



the bbg bulletin

BBG IN THE BIG SMOKE



It happened! We finally made it to London, and we had a fantastic time! Ninety-six Year 8 students, accompanied by 11 wonderful BBG colleagues set off before the crack of dawn on Thursday morning, heading for the big smoke. An afternoon in the Science Museum, a very quick walk around Covent Garden and as much pizza as we could eat in Pizza Hut was followed by an AMAZING theatre performance of Wicked at the Apollo. A very sleepy group of students arrived in their hotel and were asleep as soon as their heads hit their pillows. And that's not to mention the adults in the group!

While the students were tucking into their pizza, they were totally oblivious to the fact that our BBG colleagues were dealing with yet another spanner in the works. Storm Eunice had the cheek to suggest that she could put a stop to our fun! We had news for her though, and as soon as Legoland announced that it would be closing for the day, our team got to work arranging alternatives. And what an alternative it was! A morning in Madame Tusaud's wax museum allowed for plenty of celebrity selfies, and lunch and shopping in Covent Garden ensured that nobody returned home with any spare pocket money!

Thank you so much to every single student on the trip. Your patience and resilience has shone through, and your behaviour was so fantastic that members of the public commented on it. It was an absolute pleasure to spend time with you all! Can't wait to do it all again next week... twice!!!!

BBG IN THE BIG SMOKE!



BBG IN THE BIG SMOKE!

London 2022



BBG IN THE BIG SMOKE!



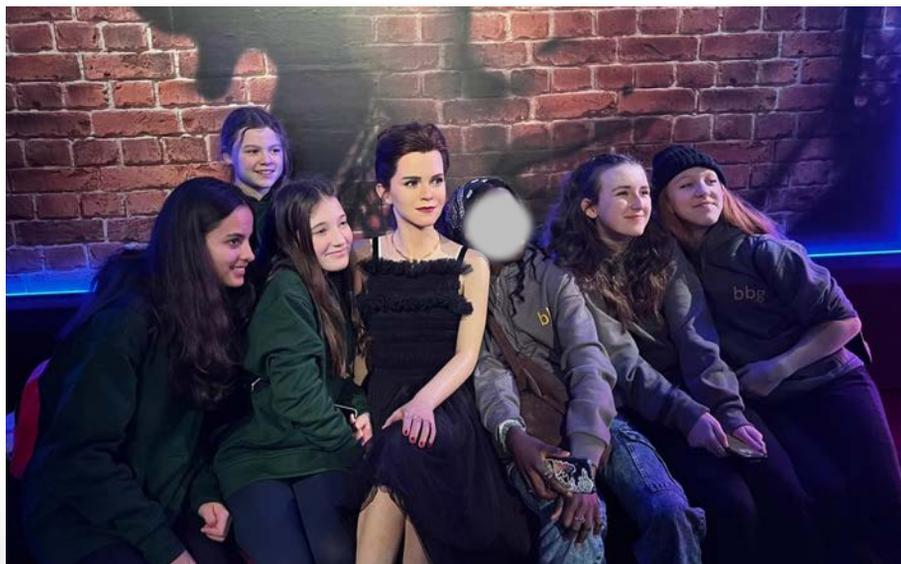
BBG IN THE BIG SMOKE!



BBG IN THE BIG SMOKE!



BBG IN THE BIG SMOKE!



BBG IN THE BIG SMOKE!



BBG IN THE BIG SMOKE!



BBG IN THE BIG SMOKE!





Over the next few weeks we will be highlighting information for parents regarding revision tips to help students manage their revision time before the next set of mocks. It's a good way to remind ourselves of what works, and also give us ideas on how to support our #BBGGalaxy through the depths of winter, when the outcome and impact of all this studying seems so very far away!

The chunking technique

Information for parents and carers



Chunking is a technique which can improve the **memory**. Chunking is the process of taking individual pieces of information (**chunks**) and **grouping them into larger units**.

The chunking process encourages students to break down larger amounts of information into smaller units, identify similarities or patterns, organise information and group information into manageable units. Studies have shown that students have gone from remembering seven pieces of information to over 80 by using the chunking technique.

Research shows that chunking is useful because it can help students' memory system become far more efficient as they are able to retain information better. They will then be able to recall relevant information in their exams.

What can you do?

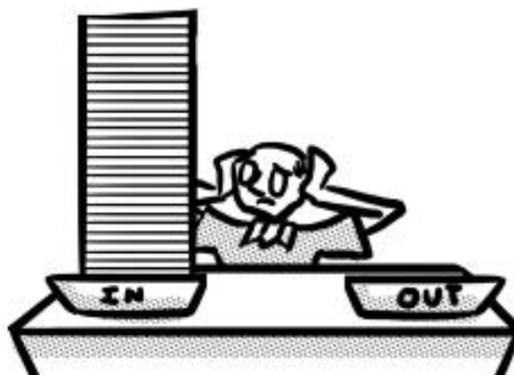


Support your child to **challenge themselves** to remember lists of things, whether it's a shopping list, vocabulary words or important topics they are learning about.

Help your child to **separate their revision into relevant sections** as this will help them digest everything and remember the information more easily. Encourage them to create links between different bits of information and put them into meaningful categories because it can help them remember them better.

Chunking works well if work is **organised and neat**, so help your child to use headings and titles

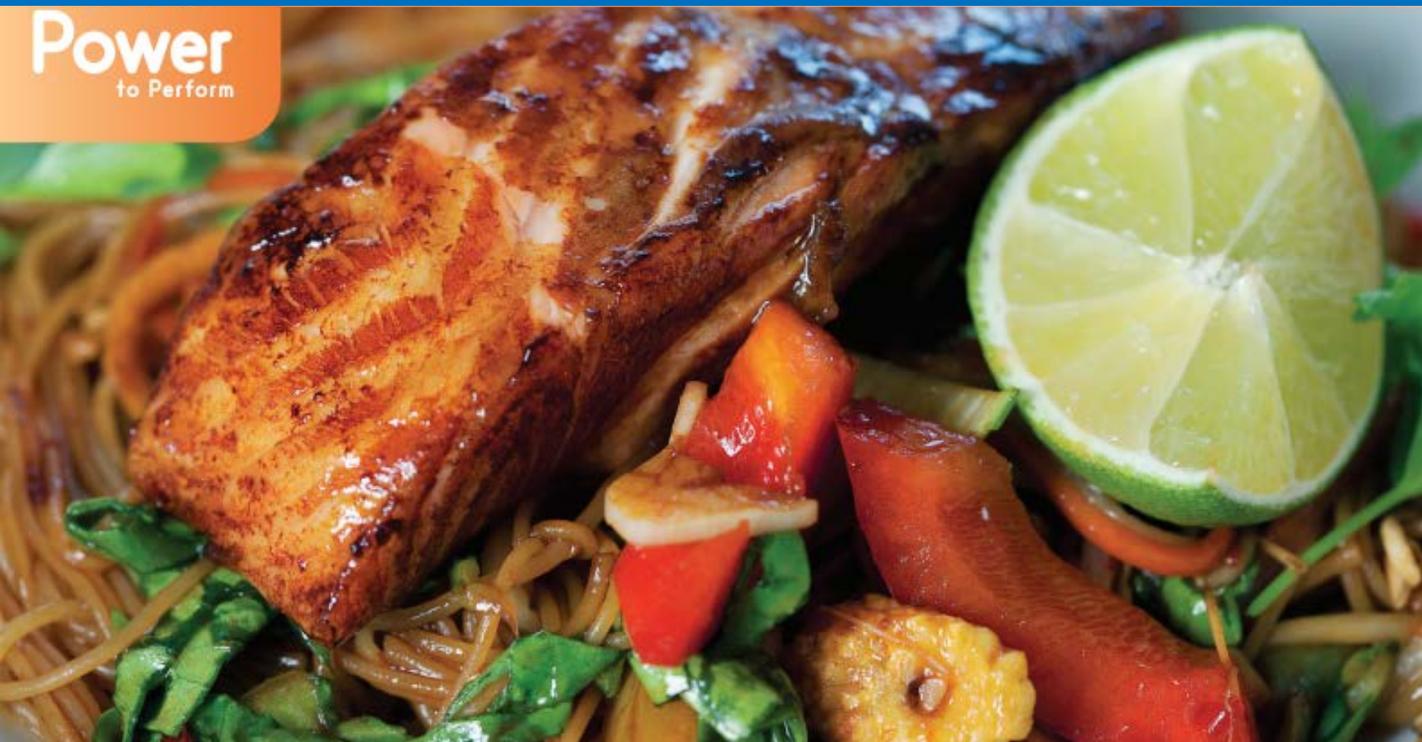
for different sections, use tables to summarise data, bullet points to summarise key points and also combine illustrations with text to create visual associations.





Some of the most straightforward supports for students as they prepare for exams are also the most fundamental – sleep, food, relaxation. We can help you with FOOD – in our series showing you the Pixl ‘Power to Perform’ recipes that are brain boosting AND delicious!

Power
to Perform



PIXL
Power
to Perform

STICKY SALMON AND GINGER STIR FRY

STICKY SALMON AND GINGER STIR FRY WITH PAK CHOY, RICE NOODLES. SERVES 4.

