



# HAYES SCHOOL

## Newsletter

23-24

Edition 10

9th FEBRUARY 2024

### MESSAGE FROM THE PRINCIPAL

Mock exams got underway this week for our Year 13 students and it has been great to see and hear how students have been diligently preparing for these in recent weeks and how committed students are to realising their ambitions and securing their next steps, whether at university, in employment or in further training and apprenticeships.

On the subject of next steps, over 170 students submitted applications for university by the application deadline and a record number of students recently heard of the outcome of their interviews at Oxford and Cambridge just before Christmas. All who secured and participated in interviews deserve to feel especially proud, in light of how competitive these universities are. Huge congratulations to the following students who have received offers of places.

Rose Byrne – English at Trinity College, Cambridge  
Jessica Jones – English at Balliol College, Oxford  
Olivia Marshall – Land Economy at Pembroke College, Cambridge

Further to the letter earlier this week requesting your support as we reset our uniform expectations after half-term, school leaders came together earlier this week across our Trust and Challenge Partners Hub of 24 primary, special and secondary schools to look at creating a culture of positive behaviour and to hear from Sam Strickland, a leading voice on behaviour in schools. He described sky high expectations, consistency and support as features of the most successful schools, acknowledged that parents want a school that deals with behaviour and most significantly echoed the famous quote “You permit what you promote and you promote what you permit.” Thank you in advance for your support in ensuring your child meets the high expectations you and the school have of them.

Dancefest showcased the brilliant creative talents, performance skills and choreography of students from across all year groups in the school and was well attended by friends and family. Well done to all who participated and thanks to Mrs Jefferies, the PE and Dance Department and all who supported this event.

On Thursday, teachers travelled to schools across the borough for our annual CPD Twilight Event organised by Bromley Schools' Collegiate. At Hayes, we hosted teachers in Design Technology, English, Maths and Music with teachers sharing resources and looking at topics such as teaching unseen poetry, deliberate practice in Maths, showcasing DT practical projects and approaches to music teaching at KS3.

In this newsletter, and in this week's assemblies, Mr Loomes has talked about ever changing technology. An investment in new interactive classroom screens will get underway during half-term as we look to replace old technology in all rooms across the school over the next six months. Just as I remember being supported by some tech-savvy students when I first taught with an interactive whiteboard, I suspect some students might be helping me to switch on the new screens and become familiar with them in the coming months during my lessons!

I wish all our families an enjoyable and restful half-term break.

*Mr Whittle*  
Principal

Please note that we will return to school on Monday 19th February at normal time.

This will be Week A timetable.

### ASSEMBLY THEMES:

w/c 19th February (Week A): Ethos and Values | w/c 26th February (Week B): Women's History Month/International Women's Day

# SVP Highlights

With Senior Vice Principal  
Miss Thompson



Welcome to the first of my new newsletter installments, providing a lens to look more closely at different aspects of our school, focusing on students' experiences and opportunities. In this edition I take a closer look at student leadership development over the past 18 months both in terms of the growth in leadership opportunities as well as the growth in numbers of student leaders.

The core purpose of student leadership at Hayes is:

To represent the **collective and diverse voice** of our student body to support and drive the **positive development of our school community**.


We have worked hard to provide a new model for student leadership, focusing on action, positive change and providing as many opportunities as possible for students to engage in leadership that has meaning to them.

We believe that **everyone is a leader** at Hayes and has the opportunity to affect change in our school community. As a result, the new model for student leadership has not only built new roles into our more traditional Year Council model but has additionally added a range of bespoke Student Leadership Groups that are more topical and attuned to student interests and passions.

Year Group roles	Student Leadership Groups
Form Captain (2 per form) Sports representative (1 per form) Charity representative (1 per form) House representatives (2 per house) Year council representatives (2 per year group)	Anti-Bullying Ambassadors ECOH Champions Wellbeing Champions Communications Ambassadors Student Pride Group Teaching, Learning & Curriculum Ambassadors Equality and Diversity Committee E Safety Champions – New for 23-24 Careers Leaders – New for 23-24

Every group has their own agenda for change, which they will work on throughout the year. These are a shared series of commitments with underlying actions. Here are examples from two of our groups:


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**Hayes Student Leaders 2023-24**

**Wellbeing Champions**


The Wellbeing Champions role is to work with the Wellbeing Team in school to support all students in knowing where to go to access support and what support is available. We promote wellbeing issues across the school, so all members of the school community feel comfortable and able to talk about their wellbeing in a confidential and safe manner. Within our work we are seeking to challenge stereotypes which may exist around mental health and wellbeing.



This year we will:

- Create Posters for across the school to provide students with information about self-help techniques
- Investigate and pursue the opportunity to fundraise for a mental health charity and use involvement of other students to raise awareness
- Continue to advertise and make support available more widely known throughout the year


***We are all leaders here!***



**Hayes Student Leaders 2023-24**

**E-Safety Champions**

We all use the internet and there is so much that is great about it. This group will work together to help solve problems and offer help and advice to students when needed. You will help to promote the importance of staying safe online throughout the year and especially during Safer Internet Week. There is also the possibility of completing a Digital Leaders Programme.



This year we are / we will:

- Prepare for Safer Internet Day based on the theme 'inspiring change? Making a difference, managing influence and navigating online'
- Create/source a range of posters/leaflets to provide students with information about E-Safety and where to get help
- Investigate and plan an entry into Childnet Film competition

***We are all leaders here!***

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Our student leadership groups all feed into our Student Council which is led by our Head Prefects in Year 13. A representative from each student leadership group feeds back on their work so far and requests any support or help from the Student Council in order to facilitate the achievement of their goals. Alongside the student leadership group reps, year council representatives also attend these meetings to share the thoughts and ideas as collected from their year group from year council meetings.



