

WHAT'S BEEN HAPPENING THIS TERM?



Arts Drop Down day



Year Nine listen to Kitt Hart-Moxon's Story



Design Technology Engineering Success



Thank you for your loyal service



Science Week



Grease

Principal's Introduction

March 2023



Dear Parents/Carers

Last week saw our incredible production of "Grease" at The Place theatre. I am still humming "Greased Lightnin'" as I write this introduction! It really was a fabulous four nights. Thank you to Mrs Millington, Mr King and the large team involved for this wonderful experience.

The school has achieved a huge amount this term and just a flavour of some of the activities we have taken part in are enclosed in these pages. We hope you enjoy the read.

A big "thank you" from us to two members of staff who are leaving us. Mrs Bell has been a skilled and efficient administrator, quietly and modestly getting on with her work behind the scenes, over the past four and a half years. Miss Spyropoulos has only been with us for two terms, but has made a super contribution in the geography department. She will be missed, although we are very excited to have Ms Parmar return to us after her maternity leave.

One other notable person who has left us this term is Jeannette Simpkins, our lovely school crossing patrol lady. Jeannette has kept our students safe for 12 years with her quiet, selfless devotion to the school. Best wishes for a long and happy retirement, Jeanette!

Good luck to the Year 11s with their revision this Easter. Remember the balance. Rest and relaxation is key, but so is a timetable of when your child will do some studying.

Good luck also to the Year 10s who will be revising hard over the Easter period in preparation for their end of year exams that take place between Wednesday, 19 April and Friday, 28 April.

Have a wonderful Easter break and we look forward to seeing your child back on **Tuesday, 18 April**.

Kind regards



Francis Galbraith
Principal



Note from the Governors

It is an important role of the governing body to work with the senior leadership team to develop the vision, values and ethos of a school. In the summer term last year, the governors and senior leadership team met for a full Saturday morning to discuss the progress that the school has made over the past few years. We considered successes, challenges and what might lie ahead.

"Engaging Minds, Nurturing Success and Inspiring Futures" is how we have expressed our vision and objectives for the students of Goldington Academy. We think that is still as relevant today as it was when it was agreed some years ago. However, the governors also felt that the statements on our website about what that vision means in practice needed to be updated to reflect the more recent changes at Goldington Academy over the past few years. At our last meeting, the governors agreed a new statement of vision and values. We think this better reflects Goldington Academy as a flourishing secondary school. We would like to know what you think? If you have any comments, please let us know.

In the meantime, since the last newsletter, I have been pleased to welcome three governors, Joel Greenaway, Jo Jarvis and Stuart Boulton. We still have a vacancy for one more parent governor, and we will be advertising again shortly.

Robin Francis



ETHOS AND VALUES

Goldington Academy is a very successful 11-16 comprehensive school in the heart of Bedford.

We have an excellent record of supporting our students to reach their full potential in their personal development, academic attainment and extra-curricular interests. All pupils are encouraged to contribute to our community, both in school and locally.

Our driving focus is to ensure today's students are tomorrow's successful adults who challenge themselves to achieve their best, are confident to try new activities and who contribute to their community with sensitivity and respect.

ENGAGING MINDS. NURTURING SUCCESS. INSPIRING FUTURES.

Students are at the heart of everything we do at Goldington Academy. We take seriously our role of educating and inspiring all our pupils and strongly believe that, while success is different for every student, every student is capable of success.

We know consistent, high-quality teaching is the most powerful tool we have to ensure students are engaged and academically successful. Subject specialists teach a wide variety of courses designed to be interesting and challenging for pupils of all abilities, and to provide insights into their working futures. All students have the support and specialist guidance they need, no matter their academic attainment.

Our staff develop excellent relationships with students, fostering a positive environment where students demonstrate good behaviour and feel safe. With less than 900 pupils, we are able to maintain a 'small school' feel while offering 'big school' resources and outcomes.

As we prepare all our students for academic success in GCSEs and beyond, we also encourage them to look to their own futures with a well-developed careers programme that exposes students to a broad range of employment options and equips them with the important skills they need to thrive in a rapidly-changing world.

Personal growth is as important a goal as academic progress for our young people. Our varied and inclusive extra-curricular program gives students opportunities to explore new experiences in sports, academics, specialist skills and the arts.

We know educating your child involves a partnership, and we are committed to communicating frequently, transparently and fairly so that together we can support our students' learning and transition into adulthood.

Kitt Hart-Moxon's story



Kitty Hart-Moxon, OBE (born December 1, 1926) is a Polish-English Holocaust survivor. She was sent to the Auschwitz-Birkenau death camp in 1943 at the age of 16, where she survived for two years, and was also imprisoned at other camps. Shortly after her liberation in April 1945 by American soldiers, she moved to England with her mother, where she married and dedicated her life to raising awareness of the Holocaust. She has written two autobiographies entitled "I am Alive" (1961) and "Return to Auschwitz" (1981).

