



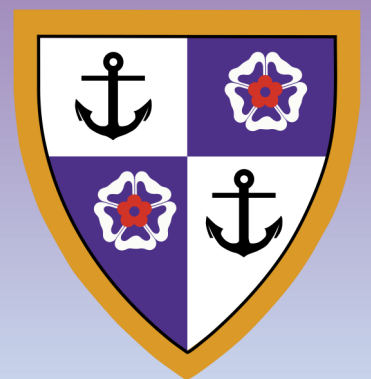
The Howard School

Newsletter

Leadership, Organisation, Resilience, Initiative, Communication

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Welcome



Mr Knights Rewards Lead

Welcome to our 10th edition of this year's school newsletter. We are thrilled to have you join us for another round of updates on the vibrant and dynamic happenings within our school community! I hope you are enjoying our weekly updates into the exciting and interesting things that go on in the various corners of the school! Since taking the helm of writing the newsletter, I've discovered some fantastic activities that our students get up to in their lessons and co-curricular and extra-curricular activities in and around school. From innovative classroom projects that

showcase the creativity and intellect of our students to the wonderful world of arts, sports, and community service, the passion and dedication of our students shines through.

As part of my role as Rewards Lead I organise the various House Events that are on offer to our student body and ensure our students are getting rewarded for the fantastic things they do around school; from contributing excellently in their lessons, making fantastic progress, producing outstanding pieces of work, behaving consistently in and around school and contributing positively to their school and wider school community. Students are able to earn House Points and Golden Tickets within their lessons; students can redeem their House Points for a variety of prizes throughout a term and Golden tickets are placed in the boxes in main reception ready for the raffle that takes place at the end of terms two, four and six where twenty prizes are given out to up to twenty different students!

This week's House Events have included 'Beat the Teachers' which was outlined in a previous edition of the newsletter—students have the opportunity to pit their knowledge against that of some of their teachers and this week, our 6th form students were the first to have a go and yes, some of them did manage to BEAT THE TEACHERS!

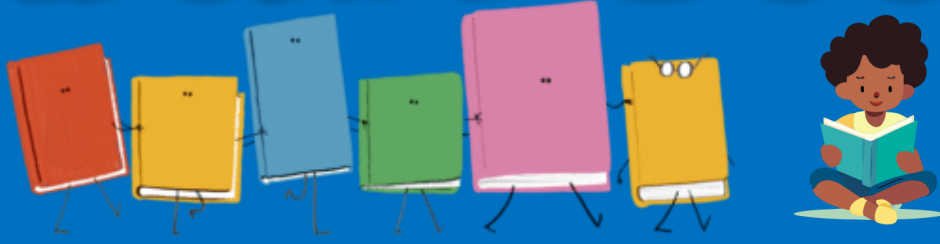
I hope you enjoy this edition of our newsletter, and I look forward to updating you on all things Howard again next week!

READING & DEAR

Here at The Howard, we firmly believe that the skills of reading are vital to academic achievement and personal development which is why we have time built into the school day dedicated to reading - the time known as DEAR (Drop Everything and Read). Through reading, individuals gain access to a wealth of knowledge, diverse perspectives, imaginative and real worlds that enrich their understanding of the world around them. Reading enhances critical thinking skills, fosters empathy and compassion, and cultivates a lifelong skill of questioning why: why anyone does what they do; why events happen and why people react the way they do. Moreover, it equips students with the necessary tools to navigate complex information, analyse texts, and communicate effectively in every part of their daily lives. In today's rapidly evolving society, where information is abundant and technology is everywhere, the ability to comprehend and evaluate written material is more crucial than ever. As educators, it is our responsibility to instil in our students the value of reading and empower them to become informed, engaged, and thoughtful members of society. By promoting a culture of reading in the classroom and beyond, we not only nurture intellectual curiosity but also lay the foundation for academic success and personal growth.