The work of our student leaders in the last 18 months has had a real impact across our school community, with some changes to physical space, some alterations to our daily operations and also some actions to support a greater awareness of key issues. Below are just a few highlights of the impact our student leaders have had:



- ◆ **Consulted on and changed the names of our houses**
- ◆ **Improved our Sixth Form accommodation**
- ◆ **Upskilled student leaders through Anti-Bullying training**
- ◆ **Introduced timed sittings for lunch in the Restaurant**
- ◆ **Met with representatives from Bromley Y and supported them in re-designing their website and information to ensure that they are more accessible for young people across Bromley**
- ◆ **Planted more than 40 trees and introduced 'No Mow' areas**
- ◆ **Introduced bins across the school for plastic waste**
- ◆ **Attended the Bromley Empowerment Conference and shared this experience**
- ◆ **Introduced a Study Hub on Monday evenings for Year 11 revision**
- ◆ **Introduced vertical form groups in the Sixth Form**



I am particularly pleased that these developments are bearing fruit in terms of the growth of our student leadership numbers. In 2022-23 45% of our student body engaged in some form of leadership opportunity. We have already seen in 2023-24 over 80 new Year 7 student leaders embark on their first leadership training session where they looked at topics such as:

- \* *What is Leadership?*
- \* *What skills and aptitudes do leaders have?*
- \* *What happens if we don't have a leader?*
- \* *What kind of leader do you want to be?*

It was a privilege last week to meet with all of our student leaders to launch the biennial Bromley Youth Council Elections, with 42 students subsequently expressing an interest in taking on a role as a Hayes School representative and 5 students being put forward to take part in the election process.

Find out more in my next instalment about our five BYC candidates and what they hope will be a winning manifesto to see them become the Hayes School representatives on the Bromley Youth Council.

*Miss Thompson (Senior Vice Principal)*

# Excellence through Endeavour





THE RAINBOW FLAG

SUPPORTIVE GOVERNORS & PARENTS

A W A R D 20 23

THE RAINBOW FLAG

STUDENT VOICE

A W A R D 20 23

THE RAINBOW FLAG

EFFECTIVE POLICIES

A W A R D 20 23

This is to certify that  
Hayes School

has demonstrated a whole school approach to the positive inclusion and visibility of LGBT+ people, (lesbian, gay, bisexual, trans, plus other related identities). The school also has a commitment to the eradication of LGBTphobic bullying, and has therefore been awarded



Date awarded:  
January 2024

Valid until:  
January 2026

Delivered by The Kite Trust



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Bethan Rees  
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THE RAINBOW FLAG

PASTORAL SUPPORT

A W A R D 20 23

THE RAINBOW FLAG

INCLUSIVE CURRICULUM

A W A R D 20 24

THE RAINBOW FLAG

SKILLED TEACHER

A W A R D 20 23

Below is some of the feedback we have received in response to our submissions and the work we have been doing to develop existing practice and establish new inclusive policies and practice.

*"Your email shows incredible insight into the issues that young LGBTQ+ people face and this is exemplary."*

*"Thank you for including such a range of curriculum examples of positively educating students about LGBTQ+ issues and people. Your curriculum shows an incredible range and understanding of how to educate inclusively."*

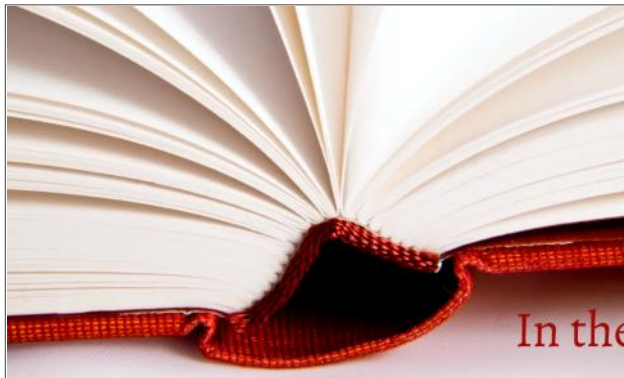
*"The training presentation to staff is a comprehensive summary of the issues facing LGBTQ+ young people and is a testament that the Hayes School is taking LGBTQ+ issues seriously and building a positive environment in the school."*

*"The student led consultation on changing the name of your house system – resulting in a change of name is powerful evidence of strong leadership and of putting consultation and democracy into action."*

*"It's clear that the SLT are supportive of implementing LGBTQ+ positive policies and unafraid of consultation to achieve greater inclusion at Hayes."*

*"You are creating an incredibly positive and inclusive environment for your students and staff. The content of this submission is first rate and demonstrates your understanding of how to build trust with young people and how to allow them to direct change and educate others within the school."*





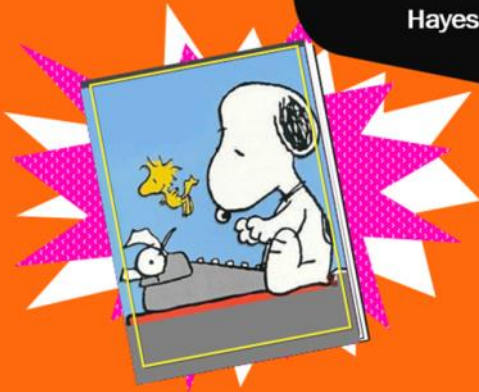
In the Spotlight

# English



## Text Transformation Competition

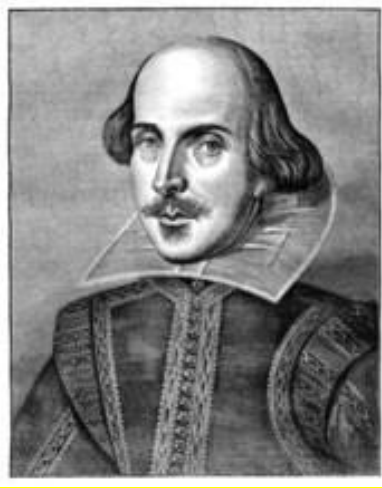
Hayes English Department



**The English Department recently ran their House Points competition, which involved students modernising texts from different genres and time periods. We were extremely impressed by all of the entries, but we were particularly enthralled by our four winners.**

