



The Howard School

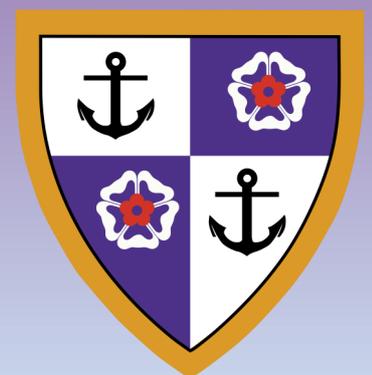
Newsletter

Leadership, Organisation, Resilience, Initiative, Communication

In this issue:

- ◇ Introduction by Mr Johal, Headteacher
- ◇ KS5 Criminology
- ◇ Good luck message to our Year 11 students
- ◇ KS3 English
- ◇ School sponsor: Camfil
- ◇ KS3 Science
- ◇ Year 7 Art—Mark Making!
- ◇ ‘Say What You See’ House Event
- ◇ Exam-stress advice
- ◇ Year 10 English Literature exam
- ◇ School sponsor: Oxden Floors

Good luck!



Welcome

The exam season well and truly got underway this week with the whole Year 11 cohort taking their first set of Science exams.

I am really pleased to say that the Year 11 students were an absolute credit to themselves and to their parents and carers. It has been a really positive start to the exams. The school has put together pre exam booster revision sessions before each exam taught by subject specialist teachers. These sessions start at 7.45 am and attendance of students is very high which is pleasing to see as we know the students who attend these do get better grades. Whilst waiting to enter the exam halls there was a positive feel emanating around the year 11 group with many students taking a last look at their revision notes and flash cards. Their behaviour and attitude when entering the exams was impeccable. I would like to use this opportunity to say a huge thank you to the staff at the school for giving up so much of their time for pre, afterschool, weekend and holiday extra revision booster sessions.

The pastoral and leadership team have worked hard in partnership with parents to support some of our more vulnerable Year 11 students to ensure that they remained engaged with their education. The impact of this was wonderful to see when every single year 11 student came to school and sat their exam.

Attendance at school is crucial if students are to fully achieve their potential and the Pastoral and Leadership team will go above and beyond to ensure every Year 11 student attends every exam that they are supposed to sit, including driving out and picking less-reluctant Year 11 students up from their home.

Whilst we continue to work closely with our Year 11s and 13s, our attention is also beginning to shift and look more closely at our year 10 students. They very soon will be sitting their Year 10 GCSE English Literature exam. We have a hugely successful track record of securing Outstanding exam outcomes in this GCSE and although nerve-racking for the Year 10s, it gives them a very good insight into what is to come in Year 11. We wish them good fortune for this and a thank you to Year 10 parents and carers in supporting their children in preparation for this.

As you know The Howard School boasts an excellent track record in exam outcomes and our GCSE progress measures place us in the 'Outstanding' category for this. The Howard School is in a very good place and the key indicators are very strong.

- ◆ Attendance of our students is above the national average
- ◆ The Behaviour and Attitudes of our students is excellent
- ◆ The school culture and climate is welcoming and positive
- ◆ The progress students make at the school is 'Outstanding' including those students with SEND
- ◆ Staffing is very stable allowing strong and positive relationships to develop between students, staff and parents

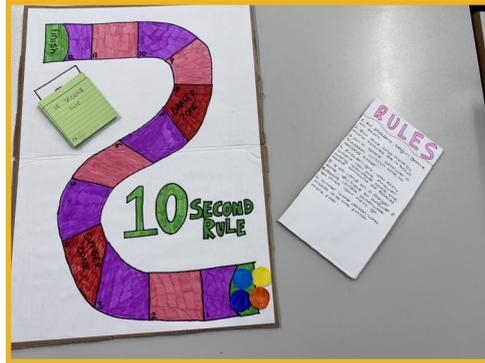
However I also believe that we can get even better. I believe that if you stand still you go backwards. We are an 'Outward Facing School' and as part of our journey to continue improving we have been visiting and studying the work of some of the highest performing schools in the country. Along with our own ideas this research will be used to inform our School Improvement Planning for next year. We have lots of exciting ideas to implement and I will share these with parents and carers before the end of the academic year.

Our core belief is that striving for the '*Highest Standards leads to High Achievement*'.

Mr Johal
Headteacher

KS5 CRIMINOLOGY

Year 13 Criminology students have been creating their own revision games in preparation for their exam in June. Creations have been based on well known family games such as Monopoly, The 5 Second game, Snakes and Ladders and even ITV's The Chase. It has been great to hear lots of laughter and encouragement as everyone plays each other's games but also great to see everyone participating in active revision!