WORLD BOOK DAY 2024



On Thursday 7th March we continued our World Book Day 2024 celebrations by gifting all our Year 7 and Year 8 students with a book each for them to take home to enjoy and keep! Once students have finished reading their book, they will have the opportunity to trade it in and swap for another book to read. Students can do this by popping into the Library when it is open every lunchtime (Monday to Thursday) and after school on Friday until 1.30. Every Year 7 and Year 8 student also received a WBD voucher that enables them to choose another free book from local participating bookstores until Sunday 31st March. Happy reading!



Young Writers
presents

SURVIVAL SAGAS

MISSION CATASTROPHE

CREATIVE WRITING COMPETITION FOR 11-18 YEAR-OLDS

IT'S THE END OF THE WORLD AS WE KNOW IT

▶ Win £25, a book
series & a trophy!

▶ Opportunity to
be published!

See this teacher for more information and inspiration:

WWW.YOUNGWRITERS.CO.UK

Hand in by:



MISSION CATASTROPHE

STUDENT INFORMATION GUIDE

Catastrophe hits. Chaos reigns...

Young Writers invites you to write a story in up to 100 words inspired by the theme of catastrophe. Will you write about a world-changing event or something on a much smaller scale? From earthquakes or tornados to lost items or missed appointments, the possibilities are endless. Will your catastrophe affect hundreds or even thousands of people, or ruin just one person's day? This is your opportunity to write a thrilling, dramatic tale.

Check out the fun video that introduces the activity: www.youtu.be/8G03nCJ-2_I

STORY STARTERS

You can use one of these to start or inspire your work

- I didn't mean for this to happen...
- "Breaking news, the Prime Minister has declared..."
 - Was I the only one left?
- "Emergency! Evacuation plan activated."
- Everything went dark...
- The thick smoke was choking...
- I was having the worst day ever...
- One text changed everything...

WHAT ARE THE JUDGES LOOKING FOR?

- An original storyline and characters
- A complete story with a satisfactory ending
- A story that provokes an emotion – amusement, sorrow, fear, anger, etc.
- Vocabulary that evokes imagery or atmosphere (but don't swallow the thesaurus!)
- A clever or unexpected twist or ending
- An unusual or unique use of a story prompt
- Clear narrative structure

To see some previous mini saga winners, go to www.youngwriters.co.uk/competitions/winners/ks3-4

IT'S EASY TO TAKE PART

1. Your teacher will give you an entry form to write your mini saga on, or a login link to your school's Online Writing Portal where you will type your entry.
2. Write your entry and your teacher will submit it!

PRIZES FOR STUDENTS

Our favourite 5 writers will each win £25, a book series and a trophy.



Plus every entrant receives a bookmark and everyone chosen for publication will receive a certificate of merit. There are also prizes for schools and your school will receive a free copy of the book their students feature in.

(Winners will be chosen from entries submitted in the Spring Term 2024 and announced the following term.)

FOOD TECHNOLOGY



In our bustling Food Tech kitchen, the aromatic scent of exotic spices filled the air as our talented year 9 students delved into the world of culinary exploration, crafting delectable Moroccan meatballs!



This hands-on experience not only ignited their passion for cooking but also served as a practical application of the skills they are honing for their coursework. The students enthusiastically engaged in the meticulous process of preparing, combining, and shaping their meatballs, skilfully utilizing eggs and breadcrumbs as binding agents.



Beyond the culinary techniques, this culinary adventure broadened their culinary horizons, offering a first-hand understanding of how ingredients vary across diverse international cuisines.

As the sizzling meatballs emerged from the ovens, the students revelled in the accomplishment of their creations.



This immersive experience not only equips them with essential kitchen skills but also instils a profound appreciation for the cultural diversity embedded in the world of food.

We look forward to more exciting food journeys as our students continue to embark on their culinary exploration in the weeks to come!





