



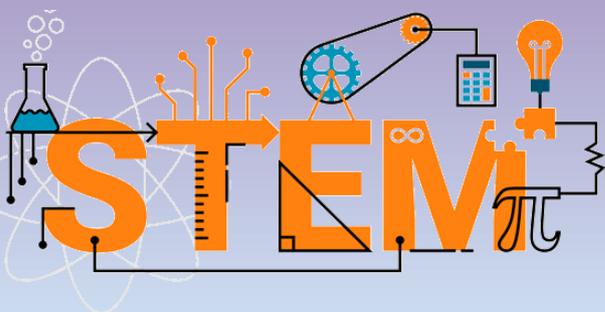
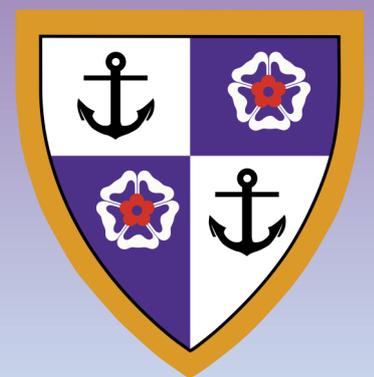
The Howard School

Newsletter

Leadership, Organisation, Resilience, Initiative, Communication

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Welcome

Hello from the SEND Team!

We would like to introduce ourselves and outline a little bit about how we work.

As Assistant Headteacher, SENCO, I work alongside Mrs Greening and Mrs Franklin who run our AEN Office. You may be used to hearing from them regarding any matter of support such as Access Arrangements, referrals or progress reviews.

I am often in lessons, observing students or looking at their work to see how they are accessing our inclusive curriculum. Our teachers do a great job of using models, scaffolds and demonstrations to support students with their learning. Not to mention countless prompts, repeated verbal instructions, plus lots and lots of praise and encouragement!

This year we are incredibly proud of the developments that have been made to our intervention corridor, The Base. This year more students than ever have been supported with a Catch Up Programme supporting reading, numeracy and English as an Additional Language (EAL). Huge thanks to Ms Coleman, Miss Rotherham and Mrs Lea who have ensured the progress of these students so they are back on track and accessing their full curriculum.

If you would like to know more about how we work, please refer to our SEN Information Report which was co-produced with our parent working group last year.

Here are some Frequently Asked Questions (FAQs) which we hope might dispel some common misconceptions:

1. Y6-7 On entry, where primary school inform us that students have had access arrangements for SATs, we add them to a KS3 list for staff to use at their discretion, where possible.
2. Y9 students on the SEN Reg or with a diagnosis will be tested, because the JCQ regulations dictate that Access arrangements allow students with specific needs, such as special educational needs and disabilities to access an exam.
3. Not all students with 'need' require access arrangements- there must be evidence from teachers that it is used as their normal way of working.
4. Additional needs alone, do not entitle a student to access arrangements, including private diagnoses. Primary school evidence is deemed out of date by GCSE applications.
5. Specialists such as health professionals, may recommend access arrangements but they are NOT responsible for JCQ applications and therefore they are not able to award access arrangements.
6. The access arrangements must be completed by the March of Y10 and we will write home to inform you of any entitlements.

