



The Howard School

Aspire Newsletter

ASPIRE PROGRAMME - TERM 3 REVIEW

PARENT VOICE

We would like to extend our sincere thanks to the parents and carers of our Aspire students for taking the time to complete the recent parent voice survey about the Aspire programme. Your continued support and valuable feedback play a crucial role in the success of the programme. We deeply appreciate your engagement and collaboration, as it strengthens the partnership between The Howard School and families. Effective communication is key to ensuring our students receive the best possible opportunities, and we are committed to working together to support their academic and personal growth. Thank you for being an essential part of this journey!

SUMMARY

91% of parents/carers are satisfied with the overall structure of the Aspire programme so far.

97% of parents/carers would recommend the Aspire programme and the Howard School to prospective parents/carers.

75% of parents/carers believe the Aspire programme has motivated their child to engage more with their schoolwork.

An overwhelming majority of parents/carers agree that the STEM and University opportunities are good or excellent.

What will I look into following feedback:

- We will look at how we can support Year 10 students more with the work experience process and finding placements suitable to their interests and aspirations.
- We appreciate that one size does not fit all, so some students may not want to participate in all workshops. During this first year I have been focused on getting as many opportunities for the students as possible, but we will look at the option for students to choose what they participate in.
- I am constantly looking at more opportunities for the students to find out about career prospects and future opportunities. The focus at the moment has been on University, but I will be looking at other opportunities such as high end apprenticeships and degree apprenticeships in the future.
- There was one comment about independent study and not fully understanding the expectations. We have created independent study timetables for KS4 students, which is on the school website. Next year, we will be changing the structure of KS3 independent study to improve the students experience and the quality of homework for these year groups.

A sample of the wonderful comments about the Aspire programme so far:



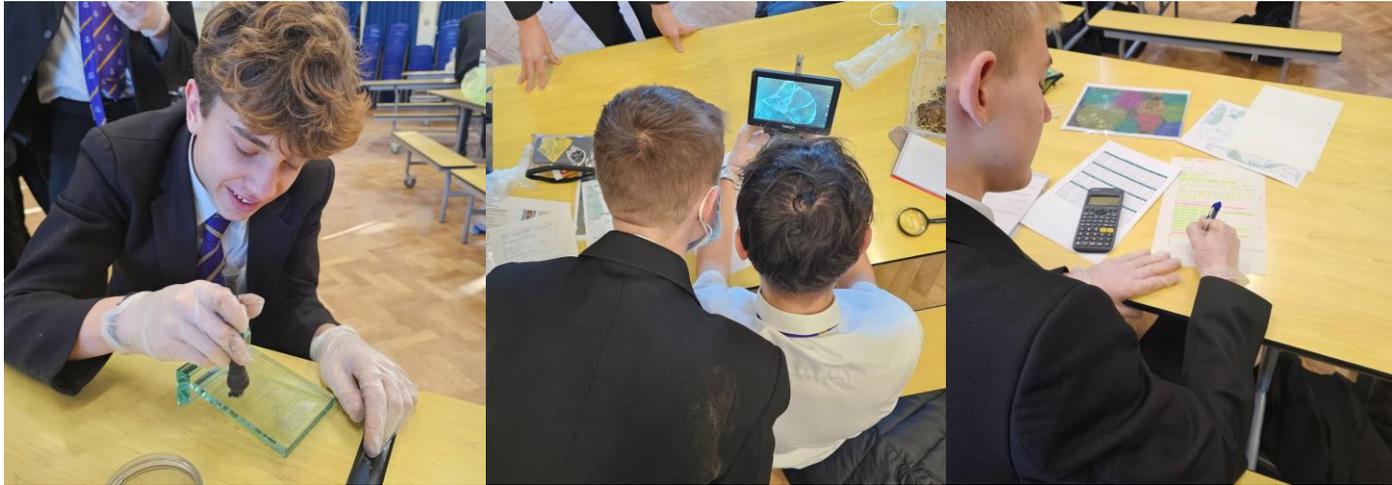
We are so impressed with the Aspire program and The Howard school in general. My son narrowly missed out on passing his 11plus but in hindsight I actually feel this is probably for the best as he is thriving at The Howard and has a positive attitude towards his learning. The communication and newsletters about the aspire programme, as well as the parent information evening have all been particularly outstanding from our point of view as parents

I will be taking Student Voice from all Aspire students next term to further improve the quality of the programme.

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STEM WORKSHOP - FORENSIC INVESTIGATION

Year 10 students recently participated in a STEM Forensics Investigation workshop. In the morning, students had the opportunity to practice key forensic techniques, such as fingerprinting, shoe print analysis, blood spatter examination, and hair and fibre identification. They also explored graphology, the study of handwriting. In the afternoon, students worked in teams to investigate a mock crime scene, applying the skills they had learned earlier. The teams then presented their findings, with the team closest to solving the case being declared the winners. This hands-on experience gave students a unique insight into the world of forensic science and problem-solving.