4 skin on salmon fillets, about 140g each
100ml hoisin sauce
1 tablespoon dark soy sauce
1 teaspoon sesame oil

METHOD:

Mix all the wet ingredients in a mixing bowl, to make a marinade. Place the salmon fillets in the marinade, turning them until completely coated. Set aside for at least 4 hours, ideally overnight.
Heat a large frying pan, skillet or even BBQ and sear the outside of the fillets, while you make the stir fry.

FOR THE NOODLES:

250g glass noodles, pre-soaked as per the packet
1 tablespoon vegetable oil
1 red chilli, deseeded and sliced
1 clove of garlic, peeled and crushed
Your own selection of peppers, carrots, onions, scallions, beansprouts, broccoli, green beans, bok choy, pak choy, baby corn, whatever veggies you love, just make sure they are all cut the same size so that they cook evenly.

METHOD:

Stir fry all the vegetables to your own taste, I usually go 6 to 7 minutes, starting with the harder vegetables first, adding a little splash of water, to get some steam going, before adding the softer ones, finally adding the soaked noodles and tossing over.

TO SERVE: Place the stir-fry in the bottom of a bowl with the salmon on top, simple!



**WATCH
THE
VIDEO!**



This dish has been specially created by celebrity chef, Mark Lloyd.

EAT THIS DISH AND YOU WILL GAIN THESE BENEFITS:

Gives a healthy energy boost, reduces stress levels and promotes brain function.

The best time to eat this dish: For lunch before an exam or a period of revision.

Reason: Salmon is an excellent source of protein which is rich in Omega 3s and B vitamins which work together to develop your brain function and lower your blood pressure. Pack your stir-fry full of vegetables which are high in vitamins and minerals as they will remove toxins in your blood stream, enhance your brain activity and are great stress busters.



ENGLISH

SUPERSTAR
SUPERSTAR

The English Department have been super impressed with the following students' resilience, work ethic and progress this year.

Well done #Team BBG, you continue to amaze us with your astounding effort – keep up the hard work!

7

8

7BYG
Maisie Gill
Freddie Paver

8BYG
Hanifa Alade
Annabelle Russell

7EHS
Junior Alton
Connie Voyce

8EHS
Harry Goulding
Nathan Bromley

7SSH
Muhammed Ali
Lydia Palmer Williams

8SSH
Isaac Graham
Dan Eklid

7QKVE
Lewis Woodcock
Imogen Farrar-Porter

8RCL
Owen Sheard
Sienna Kilner

7RJS
Drew Longbottom
Esther Thornton

8RFS
Tyler-George Halstead
William Coles-Mitchell

7PSRG
Poppy Watts
Spencer Hartley

8RJS
Evie Smales
Sam Tempest

7QSRG
Joshua Harper
Robert Lowe

8SRG
Alfie Shuttleworth
Austin Evans



ENGLISH

SUPERSTAR SUPERSTAR

The English Department have been super impressed with the following students' resilience, work ethic and progress this year.

Well done #Team BBG, you continue to amaze us with your astounding effort – keep up the hard work!

9

10

9BYG
Olivia Hawkshaw
Olivia Baker

10BYG
Elle Knowles
Ethan Caeser

9EHS
Hannah Dodge
Lucy Rogerson

10SBC
Evie Liley
Rubin Ward

9KVE
Ben Grayson
Ruby Hirst

10EHS/RCL
Millie Lavin
Ben Johnson-Williams

9KVE/RCL
Hayden Hartley
Jessica Britton

10KVE
James Humphreys
Gabrielle Hall

9RFS
Caitlyn Bates
Elliot Harris

10NHN
Laura Kosarewicz
Jack Wilson

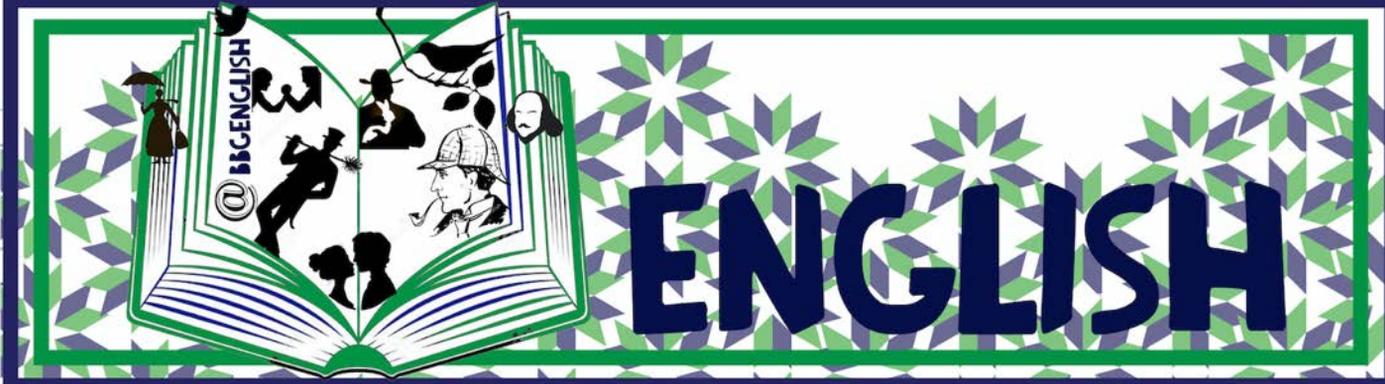
9SSH
Chloe Lambton
Sam English

10RFS
Kiera Voyce
Nat Wolny

9SRG
Brandon Hudson
Bradley North

10RJS
Zaid Patel
Adam Cameron-Hackett

10SSH
Amelia Irwin
Dylan Oldfield



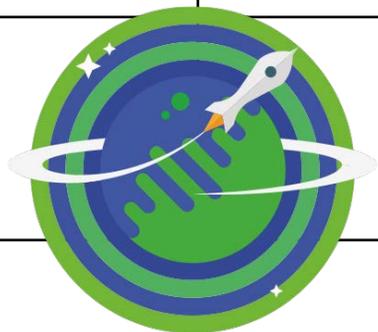
ENGLISH

SUPERSTAR SUPERSTAR

The English Department have been super impressed with the following students' resilience, work ethic and progress this year.

Well done #Team BBG, you continue to amaze us with your astounding effort – keep up the hard work!

11	11
<p>11BYG Sienna Coleman Mason Lee</p>	<p>11EHS Mia Sykes Grace Thornton</p>
<p>11KVE Oliver Holdsworth Aleeza Imran</p>	<p>11RCL Freya Sutton Caitlyn Murphy</p>
<p>11RFS Jack Tonner Lily Trotter</p>	<p>11RJS Lucy Barker Cym Huddleston</p>
<p>11SBC Keira Priest Alex Horsman</p>	<p>11SSH Maddie Kenny Oscar Wajdner</p>



BBG GALAXY



Competition – EXTENSION
We have decided to extend the deadline so that you can take the opportunity to get creative over half term!

Students are invited to take part in a competition in which you design your own bookmark for use in the new Library.

Show your creative side and your bookmark design could be printed on mass for all students accessing the Library – prizes to be won!

The only stipulations is that the design must have space for the BBG and the Rodillian Multi-Academy trust logos.

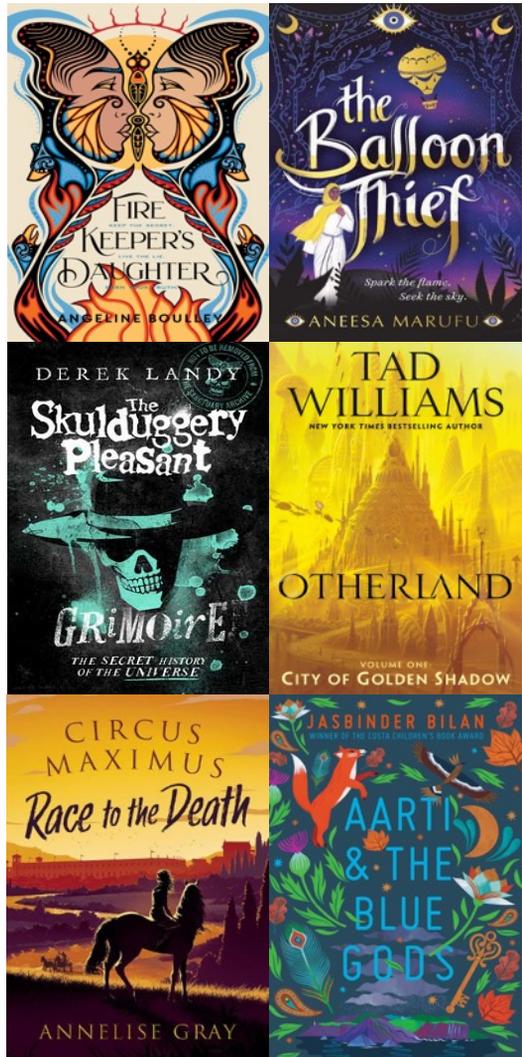
Mr Goulty himself has agreed to judge the entries and we plan to reveal the winner when we open the library for the first time in nearly two years!

Please submit all entries to Mrs Fitzsimons (by hand or via email) by Monday 28th February.



Congratulations to the Bedrock stars of the half term. The expectation during this half term would have been 140 points – look at what these amazing students have achieved!
 Very well done everyone, we are so proud of you.

Some more of the books that we are ordering for the new library – which will you read first?