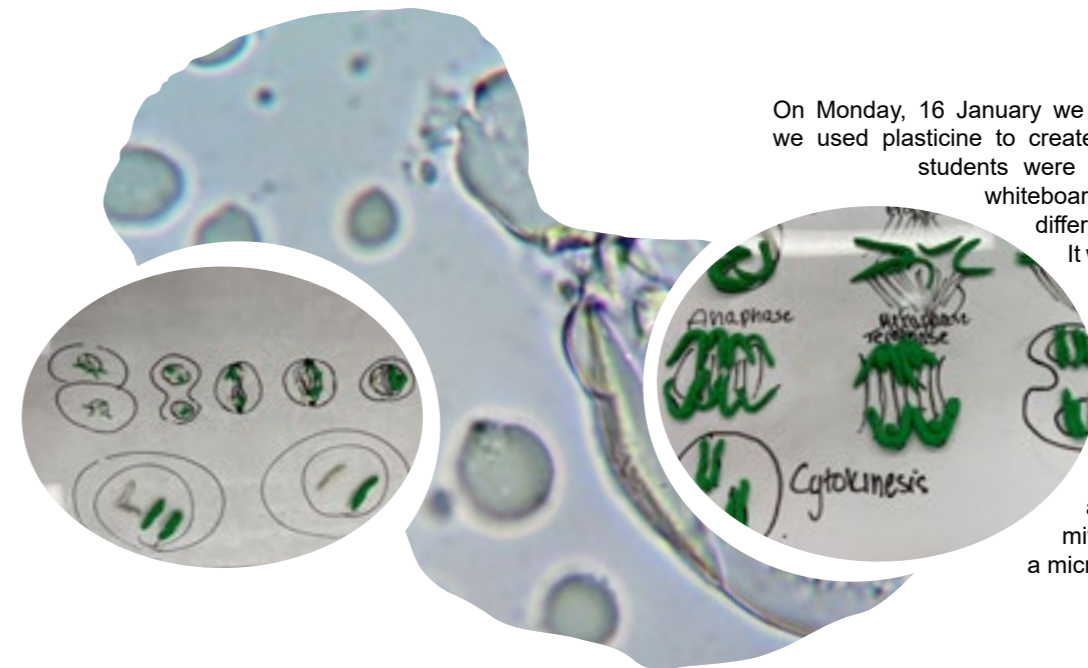
On 16 January, all Year 9 students were invited to a 90-minute presentation by Peter and Moira Hart. The Harts' visit was linked to the History Department's study of World War Two and the Holocaust, which Year 9 students focused on during the Autumn term. The Harts told Kitty Hart-Moxon's survival story, which was particularly special as they are Kitty's son and daughter-in-law. The visit was part of the Holocaust Educational Trust's outreach programme, which organises for survivors and second-generation speakers to share their stories, with the aim of learning important lessons about the past. Year 9 students felt they gained a lot from sharing in the story, as told through written text, images from the time and audio.



STEM



Mitosis - Cell Division



On Monday, 16 January we had a lesson where we used plasticine to create the cell cycle. All students were using plasticine and whiteboards to show the different stages of mitosis.

It was a really enjoyable lesson and helped us to remember the different stages of cell division.

After we had recreated the cell cycle, we looked at some stages of mitosis on slides, under a microscope. Liam 9M

Science Week

This year, for British Science week, the science staff dressed up as different chemical elements and the students guessed who we all were! Which elements can you spot?*

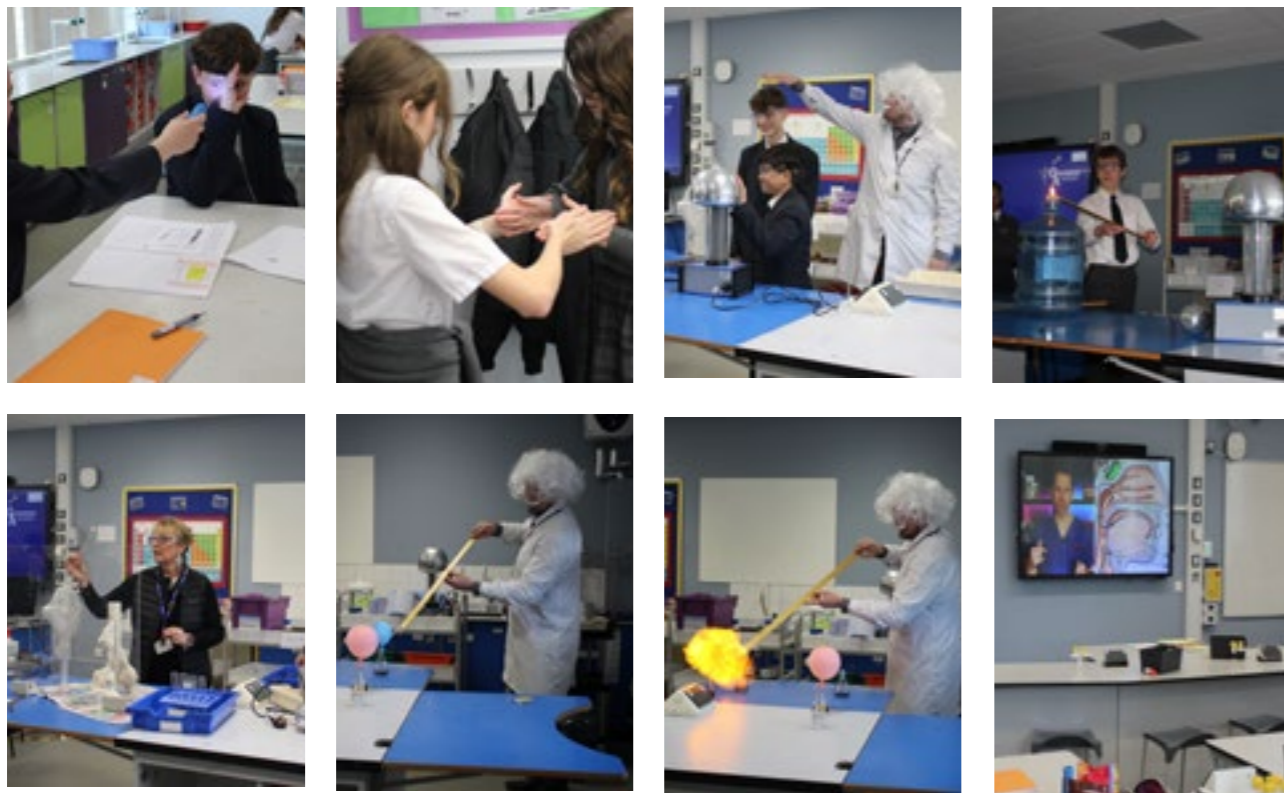
As part of the British Science week celebrations, students learnt about lots of different medical careers and tested their human senses. Mr Lattimer also ran some fun demonstrations for students to enjoy!



