



EDITION 6  
20TH DECEMBER 2024

# HAYES SCHOOL Newsletter

24 - 25

## Message from the Head of School



I write this newsletter today having indulged in a lovely Christmas lunch, having just put the final touches to my Christmas assembly and eagerly awaiting the Christmas concert tonight where I know I will be thoroughly entertained by our amazing bands, choirs, groups and ensembles as they ignite our Christmas spirit. There is however no doubt that these final weeks of term have been a

test for the resilience of our students and staff but I continue to be impressed by the way in which students are engaged in lessons and their ongoing commitment to and participation in a range of enrichment activities, before school, at lunch and at the end of the school day.



I had the great privilege this week of joining every year group for their Rewards and Recognition assemblies and have been truly blown away by the efforts and endeavours of our students across this busy term. Whether being acknowledged for House Points, attendance, going the extra mile or exceptional service to the school community it is wonderful to see our school community come together in celebration of one another. A real highlight for me was the impromptu singing battle of Wham's last Christmas that ensued in the Year 7 assembly; and the sheer look of horror on Year 8 tutors' faces when they were challenged by Mr Redding to win extra raffle tickets for their form by singing Natasha Beddingfield's 'Unwritten'.

Thank you to the families of our Year 7 students for your attendance at our recent online Parents' Evenings, which saw teachers sharing overwhelmingly positive feedback on our enthusiastic, polite and well-mannered learners in this year group. It was so pleasing to hear how much they were enjoying their lessons and how they have settled so well into school life here at Hayes.

I could not have been more proud to be Head of School at Hayes last weekend as I watched, along with packed audiences, both Saturday performances of Matilda Junior. The phrases West End worthy, accomplished and magical were some of many that tripped freely off the tongue and I am left in awe and quiet anticipation of the talent we have coming through the school and what may be yet to come! What impressed me even more was the commitment of our older students in Key Stages 4 and 5 who played key roles backstage and on the sound and lighting desks; showing care and patience and offering words of encouragement to our younger cast which for me epitomised everything that is so special about Hayes Learners.



Finally, I wish you and your families a wonderful and safe Christmas and send my best wishes for a happy and healthy 2025. I look forward to welcoming our students back to the new term, refreshed and raring to go on Tuesday 7<sup>th</sup> January, at the slightly delayed start to tutor time of 10.50am.

*Miss Thompson*  
Head of School

### Christmas and Start of Term Arrangements:

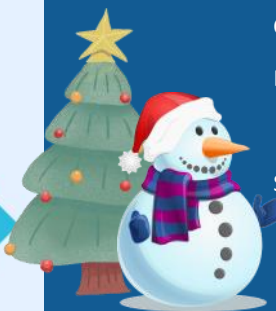
Last Day of term: Friday 20th December

Students dismissed at 1pm

Students return: Tuesday 7th January

Site open from 10:30am,

Tutor time/registration 10:50am



### Assembly Themes

w/c 6th January (Week A) Ethos and Values w/c 13th January (Week B) Ethos and Values



## Around the School with Miss Toner

Well, what a joy the past few weeks have been getting in and around lessons. As ever, our students have been working hard finishing novels, applying themselves in tests, acting on their feedback, quizzing to retain their knowledge, creating masterpieces in our creative subjects, engaging in debates and just being their truly fabulous selves!

Students have highlighted: "how proud I am of doing better in my Science test than last time" "I know what I got wrong and how to do better" "I loved being part of Matilda"

It is always a pleasure to be in lessons and see how eagerly our students contribute and how they feel empowered to ask questions about the things they aren't sure of.

We wish all of our students and families a wonderful Christmas with many happy memories made.



## Homework Over the Christmas Break

As in previous years and, in support of a restful Christmas break and the wellbeing of students, teaching staff will not be setting homework for students over the holiday.

We are aware that some exam groups will be completing revision ahead of forthcoming exams and teaching staff may set tasks to support with this revision.

We hope that you all have a peaceful Christmas break and best wishes for the new year.

*Mrs Arney and the Senior Leadership Team.*

Once again, we would like to express our thanks to the Magic of Foresters for kindly donating a tree to Hayes School.