Savana Bailey-Chamberlain	601
Pheobe Mortimer	508
Evie Smales	448
Sophie Wallace-Thompson	400
Megan Shaw	382
Amber Ramm	340
Maisie Gill	326
Darcy Stead	318
Muhammad Ali	314
Ellie Mae Mundy	300
Drew	
Longbottom	291
Ethan Harris	289
Cerys Barson	286
Amelia	
Birkenshaw	278
Ella Burton	276
Esther Thornton	266
Skye Tobin	266
Ajani Sodeyi	265
Darcie Burgham	249
Faith Calvert	249
Olivia Walker	239
Sebastian	
Prescott	234
Dexter Hughes	233
Toseef Ali	230
Erin Pugh	229
Alasdair	
Robinson	229
Mylie Harvey	226
Lewis Holroyd	216
Lydia Palmer-Williams	214
Alfie Shuttleworth	213
Freddie Smoult-Hawtree	210
Jeanie Peacock	204
Brody Mackenzie	203
Sebastian	
Walker	202
Freddie Paver	200



Year 7

This week, we have been exploring how the Antarctic Treaty keeps the continent safe, ensuring the sustainable future of our frozen planet. In 1959 there were twelve different countries involved in the Antarctic Treaty however there are now 54 Parties of the Treaty. Some of the territorial claims to Antarctica overlap, so the Treaty ensures that nobody has a conflict over the land in Antarctica. Nobody is allowed to start conducting any new activities on the continent without the permission of the other Treaty nations.

We became Antarctic planning officials in our lessons, tasked with reading through seven different proposed new activities for Antarctica, evaluating whether we should accept or reject the proposals. Many students agreed that hunting baby fur seals for the fashion industry was a bad idea as it did not protect the animals in and around Antarctica, breaking the Treaty, whereas taking micro-samples of ocean plants to support with research into healing skin burns in humans was an accepted application, as it did not harm the environment and the research could be shared. We look forward to continuing our exploration of the driest, largest, windiest continent on Earth after the half term break!



Year 8



This week we have continued with our Power of the Earth topic, revisiting our recent assessments to complete some reflective purple pen work. Having looked at the 1997 eruption of Montserrat, Caribbean, students were very good at identifying social impacts; domestic buildings are destroyed, healthcare suffers, and education is lost, as well as the economic impacts; loss of employment and businesses as well as tourism decreasing. To reflect on the impacts, students considered 'why was this impact so bad?', adding extra explanation to their work to state reasons why losing education or a business is such a bad impact. Not only this, but some students also considered how could we prevent the impacts from being so severe in the future – it was hard to decide from the suggested ideas... do we move humans away from the island of Montserrat altogether, or build huge defences to try to protect buildings from pyroclastic flow?

Geography

Year 9

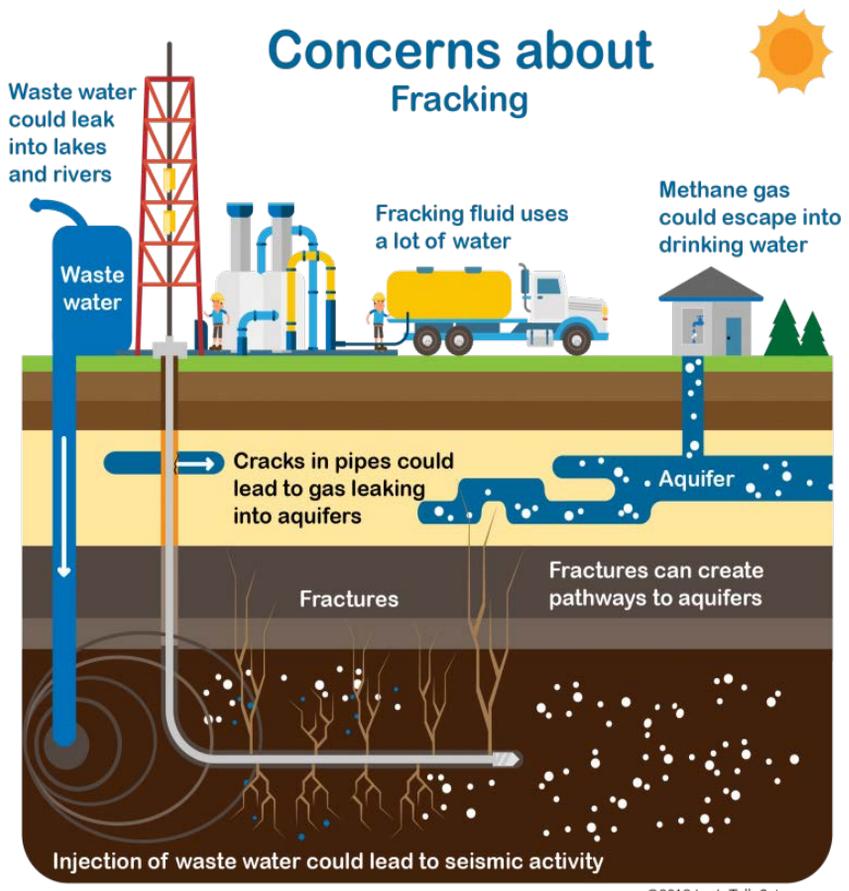
Students have really impressed Team Geography this week, taking their assessment week in their stride and displaying growth mindsets – well done Year 9!

As well as the assessment schedule this week, students have also been learning about the EU as an institution, linking this to the positives and negatives of the Brexit referendum. Students then used the evidence presented to decide for themselves whether membership to the EU was a positive for UK – do the economic costs of membership outweigh the social and political benefits?



Year 10

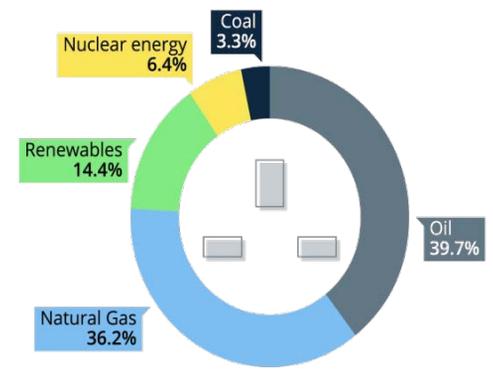
Concerns about Fracking



Continuing with our Resource Management topic, students have this week investigated energy consumption in the UK, how are energy mix is changing and the process of fracking for natural gas. Students have begun to analyse the advantages and disadvantages of sourcing natural gas through fracking as well as discovering the opposing arguments regarding the controversial act of fracking in the UK.

The UK's Energy Mix

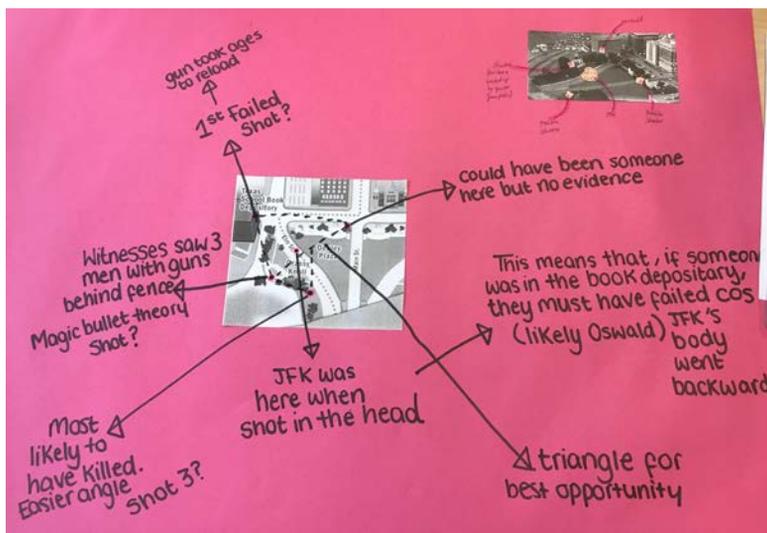
Primary energy consumption of the UK in 2019, by fuel type



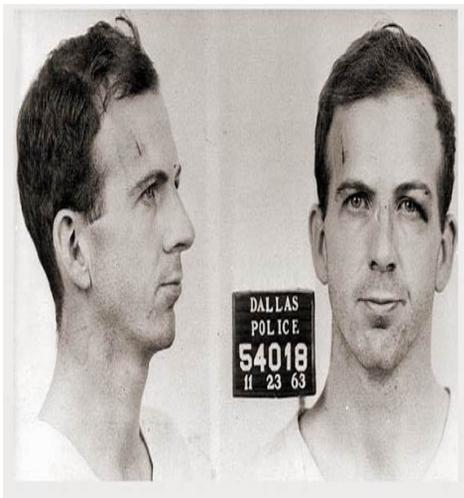
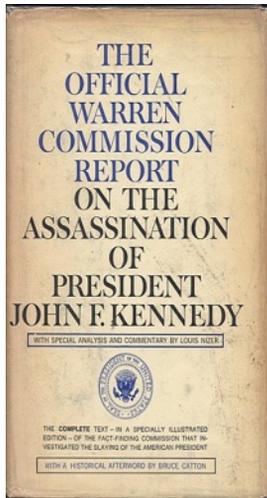
HISTORY