We had a number of competitions running, including a science quiz set online.

Well done to the following for the highest scores in their year groups:

- Aaron 7A
- Vanshi 8S
- Alex 9T
- Jagraj 10P
- Rayyan 10G
- Matt 11M



Year 10 students had a talk from Dr Sean Elias, a post-doctoral research scientist that was involved in the development of the AstraZeneca COVID vaccine at Oxford

University. He shared the research behind several important vaccines, such as malaria, and students had the opportunity to ask lots of interesting questions about vaccinology!

Results * Nitrogen, Einsteinium, Iron, Lead, Radon, Carbon, Neon, Copper, Boron, Mercury

Forensic Psychology Taster

On 27 January, some of the Year 10 psychology students visited the University of Bedfordshire for a forensic psychology taster morning.

Students had the opportunity of working with the EvoFIT software, designed to improve the accurate identification rate of offenders. This is used by many police forces

across the country, including Bedfordshire Police. Students also got to experience a driving simulator to test reaction times and use a BATAK machine used by sporting professionals. The lecturers also explained how virtual reality is used to enable psychologists to study human behaviour in lots of different scenarios. Students got to try this too!



Attendance Figures

We have been really proud of the efforts made by our pupils to be in school as much as possible this term. Whilst our attendance figures are significantly above national figures, we would like to take this opportunity to encourage good attendance amongst our pupils. Our current percentage is 94% and our school target is 96%. Please ensure that your child comes to school on time as regularly as possible. We appreciate that illnesses present themselves throughout the

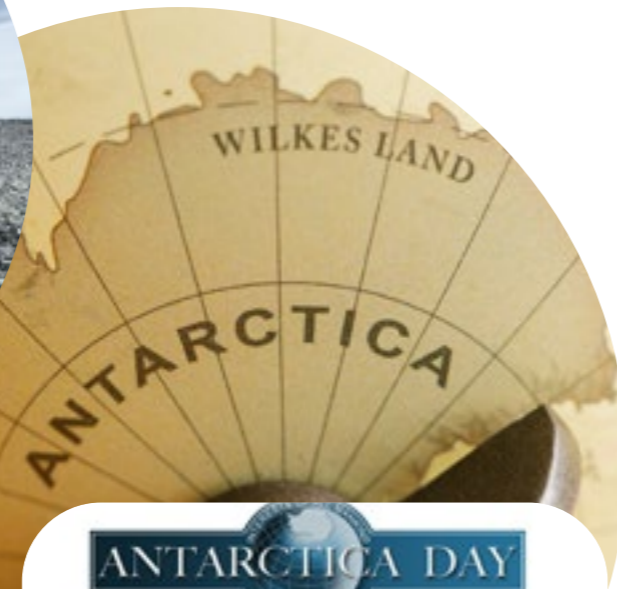
year, but minor illnesses can be managed in school. If you are unsure, please contact Student Services.

Please remember that the day starts at 8.50 am and ends at 3.40 pm. Students need to be onsite by 8.50 am.

Please be aware that we are unable to authorise absences for family holidays.

Year 8 flags for Antarctica

Back in the December edition of the newsletter we shared the news that some of our Year 8 flags for Antarctica Day were being sent to Antarctica to be photographed in this unique continent. We are now very excited to share the pictures of some of the Year 8 flags in Antarctica! A huge thanks to Katie Handford and the UK Polar Network for making this possible. Well done to our Year 8 Geographers. #geogrocks



ANTARCTICA DAY 2022

This certificate is awarded to Goldington Academy for designing inspirational flags "in the interests of all mankind."

YOUR FLAG WAS CELEBRATED IN ANTARCTICA!

Location Name: Bothers Research Station
 Latitude: 57°34' S
 Longitude: 68°08' W
 Date: 07/03/2023
 Flag Bearer: Katie Handford
 Signed: UKPN Antarctic Flags Team