**For our 'Spotlight on English', we wanted to share the winning entrants, so that you can see the incredibly high quality of the work that we received. We are so very proud of the winners and hope they continue writing creatively as we would love to read more.**

**We are already looking forward to next year's competition!**



# CATEGORY A: Shakespeare

Inspired by an extract from 'The Tempest' by William Shakespeare

By Maxwell Caines – Year 7

*Prospero and Miranda are on one side of the stage; Caliban on the opposite.*

Prospero: You goddamn slave, son of a devil, get here now!

Caliban: *(muttering under his breath but loud enough to be heard)* I hope that poison falls onto your head and that you fall down a drain.

Prospero: How dare you challenge me like this! You have made me so mad. I am going to have to attack you. Every inch of your body will be bruised and battered and you will not cope with what torment awaits you.

Caliban: This is my island. My mum gave it to me, but you stole it. When you arrived, you tricked me by treating me well and teaching me how to speak and being my friend and just... I even gave you everything I could in return: the good places to grow food; the busy rivers; the tranquil ponds. So how can you lock me up in this cave and treat me this way?

Prospero: Lies, lies and more lies. You are just a little piece of dirt that nobody could ever love or care for.

Miranda: Caliban! You ugly slave! You are pure evil. I had faith in you and I tried my hardest to teach you something new every hour when we arrived. However, you just babbled like a beast and no matter how we tried to improve you, nobody wanted to be around you. So, you live in the cave... you deserve it.

Caliban: You taught me to speak your language and now you shun and punish me now when I use it to curse you all.

Prospero: Get over yourself and hurry up with the wood for the fire. I have more work that needs doing. Don't you dare refuse. *(threateningly)* I will fill your body with cramps causing your bones to ache and your screams will be so loud that you will frighten the birds.

*Prospero draws his wand and leans over Caliban's scared and shivering self.*

Caliban: No. please... I beg you! *(to himself)* I must obey him. His magic is too powerful for me. I must obey him.

Prospero: Go slave and do not challenge me again.

*Caliban exits.*

Prospero: He knew what was best for him.

I call to you in the dead of night.  
Speak to you in the subconscious of your mind.  
Take form of another like you,  
I plead to you in my wavering voice.

Feel as though my call bounces from every  
surface:  
very alike refracted light on the reflection of  
every face.  
I knew all love would finish at the end of my  
years  
but little do you know of my silent tears.

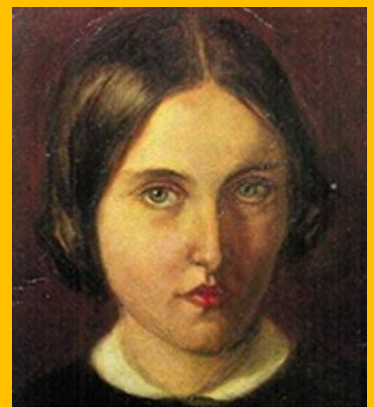
Oh how sweet life was once;  
I'd be the last to think it could become so bitter  
sweet.  
How life was once paradise,  
then watching the slow door open,  
letting in  
what it lets out no more.

I tried to catch your attention in your dreams  
but you seemed to be oblivious:  
seemed cold, lifeless almost deathly  
This will only continue I'm afraid.

You must know, you must notice  
your fate, all of our destinies  
once without love and inevitably death.  
Remember your last-  
pulse, and, breath  
It will be the only memory of your past

When it's time you will become one of us,  
I shall visit you in that last dream -  
at your request  
death may well be a certainty  
but what's next?

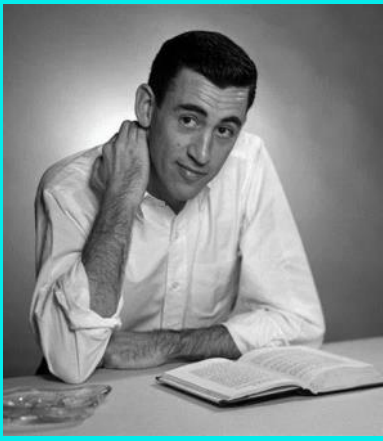
You have no choice,  
have no voice  
yet my voice you shall now see  
an Echo you will be.



Inspired by Christina Rossetti's poem "Echo"

By Jessie-Marie Kiss Year 9

# CATEGORY B: 19<sup>th</sup> Century



## CATEGORY C: Modern Classic

Inspired by the opening of J.D. Salinger's 'The Catcher in the Rye'  
By George Hudson – Year 8

You're probably interested in learning about my childhood, where I was born, what my life was like and more, but I don't really want to explain all of it as it is not really a very nice part of my life which I don't want to be reminded of.

All that I am trying to say is that I had a not very nice life when I was younger, and I don't like ever talking about it to anyone. My parents would also not be happy if I was talking about them behind their backs, as that is the sort of people they are. They would not be happy with me at all.