Good luck!

This week we gathered for a heart-warming Good Luck Assembly to wish our incredible Year 11 students all the very best as they embark on their public examinations journey. Wishing each of them well as they showcase their hard work and dedication. **You've got this, Year 11!**



KS3 ENGLISH

Term 5 is always an exciting time for our Year 7 and Year 8 students in English and this year, that's certainly proving to be no exception. This term, our Year 7 students have had the opportunity to explore and analyse a range of First World



War poems and our Year 8 students have been getting stuck in discussing a range of topics in the sporting world! We've also been pleased to give all of our KS3 students the opportunity to enter two Young Writers competitions (Mission Catastrophe and Through their Eyes). I know that all of the English Department have been impressed by our Year 7 and Year 8 students' enthusiasm and just how creative many of the entries were. In fact, on Thursday, we were thrilled to hear that Young Writers will be publishing all 25 of the entries that The Howard School submitted as part of the Mission Catastrophe competition and we can't wait to see these printed – it's certainly a testament to just how hardworking and talented our students are!

Keep your eyes peeled as we look forward to showing off some of our students' fantastic work in a future newsletter!

SUCCESS



YOUNG
WRITERS
CONTEST



Clean Air For All

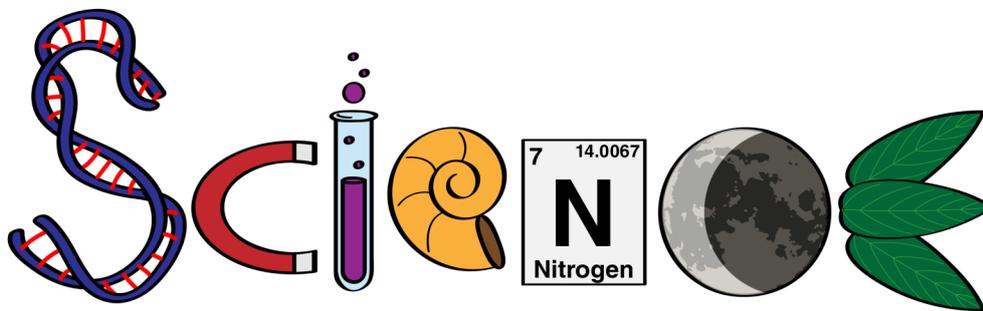


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In Year 7, students have dived into the fascinating world of forces, exploring how objects interact with each other and their

environments. They have explored fundamental concepts such as gravity, friction, and acceleration, gaining a deeper understanding of how objects interact with each other and their surroundings. Through engaging experiments and hands-on activities, students learn about Isaac Newton's laws of motion, discovering how these laws govern the behaviour of objects. They have discovered that objects resist changes in their state of motion unless acted upon by an external force. They explore the relationship between force, mass, and acceleration, applying mathematical formulae to predict and analyse motion. Moreover, students explore the concept of action and reaction, discovering that every action has an equal and opposite reaction. Year 7s also explore different types of forces, including contact forces such as tension and air resistance, as well as non-contact forces such as magnetic and gravitational forces. This foundational knowledge of forces sets the stage for deeper studies in physics and engineering, preparing students for future scientific exploration and discovery.



In Year 8, the curriculum shifts to the study of metals and their diverse uses and properties. Students explore the characteristics of different metals—such as conductivity, malleability, and strength—and investigate how these properties influence their practical applications. They learn about common metal alloys and how they are engineered to enhance specific properties, meeting the demands of various industries and technologies. Year 8 students also delve into the extraction of metals from ores, tracing the processes involved in refining raw materials into valuable metals used in construction, manufacturing, and beyond. Hands-on activities, such as conducting heat and electrical conductivity tests or

examining metal structures under stress, deepen students' comprehension of the physical and chemical behaviour of metallic elements and the vital role metals play in shaping modern society's technological landscape.