SPORT at THS

Despite a hard-fought game, our Year 8 Basketball Team put up a fantastic effort against Beths Grammar School this week, ending with a score of 58-46. We made an incredible start, taking an early lead, but Beths resilience paid off as they came back stronger in the final stages. Huge shoutout to the entire team for their determination and hard work on the court! Special mention to Miracle for his tireless efforts throughout the game. You all did us proud!

Huge shoutout to our Year 10 Rugby Team at The Howard School for clinching the Swale Cup victory! Scoring 17 tries and conceding none over 4 games is no small feat. Drawing with Queen Elizabeth Grammar School was enough to secure first place overall - talk about consistency! Massive props to the team for their outstanding effort and dedication on the field. You've made us proud!



<p>1</p>  <p>DEFINITION OF A CHILD</p>	<p>2</p>  <p>NO DISCRIMINATION</p>	<p>3</p>  <p>BEST INTERESTS OF THE CHILD</p>	<p>4</p>  <p>MAKING RIGHTS REAL</p>	<p>5</p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	<p>6</p>  <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	<p>7</p>  <p>NAME AND NATIONALITY</p>
<p>8</p>  <p>IDENTITY</p>	<p>9</p>  <p>KEEPING FAMILIES TOGETHER</p>	<p>10</p>  <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	<p>11</p>  <p>PROTECTION FROM KIDNAPPING</p>	<p>12</p>  <p>RESPECT FOR CHILDREN'S VIEWS</p>	<p>13</p>  <p>SHARING THOUGHTS FREELY</p>	<p>14</p>  <p>FREEDOM OF THOUGHT AND RELIGION</p>
<p>15</p>  <p>SETTING UP OR JOINING GROUPS</p>	<p>16</p>  <p>PROTECTION OF PRIVACY</p>	<p>17</p>  <p>ACCESS TO INFORMATION</p>	<p>18</p>  <p>RESPONSIBILITY OF PARENTS</p>	<p>19</p>  <p>PROTECTION FROM VIOLENCE</p>	<p>20</p>  <p>CHILDREN WITHOUT FAMILIES</p>	<p>21</p>  <p>CHILDREN WHO ARE ADOPTED</p>
<p>22</p>  <p>REFUGEE CHILDREN</p>	<p>23</p>  <p>CHILDREN WITH DISABILITIES</p>	<p>24</p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p>25</p>  <p>REVIEW OF A CHILD'S PLACEMENT</p>	<p>26</p>  <p>SOCIAL AND ECONOMIC HELP</p>	<p>27</p>  <p>FOOD, CLOTHING, A SAFE HOME</p>	<p>28</p>  <p>ACCESS TO EDUCATION</p>
<p>29</p>  <p>AIMS OF EDUCATION</p>	<p>30</p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p>31</p>  <p>REST, PLAY, CULTURE, ARTS</p>	<p>32</p>  <p>PROTECTION FROM HARMFUL WORK</p>	<p>33</p>  <p>PROTECTION FROM HARMFUL DRUGS</p>	<p>34</p>  <p>PROTECTION FROM SEXUAL ABUSE</p>	<p>35</p>  <p>PREVENTION OF SALE AND TRAFFICKING</p>
<p>36</p>  <p>PROTECTION FROM EXPLOITATION</p>	<p>37</p>  <p>CHILDREN IN DETENTION</p>	<p>38</p>  <p>PROTECTION IN WAR</p>	<p>39</p>  <p>RECOVERY AND REINTEGRATION</p>	<p>40</p>  <p>CHILDREN WHO BREAK THE LAW</p>	<p>41</p>  <p>BEST LAW FOR CHILDREN APPLIES</p>	<p>42</p>  <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>

43-54



HOW THE CONVENTION WORKS

CONVENTION ON THE RIGHTS OF THE CHILD

Have a concern about a student?