They are so annoying; they don't like me ever speaking about them badly, especially my father. He really does not like it when I do that. I suppose some might say they are nice parents, but they are also not nice at the same time. I can't really tell you too much, but what I will do is tell you about the hard time I had at Christmas. That was before I had a very hard time and had to relax like all the time because of what happened.

I only told my brother about the whole thing and why I felt not good but now he is in Hollywood. Hollywood is not actually that far from here which is quite nice. So luckily, he visits me every weekend, so I don't actually miss seeing him that much.

When I do go and see him, he is going to let me get driven back home in his Jaguar car. It is a really fast English car, which is fun because we can go in high speed. It was really expensive for him to buy but he had enough money luckily for him. He is rich now though. He actually was not always rich and wealthy. He used to have a simple job as a writer of books. You might not know him, but he wrote a popular book called *The Secret Goldfish*. It was a collection of stories and the best one of all of them was *The Secret Goldfish*. It was about a child who bought a goldfish with his own money, and he did not want it to be seen by anyone. To be honest I found it a really sad story to read. However, this collection of stories made him the money that he has today, which is great. He is not here anymore unfortunately which is upsetting for me as I liked him being around more often. But at least I see him on the weekends. He is away from all of this. I can't wait to be too.

Now if you want to hear about my school life then that is even worse. I was not the smartest kid in the school. I was far from that because I failed all my subjects except English, which is upsetting but I was not that surprised as I did not want to learn, and I did not bother trying to work hard. As a result of this, I was kicked out of the school, which wasn't as good it may seem on the surface. I think I better leave it there though.

## CATEGORY D: Own Choice

Inspired by 'Death on the Nile' by Agatha Christie  
By Noah Burn – Year 11

Jodi Beasley slumped down on a chair and began to softly weep. 'It wasn't me,' she said trembling, 'You must believe me-' She broke down in tears again.

Palmer put out her cigarette on the table, leaving a noxious-looking greenish smear, and placed a reassuring hand on Jodi's shoulder. 'We know. You didn't kill Miss Downer. You couldn't have.' She gave Palmer a weary look, her cheeks tear-stained.

'But who did?'

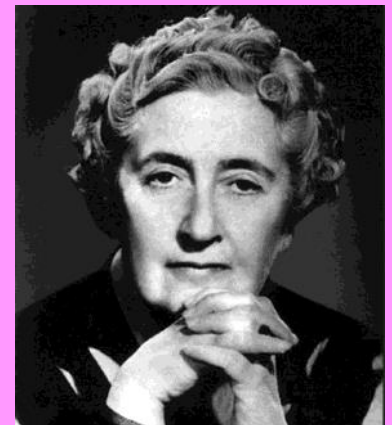
Palmer smiled. 'Good question. You got any ideas?'

Jodi shook her head. 'I don't know... I can't imagine... No, I have no idea. No-one could've wanted her dead.' Her voice faltered a little. 'Except me.' She sat with her head bowed, anxiously biting her nails, and said in a low voice: 'I wanted her dead- and yet... just like I had said...' She sighed, and then said with a note of realisation in her voice: 'Then I was right, that night at the Crater. There was someone listening.'

Palmer smiled. 'I wondered if you would remember that. Yes, it's strange that Miss Downer should die just as you described.' Jodi shuddered. 'That man that night - who was he?'

Palmer was quiet for a moment, raising another cigarette to her lips, then asked: 'What exactly did you see that night, Miss Beasley?'

Jodi frowned, squinting with the effort to remember. She said slowly: 'I thought it was a man... but I'm unsure.' Jodi said slowly: 'It was really just a figure-a shadow. But surely it was a man.' She paused and then, with Palmer seemingly staring off into space, she added: 'You think it must have been a woman? But surely none of the women can have wanted to kill Elizabeth?'





Palmer shook her head. 'We can't rule anyone out.' She chuckled. 'Best not discuss this with Gill. He seems convinced it was one of those flying saucer men he loves to ramble about.' The faintest hint of a smile appeared on Jodi's face, and Palmer handed her a cigarette. Contraband, the packet label read, Dept. of Homeland Security.

The door opened and Higgins appeared, prompting Palmer to urgently hide the cigarette packet. 'Will you come and speak with Mr Downer, please, Miss Palmer? He wants to see you.' Jodi sprang up. She caught Higgins by the arm. 'Is he... all right?'

'Of course he isn't,' replied Higgins curtly. 'You shot him. He has a bone fracture, you're lucky it didn't snap his femur like a twig.'

'But he's not going to die?' cried Jodi.

'Not on my watch he's not. We'll get him to Vegas and there we'll get him proper treatment.'

Jodi breathed a sigh of relief. Palmer stepped out onto the veranda with Higgins, with McCarthy following behind. They went up to the motel and along to Higgins' cluttered room. Steven Downer was reclining on the couch, an improvised splint binding his leg. His face was contorted in pain, but his predominant expression was pure, unbelieving bewilderment. He muttered: 'Please come in. The doctor's told me about Elizabeth... I can't believe it. I just-'

'I know.' interrupted McCarthy, 'It's horrendous.'

Steven began to incoherently explain: 'Jodi didn't do it, I'm sure! It looks bad against her, I know, but she didn't... she was acting all strange, and that's why she - but she wouldn't-'

Palmer snapped: 'Pull yourself together, Downer, it wasn't Beasley.' Simon glared at her, feeling insulted. 'But since it wasn't Jodi,' continued Palmer, 'Who was it?'

Steven shrugged, and sighed. 'It's crazy. Apart from Jodi, nobody could have wanted to do this.'

'Think, Downer. Any enemies? Anyone who had a grudge against her?'

