing how students improve their grades in the March mocks following these sessions.

Hannah Lloyd
Assistant Principal –
Implementation

Uniform

We have reviewed our Uniform Policy and would like to update you with the main changes and additions below.

We have added detailed information for remedying items where they do not meet the Academy's expectations as laid out in the full Uniform Policy which can be found on our website at [Uniform-Policy.pdf \(allsaintsacademydunstable.org\)](http://allsaintsacademydunstable.org) :

Remedied immediately	
Piercings. One pair of stud earrings (one in each ear)	If the student has more piercings they will be asked to remove them and given retainers. Tongue piercings are not permitted.
House tie	If the student does not have a house tie they will be given a house tie for the
Socks	If the student does not have black socks they will be given a pair of brand new
Shoes	If the student does not have black school shoes they will be lent a pair of shoes
Eyelashes	If the student is wearing false eyelashes they will remove the eyelashes
Tights – Black or neutral	If tights are ripped the student will be given a pair of brand new tights.
Blazer	If the student does not have their blazer, they will be lent one for the day.

If students refuse any of these immediate remedies a call will be made home. If the call home does not result in the situation being remedied then with parental agreement the student will be authorised an absence to return home to collect their own items.

Remedied the Same Day	
Nails	<p>If a student has false nails or nail varnish that is not clear they are to leave site to have the nails/nail colour removed. This will be communicated with parents/carers before students are given permission to leave site with the expectation that they return on the same day. This will be marked as an authorised absence for one day only. If the student cannot leave site due to their age or other considerations they will be placed into isolation for the remainder of the day.</p> <p>If there is a refusal to make arrangements for the nails to be removed a suspension may be applied.</p>

Remedied within Three Days	
Hair	<p>If hair is not of one natural colour or is of an extreme style, parents will be contacted and the hair must be rectified within three days (this includes Saturdays).</p> <p>If there is a refusal to make an appointment for hair colour to be corrected a suspension may be applied.</p>

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Hair

Hair must be of **one natural colour** and of a **moderate style**. No extremes of hair style are permitted, except on religious or cultural grounds.

Nails

Students are not permitted to wear false nails, either full nails or extensions. Should students wish to wear nail polish for school, this should only be **clear nail varnish** for the purpose of protecting weak nails, or of a **neutral colour**.

Contact Lenses

If students need to wear corrective lenses, these should be **clear** in colour. Coloured lenses or those for fashion/cosmetic purposes must not be worn.

The Academy may be able to support with the purchase of uniform and parents/carers should email aherd@asadunstable.org for further information.

ALL SAINTS ACADEMY

All Saints Academy Uniform List 2021

Boys Black Blazer Fully Lined Embroidered School Badge.
28"-36" £30.00 each
38"-52" £35.00 each

Girls Black Blazer Fully Lined Embroidered School Badge.
28"-36" £30.00 each
38"-52" £35.00 each

White Long Or Short Sleeve Top Button Shirts Or Blouses.
Non Iron Twin Packs Starting From £14.00 a pack

House Tie
Only Available In School.

Black V-Neck Jumper From £16.00

All Saints Academy Boys Trousers Must Be Black.

All Saints Academy Girls Trousers & Skirts Must Be Black & Have Embroidered Logo.
Skirt Length Must Be To The Knee.

Boys Standard & Slim Fit Black Trousers.
All Trousers, Have Waist Adjusters & Belt Starting At £18.00 pair

Girls Standard & Slim Fit Logo'd Black Trousers (Waist Adjustable)
22"-28" £15.50 pair
30"-38" £17.00 pair

Girls Straight Black Logo'd Skirt (Waist Adjustable)
22"-28" £14.00 each
30"-42" £15.00 each
Available Lengths 20, 22 & 24"
BUT MUST BE TO THE KNEE

PE Kit

Unisex Sports PE Polo Shirt Embroidered Logo.
26/28 - 34/36" £14.00 each
38/40 - 42/44" £16.00 each

Unisex Reversible PE Games Shirt.
26/28 - 34/36" £19.00 each
38/40 - 46/48" £23.00 each

Black Sports Socks Starting At £5.00 pair

Unisex PE Shorts All Sizes £10.50 pair

Prestige Design & Workwear Ltd
Unit 12 Barton Industrial Estate,
Faldo Road, Barton Le Clay,
Bedfordshire. MK45 4RP

OPENING HOURS:
MONDAY - FRIDAY: 9.00am - 5.00pm
SATURDAY: 9.00am - 12.00pm
SUNDAY: CLOSED
CAR PARKING AVAILABLE
T: 01582 883222
E: sales@prestigedesignwww.co.uk
Website & Online Orders:
www.prestigedesignwww.co.uk

EduLink

Did you know that you can access all of the following information about your child(ren) through a single login on the EduLink One app?