Ms Deakin
Assistant Headteacher



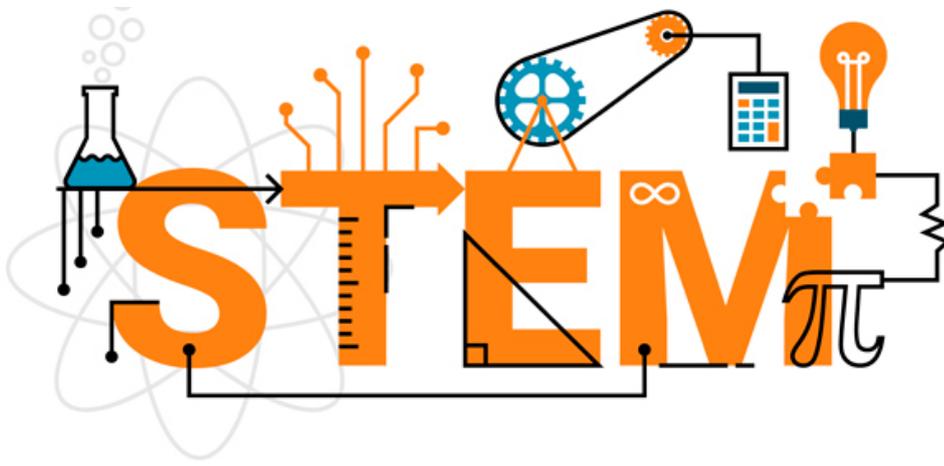


We are delighted to share the exciting news that our Year 7 students had a stellar experience during our recent Astrodome event, organised in collaboration with physics experts from the University of Kent. This captivating event took our young scientists on a cosmic journey, exploring the wonders of the universe through a state-of-the-art projection inside the Astrodome!

Seventy-five Year 7 students were immersed in a captivating presentation, diving into the mysteries of stars, black holes, and exoplanets. The highlight of the event was the opportunity for our curious minds to interact with Ph.D. and undergraduate physics experts, who patiently answered questions, providing valuable insights into the vastness of our universe.

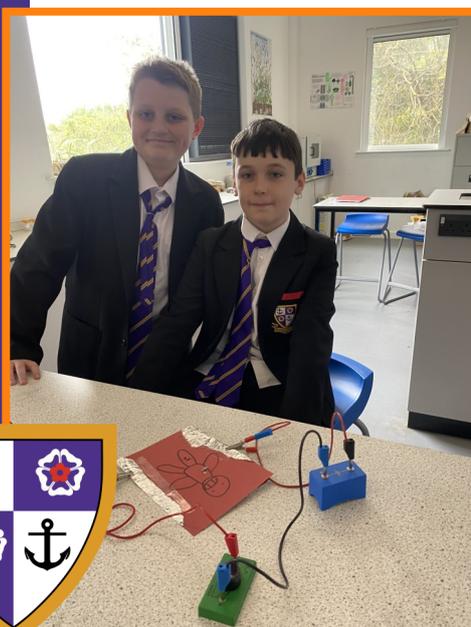
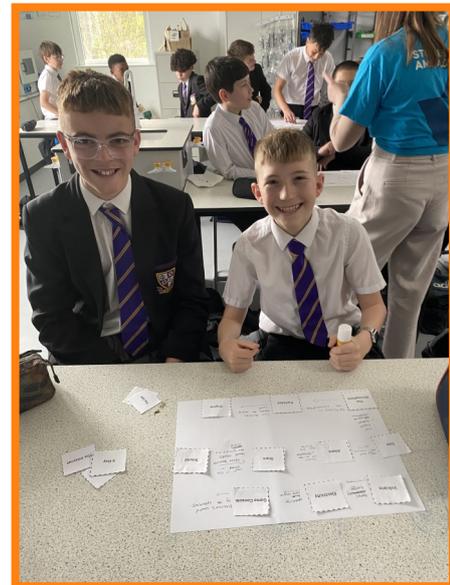
This enthralling encounter sets the stage for the upcoming Science Fair, which all Year 7 students will participate in during their science lessons in the final two weeks of this term. Motivated by the insights gained from the Astrodome event, students will demonstrate their creativity by crafting and constructing models of space shuttles, probes, or rovers.

The Astrodome will be returning on the 26th February to allow even more year 7 students to delve into this exciting experience.



For the past 2 Fridays thirty year 8 students were selected to take part in a circuit physics workshop hosted by STEM ambassadors from the University of Kent. The activities ranged from using their knowledge of electricity to build a circuit for an operation game. They then had to examine what thinking scientifically meant and when the students think scientifically outside of the classroom. The next task was to make connections between words that may seem unrelated. Lastly they finished the day with a problem solving task where they had to use all of their senses to try and replicate the inner workings of a gizmo without being able to see the inside.

Also in STEM club this week, after school we used the fantastic resources provided to us by our friends at the University of Kent to get our year 7 and 8 students building their own games including Operation and a wire loop game!





Clean Air For All



Camfil manufacture a wide range of ventilation and dust extraction filters designed to improve the air quality in all internal environments, for people, equipment, and the environment. We believe clean air is a human right, and all people should be entitled to breathe clean air and enjoy the health benefits that can bring, as well as ensuring damage to the environment from poor air quality is limited.

Camfil are proud to sponsor schools as part of our mission to improve the air quality for future generations.