Group →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18									
Period 1	1 H																	2 He									
2	3 Li	4 Be											5 B	6 C	7 N	8 O	9 F	10 Ne									
3	11 Na	12 Mg											13 Al	14 Si	15 P	16 S	17 Cl	18 Ar									
4	19 K	20 Ca	21 Sc	22 Ti	23 V	24 Cr	25 Mn	26 Fe	27 Co	28 Ni	29 Cu	30 Zn	31 Ga	32 Ge	33 As	34 Se	35 Br	36 Kr									
5	37 Rb	38 Sr	39 Y	40 Zr	41 Nb	42 Mo	43 Tc	44 Ru	45 Rh	46 Pd	47 Ag	48 Cd	49 In	50 Sn	51 Sb	52 Te	53 I	54 Xe									
6	55 Cs	56 Ba		72 Hf	73 Ta	74 W	75 Re	76 Os	77 Ir	78 Pt	79 Au	80 Hg	81 Tl	82 Pb	83 Bi	84 Po	85 At	86 Rn									
7	87 Fr	88 Ra		104 Rf	105 Db	106 Sg	107 Bh	108 Hs	109 Mt	110 Ds	111 Rg	112 Uub	113 Uut	114 Fl	115 Uup	116 Lv	117 Uus	118 Uuo									
				Lanthanides									57 La	58 Ce	59 Pr	60 Nd	61 Pm	62 Sm	63 Eu	64 Gd	65 Tb	66 Dy	67 Ho	68 Er	69 Tm	70 Yb	71 Lu
				Actinides									89 Ac	90 Th	91 Pa	92 U	93 Np	94 Pu	95 Am	96 Cm	97 Bk	98 Cf	99 Es	100 Fm	101 Md	102 No	103 Lr



YEAR 7 ART MARK MAKING

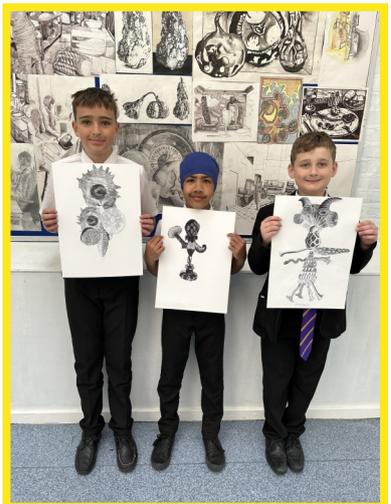
In a recent Year 7 art lesson, students embarked on an out-of-this-world journey into mark making, guided by our talented art teachers. The task? To create their own unique extraterrestrial beings, covering each section with textual mark making for a truly otherworldly effect!

Students were introduced to the captivating concept of mark making, learning how different techniques can convey emotions, textures, and visual interest in art. Armed with an array of mark making tools and materials, from pencils to paints, they eagerly delved into experimentation.

Throughout the lesson, students explored the intricacies of mark making, discovering how varying pressures and materials could produce an astonishing range of effects.

Guided by their imaginations, students adorned their alien creations with a rich tapestry of marks, each section telling its own unique story. With newfound knowledge in hand, they set to work, applying their skills to bring their extra-terrestrial visions to life on paper.

The resulting artworks were nothing short of extraordinary, showcasing the boundless creativity and ingenuity of our students. Through this engaging and immersive experience, they not only honed their technical skills but also gained a deeper appreciation for the power of mark making in art!

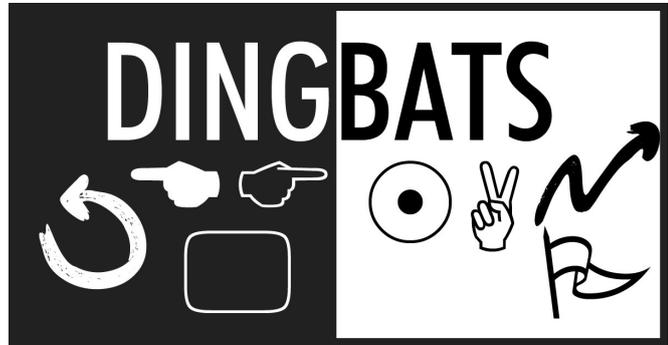


This term, our students are taking part in their '**Say What You See**' House Events. This House Event is inspired by ITV's 'Catchphrase' consisting of famous clips of Mr Chips, dingbats, anagrams and some quick maths!

Students take part by representing their House while competing against other students in rival Houses in front of their entire year group! Students compete to answer as many questions they can in an allotted amount of time with the ability to pass.

Students have demonstrated their excellent skills in remaining calm and composed under pressure, thinking on their feet and working fantastically as a team.

Next term's whole year group House Event is '**Remember It!**', a memory-based quiz that will once again pit Houses against each other!





Online Workshops

These workshops are aimed at supporting young people and parents/carers of young people in secondary school.