UNIVERSITY OF KENT WORKSHOP - EXAM SUCCESS

Our Year 10 Aspire students recently took part in a highly beneficial virtual session with the University of Kent, focusing on key strategies for exam success. The session covered a range of essential topics designed to support students both academically and personally. Students learned effective revision skills to study smarter and more efficiently, practical exam techniques to help them tackle questions with confidence, and valuable coping strategies for managing stress and staying calm under pressure.

This session was a fantastic opportunity for our students to gain expert insights into exam preparation, equipping them with the tools to perform at their best. At The Howard School, we are committed to supporting our Aspire students not only in achieving the best possible academic outcomes but also in prioritising their wellbeing. The skills and techniques shared in this session will help ensure our students are prepared for success while managing the challenges that come with exam periods.

We are proud to offer such valuable opportunities to our students, and this session is just one example of the ongoing support we provide to help them thrive both academically and personally.



ASPIRE PROGRAMME - TERM 3 REVIEW

YEAR 8 PROGRESS MEETINGS

During Parents' Evening, Mr. Dunn and Ms. Samuels met with Year 8 students and their parents/carers to review progress and discuss the important upcoming options process, where students will choose their GCSE subjects. The meetings highlighted the significance of making thoughtful choices that will shape their future academic journey. To support Aspire students in making informed decisions, The Howard School is offering additional guidance throughout the options process, ensuring that students receive the help they need to choose the subjects best suited to their strengths and aspirations.

We look forward to welcoming Year 7 and Year 9 Aspire students and their families to their upcoming progress meetings, where we will continue to offer support and advice to help guide their educational paths.

The progress meetings for Year 9 will take place during Term 5 in the build-up to their mock exams in Term 6. The progress meetings for Year 7 will take place during Term 6, following parents evening in Term 5, to review their start at the Howard School and discuss any key points about the transition into Year 8.

UNIVERSITY OF KENT TRIP - UNIVERSITY PROJECT VISIT

Our Year 8 Aspire students recently had the opportunity to visit the University of Kent for an exciting and insightful workshop on sustainability. The day began with a creative thinking challenge, encouraging students to think outside the box. They then explored the importance of research and how it informs decision-making. During the campus tour, students were able to see the wide range of facilities available to university students - facilities they might not experience at The Howard School.

The highlight of the day was when students applied their new knowledge to design a sustainable and creative halls of residence, considering research and the diverse needs of potential university students. Our students showed great enthusiasm and demonstrated impressive problem-solving skills throughout the task. It was a fantastic day that not only showcased their abilities but also gave them a glimpse into university life and the opportunities that lie ahead. This visit was a great example of the positive relationship we have with the University of Kent, and we're thrilled to continue working with them to inspire our Aspire students. We are also excited to announce that Year 10 students will have the opportunity to visit the University of Kent campus in Term 6.



ASPIRE PROGRAMME - YEAR 10 REMINDERS

REMINDERS FOR YEAR 10 STUDENTS

This page is dedicated to our Year 10 students who are currently preparing for their English Literature GCSE next summer. Please use the calendar attached as an organisation tool to prepare effectively. There are a few revision techniques you may want to consider for your revision as well.

When?	What?
Term 1 - Week beginning 30 th September 2024	Year 10 Aspire Progress Meetings
Term 2 - Week beginning 18 th November 2024	Year 10 English Literature GCSE Information Evening
Term 3 - Friday 17 th January 2025	Year 10 English Literature Component 1 Mock
Term 4 - Thursday 13 th March 2025	Year 10 Parents Evening
Term 4 - Friday 21 st March 2025	Year 10 English Literature Component 2 Mock
Term 5 - Monday 12th May 2025	English Literature GCSE Exam - Component 1
Term 5 - Tuesday 20th May 2025	English Literature GCSE Exam - Component 2
Term 6 - Tuesday 3 rd June 2025	University of Kent Campus Visit
Term 6 - Week beginning 9 th June 2025	Year 10 Work Experience Week
Term 6 - Week beginning 23 rd June 2025	Year 10 Mock Exam Week
Term 6 - Week beginning 30 th June 2025	Year 10 Food Technology Practical Mocks
Term 6 - Week beginning 7 th July 2025	Year 10, Art, Photography and 3D Mocks

GCSE English Literature

Paper	Title	Exam timing	% of Grade
1	Component 1: Shakespeare and Poetry	2 h	40%
2	Component 2: Post-1914 Prose/Drama, 19 th Century Prose and Unseen Poetry	2 h 30 m	60%

Revision Strategies

Flashcards	Retrieval Practice
<p>Simple create with questions on one side and answers on the other side. These are great for knowledge questions that have clear answers.</p> <p>You can colour code for specific topics and quiz yourself or others.</p> <p>Recommended uses:</p> <ul style="list-style-type: none">▪ Key terms - create for key words and definitions▪ Key information - quotes, characters and themes	<p>Testing what you know is a powerful tool in revision, the effort to remember something really strengthens your memory. You can create quizzes using the following types of questions:</p> <ul style="list-style-type: none">▪ Multiple choice questions▪ True or false statements▪ Short explanation questions▪ Odd one out▪ If this is the answer then what is the question?