Again, Steven shook his head hopelessly.

'Listen, Downer.' Palmer spoke with diminishing patience, 'Back in Roswell, Elizabeth came to see me. She was extremely paranoid. She said that she felt afraid - unsafe -as though everyone was out to get her.'

'She was pretty upset at finding Jodi here. So was I,' said Steven.

'Right. But it doesn't really explain her words. When she said she was surrounded by enemies, she was surely exaggerating, but she must have meant more than one person.'

'I guess' admitted Steven. 'She mentioned a passenger whose presence bothered her.'

'Who?'

'Well, you see, I wasn't really listening.'

'Damn it, Downer!' Palmer muttered.

'I was still a little upset at Jodi's presence. As far as I remember, Elizabeth said something about her work, and that it made her uncomfortable to meet anyone who seemed against it. You see, although I don't really know the family history very well, I think Elizabeth's mother was a friend of the First Lady. Her father was a nobody from Idaho. So, she wasn't seen as Secretary material. You know how people at the top are. Well, I suppose people disapproved of her. I remember Elizabeth complaining about how arrogant her colleagues could be.'

Palmer nodded slowly, lost in thought. 'That would explain what she said to me. For the first time she was feeling the oppressive nature of her work. So you're sure, Downer, that she didn't mention this passenger's name?'

Steven grimaced dismissively. Higgins butted in: 'I can guess. What about the Russkie?'

'You mean Lazarov?' asked Palmer.

Higgins replied, 'Yes. He wouldn't even acknowledge Elizabeth. Diplomat or not, he still seems *off*, somehow.'

'So he's a suspect?' asked Steven.

Palmer replied: 'McCarthy and I must interview everyone, Communist or otherwise. Until we have their stories, we can't form theories. There's Louise, and Gill. We should interview them first. In fact, we should bring them in next, and get their sides of the story here. Downer's presence might be helpful.'

'Yes, good idea,' said Steven.

'Had Louise been with Mrs. Downer long?' Palmer asked.

'Oh, ages.'

'Ages?!' exclaimed Palmer.

'You don't think-'

'Did she have anything really valuable?'

'There was her case,' said Steven. 'She once told me it had all sorts of White House papers in it...' He shivered. 'My God, do you think that damned Russian -?'

'Espionage, perhaps,' said Palmer. 'I wonder. Alright, McCarthy, change of plan. Get me Lazarov.'

even acknowledge Elizabeth. Diplomat or not, he still seems *off*, somehow.'

***A big thank you to all who entered the competition and please speak to your English teacher about further ways to get into writing creatively.***

***If you are in Years 7-9, please come along to Creative Writing Club on Wednesday lunchtimes with Miss Nash in LGD.***



## Access Arrangements and Reasonable Adjustments in accordance with JCQ regulations 2023-24

### 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 IN ASSOCIATION WITH  
MUSIC THEATRE INTERNATIONAL PROUDLY PRESENT