Need some help or advice? People you can talk to:



Pastoral Manager

Ms. McComas

Deputy Safeguarding Lead



Deputy Head Teacher

Mr. Green

Safeguarding Lead



Assistant Head Teacher SENCo

Mrs. Deakin

Deputy Safeguarding Lead



Senior Head of Year

Ms. Ali

Safeguarding Officer



Mrs. Parish

Safeguarding Officer



Senior Head of Year

Mr. Longe

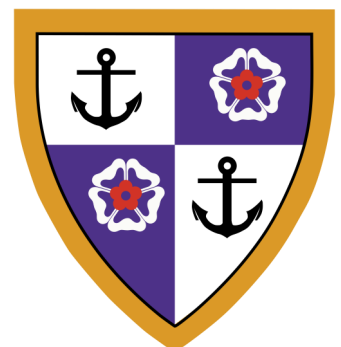
Safeguarding Officer

Have a concern you would like to raise or discuss?

Visitors: please email greens@thehowardschool.co.uk

Howard School Staff: report on our internal reporting system

Students: contact any member of the safeguarding team



01634 388765 | www.thehoward-that.org.uk | office@thehowardschool.co.uk

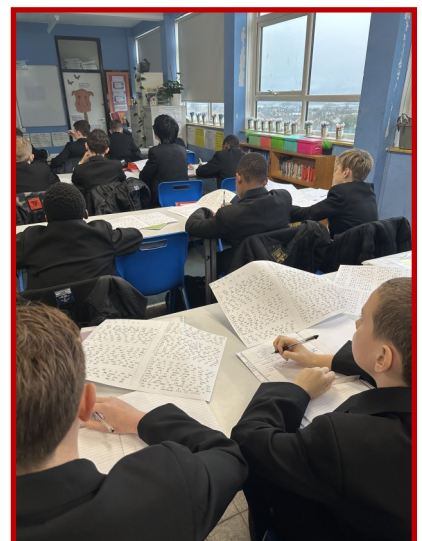
Enhancing long-term memory

What is Retrieval Practice?

Retrieval practice is a learning technique focused on using strategies that help students recall learned information that is not directly in front of them. It is about finding ways to help get stored information out of the brain when required by enabling and encouraging students to actively engage with their study material, not just memorise it. Retrieval practice is a move away from the passive 'cramming' technique to one that is participative.

In their lesson with Ms Martin this week, students were enhancing their long-term memories in preparation for their upcoming GCSE examinations. This was done in a very playful way by students throwing a beach ball to one another around the classroom to test each other's recall ability. Students were able to excellently recall the different assessment objectives for each of the questions within their GCSE English Language paper.

More wonderful work was happening in English in Mrs May's classroom this week using the aid of a visualiser. Our year 8 students have been working on their creative writing skills by story-writing—building anecdotal narratives—having been given the title 'The embarrassing day'. Together with Mrs May, students decided what a successful piece of writing looked like and built their success criteria from this. After some time, the visualiser was used to project a student's piece of work on the board and together, the class were able to offer some constructive feedback detailing where the success criteria had been effectively demonstrated in the work while also providing some helpful EBI ('Even Better If...') comments to develop the student's work further. Students then returned to their own work to refine their pieces of writing having revisited their success criteria and applying feedback given to others.



ECO-FRIENDLY



TREAD LIGHTLY PODCAST

"Join us as we sit down with Miss Ashbee, the driving force behind The Howard School's eco initiatives, and Ms. Hall, a geography teacher who is also passionate about environmental education. Hear about the school's commitment to sustainability and raising awareness of environmental issues locally and globally. Join Ben and Will, two enthusiastic student Eco Ambassadors, who are part of the Eco Club, as they share their experiences, leading the charge for positive change across year groups. Connect with The Howard School on social media to stay updated on our eco initiatives!"



Our Year 13 Performing Arts students have been working on their devising theatre unit busily creating original performances inspired by the work of the official poet of the 2012 London Olympics, Lemn Sissay. Some students have taken further inspiration from the new West End musical, *Standing at the Sky's Edge*, to create a piece of movement.