Less Stress Guide to Exams

Wednesday 20th March

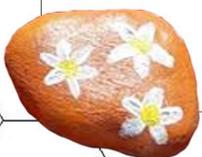
5-6pm

Are you currently experiencing **difficulties with exam stress?** Would you like to learn more about **what anxiety is** and **how to best to prepare for exams?**

You are invited to a workshop **exam stress**. It will help you to understand **what causes anxiety**. We will also discuss **techniques that you can use** to overcome anxiety for exams and coursework.

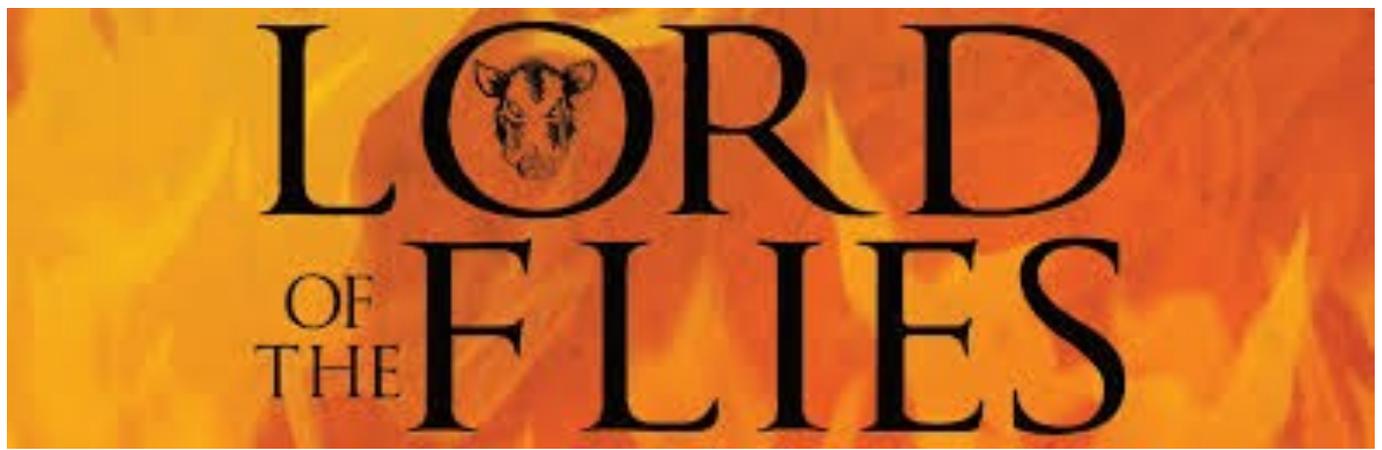
If you would like to join, please **let your school know** and they will send you the Microsoft Teams link.

You do not need an account to join. You will need access to the internet. If you have any questions, please speak with your school.



We look forward to meeting you!



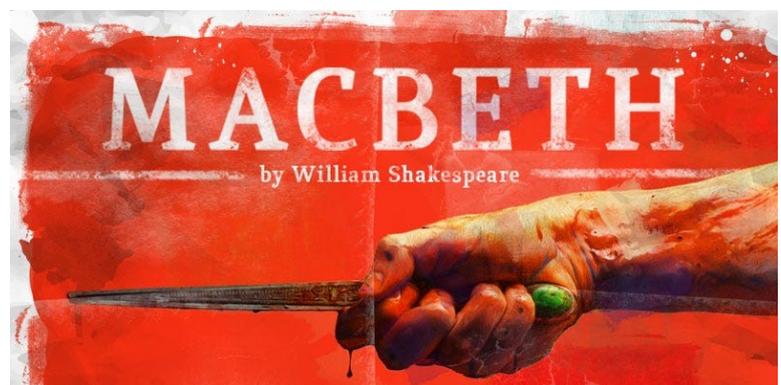
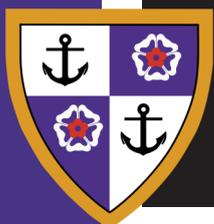


We are now just a few days away from the first English Literature exam.

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>



YEAR 11 GOLDEN TICKET PRIZE DRAW!



oxdenfloors
L I M I T E D



With a HUGE thank you to OXDEN FLOORS LTD., our year 11 students are in with a chance of winning a 50" LG Ultra HD smart TV at the Golden Ticket raffle at the end of the year!

All they need to do to win this amazing prize donated by Oxden Floors Ltd. is earn Golden Tickets in their lessons, put half of it in their House's box in main reception and put the other half in their Year 11 LG TV box in main reception!