**Magic of Foresters is an organic Christmas tree farm in Bromley Common, dedicated to creating a beautiful family experience.**

**This year they are taking a 'fallow' year to ensure the sustainability of the farm. They are still open, however, for big trees above 10ft tall. Sign up to their newsletter on [www.MagicofForesters.com](http://www.MagicofForesters.com) for advance notice of**

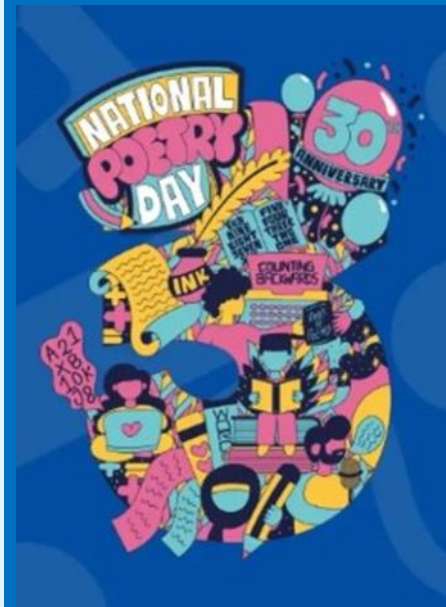
**tree reservation dates in early 2025 and tickets to Magic of Winter.**





# English

In the Spotlight



**The theme for this year's 30<sup>th</sup> anniversary National Poetry Day was 'counting' and The English Department had the pleasure of embracing the world of maths as we celebrated.**

We started our lessons off with the numbers round of Countdown. Why not have a go yourself...

If you have found the sum, now challenge yourself: How many other ways can you find 42?



42 is given as the answer to the question "What is the meaning of life?" in 'The Hitchiker's Guide to the Galaxy'

42

75 50 1 5 3 4

We then read the poem *///*Total*/// by Anna Gilmore Heezen who won the *Foyle Young Poets of the Year* Award in 2020. It raised so many questions about how we value people and we linked this to our modern day world.*

<https://poems.poetrysociety.org.uk/poems/total/>

Using this as inspiration, we asked students to write their own poem with counting as a central theme. We had a fantastic set of entries to the competition. Our winners are:

**KS3 – Harry Foxen 8CFM**

**KS4 - Beau Harris 10AHM**

**KS5 – Eva Cronin**

*Each winner has received a poetry book and a certificate. A big thank you to all who entered in celebration of National Poetry Day 2024.*

### Counting Poem!

I'm 15% sport,  
I'm 5% school,  
I'm 50% sleep.  
I'm 10% sound,  
I'm 20% focused,  
**But I'm 100% myself.**

I'm 50% kindness,  
I'm 10% respect,  
I'm 10% love,  
I'm 10% resilience,  
I'm 10% compassion,  
I'm 10% brilliance,  
**But I'm 100% myself.**

I'm 75% good,  
I'm 25% bad,  
**But I'm 100% myself.**

I'm mostly nice,  
Sometimes not,  
I'm mostly brave,  
Sometimes not,  
I'm mostly focused,  
Sometimes not.

**I'm 100% myself,  
Never, ever not!**

*By Harry Foxen 8CFM*

### I Am Me

I am locked safe as me  
Filled with many things:  
Emotions, thoughts and feelings.  
I am not opened with a code,  
nor a key to access me.

Yet, I am 100% me:  
50% my grandparents,  
30% thoughts, feelings and problems  
10% school,  
10% music.  
Yet, I am 100% me.

I am 100% me.  
As a child, I was 100% my family  
Time shifts the balance and I am now me.  
As a child, I was 100% Christmas,  
Halloween, Easter, New Years maybe  
But I am now 100% me.

You are never defined by one's memories or experiences.  
You are you and one must never forget.  
Fill your you with whatever pleases  
Things get better when you reset.

I am me.

*By Beau Harris 10AHM*

### The Numbers, The Numbers, The Numbers

There are 25 bicycle holders,  
(Or whatever they're called),  
On the high street - I counted.  
And when the air gets colder,  
And the trees wither and hide,  
And the leaves fall, the leaves fall,  
One, two, three, four, I count them all,  
I count them all.



Oh, see deeds like this undiagnosed,  
I suppose, I should, if I could, if I would,  
Go to the doctor and say,  
"I can't stop counting,"  
And recounting the memories of the numbers,  
The seconds between lightning,  
And thunder, I blunder and miss a second,  
I reckon that that will be the end of the world,  
Sense unfurled, sentences hurled up like  
Regurgitated alphabet soup and I search  
For the numbers, the numbers, the numbers.  
The calm in the lack of poetry.