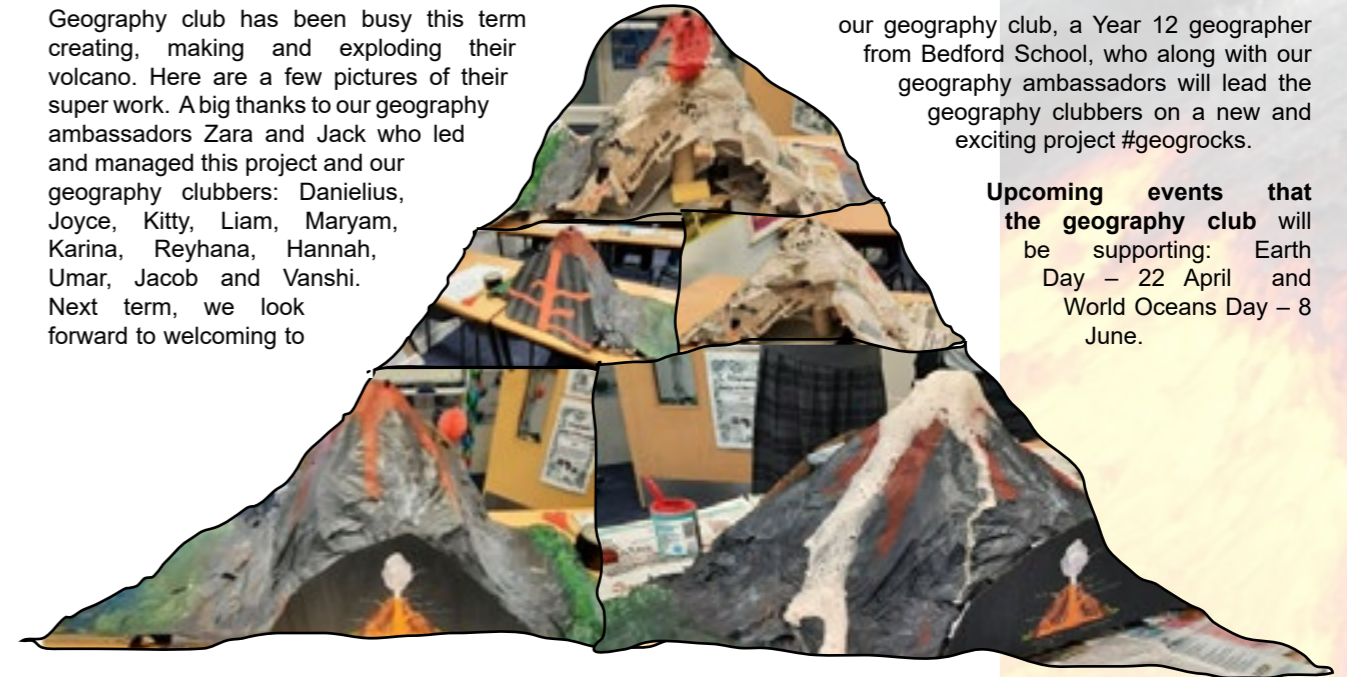


Geography Club

Geography club has been busy this term creating, making and exploding their volcano. Here are a few pictures of their super work. A big thanks to our geography ambassadors Zara and Jack who led and managed this project and our geography clubbers: Danielius, Joyce, Kitty, Liam, Maryam, Karina, Reyhana, Hannah, Umar, Jacob and Vanshi. Next term, we look forward to welcoming to

our geography club, a Year 12 geographer from Bedford School, who along with our geography ambassadors will lead the geography clubbers on a new and exciting project #geogrocks.

Upcoming events that the geography club will be supporting: Earth Day – 22 April and World Oceans Day – 8 June.



Science Dome



We were very excited when the science dome visited the school on 20 March to provide Year 9 geographers with an immersive observation about the wonders of our restless Earth.

This giant science dome provided Year 9 with a planetarium experience through geological time, to discover more about the earth's geology and historical volcanic eruptions that shaped the world. They were virtually taken to Yellow Stone National Park in America to consider the possibilities of another super volcanic eruption.

Some thoughts from our Year 9 students:

"I loved it. My favourite part were the stars. I felt like I was star gazing." Rudy

"I think it was cool, educational, engaging and interactive." Josh & Rosseta

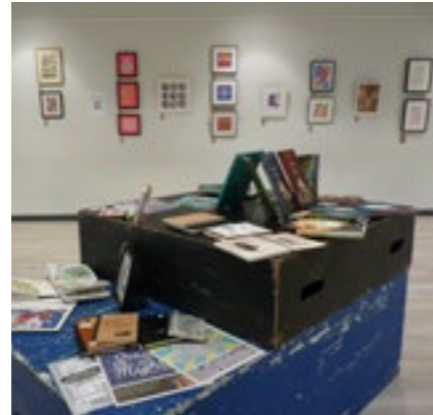
"It was great and pretty interesting. I like the way the projector made it realistic overall." Anon

Art

Illustrate exhibition

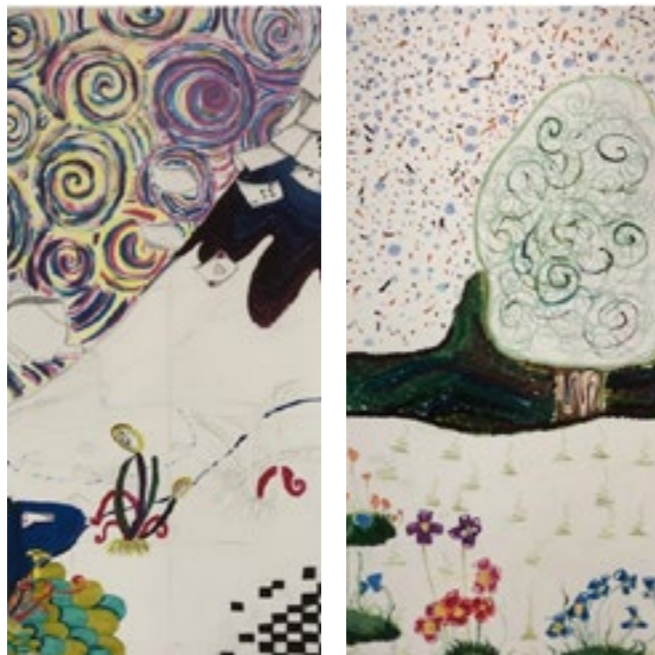


On 9 March, Goldington welcomed the local community for a wonderful evening of art and creative talk. David Litchfield, Todd Robinson, Marisa Straccia and Katie Allen exhibited beautiful illustrations and prints in our gallery space. We had lots of visitors and it was a thoroughly enjoyable evening. It was great to see so many of our students talking to artists about future career aspirations and learning about the techniques and processes they use. We look forward to hosting many more artists in the future.