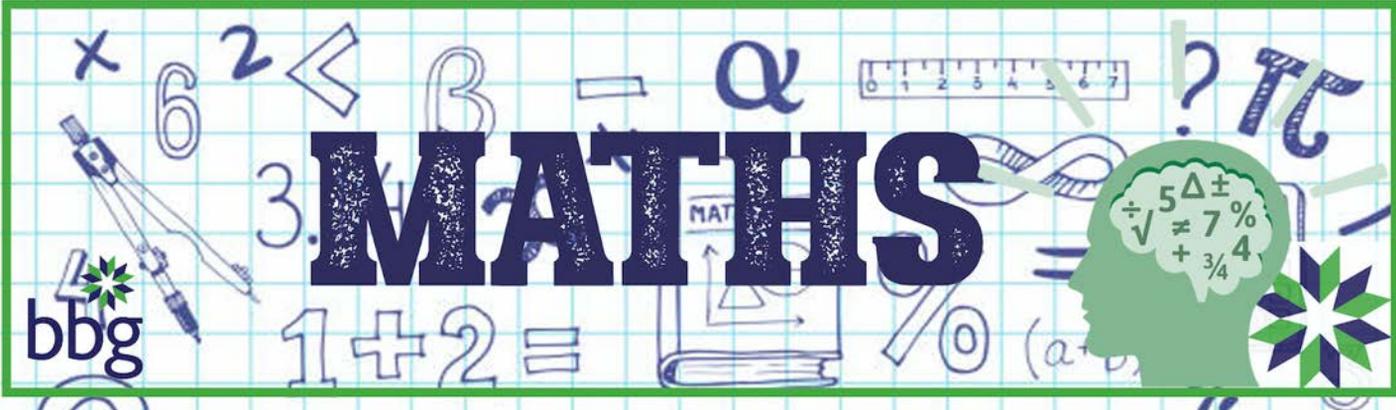
Year 9 History: Interpretations of JFK's assassination?

Year 9 have now concluded their enquiry into JFK's assassination, after studying the events, the official interpretation of the Warren Commission and Oliver Stone's conspiracy theory using their analysis of the Zapruder film and the Magic Bullet Theory. Students have produced fantastic responses in their assessment of which interpretation they found most 'convincing', a GCSE skill that will further prepare students who wish to continue their studies with GCSE History. Our final lesson allowed students to impressively present their overall conclusions about 'Who shot JFK?'.




Conclusions of the Warren Commission	Evidence to support	Evidence to reject # means to be on	Strongest (Most believable) Argument and why
a) President Kennedy was murdered by a single gunman Lee Harvey Oswald, using a Mannlicher-Carcano rifle.	Lee Harvey Oswald was spotted entering the building with a sun visor, floppy shirt, paper bag with him and told him they were new students.	Headshot came from Grassy Knoll area JFK's head leaned back the bullet was fired from up front Oswald wasn't there.	Evidence to reject because there was proof that the headshot came from a front of run.
b) Oswald had fired three rifle shots from the sixth floor of the School Book Depository.	Approximately 200-300 people were spotted entering the building when the bullets were fired. The bullets were the same ones found on JFK's stretcher.	Approximately Oswald was not on the 6th floor at the time when JFK was shot. Another man was seen on the 6th floor when the car passed.	Evidence to support actual proof that he was spotted.
c) The President had been struck from the rear by two bullets. One of these bullets had entered the back of Kennedy's head and caused his death.	One of the bullets was fired from the front and caused JFK's head to tilt back.	The bullet that was meant to kill JFK was spotted still intact. Jean Hill heard a 4 to 6 inch boom. Sufficient gun 1 bullet caused 7 wounds could have made a U turn.	Evidence to reject because if a bullet causing 7 wounds is impossible.
d) Lee Harvey Oswald worked alone in the assassination. There had been no conspiracy.	Lee Oswald was seen someone saw a man in the window of course after a shot then shot again after comparing himself.	Someone stated that there were actually 2 men on the 6th floor during JFK's death not Oswald. Lee Oswald said that he had killed the president.	Evidence to reject. Someone spotted 2 men on the 6th floor. If that was false they would have kept JFK alive.
Oswald had killed the professor J.D. Tippett with 4 shots in order to avoid arrest.	An anonymous witness saw Lee shoot the policeman the gun out of the car, ran and shot him 4 times.	Lee Oswald said 'Dina believe the evidence I was nothing but a Polk' - a person that has been tracked.	Evidence to reject. There was proof that it happened.





Valentine's Competition

Thank you to everyone who entered the competition.
The answer is 50 for the emoji puzzle. See right.

Every student in a Year 9 class sends a valentine to each of the other students in the class. There are a total of 306 valentines. How many students are in the class?

The answer to this second part of the competition is 18 students.

$$18 \times 17 = 306$$

If there are 18 students, each student will send 17 valentines.

This topic on GCSE Maths is known as THE PRODUCT RULE FOR COUNTING

$$10 \times 7 = 70$$

$$+ \quad +$$

$$6 \times 24 = 144$$

$$= \quad =$$

$$16 \quad 31$$

$$12 \times 3 + 14 = 50$$

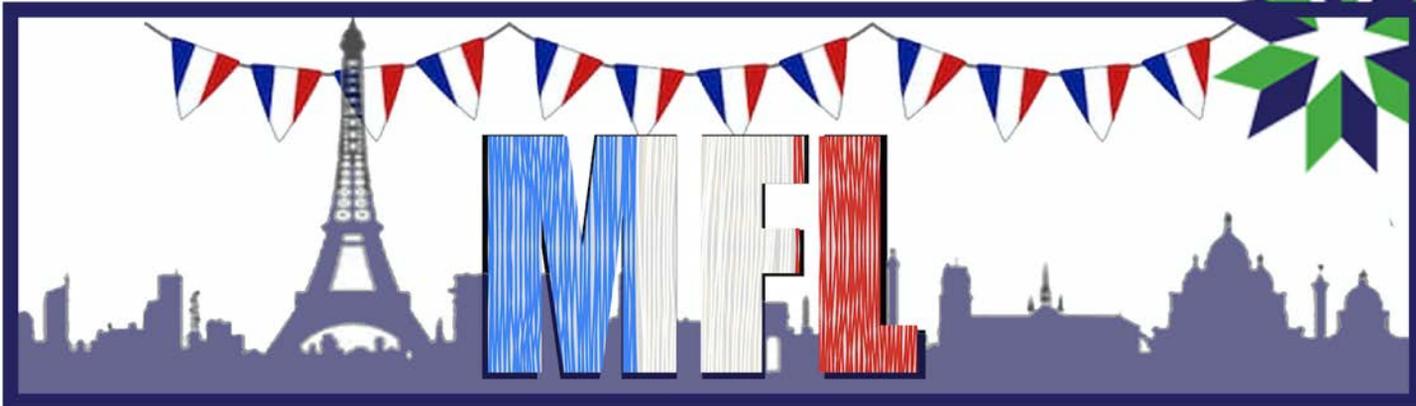
The winners are Seb and Patrycja Bartocha 9.4, Jakub Mordak 10.8 and Hannah Norrington 9.7. Chocolate prizes for them!! Well done!

Here are some GCSE questions on the topic of PRODUCT RULE FOR COUNTING.
The answers will be in the bulletin next week

There are 12 boys and 15 girls in a class.
One boy and one girl will be selected to represent the class on the student council.
Work out the total number of ways of choosing a boy and a girl.

There are 4 starters, 7 main courses and 4 desserts in a restaurant.
Work out the total number of ways of choosing a starter, a main course and a dessert.

There are 5 starters, 6 main course and x desserts in a restaurant.
Riley says there are 130 different ways of a starter, a main course and a dessert.
Could Riley be correct?
You must show your working.



Moliere: the French Shakespeare

France celebrates 400 years since the death of Molière, the nation's defining playwright.

If you study theatre history, it is certain that you will study Shakespeare. But it's not a given that you will hit upon 17th Century France and the works of Molière.

Molière (15/01/1622 – 17/02/1673) was a French actor, director and writer. His real name was **Jean-Baptiste Poquelin**. He wrote the most important comedies in human history.

Molière and Shakespeare

There are many parallels between Shakespeare and Molière. Both acted in their own plays, played a part in running a theatre company, and had royal patronage. They both loved to play with language.

The biggest thing that Shakespeare and Molière have in common today, is that we still read them, talk about them, and produce their work. Their characters do things and say things that we can relate to today, even though they were set in a different century.

How did Molière begin his career in theatre?

Molière founded his own theatre company in his early 20s. His company toured the French provinces for several years and eventually secured the patronage of King Louis XIV's brother in 1658 at a performance given at the Louvre. With the advantage of royal patronage, Molière's company began to grow in prestige.



What did Molière write?

Molière wrote comedies for the stage. He is the author of enduring plays such as *Tartuffe* and *Le Misanthrope*. Many of his plays contained scandalous material. They were met with public outcry and were suppressed by the Roman Catholic Church.

What is Molière's legacy?

Molière created a new kind of comedy. In his plays, the comedy is based on a double vision that holds together opposing ideas, such as wisdom and folly or right and wrong. He was controversial during his day, but he is now viewed as an icon of French culture.

How did Molière die?

Molière suffered repeated illness in the final years of his life. On February 17, 1673, he collapsed onstage during a performance of his play *The Imaginary Invalid* and was carried home to die. Since he had not renounced the profession of actor before his death nor received the sacraments, he was buried without ceremony.