ASPIRE PROGRAMME - LOOKING AHEAD TO TERM 4

TERM 4 PLAN

The first two terms of the Aspire programme have gone by so quickly, and been hugely successful. We have already provided a wide range of academic and enriching opportunities for our students. I am so proud that even more staff at the Howard School are volunteering to support me with this as the excitement around this programme grows.

The table below outlines the Aspire programme plan for Term 3. My goal is that there will be an Aspire event every week over the course of this academic year, with a vision for growth and even more opportunities in the future. The plan includes a summary of each event and the important details. I will always send a letter out to parents/carers at least two weeks before the activity with more specific details, so don't panic!

Week	Date	Year Group	Details
3	11/3/25	9	<p>Aspire Workshop - Young Enterprise Students will be tasked with researching and planning a business that starts with just £10. This exciting workshop is designed to give our Aspire students a hands-on introduction to entrepreneurship, guiding them through key processes such as market research, business planning, and crafting a compelling sales pitch. Working in groups, students will pitch their innovative business ideas to their peers, showcasing their creativity and strategic thinking. The team with the most imaginative concept and the greatest impact will be crowned the winners, celebrating their entrepreneurial spirit and teamwork.</p>
3	13/3/25	8	<p>Aspire Workshop - UK Parliament Debating Students will soon participate in an engaging and dynamic workshop focused on developing their debating skills. It will begin with quick debate topics and decision-making exercises, allowing students to think on their feet before they move on to preparing for a formal debate with their peers.</p>
4	18/3/25	9	<p>University of Kent Trip - STEM Lego Robotics Workshop Students will visit the University of Kent in Canterbury and take place in a full day learning about robotics. Students will be provided with LEGO Spike Prime sets and given a variety of challenges from constructing different robots to coding different actions with word blocks. Each group will also get a chance for their constructed and programmed robots to compete against one another. There are limited spaces for this visit.</p>
5	TBC	10	<p>Aspire Workshop - Final planning for English Lit Our students will be taking part in an invaluable workshop led by Miss Anglin, focusing on the final preparations for their English Literature GCSE. This session will provide targeted revision strategies and exam techniques tailored specifically to the English Literature exam, helping students maximize their potential. Through expert guidance, students will gain the skills and confidence needed to approach their exams with a clear, structured plan, ensuring they are fully equipped to succeed. This workshop is a fantastic opportunity to refine their knowledge and exam readiness ahead of the exams.</p>
6	31/3/25	7	<p>STEM Workshop - Lego House Building Workshop Students will be participating in a Forensics Investigation run by MEBP in the Main Hall. Students will work in teams to design and construct a building from component LEGO parts that they 'buy' with limited funds. Once complete, they measure and compare their models to their designs, and calculate their spending. The team considered to have the most accurate design and costings will be declared the winners.</p>

MISS MULROONEY (ASSISTANT PRINCIPAL)

What A Levels did you study?

English Literature & Language, History and German.

What did you study at University?

I have an honours degree in English and European Literature (BA) and a PGCSE in Teaching English with Drama and Media.

Where did you go to University?

I went to the University of Essex.

What did you enjoy learning about the most at University?

I did many different subjects in my first year as an introduction to wider thinking. We studied 'The Enlightenment' which allowed us to explore a period in time and the subsequent change in society – historically, economically and philosophically and of course, the evolving ideas in Literature & Art – Linguistics, and Philosophy. My favourite modules at University were 'From Cyborg to Psychopath: What it means to be Human' which was taught by a great lecturer called Francis Barker. He talked about the human condition linked to Philosophy (what does it mean to be human?) and how in much Literature, the 'non-human' characters are often far more 'human' than the humans. I found the whole idea of who are we and what are we here to do in these two subjects fascinating. Today, even though I did not take the studying of 1 st Year Linguistics further, it is language that I find so interesting: the words we all use to communicate (the words, the facial expressions and the emojis 😊).

What inspires you most about English?

Many people over time have said that 'language is power' and I align myself with that way of thinking. The subject of English (Literature and Language) is all about communication – getting it and giving it – and I never tire of studying how speakers and writers communicate. For everything we want to know or share with other people, English – communicating through language – is vital.



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MRS WEBB (HEAD OF CRIMINOLOGY AND PSYCHOLOGY)

What A Levels did you study?