*By Eva Cronin 6DDD*

# What else is going on in English at Hayes?

## KS3 English

This year, we have launched a new approach to assessment with our Y7, Y8 and Y9 classes. Each class takes part in a fortnightly Deliberate Practice lesson. In this lesson, each student will review their learning using their Deliberate Practice grid and complete an extended task. Why not ask your child what they have been learning in English and how they track their development on the A3 grids?

i9 'The Whale Rider': Deliberate Practice 12 weeks (6 fortnights)



Fortnight	1	2	3	4	TASK
1	Write down one fact that you have learnt about the Māori people.	Who is Paieka? Write down one thing you have learnt about him from the Māori legend.	Who is the main narrator of 'The Whale Rider'?	Which type of sea creature also has a voice in the novel? Why do you think <i>Whangōmana</i> includes this?	<b>Create a detailed character profile for Rawiri and Kahū.</b>  This should include 3–4 quotations per character as well as an explanation about why they are important.
2	Define 'ancestry'.	How does <i>Kahū</i> react to the film about the whales? Why do you think <i>Whangōmana</i> includes this moment?	How would you describe <i>Kahū's</i> relationship with her Grandfather (Koro)? Include a quotation to support your view.	Define 'community'.	<b>Plan and write an analytical paragraph (What? How? Why?) about the importance of nature in the novel so far.</b>
3	Define 'migration'.	Where does <i>Rawiri</i> travel to? List an emotion that he feels when travelling.	Why do you think <i>Whangōmana</i> includes the section about <i>Rawiri's</i> travels? What key themes/ideas does it link to?	Why is <i>Kahū's</i> school performance so important?	<b>Create a list of important quotes from the sections about the Whales so far.</b>
4	Write down one feature of the original Māori legend of 'Paieka' that <i>Whangōmana</i> references in his novel.	Define the term 'sacred'.	Explain why the whales are viewed as sacred to the Māori community in the novel.	Write down one quotation to show the horror of the death of the whales.	<b>Plan and write a WHW paragraph about the role of the whales in the novel. Use CH15 as a starting point.</b>

## KS4 English

Year 11 have recently completed their mock exams and would have received feedback on how they did. Leading up to exams, please encourage as much reading for pleasure as possible: [KS4 Reading List](#).

Why not ask your child about their Literature texts? Here is a starting point:

- What do they remember from *An Inspector Calls*?
- What are the main messages in *Romeo and Juliet*?
- Which poems use structure to convey meaning?

## KS5 English

Our Year 13 students have got their mock exams coming up in January and both courses will be completing a full compliment of exams.

### English Language and Literature:

- ◆ Paper 1: one essay on *All My Sons*; one essay comparing a text from the anthology with a piece of unseen non-fiction.
- ◆ Paper 2: one essay comparing *The Whitsun Weddings* with *The Great Gatsby*; one essay analysing a piece of unseen non-fiction.

### English Literature:

- ◆ Paper 1 - Drama: one essay on *Hamlet*; one essay on *A Streetcar Named Desire*.
- ◆ Paper 2 - Prose: one essay comparing *Wuthering Heights* with *A Thousand Splendid Suns*.
- ◆ Paper 3 – Poetry: one essay comparing an unseen poem with a studied poem from *Poems of the Decade*; one essay analysing two studied Romantic poems

All students should be using their English books as a starting point for their revision.



# DEPARTMENT

*In the Spotlight*

## Access Arrangements and Reasonable Adjustments in accordance with JCQ regulations 2024-25

### INFORMATION FOR PARENTS AND CARERS

#### What are the purpose of Access Arrangements?

Access Arrangements are designed to allow learners with an **identified learning need or disability** to:-

- ◆ Access examinations without being at a 'substantial disadvantage' in relation to their peers.
- ◆ Show what they know and can do without changing the demands of the assessment.

Access Arrangements are to ensure that students have equal access to exams and assessments i.e. they are to offer a level playing field. There is an obligation not to put students at an unfair advantage or an unfair disadvantage.

#### Who produces the regulations governing Access Arrangements?

The regulations for Access Arrangements are updated every year and are set out in a publication produced by the Joint Council for Qualifications (JCQ) on behalf of the examination boards and schools are bound to adhere to them.

Some reasonable adjustments are at the discretion of the SENCO but all are subject to scrutiny by JCQ.