For more info: [Molière | Biography & Facts | Britannica](#)



TABLEAU D'HONNEUR



Teacher: Mme Djokovic

Harrison Bliss (Y11)
Much improved focus and good
enthusiasm in French



Kody Burns (Y8)
For trying hard and with enthusiasm in
French



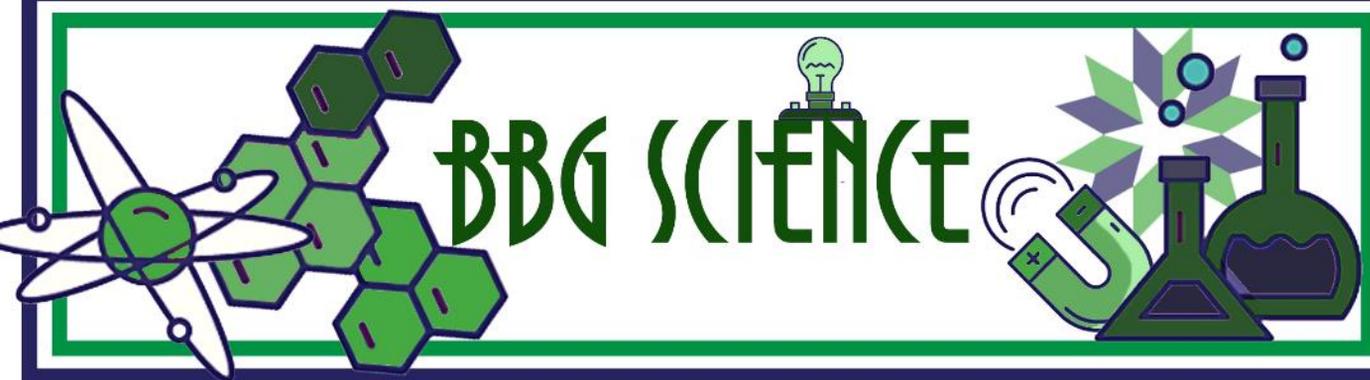
Teacher: Mrs Clough

Ethan Emmott (Y7)
For progress in French



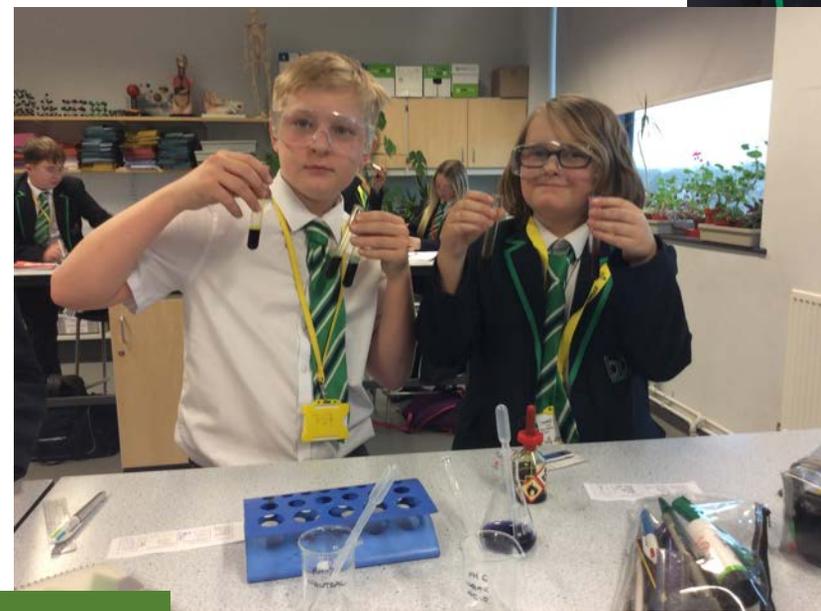
Chloe Rhodes (Y7)
For progress in French

Bravo!



Year 7

Another busy week in Science. Year 7 became flower inspectors to look at the reproductive organs of plants. The lesson involved completing a flower dissection to look for the male and female parts of the plant, looking for pollen on the anthers and squashing the ovules to find the eggs.



Another Year 7 class have been learning about acids and alkalis this week. After learning about universal indicator and how it can tell us if a substance is an acid, alkali or neutral by its colour, the students went on to make their own indicator using red cabbage! After chopping, boiling and straining the cabbage they were left with a purple solution. This will change colour when added to acidic or alkaline substances. It will turn red in acids and green in alkalis. The students then tested a ranged of substances with their homemade indicator.

Year 10

Year 10 have moved onto one of the Physics topics and are currently learning about energy. Mr White's class have been researching which material makes the best insulator and therefore reduces the energy lost to the surroundings the most. The thermal imaging camera was used to 'see' which of the tubes was losing the most heat to the surroundings.



Travel & Tourism

Improved effort and improved independence



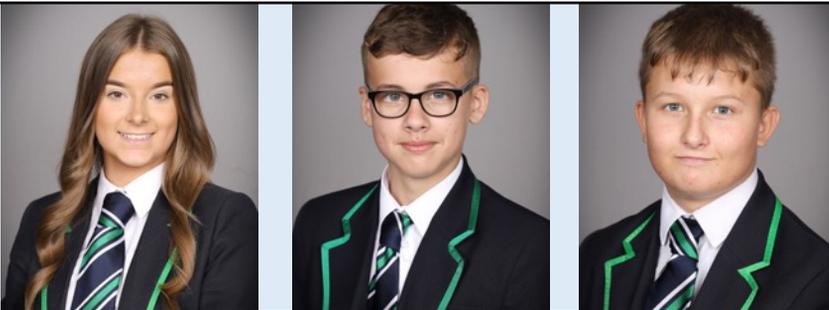
(l-r) Georgina Legg, Annie Woodrow

Excellent focus and commitment towards finishing appeals task



(l-r) Jack Wilson and Lacey Green

Tackling a practice itinerary with resilience and enthusiasm



Evie Sykes, Jobe Cook and Riley Glover

Independent brochure work



Emily Taylor

Putting in time and effort in P7's and P8's to meet deadlines.



(l-r) Jacob Hustler, Aidan Mansell, Cody Lodge, Mustafa Aden

Completion of his merit task



Alfie Parkin

TWEETS of the WEEK



Mrs Thompson Gill @MissThompson_DT · 20h
Applied Resilience winners...Congratulations! @BBGAcademy



@BBGENGLISH @bbgenglish · 19h
Tonight's topic is...Mr Smith's Year 11 explore Marxist theory...
@BBGAcademy @BBGAcademyTL



BBG Academy @BBGAcademy · 54m
We have a poorly pole! May have to think of some new 'one post' rules for rugby 🏉



Fiona Dixon
@MissFDNartDT

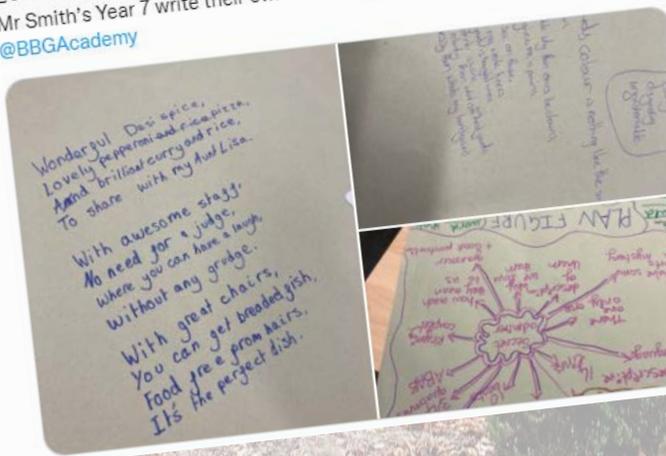
Year 7 loved learning how to improve their drawing skills in Design today! @BBGAcademy



BBG Academy @BBGAcademy · 20h
Well done to all our baking winners today. Star Baker and the trophy goes to Skye for her amazing sweet and savoury pizzas!



@BBGENGLISH @bbgenglish · 16h
Mr Smith's Year 7 write their own sonnets ❤️ @BBGAcademyTL
@BBGAcademy



BBG Year

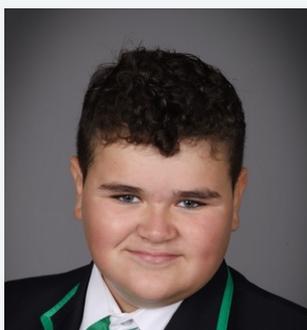


STARS OF THE WEEK

This week's Year 7 Bulletin Stars all received 4 subject nominations in this week's celebration assembly



EMILY ONYSZKO
7.6



**MASON FALLAS-
KEIGHLEY**
7.3



ELIZA KOSAREWICZ
7.4



DREW LONGBOTTOM
7.6

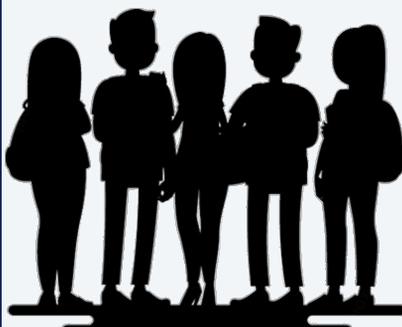
**CONGRATULATIONS
TO YOU
ALL!**



SKYE TOBIN
7.1



ROBERT LOWE
7.6



**ALLEGRA PODESTA-
ATKIN**
7.5



CERTIFICATES AWARDED TO



Maya Bull
for spending lots of extra
time helping out in the
library



Henry Miles
for always being helpful
and polite in form



Trev Fewster
always coming in and
getting on and being
happy to be in form



Jack Marsden
for helping coach his
brother's football team to
victory at the weekend



Ivy Soames
for best attendance in
8.6- still 100% halfway
through the year



MRS SULLIVAN'S

STAR OF THE WEEK



MAISIE PYE

Superb effort in all subjects



**JESSICA
BRITTON**

Always putting in 100% effort



**EMILIA
STOCKHLL**

Amazing ability in Applied
Resilience

HANNAH DODGE



Amazing assembly and
positive attitude



**OLIVIA
DOCHERTY**

Great effort in all her
subjects



MILO BOSTOCK

Great contributions in class
discussions



**MATTHEW
FURNESS**

Working well in French



SAM JONES

Cheerful and positive attitude



BBG Academy Year 10



Layla-Rae Sykes

A great member of form. Layla is a hardworking and sensible young lady who loves reading when she has the opportunity in form.