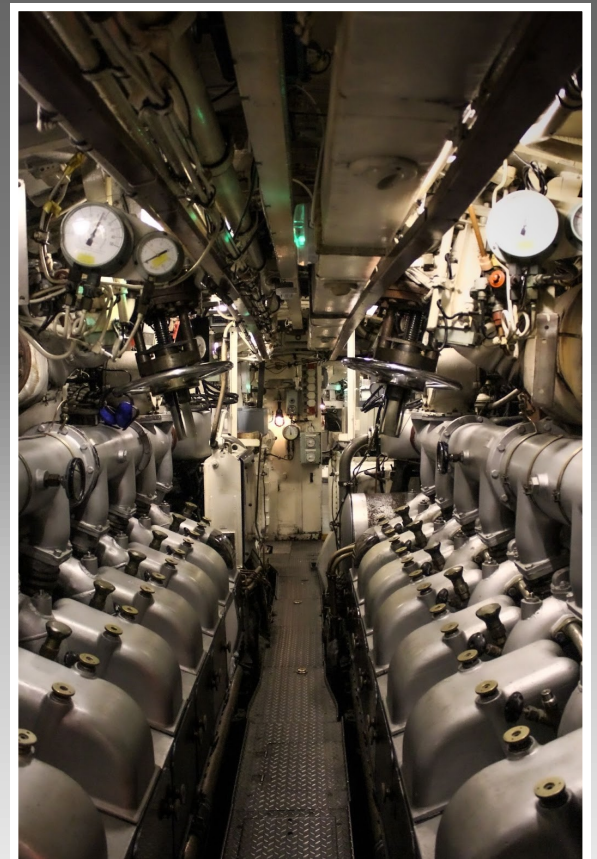
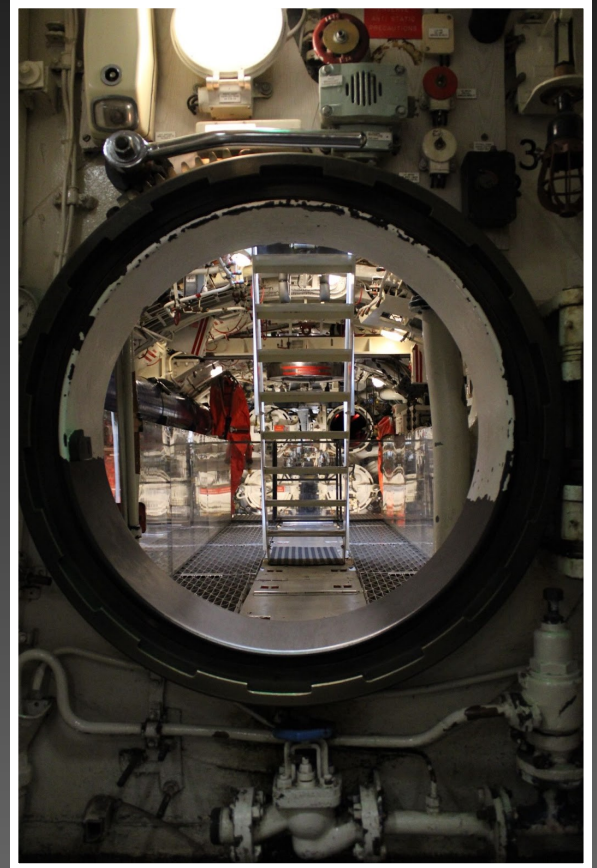


Photography & Graphic Design

A group of year 12 Photography and Graphics students recently participated in two events at The Chatham Dockyard. They had an opportunity to explore Photography and Graphic Design and were able to achieve a "Discover level Arts Award" and an "Arts Award Explore" for their participation in both days.

During the seminar, students learned about how Graphic Design is used professionally in companies and businesses. The students were given challenges to design a logo for an attraction at the Dockyard.

The Arts Award is a recognised series of qualifications in the arts for young people under the age of 25. These qualifications are accredited by Trinity College London and they aim to help young people grow as artists and creatives and become inspired by the art world!