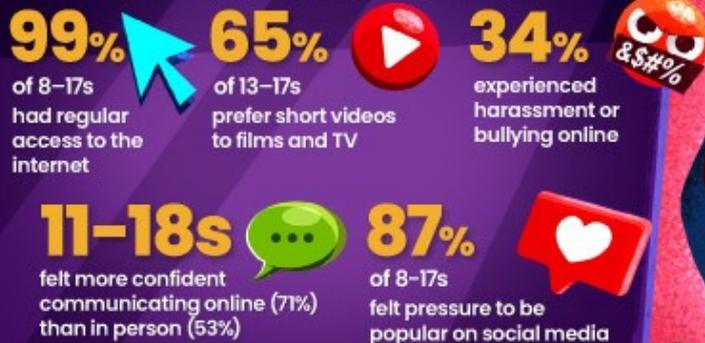
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What Parents & Educators Can Learn from the OFCOM MEDIA REPORT 2024

Each year, Ofcom - the UK's regulatory body for communications - produces an overview of children and parents' media experiences over the course of the previous year. At the time of writing, the latest of these reports, 'Children and parents: media use and attitudes 2024' has just been published, and we've plucked out some of its most thought-provoking findings regarding online safety.

ONLINE LIVES



SCREEN TIME

By children's age group, the percentage of parents who felt less able to manage their child's screentime were ...



POPULAR PLATFORMS

Most used by children ...



ONLINE GAMING

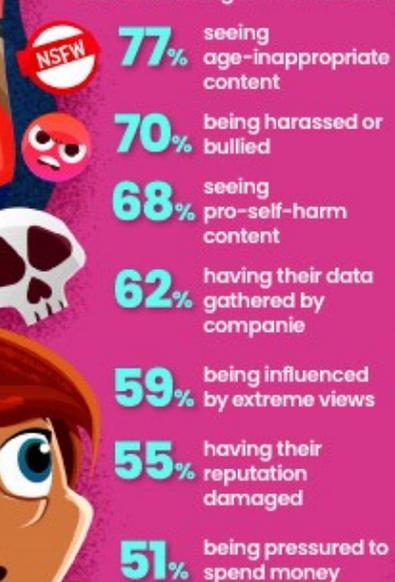
68% of children played video games online

Who did these children most commonly play with?



PARENTAL CONCERNS

The things that most commonly worry parents and carers about their child being online include ...



ONLINE SAFETY IN SCHOOLS



DEVICES MOST USED TO GO ONLINE



#WakeUpWednesday

The National College

NetworkRail



This week, our students have had presentations from Network Rail about Rail Safety. We received this email from the member of staff from Network Rail that delivered the assemblies:

"I have been doing this job for over ten years and have lost count of how many secondary schools I have visited but I have to say your school has topped every one I have ever visited. Your teachers all welcomed me; every time a teacher passed me, they said good morning. I was made to feel very welcome and all your students from year 7 upwards were respectful and fully engaged throughout my presentation. I was impressed with how they all came in and left the assembly hall. All your teachers should be very proud of the work they do and the learning environment they create."



"For the last two weeks, ADT students have been completing their exams for Fine Art, Photography and 3DD design for GCSE. There has been some marvellous work produced! Students' concentration and focus was fantastic as this was a 10-hour exam spread over two days. Students should be congratulated on their mature approach. Unfortunately, we cannot share photographs at the moment. Well done boys, you should be proud of your achievements!"

Miss Bassant, Head of Department

**FINEART, PHOTOGRAPHY
AND 3DD GCSE**

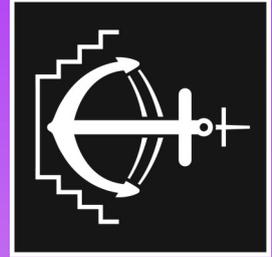
Monthly Photography Competition

Huge congratulations to Grace for capturing the essence of spring so beautifully and winning our monthly Photography Competition for the month of April!