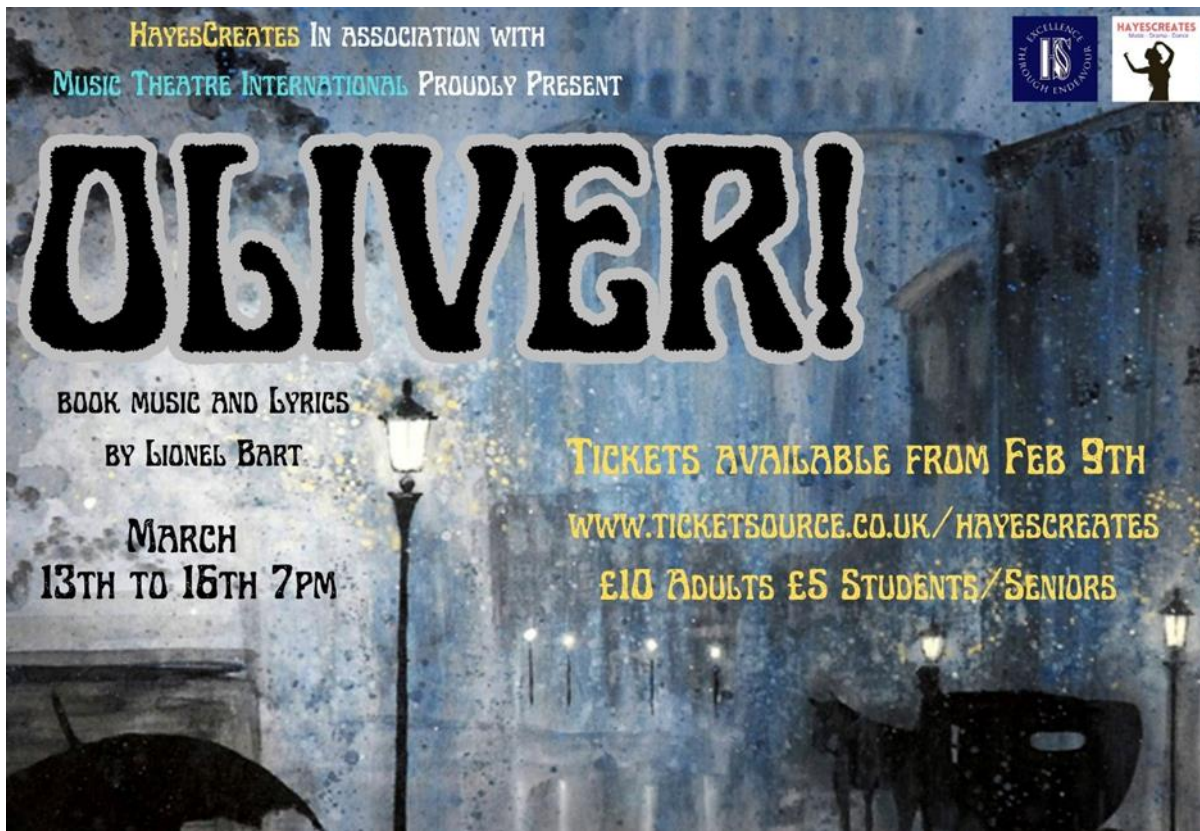



# OLIVER!

BOOK MUSIC AND LYRICS  
BY LIONEL BART

MARCH  
13TH TO 16TH 7PM

TICKETS AVAILABLE FROM FEB 9TH  
[WWW.TICKETSOURCE.CO.UK/HAYESCREATES](http://WWW.TICKETSOURCE.CO.UK/HAYESCREATES)  
£10 ADULTS £5 STUDENTS/SENIORS



Tickets are now on sale for this year's HayesCreates whole school production of "Oliver", which will be performed by a company of nearly 60 actors and a fabulous band of musicians from years 7-13 on the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> and 16<sup>th</sup> March.



This has been an epic undertaking by all involved and we very much hope that their efforts will be rewarded with sell-out performances across the run.

Tickets are available online from [www.ticketsource.co.uk/hayescreates](http://www.ticketsource.co.uk/hayescreates) and are priced at £10.50 for adults and £5.50 for Under 18s and seniors.

This year we have a dedicated seating plan for tickets so you can choose your seats! Buy early if you want to be assured the best available! This will also mean no need for a queue outside the hall this year, but doors to the theatre will open at 6.45 to enable everyone to find their seats for a 7pm start and the bar will of course be open from 6.30!

"Oliver" is one of the most famous musicals of all time" and we cannot wait to share our production with you all!

See the new edition of the **HayesCreates Newsletter** – published today – for a more in-depth preview!

*Mrs Duggan, Mrs Elford, Ms Werry, Mr Brett, Mr Gunning.*

HAPPY  
FRIDAY 2ND FEBRUARY 2024

## HAYESHERALD

BY HAYESCOMMUNICATES

BILINGUAL



GROWING UP BILINGUAL  
What is it like speaking two languages?

BAKED GOODIES  
Find out how to make some delicious baked goods

ORIGINS OF VALENTINES DAY  
Find out how the day of romance came about

Please click the images to read our school publications

# HAYESCREATES

WWW.HAYESCREATES.CO.UK

NEWSLETTER #9

TICKETS ON SALE NOW!



IN THIS ISSUE:  
OLIVER PREVIEW!  
DANCEFEST!  
LOOKING BACK TO PAST PRODUCTIONS!






# The Tate Modern

*Year 11 Textiles students had a wonderful exam research trip to The Tate Modern with Mrs James, Head of Textiles and Mrs Sin on Friday 26<sup>th</sup> January.*

*Students behaved immaculately and were a credit to Hayes School.*

*Ms McKenna*



Walking through Borough Market



Showing students how to take photos for inspiration

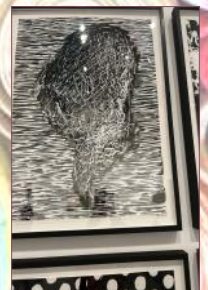




Students explored the gallery and chose areas that they responded to...



They used a variety of materials to draw from...





# Berlin

## Modern Foreign Languages

26th - 28th January 2024

The German department went on an educational trip to Berlin with students in Year 12 and Year 13. A wonderful time was had by both teachers and students, who were a real credit to themselves, their families and Hayes School.

Here are a few impressions of our jam-packed weekend away – in German!



### Friday

#### GDR Museum:

“

Ich fand es sehr interessant, weil es sehr interaktiv war – man konnte sogar ein Auto fahren. *Amelia*

Das Museum war ziemlich interaktiv ... mit einer Mischung an Ausstellungen .. eine große Auswahl. *Angela*

Wir haben viel über die deutsche Geschichte gelernt. *Cara*



”



#### Dinner in a German Bierkeller:

“

Das Essen war extrem lecker. *Dan*

Eine sehr deutsche Erfahrung . *Amelia*

Ich habe Currywurst gegessen und auch ein lokales Bier getrunken. Es war so lecker. *Ava*

”

#### Cinema:

“

Es war ein bisschen traurig und ein bisschen lustig, viele Emotionen. *Ava*

Der Film war so süß, aber auch traurig. Ich habe dreimal geweint. *Amelia*

Ich habe viel Popcorn gegessen. *Marcus*

”

### Saturday

#### Walking Tour:

“

Ich habe besonders das jüdische Denkmal atemberaubend gefunden. *Dan*

Unser Führer war erstaunlich, und er hat uns viele Gedenkstätten gezeigt, zum Beispiel für verfolgte Homosexuelle. *Cara*

Ich habe viel gelernt, das ich noch nicht gewusst habe. *Daisy*

”

# Saturday



## Jewish Museum:

“

Ich fand es nachdenklich und total interessant. *Angela*

Ich fand es sehr bedeutungsvoll ... , besonders weil es Holocaust Gedenktag war. *Amelia*

Ich habe nicht nur über den Holocaust, sondern auch über das jüdische Leben gelernt.  
*Daisy*

”

“

## Reichstag:

Die Aussicht war toll. *Marcus*

Der Reichstag war meine Lieblingsaktivität. *Daisy*

Die Aussicht war atemberaubend; man konnte die ganze Stadt sehen. *Cara*



”

# Sunday

## Hohenschönhausen – former Stasi prison:

“

Es war ziemlich beängstigend und unmenschlich. *Amelia*

Die Stimmung war unheimlich . *Angela*

Wir haben gelernt, wie Gefangene gelebt haben. *Cara*

”

## Conclusions:

“

Berlin war eine gute Reise und ich werde mich immer daran erinnern. *Daisy*

Es war wunderschön. *Angela*

Die ganze Reise hat so viel Spass gemacht, und ich liebe Berlin so sehr, dass ich dort in der Zukunft leben möchte.  
*Amelia*

Berlin war eine unglaubliche Erfahrung. Ich habe so viel gelernt und hatte so viel Spass. *Cara*

”



We met up with an ex-Hayes A Level German student (Issy Bunce) who now lives and works in Berlin.