WHAT ARE THE RISKS?

AGE RESTRICTION
PEGI
16

FUTURE SPENDING?

Tekken 8 carries a PEGI 16 rating, with the assessors noting its violence, occasional profanity and in-game purchase options. The latter issue, however, is a little different to what you may expect from a modern game: unlike many high-profile releases, Tekken 8's content is all accessible without spending any extra money. The exceptions are new characters, which will become available to purchase separately in the future.

COPYCAT RISK

With characters flying across the screen using a mixture of authentic and fantastical fighting styles, younger children and impressionable teens may find themselves tempted to copy their favourite characters or act out their epic fights in real life. This could simply amount to harmless fun – but could also easily lead to accidents, injury and distress if young gamers start actually landing blows.

VIOLENT GAMEPLAY

As a fighting game, Tekken 8's gameplay is heavily based on punching, kicking and throwing opponents around – while some characters' attacks occasionally involve weapons. Most of the violence is comparatively cartoonish in its execution and lacking in gore, but the fact remains that the action still revolves entirely around intense combat and inflicting damage on an opponent.

FAMILY CONFLICT

Tekken 8's story mode, "The Dark Awakens", focuses on two of the series' most important characters – Kazuya and Jin, a father and son who have been warring for years. The sight of two family members physically fighting each other may be hard to understand (and difficult to deal with) for some children – causing confusion and concern over why relatives would want to hurt one another.

RANKED ONLINE PLAY

Tekken 8 features an array of online modes – most notably its ‘Ranked’ section, where players battle to reach the top spot of a worldwide leaderboard. Many players will dedicate significant amounts of time to practising and – while the challenge can be fun – some of these matches can get extremely competitive. Children could become obsessed with climbing the rankings and dedicate an unhealthy amount of time to the game or grow angry if they wind up on a losing streak.

ONLINE CONTACT

Tekken 8 doesn't offer voice chat by default, but a player's platform ID is visible (such as their PlayStation Network ID, Steam account or Xbox gamertag). Rival players can, therefore, reach out via messages if they wish. Given the game's fiercely competitive nature, these communications can potentially put children at risk of online abuse if their opponent is a particularly sore loser.

Advice for Parents & Educators

TRY IT OUT YOURSELF

As with many popular games, we'd recommend checking it out for yourself in advance if you have any concerns. In the case of Tekken 8, there's a free demo version available (for all platforms) which lets you experience fights with a handful of the characters: a useful way of establishing first-hand whether some children might find the game's violence to be too intense.

EXERCISE YOUR JUDGEMENT

While Tekken 8 features a sort of 'spray' impact effect when attacks land, it's not the kind of game that most observers would describe as gory (unlike, for instance, the *Mortal Kombat* franchise). Of course, any fighting game worthy of the name will include a significant degree of violence – but the level at which the battles in Tekken are pitched may not be an issue for some children.

MARTIAL ARTS MOTIVATION?

With characters utilising real-world fighting styles such as jiu-jitsu, boxing and kickboxing, Tekken could represent an opportunity to channel a child's fondness for the game into a beneficial interest in real-world martial arts. Classes can help to build young people's confidence and physical fitness, as well as providing avenues for making new friends.

CONTROL COMMUNICATIONS

If a child plays Tekken online with anyone apart from their friends, then parents and carers could consider restricting communications – such as shutting off the facility to be messaged by other players (although the child's profile name will still be displayed) – to reduce the chance of contact from strangers. This can be done via the console's account settings or through the child's Steam account (if playing on PC).

Meet Our Expert

Editor in Chief of gaming and esports site GGRecon, Lloyd Coombes has worked in the games media industry for five years. He's played every Tekken title since the series began and, as a parent, also values the importance of online safety. Writing mainly about tech and fitness, his articles have been published on influential sites including IGN and TechRadar.



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**The
National
College®**



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