THE HISTORIC
DOCKYARD
CHATHAM



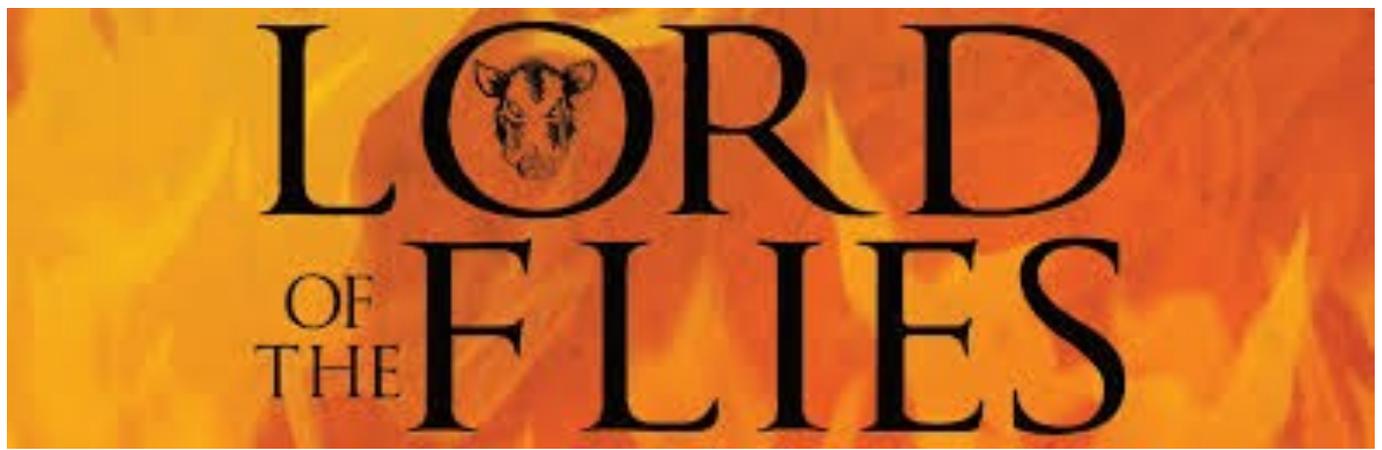
SUCCESS!

Year 12 talented Graphics and Photography students have been awarded their Arts Award certificate. This was awarded for their participation and work with The Chatham 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. This achievement will look great on the students' C.Vs and for future applications.



Let's give a round of applause to 12D for conquering their leadership journey! Completing a leadership programme isn't just about reaching the finish line; it's about the growth, the lessons learned, and the transformations made along the way. Your dedication, commitment, and hard work have truly paid off. Here's to the future leaders, innovators, and change makers among us! Keep shining bright, 12D!





We are now officially just one week away from the first English Literature exam.

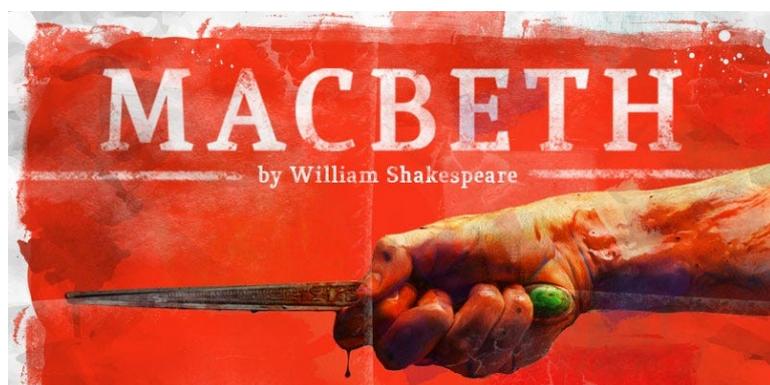
Our Year 10s are revising furiously in preparation for the first paper at 9am on Monday 13th May. Pupils will be tested on their knowledge of Shakespeare's 'Macbeth' and a theme from the Poetry Anthology.

For anyone who maybe needs an extra helping hand, a reminder of the revision resources available is below:

- ⇒ Exercise books – both current and completed
- ⇒ Copies of the examination texts: Macbeth, a green Poetry Anthology, A Christmas Carol OR Jekyll and Hyde (class dependant) and Lord of the Flies
- ⇒ Revision guides
- ⇒ Knowledge Organisers
- ⇒ Resources on Google Classroom including copies of the films, past lessons and past exam papers
- ⇒ Free access to the PixLit App – logins are available from either their English teacher or the Head of Department (Miss Martin) if needed
- ⇒ Work booklets and a revision timetable are also available on the Howard school website: <https://www.thehoward-that.org.uk/letters>



We are also offering a 7.30am morning booster on Tuesdays for any pupils who would like to attend and after school revision on Tuesdays!