#### What common reasonable adjustments and examination access arrangements are possible?

Supervised rest breaks (must be considered before extra time)	Modified papers
Prompter	Braille papers
Small room provision	Enlarged papers
Extra time (typically 25%)	Noise cancelling headphones
Reader	Use of phone to monitor blood sugar (diabetes)
Word processor	Practical assistant
Scribe	

#### How does it work at Hayes?

##### Identification

- ◆ To be awarded Access Arrangements, there must be an **established picture of need** e.g. the student may have an Educational Health Care Plan (EHCP), have had an entitlement to extra time in the KS2 SATS or identified learning needs or disability were made clear on transition from primary school.
- ◆ We screen all students in Year 7, in order to identify those who may need additional support. This process also gives baseline data for those who may have a need for extra time and we monitor identified students moving forward.
- ◆ We ask teachers to notify us of any students who they feel may be in need of access arrangements and reasonable adjustments.
- ◆ In Year 9, all students undergo additional screening to identify any who may have underlying learning difficulties impacting on their speed of working i.e. they may have a need for extra time.

#### Confirming students meet thresholds

- ◆ Where teachers have confirmed a need, identified students will undergo psychometric testing with the school's Access Arrangements Specialist Assessor.
- ◆ Under current JCQ regulations, students must demonstrate significant difficulty in two areas related to speed of working in order to qualify for additional time.

## Complying with JCQ regulations

- ◆ Good practice is that students begin their GCSE courses in Year 10 with identified exam access arrangements. (N.B. Covid-19 has impacted on this for our current Year 10)
- ◆ Any Access Arrangements granted for students will be made available to them prior to the JCQ deadline and public exams, and where possible in the classroom, so that use of the Access Arrangement(s) reflects the student's "normal way of working".
- ◆ The SENCO may withdraw any agreed Access Arrangement if the student is observed to not use the Arrangement during exams/tests and in the classroom.
- ◆ The student must sign a Data Consent Form allowing us to share their data when applying for Access Arrangements.
- ◆ The student has the right to refuse any agreed Access Arrangement and it is against regulations to put them in place against the will of the student.

**If you have any questions about this information, do please contact Mrs Leng (Assistant SENCO) at: [ghl@hayes.bromley.sch.uk](mailto:ghl@hayes.bromley.sch.uk)**



## My child is dyslexic. Will they get extra time?

Diagnoses like dyslexia do not entitle a student to Access Arrangements such as extra time, readers and scribes for which they must meet the inclusion criteria. Students with SPLD will be invited for assessment based on their screening scores and teacher feedback.

A student with SPLD must score below average threshold in **two areas of speed of working** (reading, writing, processing) to qualify for extra time.

**Please note:** Reports from private assessments cannot be used to support an application for additional time. Assessments must be carried out by the in school assessor and cannot be repeated within a 6 month period.

## My child has a medical condition/mental health need that requires extra time: what do I do?

Students with physical and/or mental health needs that may impact their exam performance will be reviewed and reasonable adjustments such as supervised rest breaks will be offered.

Specialist evidence confirming a disability is required if it is felt Access Arrangements such as additional time are required. This would need to be in the form of a headed letter from CAMHS, a HCPC registered psychologist, a medical consultant or speech and language therapist.

## What if my child has an EHCP?

Access Arrangements will be decided and trialled in line with the needs and support outlined in the student's EHCP.

JCQ regulations state the school must collect evidence (pieces of work/ teacher feedback) to demonstrate the Access Arrangement(s) are the student's normal way of working.



# HayesCreates Presents...



## ROALD DAHL Matilda THE MUSICAL JR.



Our production of *Matilda Jr.* was a spectacular success, showcasing the incredible talent and hard work of our students in KS3. From Matilda's rebellious nature to Miss Trunchbull's comically menacing antics, every moment captivated the audience. The performances were outstanding, with heartfelt acting, energetic choreography, and flawless vocals that brought Tim Minchin's songs to life. The imaginative set design and lighting added a magical touch, transporting us to Matilda's world of resilience and rebellion. A special mention goes to the dedicated backstage crew for their seamless execution. Congratulations to everyone involved in delivering such a joyful, inspiring production and we look forward to the next one!





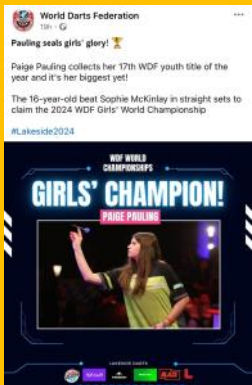
# RE Street Pastors

Supporting Bromley in reducing anti-social behaviour

Students at Hayes were visited by the local street Pastors of Bromley. Part of their GCSE consists of looking at how Christians help in the wider community.