Mural Art project

Three very talented Year 9 students have been working on a mural in the small hall. Students are working with the brilliant Mrs Kirwan who creates all of our displays and also creates public artwork. Students developed their theme for their mural and they decided to take inspiration from their art lessons. Students have



focused on still life and landscapes and have centered these ideas around David Hockney's style and also Surrealism. It has been great to see the mural developing week by week! We are excited to see it finished.

Ceramic workshop with Amanda Silk

Year 10 GCSE students have worked with local artist Amanda Silk this term, learning key techniques to support with their ceramic creations as part of their coursework. Amanda showed them techniques in slabbing, coiling, pinch pots and how to create textures on clay. Students produced stunning pieces and are now in the process of glazing.



Key Stage 3 Artwork



We have been thrilled with some of the Key Stage 3 creations from this term. Each fortnight, we post important Key Stage 3 highlights on our dedicated creative arts social media pages. Look out for our creative arts social media pages where you can hear about all things art, drama, music and dance and see photos of all the wonderful work, workshops and events hosted by the creative arts departments.



Creative Arts

at Goldington Academy

- Engaging minds
- Nurturing success
- Inspiring futures



Arts Drop Down Day



Well done to Year 9 for their efforts in the Arts drop down day celebrating diversity. Lots of fun and creativity!

"Year 9 spent a day in school dedicated to the arts. I learnt about diversity and culture. In art, we learnt how to draw portraits with salt. It was a very unique and enjoyable experience, a refreshing break from normality."



"In drama, we explored paper man puppetry, using tutorials from The National Theatre. We did this by getting large pieces of brown paper and crafting them into the shape of a man. We then animated them with three people moving distinct parts of the puppet's body focusing on breath, focus and weight."



We then used them to tell the story of John Merrick from The Elephant Man. I found this really interesting, and I loved seeing the puppet come to life."



"On 17 January, my group had a fun, interactive, activity-filled lesson with Mr King. We were shown how to use Samba instruments and found out about the Rio Carnival. We learnt about a samba carnival piece, which was a tribute to the legendary Brazilian footballer, Pele. After a lot of practice, the group mastered the main syncopated rhythms we were given and performed on the surdo, tambourim, gaixha and repinique, which are all Samba percussion instruments. Overall, the lesson left a very positive effect



on me and it would be great to take part in another similar experience in the future!"

"During the Creative Arts Day, we worked with Mr Gordon to create our own musical 'hooks' on the keyboard. It was all based on the genre, R'n'B, and once we had composed them, we had to show the other members of the class what we had accomplished in the time limit. I really enjoyed it!"

Climate Change

On 18 January, ten Key stage 3 students went to Bedford University to the Climate Change Conference. First, we listened to Dr Helen Connolly and Dr Diana Pritchard, who talked to us about fossil fuels and how our decisions about using them is affecting the planet's future. Next, we took part in a rotation of workshops which included inventing a space junk remover and doing experiments to test out the future of airship travel. We also had a chance to look at different exhibitions where companies were showing their new inventions and we were able to talk to them. Finally, to end the day, we took part in a question and answer session with a panel of experts. We asked questions such as "how can we, as individuals, help to prevent climate change?" and we got some really good answers. We were so inspired that we are now going to start an eco club at school to try and challenge climate change.



Initial Teacher Training

Are you thinking about a career in teaching? Come and train to be a teacher with us! Our Initial Teacher Training programme (accredited and delivered in partnership with the University of Bedfordshire) is for high quality graduates wishing to train in the secondary phase. We have vacancies for the following School Direct courses for September: maths, physics, history, PE, DT, drama

and music. We have a strong record in regards to the employment of our trainees as teachers on completion of the course. For more information, go to our school website (<https://www.goldington.beds.sch.uk/about/initial-teacher-training>) and search for Initial Teacher Training or go to <https://www.gov.uk/apply-for-teacher-training>.

Gardening - Grow @ Goldington

We are always on the look-out for items to upcycle and use as planters, or for items of gardening equipment such