- Attendance
- Homework
- Timetable
- House Points
- Behaviour Points
- Flight Plans and Annual Reports
- What items have been purchased in the canteen and the balance on the account

You can update your contact details and personal information about your child, eg medical conditions, through the app so that we have the most up to date information.

It is easy to let us know why your child is absent from school through the Absence icon.

If you do not have your login, let us know and we can email this to you.

Attendance

Good attendance is important and any absence will affect a student's education, with repeated absence having a more significant effect. While we understand that there are times when students may be too ill to attend school, we ask that parents/carers ensure students attend on every day that they are able. There are days when we would all rather stay at home due to that headache or sniffly nose, but the reality is that, as adults, we have to be resilient and turn up for work or carry on with the tasks of the day. Instilling this mind-set in our students will help them be prepared for the world of work where casual absences will not be viewed favourably.

The information below is a reminder of the key points in our policy and an update on the processes we have in place. The full policy can be found on our website at [Behaviour-and-Attitudes-Policy.pdf](http://allsaintsacademydunstable.org/Behaviour-and-Attitudes-Policy.pdf) (allsaintsacademydunstable.org).

Daily Attendance

Students are expected to attend on every day that they are able. The Academy attendance target is 96%.

Being Late to School

Any student arriving after 8.30am will be marked as 'late (before registers closed)' and issued with a B1 sanction. They will be issued with a 10 minute same day detention. These detentions are held at the end of the Academy day with form tutors.

Any student arriving after 9.30am will be marked as 'late (after registers closed)' and issued with a B1 sanction and same day detention, unless there is an authorised medical reason for the lateness. This level of lateness to school is classed as an unauthorised absence and will affect your child's attendance percentage.

Students who are late to school twice or more in a week will be issued a one hour Senior Leadership (SLT) detention on a Friday after school. Parents/carers will be notified of this detention by text.

Absence From School

If your child is going to be absent from school, you should notify the Academy no later than 8.50am by either:

- calling the Academy and choosing the attendance option from the menu - if there is no reply, please leave a message
- using the Absence Reporting icon in the parent/carer login on Edulink
- texting 07860 098785
- calling the Academy and leaving a message with reception staff

If we do not receive a reason for absence, we will send a text notifying you that your child is absent from school and asking you to provide a reason. If we do not receive a reason for your child's absence from school, we will record the absence as unauthorised

We would like to remind parents/carers that authorising an absence from school is at the discretion of the Academy and providing a reason for absence does not guarantee that the absence will be authorised. Where a student's absence falls below 96%, the Academy may ask for medical evidence before authorising the absence.

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Appointments

We ask that appointments are booked outside of the school day, whenever possible. If it is not possible to book an appointment outside of these times, please provide a copy of the appointment card, letter or text. Students should attend school for as much of the day as possible and we are unlikely to authorise a full day's absence for a short appointment.

Unauthorised Absence and Fixed Penalty Notices

Where students have 10 sessions (equivalent to 5 days) of unauthorised absence during a 12 week period, parents/carers can be issued with a Fixed Penalty Notice (FPN) by the Local Authority. FPNs are issued to both parents/carers and each parent/carer is required to pay a fine of £60, which increases to £120 if not paid before the deadline set by the Local Authority. Please be aware that the 10 sessions do not have to be full days of absence, they can include being late after 9.30am or a missed morning or afternoon.

Student Conduct

The Academy has high expectations for all of its students and rewards and sanctions are issued daily. All House and behaviour points issued to students can be viewed through parent/carer logins in Edulink. There are three levels of both House (H1, H2, H3) and behaviour points (B1, B2, B3) that are linked to our virtues.


House Points

House Points are given to students who meet or exceed the Academy expectations and are linked into the Platinum Perfection rewards which are awarded at the end of each term.

Behaviour and Detentions

Students who do not follow the Academy rules or meet Academy expectations will be issued with behaviour points and the relevant same day sanction. Students who receive B1 sanctions during the school day are required to attend a 10 minute same day detention with their form tutor.

For the more serious B2 and B3 sanctions, students will be required to attend a 30 minute same day detention with a Head of Year. However, if the B3 sanction is for truancy from lessons, the length of the same day detention increases to one hour. If students have been issued a B2 or B3 detention, parents/carers will be notified by text before the end of the Academy day.