Street Pastors such as Clive and Jonathan aim to help and care for vulnerable people in practical ways, working closely with councils and the police in their local area. Wearing blue reflective 'Street Pastors uniform', their aim is not to actively preach but to provide a positive service to their local areas. Their work includes listening to people's problems, giving guidance regarding agencies which might be able to help and discouraging anti-social behaviour.



Paige Pauling in Year 12 was crowned the **WDF Lakeside Girls' World Champion 2024**. Since returning to school in September, Paige has successfully won another 10 WDF ranked tournaments in both the girls' and women's categories. Six of these titles were retained from 2023.

Womens' titles..... England Masters  
Gibraltar Open

Girls' titles..... England Classic  
British Open  
Bruges and Belfry Open  
World Open and World Masters  
Irish Open and Irish Classic



Paige well done and congratulations from the Sixth Form team

# Year 10 Art Project

Inspired by Ian Murphy

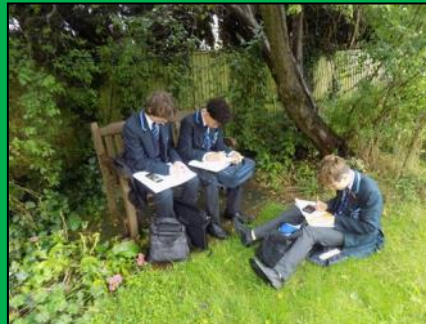
*This term we had the opportunity to carry out a drawing project inspired by British artist Ian Murphy in the beautiful grounds of St. Mary's Gothic Church in Hayes Village.*



*Our students really enjoyed this experience and produced a series of stunning responses from the trip.*

*Freya Elbourn Year 10 stated 'It was an amazing experience, really peaceful there and very calming.*

*Bella Evans said 'I loved the architecture and the atmosphere we were very respectful and appreciative of the opportunity to draw within the church grounds.*



*We thank Reverend Amanda for the privilege of being allowed to work there.*

*Ms McKenna*

## Staffing Update

The following staff are leaving us at the end of this term:

Mrs Abrefa, Teacher of Geography

Mr Gordon, Teacher of English

Mrs Vernon, Teacher of MFL

We wish them all the very best and thank them for the care and commitment they have shown to students and our school.

We look forward to introducing our new staff to students, parents and carers in 2024.



## Frankenstein by Mary Shelley – book reviews by Sixth Form Book Club

The famous story of Frankenstein and his creation. The author (Mary Shelley) came up with the story when told to come up with a ghost story and imagined a vivid dream of the occurrences that happened in the story. The story starts with Frankenstein's childhood, and how he always was into philosophy and science and how the two intertwined. His interests with the structure of the human structure then become apparent as well as his lack of fear of ghosts and spirits. Then comes the famous line: "It was on a dreary night of November that I beheld the accomplishment of my toils." The

description of Frankenstein's creation is nothing I've ever read before, as with the rest of the text. After being rejected by his creator, and people being murdered, two and two are put together. The story is very unique and is quite different to what most people assume it'll be about.

By *Lucas Peters* 6IBA

A thrilling read with the most iconic dialogue, 'Frankenstein' by Mary Shelley (written when she was only 18) follows the story of scientist Victor Frankenstein and the time he created a monster. 'Frankenstein' delves into themes of ambition, knowledge and revenge yet, underneath the violence and horror, Shelley also communicates a more sentimental message, on the importance of community and social acceptance.

By *Edeline Shibu* 6KRE



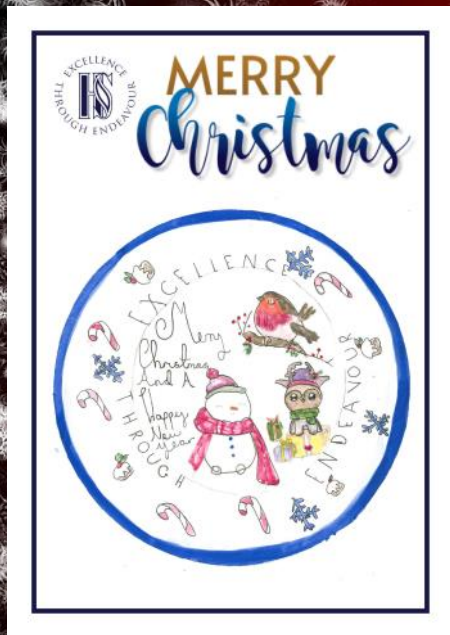
## Can you support our Careers Fair?