Nominations by Mrs
Hammond

Harriet Clark

Harriet is a very responsible and mature student. She is a great role model and it is a pleasure to have her in 10.2.



Owen McGenn

Quietly awesome, Owen demonstrates a desire to do well. It is wonderful to have him as a member of 10.2





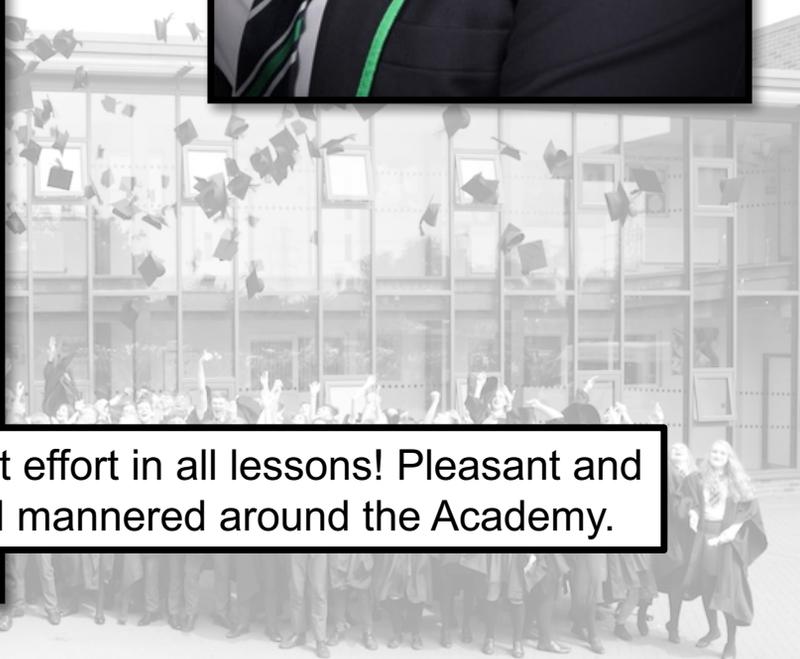
STARS OF THE WEEK

TEAGAN BENNETT AND LUCY RATNIK

Fantastic attitude to better herself
in preparation for post-16.



Great effort in all lessons! Pleasant and
well mannered around the Academy.



BBG SUPPORT

We want you to feel there is always someone to talk to.

We will always listen to you.



New email alert

Tellsomeone@bbgacademy.com

18 February 2022



THOUGHT OF THE WEEK

SEE THE LIGHT
IN OTHERS,
AND TREAT
THEM
AS IF THAT
IS ALL
YOU SEE.
-DR. WAYNE DYER



EVENTS THIS WEEK

- 14 February – Valentine's Day
- 17 February – Random Act of Kindness Day
- 18 February – Care Day
- 22 February – World Thinking Day

EVENTS HAPPENING THIS MONTH

- LGBTQ+ History Month
 - Kindness Month
- Raynauds Awareness Month

Discussion points

Do you agree with the quote? Is it possible to only ever see the good in a person?

Imagine you are paired with the class bully to complete an assignment. What would your initial reaction be?

If they worked well with you and you received a good mark for the assignment would your impression of them change?

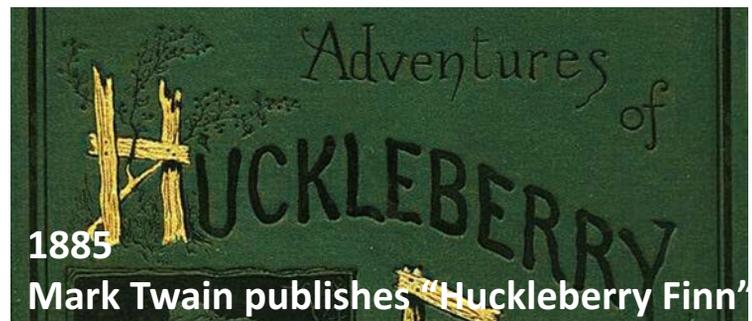
Would you be more willing to stick up for them in the future?

Watch this video. Stop at 3:05 [How You Treat People Is Who You Are! \(Kindness Motivational Video\) - YouTube](#)

What can you take from this video to make links to the quote above?

How can you change the way you treat other people to enable them to show you, their goodness?

What do you think the reaction will be from others?



1885

Mark Twain publishes "Huckleberry Finn"



1904

"Madame Butterfly" premieres



270AD St. Valentine is beheaded

**PAY A STRANGER A
COMPLIMENT EVERY
DAY**



Start an online careers platform, designed to connect 11-18 year olds with their future career potential.

Help your child to explore their future

As part of our commitment to prepare students for a rapidly changing world, we are delighted to announce that we are using an innovative online resource called **Start**.

Start will help your child to connect with their future career potential, develop their employability and help them to explore future career and study options at school or at home.

How should my child use it?

We have asked students to log on to their own account for **Start**, but it is accessible anytime on computers and compatible mobile and tablet devices.

Your child will personalise their profile on **Start** with details about their skills, qualities, interests and work preferences. This provides a starting point for them to explore information matched to their personal preferences and interests. As they update their profile, **Start** will personalise this information, helping them to navigate the thousands of jobs, courses, providers and opportunities available. **Start** will help students to understand where they are on their journey and what is important as they make their choices at GCSE, post-16 and post-18.

We encourage you to use **Start** with your child at home. Encourage them to rate jobs, qualifications, colleges or universities so that we can see their preferences in order to support them better.



How to Register: Parent Guide

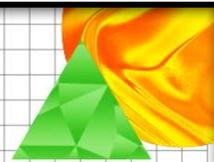
- Go to www.startprofile.com and click **Register**
- Enter your first name, surname, email address, postcode and gender
- Tip:** if you forget your username or password we will use the email address you provide to send you a reminder
- Choose a memorable username and a secure password and click **Get Started**
- Click **Login** and enter your username and password. Click **Login**

The first time you log in you will be required to complete the following:

- Select "I am a Parent and would like to use Start with my children."

What if I want to use Start myself?

Parents can also use **Start** to find out more about jobs, training and study opportunities for yourself. Please do not log in using your child's user details and instead register yourself using the steps outlined above, creating your own username and password.

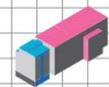


SEE WHAT YOUR FUTURE HOLDS



QUARRY HILL CAMPUS

- School of Creative Arts
- School of Social Science



PARK LANE CAMPUS

- School of Applied Science
- School of Events; Enterprise & Employability
- School of Sports Science & Exercise



PRINTWORKS CAMPUS

- School of Business - School of Digital & IT
- School of Engineering - School of Hair, Beauty & Media Makeup
- School of Land & Animal Sciences - School of Travel, Food & Drink

JOIN US AT AN OPEN EVENT

23 March 2022, 4-7pm | 24 May 2022, 4-7pm



KIRKLEES APPRENTICESHIP EVENT

for young people and their parents/carers

Wednesday 16 March 2022
4.00 - 8.00pm

at The John Smith's Stadium, Stadium Way, Huddersfield, HD1 6PG



Scan me

Drop in and:

- + check out apprenticeship vacancies
- + talk to employers and training providers
- + chat to apprentices
- + get careers advice and guidance

For further info email: events@ckcareers.org.uk

MyDirections.co.uk

Sponsoring us



KIRKLEES COLLEGE

OPEN DAYS

ALL HUDDERSFIELD CENTRES

SATURDAY 6 NOVEMBER 2021

10.30AM - 1PM (LAST ENTRY 12.30PM)

SATURDAY 22 JANUARY 2022

10.30AM - 1PM (LAST ENTRY 12.30PM)

WEDNESDAY 16 MARCH 2022

5.30PM - 8PM (LAST ENTRY 7.30PM)

ALL DEWSBURY CENTRES

WEDNESDAY 10 NOVEMBER 2021

5.30PM - 7.30PM (LAST ENTRY 7PM)

WEDNESDAY 26 JANUARY 2022

5.30PM - 7.30PM (LAST ENTRY 7PM)

SATURDAY 19 MARCH 2022

10.30AM - 12.30PM (LAST ENTRY 12PM)



www.kirkleescollege.ac.uk



don't let hate win

A confidential 24-hour support service for young people under 18 experiencing or witnessing a Hate Crime

Call: 0808 801 0576

Text: 07717 989025

For other ways to contact us visit:
callhateout.org



Introduction

Ofsted Parent View is an online survey that allows parents to give their views about their child's school. Parents can complete the survey at any time. By 'parents', we mean any person with parental responsibility for a child at the school.