All Saints Academy Dunstable
Ongoing Vacancies for Exam Invigilators (Bank)

We are looking for enthusiastic, hard-working and reliable colleagues to assist with the examinations provision within the Academy. The role involves working closely with the Examinations Manager to invigilate exams, including mock exams and end of year exams, in addition to all public exam sessions.

This post is an excellent opportunity for someone who enjoys flexible hours and may have previous experience in a similar role, however this is not essential as full training will be given.

Salary: £9.29 per hour (including holiday accrual) paid for hours worked only and these will be at specific times in the academic year, in line with examination timetables.

How to apply
Please see our website for additional details on this vacancy and how to apply or contact Anne-Marie Kinsella, HR Manager on 01582 619700 for an application form. CVs will not be accepted.

The Academy is committed to the safeguarding and promotion of children's welfare and all job offers are subject to Disclosure and Barring Service checks.

Mark O'Loughlin
Examinations Manager
February 2022

Theatre Trip

On Wednesday 9th February, dance and drama students from Year 10 and Year 11 went on a theatre trip to London. The show did not start until 7.30pm and students were able to visit the Seven Dials Market to buy dinner. The walk from the coach drop off point meant that students were able to take in some of the London sights on the way, walking past Buckingham Palace and Marble Arch. When we arrived at Seven Dials Market, we found a two level food hall selling a variety of food – curry, burgers and pizza to name a few. As we had made good time on our journey down the motorway, there was time to visit Covent Garden to wander around the shops, boutiques and market stalls, as well as enjoy the live music taking place. Then it was time to split into two groups with the dancers going to see ‘& Juliet’, a coming-of-age stage musical with a story focusing on a "what if" scenario, where Juliet does not die at the end of Shakespeare's Romeo and Juliet, and the drama students going to see ‘The Play That Goes Wrong’ which follows a fictional troupe, the Cornley Polytechnic Drama Society, who are in the middle of rehearsals for "Murder at Haversham Manor". As the title suggests, the accident-prone thespians battle against all odds to make it through to their final curtain call, with hilarious consequences! Students enjoyed an interval ice-cream and at the end of the evening, met up for the rainy walk back to the coach. The coach journey home was full of excited chatter about the amazing experience enjoyed by both groups of students.



Denise Greenhood
Academy Services Manager

Work Experience Works a Treat!

Throughout this academic year some of our Year 10 students have been working towards an additional qualification that explores the working world. The programme was a great success with a number of the students involved being commended for the high quality work that they have produced throughout the project and the professionalism that they demonstrated.

On Thursday 24th February, employers were welcomed to the Academy to discuss the changing world of work and the opportunities that are available to young people now and in the coming years. Our students were able to demonstrate some of the key skills that we explore throughout the Academy such as Teamwork, Leadership, Staying Positive and Creativity and the combination of these skills resulted in their attainment of their additional qualification.



Valentine Enrichment Day

On Friday 11th February there was an enrichment day for the whole school where the focus was Valentine's Day. All curriculum areas supported by preparing, delivering or organising particular events and lessons for the students to experience and enjoy. All year groups experienced five different sessions throughout the day. The



Languages team delivered a lesson on Romeo and Juliet, a text not normally studied by our students. They studied the balcony speeches and scene and then, at the end of the session, congregated in the, decorated central hub of the school where volunteers performed the speech in front of staff and students. The students were amazing and performed with confidence. The Arts team organised fun and games in the Sports Hall. There was a roller skating rink, a chocolate fountain and some dance mats for competitions. The sixth form students who were supporting were particularly competitive with each other! The Social Sciences team took a slightly different tack to the traditional 'how is Valentine's Day celebrated around the world'. Instead they delivered engaging sessions on The Valentine's Day Massacre – students were riveted. The STEM team worked closely with the Personal Development Team and helped to deliver some RSE lessons to all year groups. Even the canteen made heart shaped shortbread biscuits and Valentine's cupcakes! Finally there was a form competition for every year group where they had to design and make a bouquet of flowers – the winning form in each year group received a prize for the form to share. All students were asked to bring in £1 and the money raised is going to be donated to the British Heart Foundation. As a thank you to the students, all were given a Valentine's Day goody bag to take home as a celebration of the start of the half term holiday.