And we even bumped into the lovely Jürgen from the Great British Bake Off at the airport – what a great omen for a successful trip to Germany!



# Celebrating Student Achievement

## Oxford and Cambridge University Entry 2024

The school is pleased to congratulate three Year 13 students who have obtained places, conditional, of course, on them obtaining very high A level grades. They are—



Rose Byrne...Trinity College, Cambridge for English



Olivia Marshall...Pembroke College, Cambridge for Land Economy ( a new subject for Hayes)



Jessica Tait...Balliol College, Oxford for English and History

Only about 1 in 6 applicants gets a place and so we are also pleased that 12 students, one an ex student, obtained interviews---the highest number of interviewees from Hayes. It is a real achievement simply to be given an interview and, while it would be nice to get more offers, it is statistically the highest average number of successful interviewees! All the students interviewed have obtained offers of places at extremely high ranking universities such as Bristol, Durham, Exeter, Imperial, Warwick and one or two others. The fact that they have prepared themselves at levels above A\* level in their chosen subjects will stand them in very good stead at these elite universities, as a number of our ex students in similar situations have told us.

Very warm congratulations to Rose, Olivia, Jess and all of the twelve.

Things move on...and we are now preparing for our year 12 and year 11 visits to both Oxford and Cambridge in March.

*Mr Stephens & Mr Allred*

## National Apprenticeship Week 2024

The theme for National Apprenticeship Week this year is focussing on "Skills for Life."

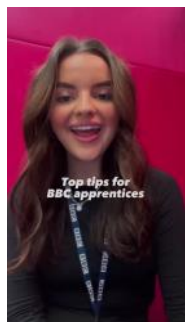
Apprenticeships are a viable alternative to university and can help individuals develop the skills and knowledge required for a rewarding career.

Throughout the week, students have engaged with a speaker who has spoken on what it is like being an apprentice. As part of Year 9 Careers Week students looked at furthering their understanding of apprenticeships by using our career platform **Unifrog** and joining in with the many apprenticeship webinars currently advertised on our **HayesFuture6** website.



We were fortunate to have **Abbie Dunlop**, Project Management Degree Apprenticeship at the BBC, talk to all our Years 11 and 12 students who gave a valuable insight into a typical day working with the BBC. She explained what made her decide to go down the apprenticeship route, as well as sharing her advice on top tips in keeping options open, building skills outside of school and how to stay resilient when things don't go as planned.

The **Unifrog** platform has a wealth of information both for students and parents. On Wednesday, Unifrog held a **Virtual Apprenticeship Fair** where they had live sessions with top employers including BBC, Lloyds Banking Group, NHS and a chance to network one-on-one to get top tips on how to and apply for a dream apprenticeship.



To hear from a variety of employers attending the Apprenticeship Fair on their forthcoming programmes click here: <https://unifrogapprenticeshipsfair.vfairs.com/en/hall#videovault-page>; register, login as event has finished go to Resources on top row then Video Vaults.

If you missed any of the live sessions, you can [watch all the recordings here](#)  
Check out [Unifrog's Apprenticeships tool](#)

As well as this:

Sign up to more of our **upcoming events**:

- [Soft skills to succeed](#) (4-6 Mar) - webinars to boost your employability skills
- [Unifrog's virtual university fair](#) (13 Mar) - connect with 40 top universities including the Universities of Exeter, Portsmouth, Sussex, Cardiff, Manchester Metropolitan



# SAFER INTERNET DAY

Mr Loomes delivered this week's assembly to recognise Safer Internet Day, an event which is celebrated in 170 countries across the world. It is a celebration of what the internet has done and can do for us all and also encourages us to consider how to use the internet safely and to recognise the positive and negative influences of the internet and technology use.



It seems almost impossible to imagine a life without the internet, yet Mr Loomes (who is not that old!) was able to recall his experiences as a student at university without access to the internet and just how much easier things would have been with easier access to the internet to research articles and produce work. The evolution of the mobile phone has meant that we now have handheld computers in our pockets but this was not always the case.



Technology is changing all the time and at a rapid pace. During their lifetime to date, our students will have seen the development of technology such as Artificial Intelligence (AI), 5G, Smart watches, Face ID and wireless ear buds.

It is equally important to reflect on how the internet is changing us and how it has the potential to influence:

- \* the way we think
- \* how we feel
- \* how we act

Online content and communication can allow us to change, learn and grow in a positive way, for example:

- \* creating communities or connecting with others
- \* insights into lived experiences different to your own
- \* content that builds your confidence
- \* hearing about important issues
- \* being inspired to try something new

Technology and the internet can, however, have a negative influence on us (as shown below).



Mr Loomes concluded by reminding students that the E-Safety section of the [school website](#) provides links to information and help on how to stay safe as well as guidance on what to do if you are worried about something.

# TECH THROUGH TIME - A QUIZ

Can you put this technology in order from newest to oldest?