Ofsted Parent View is also the main mechanism for parents to give their views to inspectors at the time of a school inspection.

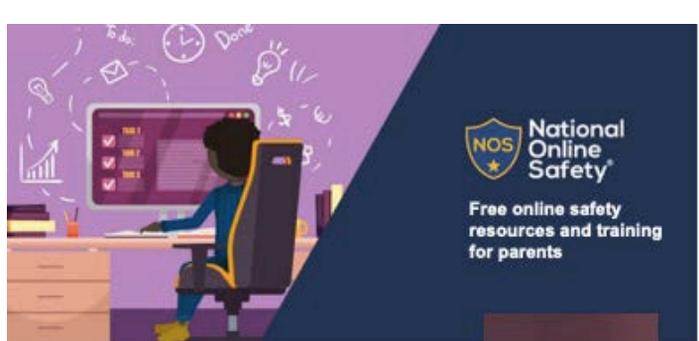
You can access the survey directly from the [Ofsted Parent View site](https://parentview.ofsted.gov.uk/) or from the homepage of [Ofsted website](https://www.ofsted.gov.uk/).

Schools can encourage parents to use Ofsted Parent View to give the views on a school either during an inspection or at any other time of the year.

<https://parentview.ofsted.gov.uk/>

Ofsted Parent View questions

My child is happy at this school	My child feels safe at this school
The school makes sure its students are well behaved	My child has been bullied and the school dealt with the bullying quickly and effectively
The school makes me aware of what my child will learn during the year	When I have raised concerns with the school they have been dealt with properly
Does your child have special educational needs and/or disabilities (SEND)?	The school has high expectations for my child
My child does well at this school	The school lets me know how my child is doing
There is a good range of subjects available to my child at this school	My child can take part in clubs and activities at this school
The school supports my child's wider personal development	I would recommend this school to another parent (yes or no)



Free online safety resources and training for parents

Create an account to sign up online resources, weekly guides and free training at <http://nationalonlinesafety.com/enrol/bbg-academy> and complete your details. Once you're set up you'll be able to set 'parent/carer' as your user type.



Be #OnlineSafetySavvy
Keep up with the latest apps games and tech your children are using, with the worlds most comprehensive online safety app for parents.

On the National Online Safety app you'll find:

- ✓ Hundreds of online safety guides on the topics you need to know about – from screen addiction, fake news and trolling to hacking, social media influencers and sexting;
- ✓ An online safety training course for parents – developed by our experts and delivered by online safety ambassador Mylene Klass;
- ✓ A user-friendly interface with increased functionality – find exactly what you need, when you need it;
- ✓ The option to get notifications to your phone as soon as new content becomes available – so you can stay up-to-date with the latest online crazes (and risks);
- ✓ An in-app voting system so you can help determine the subjects you'd like us to cover in future;
- ✓ The facility to personalise your content by favouriting key resources.

Download the free app today



Scan to download on Apple App Store | Scan to download on Google Play Store
or search for 'National Online Safety' in the store
Download on the App Store | GET IT ON Google Play

10 Top Tips for Keeping Children Safe From Cyber Crime
Published: 18th February 2021

This week's free online safety guide focuses on 10 top tips for keeping children safe from cyber crime. We all want to ensure being informed and inspired by the best reporting capabilities of the internet. This guide takes a look at a range of top tips such as backing up your data, how to spot phishing text and how to recognise warning signs.

[VIEW THIS GUIDE](#) | [VIEW ALL TRAINING](#)

7 Top Tips for Supporting Children to Express Themselves Safely Online
Published: 2nd February 2021

This week's free online safety guide focuses on supporting children to express themselves safely online. The past year has left many children feeling uncertain and unsure, so this year's Children's Mental Health Week has adopted the theme of 'express yourself'. The guide takes a look at a range of tips such as establishing their identity, supporting their interests and enabling emotional expression.

[VIEW THIS GUIDE](#) | [VIEW ALL TRAINING](#)

What Parents Need to Know About WeChat
Published: 27th January 2021

This week's free online safety guide focuses on WeChat. WeChat is an all-in-one communications app for free text messaging, voice and video calls, photo sharing and games. The guide takes a look at how to tackle a range of potential risks such as adult content, strangers and drug dealing.

[VIEW THIS GUIDE](#) | [VIEW ALL TRAINING](#)

www.nationalonlinesafety.com | Call: 0800 368 8061 | Email: hello@nationalonlinesafety.com
Twitter: @natorlinesafety | Facebook: /nationalonlinesafety | Instagram: @nationalonlinesafety



TOO MUCH TECH TIME?

GUESS WHAT... IT'S IMPACTING YOUR SLEEP. WANT TO KNOW WHY?

JOIN THE CONVERSATION
TEENSLEEPHUB.ORG.UK

#TEENSLEPMATTERS



POWERED BY
the sleep charity



WELCOME

HOW TO IMPROVE THE SLEEP OF YOUR STUDENTS

In Autumn last year, we launched our new Teen Sleep Hub, as part of our Teen Sleep Matters campaign, and it has been an amazing success so far with so many of you getting involved in sharing the information we supplied. We have also had lots of support from the Mental Health Foundation and Royal Society for Public Health.

Covid-19 continues to impact on the health and wellbeing of young people, in particular around their sleep and mental health. Even with the return to school, we are still living in uncertain times and young people are still suffering with isolation, learning at home with bubble closures, out-of-school activities suspended and routines being altered dramatically, it has been, and remains, extremely challenging.

Since we last made contact we have been working hard to continue to push this campaign and we have now launched a Live Chat service on our **Teen Sleep Hub**. This facility is available on Tuesdays and Thursdays from 6-8pm so young people can chat about any issues they are having with their sleep with one of our trained sleep practitioners. Please do direct your students to this and even inform parents of this service.

In this second pack you will find

- A selection of NEW posters promoting the Live Chat that can be emailed out to students and parents and, when normally resumes, can be printed and put up in classrooms, toilet facilities and other communal areas
- Social media graphics that you can use on your social channels and website to direct students and parents to the Teen Sleep Hub

As a reminder, the Teen Sleep Hub is a hive of information around sleep aimed at teens (not their parents) and includes a downloadable eBook and a series of top tips videos. We were supported on this project by our amazing Youth Advisory Panel, made up of young people aged between 13 and 19, across the country. It has been a great success so far with over **17,000 downloads of the eBook**, proving that young people want the knowledge to help them improve their sleep.

Thank you for your support. Please do get in touch if you have any questions or would like to know more.

Lisa Artis

Lisa Artis
Deputy CEO
The Sleep Charity

What Parents & Carers Need to Know about

WINK

AGE RATING

13+

Wink is a messaging app which allows children to connect and communicate with other users. In a similar style to Tinder, Wink uses the swipe method for browsing profiles and accepting or declining them. Once two users have accepted each other by swiping on one another's profile, they can then communicate and play games online together. The fact that Wink allows children to share photos, personal information and their location with other users has caused significant concern.

WHAT ARE THE RISKS?

POTENTIAL FOR GROOMING

Wink accounts can't be made private - so when a young person uploads images and shares their social media usernames, it's easier for potential groomers to stalk and locate them online. The fact that children prioritise having an abundance of friends is also a concern: they're more likely to accept someone just to build their friend count - possibly including users with sinister intentions.

ACCIDENTAL OVER-SHARING

Many young people don't consider privacy when they choose to share their social media usernames on their Wink profile. This allows other people to connect with them on multiple platforms, strengthening their online presence and reputation. Some children post photos which reveal aspects of their personal life to other users - showing their house, school, friends and family, for instance.

INAPPROPRIATE CONTENT

Many popular messaging apps contain profiles featuring profanity, nude or semi-nude photos and users openly looking for a "wifey" or "hook ups". Users can send messages anonymously, which engenders a sense of power and freedom. Children often engage in inappropriate behaviour more willingly when it's anonymous, even if it's not the sort of thing they would take part in normally.



CYBERBULLYING

Being anonymous online provides some users with an incentive to bully others through toxic private conversations. Anonymous bullies can send hurtful messages or pressure young people into sending inappropriate content. Being a victim of cyberbullying can result in children becoming depressed and showing low self-esteem. If your child is exhibiting these signs, it's time to step in.

EXCESSIVE SCREEN TIME

Wink encourages repeated engagement through signing in daily, making connections, building up a message "streak" and publicly sharing stories. The reward is "gems", which allow users to connect with more people, play games and edit their profile background. This can lead to children spending an excessive amount of screen time on the app, which of course can be detrimental to their health.

Advice for Parents & Carers

DO YOUR RESEARCH

If you do decide to allow your child to have a Wink account - or you find that they already have one - it's vital to talk to them about how to use the app responsibly and keep themselves safe. You could also consider exploring Wink yourself and becoming familiar with the app before letting your child download it, as there are no security settings or parental controls that can be put into place.

OFFER YOUR SUPPORT

While it's not always easy to talk about inappropriate content with your child, it's crucial that they understand the impact of sending or receiving it. They also need to feel that they can speak to you about it without worrying about consequences. Emphasise that, if your child receives any messages that make them feel uncomfortable, they can block the sender and report them to the app.

BE WARY OF SHARING

It's important that your child stays aware of what they're sharing online. Remind them about the importance of not posting personal information like their full name or which school they go to. Many users share their other social media account details on Wink to build their friend count, but we would recommend advising your child not to give strangers multiple avenues to contact them.