Along with our fantastic year 11 Drama students who have their written exam this coming Thursday, our year 10 Drama students have begun their Devising process. Component 3: Devising Drama is worth 40% of the students' overall grade and is an externally examined component. Component 3 assesses students' ability to work collaboratively to create their own original pieces of theatre. To spark their ideas, students are given three stimuli to explore and research. From these three stimuli, students pick their favourite one and begin working on an original production based on their own original ideas. Students are marked on their ability to work collaboratively and how they apply the skills and techniques that they have learned throughout their Drama education so far!

Accompanying the performance are three essays. Students must write about their initial ideas, themes and setting; their personal aims and intentions throughout the performance and the research they have done along with insightful analysis and evaluation of how the devising and rehearsal process is going and eventually a critical analysis and evaluation of how the performance went.

It is always such a fantastic component to work on with the students and Ms Cordell and Mr Knights are very much looking forward to continuing to watch the excellent performances that the students create!



Boys in Year 7 are developing their voices in Music lessons, through acapella singing, singing in rounds and popular songs.

The Music department has been particularly impressed by the amount of boys willing to lead small groups, try out in auditions and sing solos in front of their peers!

Well done boys, keep up the courage and hard work!





THE HOWARD
Academy Trust

Staff Awards

Nominate a member of staff for an award at this year's THAT Staff Awards!

Visit the Howard School's Facebook to cast your vote and nominate!

Nomination Deadline:
Wednesday 8th May



1

DEFINITION OF A CHILD

2

NO DISCRIMINATION

3

BEST INTERESTS OF THE CHILD

4

MAKING RIGHTS REAL

5

FAMILY GUIDANCE AS CHILDREN DEVELOP

6

LIFE, SURVIVAL AND DEVELOPMENT

7

NAME AND NATIONALITY

8

IDENTITY

9

KEEPING FAMILIES TOGETHER

10

CONTACT WITH PARENTS ACROSS COUNTRIES

11

PROTECTION FROM KIDNAPPING

12

RESPECT FOR CHILDREN'S VIEWS

13

SHARING THOUGHTS FREELY

14

FREEDOM OF THOUGHT AND RELIGION

15

SETTING UP OR JOINING GROUPS

16

PROTECTION OF PRIVACY

17

ACCESS TO INFORMATION

18

RESPONSIBILITY OF PARENTS

19

PROTECTION FROM VIOLENCE

20

CHILDREN WITHOUT FAMILIES

21

CHILDREN WHO ARE ADOPTED

22

REFUGEE CHILDREN

23

CHILDREN WITH DISABILITIES

24

HEALTH, WATER, FOOD, ENVIRONMENT

25

REVIEW OF A CHILD'S PLACEMENT

26

SOCIAL AND ECONOMIC HELP

27

FOOD, CLOTHING, A SAFE HOME

28

ACCESS TO EDUCATION

29

AIMS OF EDUCATION

30

MINORITY CULTURE, LANGUAGE AND RELIGION

31

REST, PLAY, CULTURE, ARTS

32

PROTECTION FROM HARMFUL WORK

33

PROTECTION FROM HARMFUL DRUGS

34

PROTECTION FROM SEXUAL ABUSE

35

PREVENTION OF SALE AND TRAFFICKING

36

PROTECTION FROM EXPLOITATION

37

CHILDREN IN DETENTION

38

PROTECTION IN WAR

39

RECOVERY AND REINTEGRATION

40

CHILDREN WHO BREAK THE LAW

41

BEST LAW FOR CHILDREN APPLIES

42

EVERYONE MUST KNOW CHILDREN'S RIGHTS

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

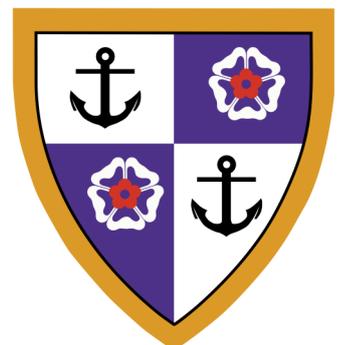
Safeguarding Officer

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



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