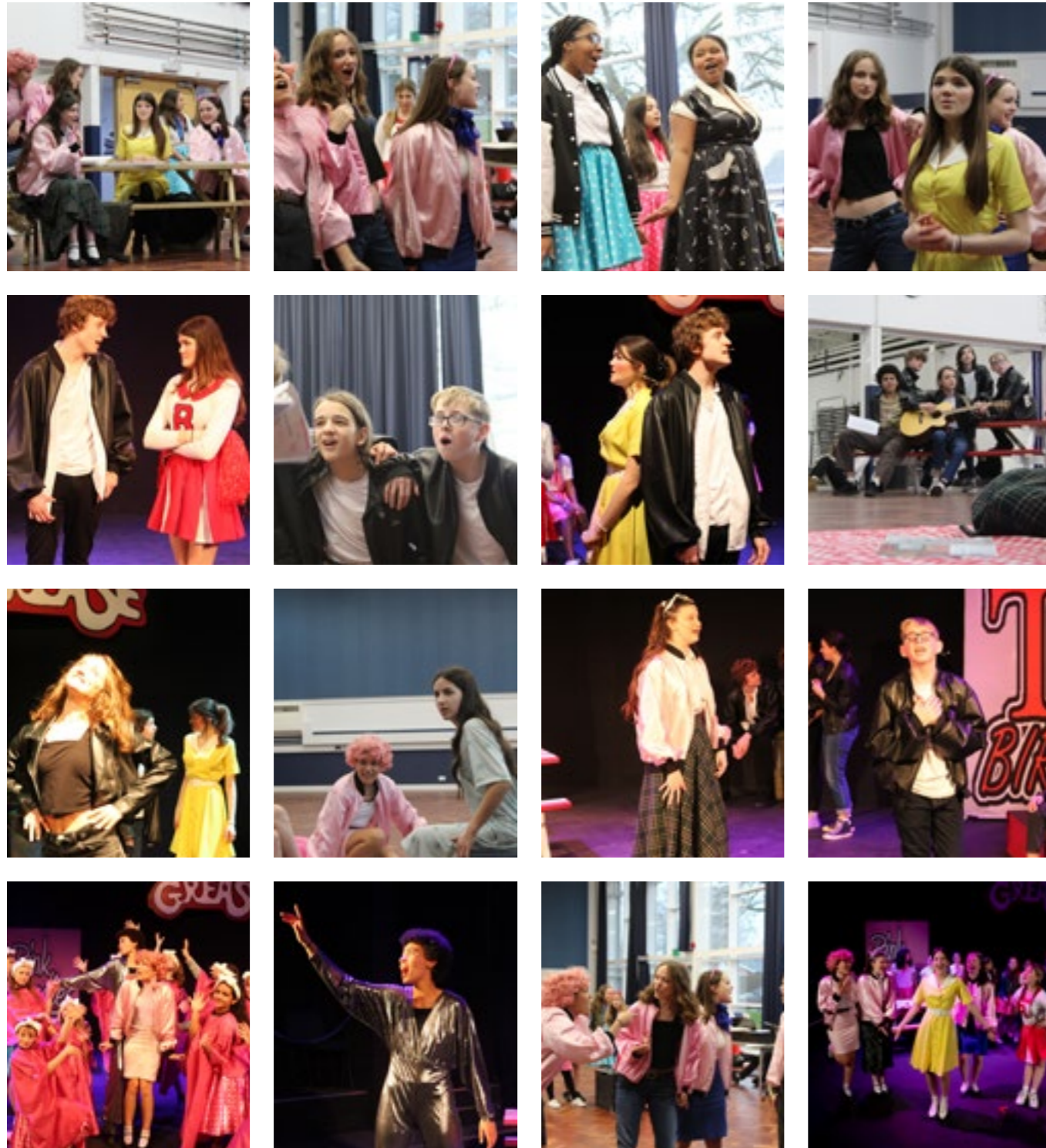
as trowels, brooms and dustpan and brushes. If you have anything to donate, please do let us know!



Grease

"The brilliant production of Grease was performed on Tuesday, Wednesday, Thursday and Friday nights and had singing and dancing galore. There were lots of classic songs with a more modern day update making it a family-friendly watch. The choreography was fun and lively and the

backup dancers really made the dancing look complete. The main character roles were brilliantly executed and the singing was clear and melodic. All in all it was a great performance and I am very glad that I went."



Careers

Year 10 DHL Partnership Project

Thirty Year 10 students have been involved in a pilot project, GoTeach, in partnership with Teach First, the DHL UK Foundation and Staffordshire University. The project aims to explore the impact of interactions with members of the world of work on aspirations and employability skills. The year-long project started in Year 9 and we had the last session with Paul and Brian from the DHL UK Foundation in February, when students worked in teams to solve a logistics challenge.

It has been a great project, with Paul and Brian commenting on how impressed they were with our students' attitudes and tenacity, and how they have developed as individuals and as a group over the course of the year. We look forward to inviting the DHL Foundation back in the summer term to work with another group of students, and are proud to have forged excellent links with this international company who we will continue to work with.

Some comments from students involved in the project:

"The DHL Project was really useful as it was insightful into what is expected from us when we do eventually join a workplace. My favourite part about the workshop was probably the last task we had, where we had to work as a group and complete tasks, and then deliver a speech to the other two groups explaining what we had done and at the end we all received prizes." Hadia

"I fully enjoyed the DHL interventions as it was a good learning experience that helped us learn about different jobs within the same industry and other topics that we would usually learn outside/after our GCSE's." Daniel

Apprenticeships and T-levels

During National Apprenticeship Week, Year 11 found out about the new apprenticeship courses being offered by Moulton College. An assembly was followed up with resources available for students to explore further in our library.

Bedford College have also spoken with Year 11 about the apprenticeships and T-level courses on offer for post-16 studies.

More information can be found here:

<https://www.moulton.ac.uk/employers/apprenticeships>

<https://bedfordcollegigroup.ac.uk/study/apprenticeships/>

<https://bedfordcollegigroup.ac.uk/study/school-leavers/tlevels/>

Bedford Creative Arts Project

A small group of Year 9 students have started a project with Bedford Creative Arts through Aspire Higher at the University of Bedfordshire. Bedford Creative Arts is an Arts Council England National portfolio organisation and a registered arts charity dedicated to commissioning high-quality art with communities and working with artists to explore new developments in socially engaged art practice.

The students have so far taken part in an afternoon at the University of Bedfordshire where they met the artists involved in the project and spent time with them action planning and exploring the world of different artistic careers.

In the summer term, BCA will be visiting Goldington to run workshops in which the students will produce their chosen pieces, which will be revealed towards the end of term.

Careers in the curriculum

There have also been plenty of careers-related activities taking place around school in different subject areas, including embedded within lessons and trips/visits which you will find out about in other sections of the newsletter.

The weekly 'World of Work Wednesday' has explored a variety of careers and job roles over the past term, linked with the SMSC Theme of the Week. Such roles have included sport and exercise psychologist, interior designer, vlogger, economist, copy editor and assistance dog trainer!