DISCUSS LOSS OF OWNERSHIP

It's essential that young people understand that once content goes online, the sender no longer has any control over where it will end up. While your child may feel like they can trust their online "friend", that person is still a stranger. Even sharing one inappropriate image, for example, could then be used as leverage - as their "friend" threatens to release it publicly unless the child sends more.

BALANCE SCREEN TIME

Before having a chat with your child about screen time, ask yourself if you're being a positive role model. Get your child thinking about how much time they spend on the app: is it healthy? Is it affecting their offline relationships with people? Is it impacting their mood? If so, you could suggest some activities you can do together which aren't so reliant on digital technology.

BE CAUTIOUS OF NEW CONTACTS

Remind your child that not everyone online is who they say they are, and some users have harmful intentions. If someone on Wink is asking them lots of personal questions or suggests meeting up in real life, these are definite red flags. Encourage your child to ask for help if they're unsure about a particular profile. Remember, the app has a block button: your child shouldn't be afraid to use it!

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



NOS
National Online Safety
#WakeUpWednesday



SPORTS STAR OF THE WEEK



Lucas Stead

Good commitment in attending after school cross country club



Austin Evans

Fantastic enthusiasm and showing great resilience in core PE and rugby academy



McKenzie Kirby

Great effort and progress in football this week



Drew Longbottom

Great effort and teamwork in football this week.



SPORTS STAR OF THE WEEK



Jack Pickles

Great recall knowledge in Pre-Option PE. Jack is being more accountable for his own learning and that is showing in the in-depth answers he gives



Jake Kennedy

Always having a great attitude in PE regardless of the sport. Jake has become a leader within his group and is making great progress as a result.



Zaid Patel

Brilliant effort supporting others in trampolining



Amelia Birkenshaw

Superb resilience shown in badminton



SPORTS STAR OF THE WEEK



Oran Blakeley

Great effort in GCSE PE
and extra revision
sessions



Kyle Hallam-Rivas

Great leadership during
Flag American Football



Imogen Fearnley

Superb resilience shown in
badminton.



Alex Rogers

Great defending skills and
understanding of a zonal
defence in Handball



SPORTS STAR OF THE WEEK



Megan Walker

Consistently great effort
in PE



**Hannah
Norrington**

Fantastic effort and
performance in rugby



Oliver Thornton

Great effort in GCSE PE



Skyla Evans

Fab effort and resilience in
trampolining



SPORTS STAR OF THE WEEK



Korey Whitehead

Positive attitude in PE
and encouraging other
students



Zac Caesar

Great effort and
performance in all areas
of PE



Ethan Caesar

Brilliant effort to all sports.
Ethan consistently has a
great attitude to PE.



Joel Thornton

Fantastic effort and
attitude to badminton. Joel
has really pushed himself
to make progress.



SPORTS STAR OF THE WEEK

On Sunday, a number of BBG students were representing the Birkenshaw Blue Dogs U16s and travelled to Salford in round 2 of the Barla National Cup. James Marlow, Joe Bancroft, Charlie Arnold, Finley Gamble, Dan Fretwell, Ed Bould, Jude Bailey, Jay Sheard, Rian Housecroft, Callum Savage, Seb Stuart and Alex Chapman, all of year 11, make up the majority of the Blue Dogs squad. In the previous rounds of the cup, they beat Shawcross 36-6 and York 42-6.

They are a very talented group of rugby league players and their results have definitely showed this. Salford City Roosters were no match for the Blue Dogs this week either, as they cruised to a 58-0 victory with Jude, Joe, Dan, Finley and Callum all scoring tries. This win has now taken them into the quarter finals of the cup and they have managed to secure a home tie against Hunslet. The game will take place of Easter Sunday at East Bierley Recreational Ground. I'm sure they would welcome any support from their peers and local community to help them get through to the semi-finals. Their league campaign also kicks off this Sunday at Featherstone, and after finishing second in the table last year, lets hope they can go one better this time. We wish them good luck for the rest of the season and hopefully we will have some national champions in our ranks by the end of the year!



0-58





NETBALL



This week we are celebrating the achievements of three of our BBG netballers. Amelia Lavin and Lydia Holdsworth were both selected for the West Yorkshire Development Squad earlier this season. Since then, they've both been working unbelievably hard in training and fixtures, and this week have been successfully selected for the West Yorkshire Performance Squad. This means they will be part of the county's first team, putting them in the top 20 girls in the county in their age group – an incredible achievement!

We are so proud of both of the girls, and so pleased to see that their hard work is paying off! We can't wait to hear all about how you get on.



Our final piece of netball news this week comes from Maisy Austin in Year 7. In September, Maisy was selected for the Bradford District Squad, an amazing achievement in itself at such a young age. However, since then, Maisy has continued to push herself to improve, and found out this weekend that she has been selected to move up to the U13 West Yorkshire County Squad!

On top of this, Maisy has been attending training at a netball programme called Elite, to help her develop even further. The programme is very competitive, and is run by some top players. On the same day Maisy found out she had been selected for West Yorkshire, she also found out she has been selected for Elite's U13 performance squad – a highly sought after spot! What an amazing week for Maisy, well done!



EXTRA CURRICULAR TIMETABLE**MONDAY**

Times	Club/Activity	Year Group	Teacher	Venue
2.30-3.30	Netball	Year 8-11	All PE colleagues	Changing room meet
2.30-3.30	Badminton	Year 7		
2.30-3.30	Table Tennis	Year 7-11		
2.30-3.30	KS3 Book Club	Years 7 - 9	Mrs. Fitzsimons	G55 (Twice per half term starting 20 th September)
2.30-3.30	KS3 Performing Arts	Year 7 - 9	Miss Sanderson/Miss Roumelioti	Drama Room G29
2.30 - 3.30	Art Club	Years 7 - 11	Mrs. Gill	Workshop
2.30 - 3.30	Chess Club	Years 7 - 8	Mrs. Luffman	Heart Space
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Prep	Year 11	Rotation	F15

TUESDAY

2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Baking club	Year 7	Mrs. Daywood (Catering Manager)	Main school kitchen
2.30-3.30	Boxing Club	Girls	Training Cave	Gym
2.30-3.30	Prep	Year 11	Rotation	F15

WEDNESDAY

7:15-8:00	Netball Strength and Conditioning	Year 7 - 11	All PE colleagues	Changing room meet
2.30-3.30	Indoor Cricket nets	Year 7 - 11		
2.30-3.30	Boys Rugby	Year 7		
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Dance time	Year 7 - 11	Miss Taylor	Gym
2.30-3.30	Computer Club	Years 7 - 8	Mr. Suggitt	F13
2.30-3.30	Prep	Year 11	Rotation	F15

THURSDAY

2.30-3.30	Boys Football	Year 8 - 11	All PE colleagues	Changing room meet
2.30-3.30	Badminton	Year 8 - 11		
2.30-3.30	Trampolining	Year 8 - 10		
2.30-3.30	BBG Press	Years 7-9	Mr. Smith	F13
2.30-3.30	Students for Social Change (SFSC)	Years 10-11	Miss Cracknell	G50
2.30-3.30	Science Club	Years 7 - 8	Science Colleagues	F34
2.30-3.30	French Speaking	Year 10 - 11	Mme Djokovic	G47
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Prep	Year 11	Rotation	F15

FRIDAY

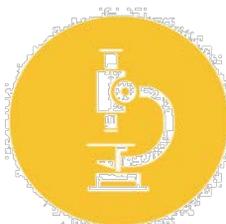
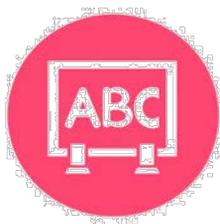
2.30-3.30	Basketball	Years 7-11	PE colleagues	Changing room meet
2.30-3.30	Boys' Football	Year 7		
2.30-3.30	Netball	Year 7		
2.30-3.30	Choir	Years 7 - 11	Miss Sanderson/Miss Roumelioti	Drama Room G29
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Prep	Year 11	Rotation	F15
2.30-3.30	Boxing Club	Boys	Training Cave	Gym

* Please note there are number restrictions in these activities due to risk assessment/facility. Students will be placed on a rota if maximum numbers are exceeded.

* If students wish to attend more than one on the same day, they should inform the teachers and rotate alternate weeks.

* Further activities will be added throughout the term

VIRTUAL PERSONAL TUTORING



KEY STAGE 4

Students studying for a Grade 4 or 5

SUBJECT	DAY	TIME
ENGLISH	MONDAY	15:30 – 17:00
SCIENCE	TUESDAY	15:30 – 17:00
MATHS	WEDNESDAY	15:30 – 17:00

Students studying for a Grade 5 to 7

SUBJECT	DAY	TIME
SCIENCE	WEDNESDAY	19:00 – 20:30
ENGLISH	THURSDAY	17:15 – 18:45
MATHS	SUNDAY	14:00 – 15:30

Students studying for a Grade 7 to 9

SUBJECT	DAY	TIME
MATHS	TUESDAY	17:15 – 18:45
ENGLISH	FRIDAY	17:15 – 18:45
SCIENCE	FRIDAY	19:00 – 20:30

KEY STAGE 3

SUBJECT	DAY	TIME
SCIENCE	MONDAY	5:45 – 6:45PM
MATHS	WEDNESDAY	5:05 – 6:05PM
ENGLISH	THURSDAY	6:50 – 7:50PM