English Literature, PE and Sociology

What did you study at University?

I have an honours degree in Criminology and English Literature (BSc)

Where did you go to University?

I went to Canterbury Christ Church University.

What did you enjoy learning about the most at University?

I loved my time at university studying a number of units over the two courses. For English I studied Shakespeare and Children's Literature. But Criminology was the most interesting as it was not a subject I had experienced before. We looked at a number of topics including Crime and Punishments historically and globally, Youth Crime, Victimology and Social Control. The one I most enjoyed was Psychology and Crime. This is where we explored reasons why some people turn to crime whilst others do not, are there factors pre-disposing someone to crime and debated whether you can be born a criminal.

What inspires you most about History and Sociology?

I love the way that Criminology considers various disciplines, including psychology, sociology, law, and public policy so together they can offer a better understanding of crime and criminal behaviour. Criminology delves into the motivations behind criminal behaviour, allowing for insights into human psychology and sociology. This understanding can lead to more effective prevention methods and rehabilitation programs. Criminology often addresses issues of inequality and injustice within the legal system, it has a direct impact on public policy and community safety. Research and findings can inform policies that reduce crime rates and enhance community well-being. Advances in technology and data analysis, such as predictive policing and crime mapping, inspire innovative strategies for preventing crime and improving law enforcement practices. Criminology encourages studying crime in different cultural and societal contexts, fostering a greater understanding of how various factors, such as economic conditions, family dynamics, and cultural norms, influence crime. By understanding the root causes of crime, criminologists can contribute to developing effective intervention strategies that not only address crime but also promote healing and restorative justice for victims. Overall, criminology offers valuable insights that can shape future criminal justice policies and enhance public safety.



CAREER SPOTLIGHT

PHYSIOTHERAPISTS



What is a physiotherapist?

Physiotherapists plan and apply massage, promote and encourage movement and exercise, use hydrotherapy, electrotherapy and other technological equipment in the treatment of a wide range of injuries, diseases and disabilities in order to assist rehabilitation by developing and restoring body systems.

What is the wage of an physiotherapist?

New workers start around £17,287. Normal pay is £35,135 per year. Highly experienced workers can earn up to £52,233.

What do they do most days?

- Monitors patient's progress and liaises with others concerned with the treatment and rehabilitation of patient, and refers patients requiring other specific medical attention.
- Offers advice and education on how to avoid injury and promote patient's future health and well-being.
- Explains treatment to and instructs patient in posture and other exercises and adapts treatment as necessary.
- Plans and undertakes therapy to improve circulation, restore joint mobility, strengthen muscles and reduce pain.
- Writes up patients' case notes and reports, maintains their records and manages caseload.
- Examines medical reports and assesses patient to determine the condition of muscles, nerves or joints in need of treatment.

How do I get a job like this?

The route into this career involves a degree in Physiotherapy, but the other option is to apply for a degree apprenticeship. Once you've successfully completed your degree, you'll need to register with the Health and Care Professions Council (HCPC) before you start practising.

UNIVERSITY SPOTLIGHT

UNIVERSITY OF ESSEX



University of Essex

The University of Essex is a city and campus university spread across three sites in Colchester, Southend and Loughton. It opened in 1964 with the aim to ensure that an Essex education is accessible to all.

What do the University of Essex say about studying here?

Colchester Campus is home to most of our courses and students. A mix of brutalist architecture and modern buildings create the unique Essex feel. Set within 200 acres of award-winning parkland and with 2 lakes there's plenty of natural beauty too. You'll find various cafes and food outlets covering everything from a classic fry up to burritos, plus the Thursday market offers pop-up street food and local produce weekly. There are 2 student bars, Sub Zero (our on-campus nightclub) and even an underground theatre all just moments away from your accommodation. We also have a wide range of Department facilities including mock wards for our Healthcare students, translation and interpreting booths for Language and Linguistics, a mock trading floor for Business students, and a Life Sciences wet lab. There is over 547 undergraduate courses to study across the three campuses.

Website: <https://www.essex.ac.uk/>

STUDENT SPOTLIGHT

HENRY, YEAR 7 ASPIRE STUDENT

A huge well done to Year 7 Aspire student, Henry. In October, he took his black belt grading in karate & passed!!! Six years of training since the age of 5. Very proud moment and apologies for the delay in getting this celebrated.



LUKE, YEAR 7 ASPIRE STUDENT

Luke attended the Power of 12 development week in Trencin, Slovakia, where he took part in 6 full days of training as well as 4 competitive games against local Slovakian teams. I am pleased to say that Luke scored his first ever goal for England in one of the games too!



Every Aspire newsletter will include the Student Spotlight where we can celebrate every success of our fantastic students. If you have a contribution please email dunns@thehowardschool.co.uk.