Kate Searle

Deputy Principal – Quality of Education

A Day of Celebration
SATURDAY 12th MARCH
BEDFORD SQUARE 10am - 1pm
TREE CEREMONY from 11am
 Live Music through the ages with DJ Craig
 - Free Circus Skills - Stalls - Treasure Hunt
 Free Prize Draw - Heritage Walk - Jubilee
 Tree Ceremony - Photographic Display -
 Refreshments
FREE FAMILY FUN
 Houghton Regis Town Council 01582 708 540

**A DAY OF CELEBRATION
BEDFORD SQUARE**
12TH MARCH
10AM - 1PM
DJ CRAIG WITH MUSIC FROM THE 1950s ONWARDS
FREE CIRCUS SKILLS WORKSHOP FROM 11am - 1pm WITH NIGEL RODER!
FREE FACE PAINTING & GLITTER TATTOOS IN THE LIBRARY!
TREASURE HUNT IN THE LIBRARY - PRIZE JUBILEE TRAVEL MUG (WHILST SUPPLIES LAST) FROM 10AM.
FAMILY CRAFT ACTIVITIES IN THE LIBRARY!
FREE PRIZE DRAW FOR JUBILEE BRANDED GOODS
INFORMATION STALLS, POPCORN / CANDY FLOSS / SNOW CONES
VISIT YOUR FAVOURITE SHOPS AND IN THE SQUARE - IT'S GOOD TO BE BACK!
 Houghton Regis Town Council 01582 708 540

Looking Ahead

w/c 14th and 21st March
Year 11/12/13 Mocks

Friday 1st April
Last Day of Term

Tuesday 19th April
INSET Day
(Academy closed to students)

Wednesday 20th April
First Day of Term

Friday 29th April
Additional Holiday
(Academy closed to students)

Art Competition Winner

Congratulations to our Year 10 art student Jelena Dorofjeva who entered the Dunstable in Winter Art Trail competition and won first prize in the Young Persons Category. Jelena is a talented young artist and has a bright artistic future ahead of her. As her art teacher

I am especially proud of her achievement, it is well deserved. Her painting of a Dunstable church is detailed and captures the textures of the bricks magnificently'. Jelena's painting will be on display in the Hub area once it is returned to her.



Lesley Peacock
Acting Director of Arts

Admission Arrangements 2023/2024

We have determined our admission arrangements for academic year 2023/2024 and these can be found on the Admissions page of our website.

Academic Calendar - 2021/2022

School Holiday

Bank Holiday

Pupil Day

Training Day

September 2021

Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thu	2	9	16	23	30	
Fri	3	10	17	24		
Sat	4	11	18	25		
Sun	5	12	19	26		

October 2021

Mon		4	11	18	25	
Tue		5	12	19	26	
Wed		6	13	20	27	
Thu		7	14	21	28	
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24	31	

November 2021

Mon	1	8	15	22	29	
Tue	2	9	16	23	30	
Wed	3	10	17	24		
Thu	4	11	18	25		
Fri	5	12	19	26		
Sat	6	13	20	27		
Sun	7	14	21	28		

December 2021

Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thu	2	9	16	23	30	
Fri	3	10	17	24	31	
Sat	4	11	18	25		
Sun	5	12	19	26		

January 2022

Mon		3	10	17	24	31
Tue		4	11	18	25	
Wed		5	12	19	26	
Thu		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

February 2022

Mon		7	14	21	28	
Tue	1	8	15	22		
Wed	2	9	16	23		
Thu	3	10	17	24		
Fri	4	11	18	25		
Sat	5	12	19	26		
Sun	6	13	20	27		

March 2022

Mon		7	14	21	28	
Tue	1	8	15	22	29	
Wed	2	9	16	23	30	
Thu	3	10	17	24	31	
Fri	4	11	18	25		
Sat	5	12	19	26		
Sun	6	13	20	27		

April 2022

Mon		4	11	18	25	
Tue		5	12	19	26	
Wed		6	13	20	27	
Thu		7	14	21	28	
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24		

May 2022

Mon		2	9	16	23	30
Tue		3	10	17	24	31
Wed		4	11	18	25	
Thu		5	12	19	26	
Fri		6	13	20	27	
Sat		7	14	21	28	
Sun	1	8	15	22	29	

June 2022

Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thu	2	9	16	23	30	
Fri	3	10	17	24		
Sat	4	11	18	25		
Sun	5	12	19	26		

July 2022

Mon		4	11	18	25	
Tue		5	12	19	26	
Wed		6	13	20	27	
Thu		7	14	21	28	
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24	31	

August 2022

Mon	1	8	15	22	29	
Tue	2	9	16	23	30	
Wed	3	10	17	24	31	
Thu	4	11	18	25		
Fri	5	12	19	26		
Sat	6	13	20	27		
Sun	7	14	21	28		