Friday Futures careers talks

Our Friday Futures talks have continued this term, and have included visits from employees from the Environment Agency, Skanska, Computacentre and Regency Barristers Chambers. We have even had a virtual talk from Anna Gower, primary music teacher living in Bangkok, who told us all about her career pathway and how music has helped her reach people all over the world through leading Musical Schools for the Futures.

In January, Alex Dwyer from Computacentre gave students insight into her own career pathway and the company she works for, and told us about all the different apprenticeships students can start from the age of 16, including those in sales, IT and business. Anyone interested can find out more using the QR code.

In February, Gareth Butler from the Regency Barristers Chambers told us about his role as Barrister as well as giving an overview of the legal system in general. He answered lots of questions from the students, who were curious about the roles he has had over the years. We also welcomed Emily Law from the local branch of Skanska the following week, to talk about her career as social value manager and the various ways of getting into social value including via apprenticeships, graduate schemes and industry placements.

At the start of March, Louise Cottingham, Location Manager at Wixams Retirement Village, part of the Extra Care Charitable Trust, talked about roles in the care industry and opportunities to work within a retirement village. Students were quite surprised at how many different roles there are, including chefs, entertainment managers and even personal trainers and hairdressers!

Most recently, STEM Ambassador Heather Gore told students about her role in the Environment Agency graduate programme, working in geochemistry and nuclear regulation. It was interesting to hear how geography, chemistry and nuclear science can be combined within a career, and the range of sectors that use radioactive substances that need monitoring and regulating.

We have a continuing programme of speakers visiting the school over the next few months. Students can sign up to attend any or all of the talks – spaces are limited to 30, and it is first-come-first-served. There is an Eventbrite booking system (link available via Show My Homework noticeboard) or students can sign up when the career ambassadors visit form times.

If any parents, carers or relatives of our students would like to visit us on a Friday 1 – 1.30 pm, to give an inspirational talk about their career pathway, current role or previous roles, we would love to hear from you!

Please email careers@goldington.beds.sch.uk.

"I enjoyed the whole talk generally, but I particularly liked asking questions and finding out new information."

"I learnt about the Black Cat roundabout and that Covid did not really affect that job."

the students had a chance to discuss matters of importance (bullying, climate change and mental health) to the young people of Bedford with the Youth Parliament.

"We were able to interact with other schools and talk about some issues regarding vaping and other similar things." Sidharth



Student Voice

In February, our Year 9 Student Voice representatives had a fantastic day taking part in the Bedford Borough Pupil Voice Conference. The day was filled with activities and

"In my opinion, the conference was a great experience to be a part of. The topics discussed there along with other schools were very interesting and got us to talk about things we would not normally bring up; it was a fun replacement to an ordinary school day. Plus everyone loved the tea and biscuits!" Savannah

Special Education Needs & Disability Update



The following from the SEND Code of Practice (2015) underpins our provision for students who have Special Educational Needs or a Disability (SEND).

According to the Code of Practice, "a pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

Teachers are responsible for every pupil including those with SEND.

Teachers are responsible for the progress and development of every pupil in their class, including those who get extra support from teaching assistants or specialist staff.

The first step in supporting all pupils, including those with SEND, is high-quality teaching, differentiated for individual pupils.

Some pupils may need additional help to access the curriculum or make expected progress. These pupils may have SEN.

Not every pupil making slower progress has SEND.

Some pupils may make slower progress for a reason unrelated to SEND, such as a gap in their learning.

Teachers regularly assess the progress of all pupils and work with the SENCO to identify whether a pupil has SEND. Some factors to consider are the following:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the pupil's previous rate of progress
- Failing to close the attainment gap between the pupil and their classmates
- Widening the attainment gap

Pupil Passports:

Strategies and bespoke approaches for SEND students are shared with teaching staff via Pupil Passports. This document is co-produced with students, parents and the SEND team. Passports are sent home with

the interim reports, and you have a chance to feedback if you want to review any strategies that you feel warrant changing. Feel free to contact Mr Roopnarain (roopnarains@goldington.beds.sch.uk) to arrange an appointment if this is the case.

SEND consultation meetings:

A series of productive SEND meetings with parents and students took place over the course of the half term and progress, provision and Pupil Passports were discussed. If you have not yet had a chance to meet with the SENDCo, then please feel free to contact us to arrange a meeting.

Important SEN information and documents:

Local offer: we subscribe to the Bedford Borough Local Offer which offers a variety of services for young people that include behaviour support, parental support, etc. See link for the services offered: <https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

SEND information report: information published on the school website about how the school's SEND policy will be implemented. The latest report is available here: <https://www.goldington.beds.sch.uk/learning/special-educational-needs>. We invite feedback for review and feedback of the current document and consequent update of these for September 2023.

Would you like to join us?

We are always on the lookout for Learning Support Assistants or volunteers to support effective learning in the classroom and beyond. In addition, we also have a Learning Apprenticeship partnership with Bedford College where apprentices (subject to an interview process) can work four days a week as an LSA and a day release at college to attend study sessions.

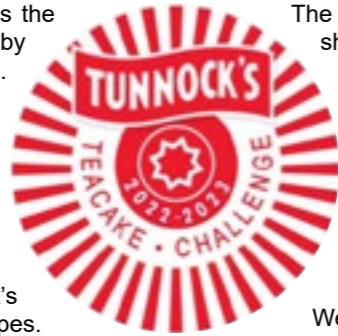
Contact us

With any issues regarding pupils and their SEND, the SENDCO, Mr Roopnarain, can be contacted either by phone, in person or by email roopnarains@goldington.beds.sch.uk. A drop-in session is available to parents on Thursdays between 2.30 pm – 4.15 pm each week during term time.