Answers on page 21

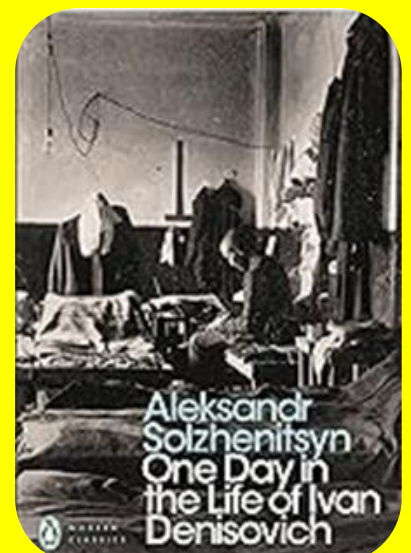
 <b>Mass produced electric cars</b>	 <b>Blu-ray DVDs</b>	 <b>Google Maps</b>	 <b>ChatGPT</b>	 <b>Voice assistants</b> (Alexa, Siri, Hey Google)	 <b>YouTube</b>
 <b>Tablets</b>	 <b>Facebook</b>	 <b>Face ID on phones</b>	 <b>Contactless payments</b>	 <b>Voice messaging</b>	 <b>Streaming services</b> (music, film, TV)
 <b>Crypto-currency</b>	 <b>Fingerprint recognition</b>	 <b>FaceTime</b>	 <b>Snapchat</b>	 <b>Wearable fitness Trackers</b>	 <b>Wireless earphones</b>

## Year 9 Bookclub Book Review

### **One Day in the Life of Ivan Denisovich by Aleksandr Solzhenitsyn**

This is an excellent book that describes the hardships of life in its extremes. A tale which shows camaraderie & cruelty. A tale for all mankind, which will move even the coldest hearts. It highlights the hardships of Soviet Russia. It parallels another must read, *Animal Farm* (by George Orwell) which shows how a seeming Utopia is actually a Dystopia. This book shows the horrors of the Soviet camps in their extremes. The book itself shows Ivan's best day in the camp. Despite that, it is almost unimaginably difficult. Filled with work from dawn until dusk without a break, in temperatures lower than -30 degrees Fahrenheit. Not forgetting corrupt wardens fixing thermometers to keep convicts working and food barely more than water.

*By James McCay, William Preston & Lewis Foard*







Could you be the teacher who makes a difference to the lives of young people?  
 Call 0208 300 6566 or email your CV to [administrator@gradteach.uk](mailto:administrator@gradteach.uk) to discuss your first steps in to the profession

### Initial Teacher Training with Bromley Schools' Collegiate

Do you want to find out more about stepping into teacher training with us in September 2024?

Are you looking for a local provider with guaranteed placements in excellent local schools?

We are currently booking 1:1 discussions with potential candidates that wish to join our Sept 24 intake of trainee teachers. Book your slot via email [administrator@gradteach.uk](mailto:administrator@gradteach.uk) with a copy of your CV, dates/times available and your preferred subject or age range that you wish to teach.



### Paige adds another title to her name!

Paige Pauling, Year 11, travelled to the Netherlands at the start of this month to compete at the Dutch Open Darts Tournament, the most prestigious open darts event in the world attracting over 4,500 participants. This was another successful weekend for Paige, reaching 2 finals out of the 3 events she was participating in.

On Sunday, Paige became the Dutch Open Girls Champion, adding another title to her name. Paige was also runner up in the ladies pairs competition.

This is testament to her hard work, practice and commitment to travelling and competing in a range of competitions across the world. Well done, Paige!

Event complete, 172 matches, 173 teams

MEISJES / GIRLS				Hide -
Finals ▾				
🇬🇧	🔊	Pauling, Paige (63.51) 🏆	B201	3
🇩🇪	🔊	Mertens, Kira (53.82)		0
Semi-Finals ▾				
🇬🇧	🔊	Pauling, Paige (75.15)	B44	3
🇩🇪	🔊	Ysewijn, Kyenta (52.42)		0
Quarter-Finals ▾				
🇬🇧	🔊	Pauling, Paige (68.32)	B43	3
🇩🇪	🔊	Munker, Johanna Eva (48.95)		0
Top 16 ▾				
🇬🇧	🔊	Pauling, Paige (54.99)	B43	3
🇮🇳	🔊	Bosmia, Mahi (51.52)		0







Top Attendance W/C 22nd January 2024		
Year	Tutor group	Percentage
7	7MSK	97.81%
8	8SRH	95.48%
9	9JMS	96.45%
10	10MJD	98.00%
11	11EAR	96.79%
6	6JXM	95.77%

Top Attendance W/C 29th January 2024		
Year	Tutor group	Percentage
7	7SZA	98.27%
8	8CAT	96.45%
9	9JMS	96.42%
10	10DAH	96.55%
11	11EAR	95.36%
6	6NXM	94.35%

# YEAR 9 OPTIONS EVENING



Year 9 Options Evening will take place on  
**Thursday 29<sup>th</sup> February.**

Details to follow. *Thank you.*

## Tech through Time Answers:

Chat GPT - 2022  
Facial recognition - 2017  
Fingerprint ID - 2014  
Wearable fitness trackers - 2012  
Voice assistants – 2011  
Voice messaging – 2011  
Snapchat – 2011  
FaceTime – 2010

Mass produced electric cars - 2010  
Cryptocurrency – 2009  
Fibre- broadband – 2008  
Contactless payments – 2007  
Blu-ray DVDs – 2006  
YouTube – 2005  
Streaming services – 2005  
Google Maps – 2005

Wireless earphones – 2004  
Facebook – 2004  
Tablets – 2001  
Sat nav – 2000