**Do you work? Would you like to share your experiences with our students?** After the success of our first Careers Fair earlier this year, we are looking for volunteers to take part in our second Careers Fair at Hayes School on **Wednesday, 5<sup>th</sup>**

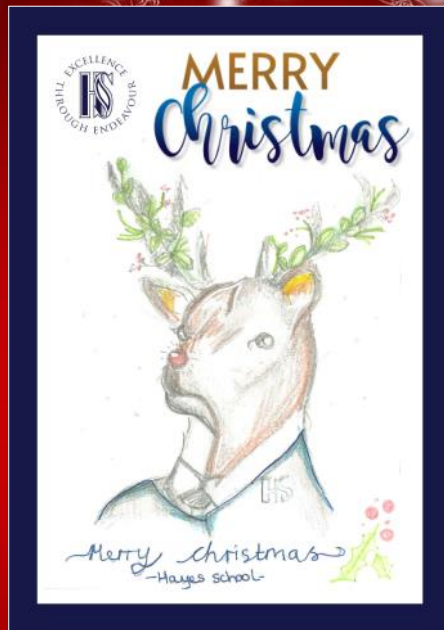
**February** to inspire all our students from Year 7 to Year 13. We would like a representation of as many different sectors and career paths as possible to showcase the diversity of opportunity for our students. Perhaps you work in finance, business, building, politics, media, communications, transport, law or another field? Perhaps you studied at university, or did an apprenticeship? Maybe you are self-employed, or perhaps you work for a large organisation? All are welcome. You would be with us from 8:00am to 2:30pm, alongside a number of other organisations, sharing your experience of the world of work and your job role. We will provide a table and welcome any marketing/handouts to highlight your stand. Please contact either the Careers Leader at Hayes, Mrs Stewart

[cgs@hayes.bromley.sch.uk](mailto:cds@hayes.bromley.sch.uk) or Trust Careers Lead Ms Hewlett-Boyle at [dhewlett@lpsb.org.uk](mailto:dhewlett@lpsb.org.uk) with your name, and the sector you work in if you would like to get involved. Thank you in advance to all parents, family friends and other contacts who are able to take part.

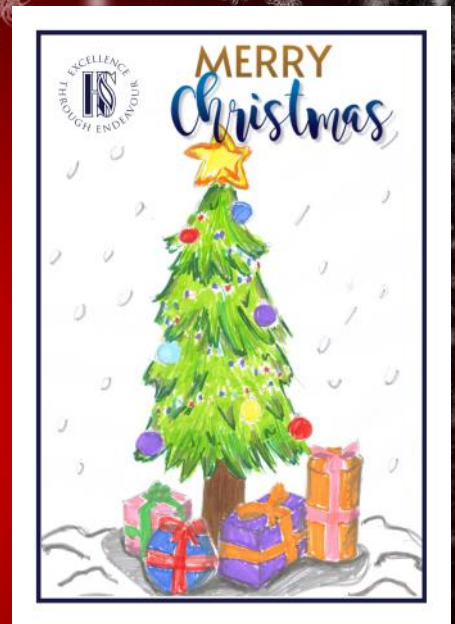
# Christmas Card Competition 2024



Emilia Ng  
Year 7



Jack Brophy  
Year 8



Alanna Tu  
Year 9

Congratulations to runners up *Alanna Tu* and *Emilia Ng* and winner *Jack Brophy* on their beautiful Christmas card designs 2024.



## NEW YEAR, NEW CAREER?

We are recruiting graduates for our next Initial Teacher Training cohort starting Sept 25.

Contact 020 8300 6566  
or visit [www.bsteach.co.uk](http://www.bsteach.co.uk)



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ASK ABOUT OUR  
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TRAFALGAR

### Top Attendance W/C

2<sup>nd</sup> Dec 24

Year	Tutor group	Percentage
7	7MAT	96.97%
8	8LAT	98.67%
9	9CAT	97.88%
10	10JWH	98.39%
11	11CMC	96.07%
12	6AMT, 6KAR	100.00%
13	6CVP, 6JXM, 6KTG	93.33%

# Attendance

### Top Attendance W/C

9<sup>th</sup> Dec 24

Year	Tutor group	Percentage
7	7MAT	96.67%
8	8CFM	96.67%
9	9ELF	98.12%
10	10JWH	97.10%
11	11JEH	96.55%
12	6SRA	100.00%
13	6JIP	96.92%

We are pleased to be welcoming Stagecoach Bromley to the school and look forward to a successful ongoing partnership.

# BARRACUDAS

ACTIVITY DAY CAMPS

## AT A SCHOOL NEAR YOU IN 2025!

### EARLY BOOKING OFFER!

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