The draw will take place in their year 11 leavers' assembly in term 6! Good luck to you all and once again, a huge thank you to Oxden Floors Ltd for their very generous donation!

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10 Top Tips for Parents and Educators MANAGING EXAM STRESS

At some point in their education, children are almost certain to encounter exam stress, which can cast a shadow over their mental, emotional and physical wellbeing. Mental health charity YoungMinds estimate that a staggering 87% of pupils suffer from exam stress – highlighting the urgent need to minimise its impact on children's health and happiness.

1 PRACTISE WORKLOAD WISDOM

The build up to exam season is such a busy and pressurised time in a child's education that it can be difficult for youngsters to avoid feeling overwhelmed. Encourage them to consider whether their current workload is realistic and allows them sufficient time to relax and recharge. Work with them in crafting a revision timetable that's manageable and includes breaks and occasional days off.

2 ADVISE CLEARING THE CLUTTER

A disorganised work environment is proven to negatively affect our ability to focus, as well as our emotional state. Encourage children to keep their desk, notes and revision materials tidy – creating a dedicated, well-kept study space to promote maximum focus. Foster their creativity by suggesting they incorporate vibrant colours, mind maps and even quirky drawings into their revision notes.

3 MASTER THE MATERIALS TOGETHER

Revision seems far harder when a child is uncertain where to begin or what sources to consult. Support them in confirming revision materials with their various teachers – emphasising the importance of gathering a range of resources to get a more comprehensive understanding of the subject. Feeling more prepared should nurture the child's confidence and help to dispel some of their anxiety.

4 RECOMMEND CREATIVE NOTE-TAKING

Writing out notes in full – rather than simply bullet pointing – can be a strong start to a child's revision. Reinforce this idea, encouraging the use of flashcards (featuring shorter versions of previously taken notes) for effective repetition and memorisation. Discuss the power of regularly reviewing notes to help them stay in the child's memory.

5 USE VISUAL AIDS AND MNEMONICS

Encourage the use of visual aids like videos and sticky notes to enhance learning. Some children find these resources far more useful than simply reading their notes as written. Explore creating mnemonics for a fun and effective study approach – and it's also worth noting that the strategic use of colours is a proven means of triggering recall during exams.

SMILE

6 GATHER A 'TECH TOOLKIT'

Technology can be a huge advantage in exam prep. Educational YouTube channels and revision websites like BBC Bitesize can be immensely powerful resources for helping children to expand and retain their knowledge. You could also recommend the use of flashcard apps and educational podcasts for revision and reminders when young people are on the go.

7 KEEP IT FUN

Revision tends to go far more smoothly if children are having fun in the process. Injecting some humour into their notes, for instance, can make details more memorable – as can relating information to their real-life experiences. Try to encourage a variety of study methods, such as incorporating physical activity (even simply taking a walk) into their revision routine.

8 SUGGEST ACTIVE REVISION STRATEGIES

Make sure children are aware of different study techniques. You could emphasise the effectiveness of spaced repetition by reviewing material regularly over time to reinforce learning and improve retention. Discuss the benefits of active recall methods – such as self-testing or explaining a concept aloud – in identifying where their strengths and weaknesses lie.

9 ENCOURAGE A POSITIVE MINDSET

It can be easy for children's thoughts to fall into a downward spiral when they're stressed about exams. Try to foster a growth mindset by emphasising the importance of giving it their all rather than aiming for complete perfection. Positive self-talk and the use of affirmations can build confidence and reduce anxiety, while visualising success and setting realistic goals can help them stay motivated and focused.

10 HELP THEM TO SEIZE THE DAY

There are lots of things children can do on the day of their exam to reduce stress and increase their focus. Talk them through some helpful exam-day strategies – such as arriving early, reading the instructions and the questions carefully, and pacing themselves during the test. Suggest some relaxation techniques, such as deep breathing or visualisation, to help them manage any nerves before and during the exam.

Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of the Social Enterprise UK: 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at Penistone Grammar School.



#WakeUpWednesday

The National College

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

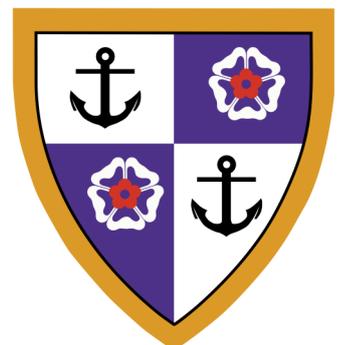
Safeguarding Officer

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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