Ofsted – February 2022: "The school supports pupils with special educational needs and/or disabilities (SEND) effectively. Leaders ensure that teachers understand the best strategies for every pupil with SEND. This helps these pupils to thrive and flourish studying the same curriculum as their peers."

Tunnock's Teacake Challenge

This year we are giving all our KS3 students the opportunity to practise their food styling skills by completing the Tunnock's Teacake Challenge. We are running this as a challenge within school and will be entering our school winners for the National Tunnock's Tea Cake Challenge Competition. There are three categories: under 14 years of age, 14 years plus and most novel category.



The Challenge is to present a Tunnock's Teacake to the theme of patterns and shapes.

The judging criteria are presenting a stunning dish, showing creativity, decorative skills and the use of ethically sourced ingredients. The dish must be photographed clearly.

All our students are being introduced to this in their cooking lessons, with the competition closing nationally on 12 May, and are being set the challenge of using their provided teacake to style a beautiful dish at home.

We are looking forward to seeing the beautiful work that our students can produce!

Une Bûche de Noël (or Yule Log)



WINNER



2nd



3rd

The French department asked our Year 7 and Year 8 students to bake a festive French classic – une Bûche de Noël (or Yule Log) – during the Christmas holidays, with prizes for the best entries. I think you'll agree the results (pictured here) looked stunning... Miam Miam!! Students' entries were judged on

visual appeal and accuracy by our French Ambassadors, who decided on our top three "bûches".

Congratulations on to our winner and 1st place cake, India in 7C, whose entry was "fantastique!", and also to our excellent runners-up, Charlotte in 7B and Kitty in 7S.



Reminder - parents please check and amend accordingly your child's data collection sheets found in the SIMs ParentApp. In addition, if you make any changes in ParentMail you must also update details in the SIMs Parent App too. This will ensure you continue to receive all school correspondence.

Hansel and Gretel Workshops



This term Mrs Millington led two drama workshops at The Hills Academy with Years 5 and 6. The aim of the workshops was to develop creativity, and the students had a great time exploring the story of Hansel and Gretel through the use of physical theatre!



"Mrs Millington came to our school to do a drama workshop with our class. We learnt about physical theatre. It is making objects with your bodies, usually in groups. She based it on Hansel and Gretel. We made the house of the witch and the forest. It was really fun!" Annabelle Year 5



Need Help?

The numbers below are for services which could help you should you have any worries or concerns at any time:

Bedfordshire Police HQ (non emergency) - 01234 841212

NSPCC - 0808 800 5000 (24 hour helpline)

Integrated Front Door team (safeguarding) - 01234 718700 (office hours) or ring 0300 300 8123 (out of hours)

National Domestic Abuse Helpline – 0808 2000 247

Report abuse in education call 0800136663 - help@nspcc.org.uk

In an immediate emergency always dial 999

Bedford Borough Early Help call - 01234 718700 - EarlyHelpHub@Bedford.gov.uk

Foreign Language Valentine's Card Competition

Over the February half-term, the French & Art departments challenged KS3 pupils to design a Valentine's Day card, but in a foreign language! Their greeting for a loved one could be in any recognised language and entries had to be creative, original and imaginative, both linguistically and artistically. Judged by our departmental student ambassadors, we had entries in French, Spanish, Korean, Welsh,

Turkish, German, Urdu, Arabic, Latvian, Swedish and more. Our amazing winners were Rama Aziz (7S), who produced the bouquet of flowers and packet of "Love Heart" sweets below, and Ethan Wright (7C), who created an amazing original digital Valentine's greeting. Here is a small selection of our entries to highlight our Year 7 to Year 9 pupils' creativity:



This term's high achievers

Year	Winner	Runner Up
Seven	Chloe/Alfie	Inayah
Eight	Vanshi	Bobby
Nine	Eniola	Liam
Ten	Zara	Joe
Eleven	Mason	Tony

Cross Country Results

On Tuesday, 31 January ten brave cross country competitors represented the school at the North Bedfordshire District Championships at Sharnbrook Upper School, on a very challenging course! This event was a trial to progress to the North Bedfordshire district team. Those who finished in the top 16 places qualified for the district event the following week. For many of our team, this was their first experience at a cross country event. Our results were fantastic: four students from Year 7 qualified for the next round, along with two more experienced Year 10 runners who also went on to represent the North Bedfordshire team at Amptill Park on Wednesday, 8 February.

The county event was a wonderful experience for our students to demonstrate their competitive spirit, racing hard over a very hilly course.



Congratulations to our Year 10 runners who both made it through as reserves to represent Bedfordshire at the English Schools Championships which took place on Saturday, 18 March. Well done to all our students who competed in either race. They were a credit to the school with the way they conducted themselves on, and off, the course.

Rugby



Goldington Academy U13's entered the Northampton Saints U13 7s Series. The team made up of Year 8 and Year 7 pupils played incredibly well. They held their own against some big rugby schools including the overall winners Bedford Modern A team to whom they only lost 5 tries to 3. After a tough start, the team went on to win their last three games and comfortably topped their second pool. Well done the team captain for organising the team and rallying them to finish strong. Congratulations to one of our students who caught the eyes of many of the opposition coaches and scored an incredible 14 tries!

Fishmonger Visit

Gary, a fishmonger and owner of GCH Fishmongers in Bedford, ran an amazing workshop for our Year 10 Hospitality and Catering students this half term. All the students were able to learn about different fish and how each can be filleted as well as what it was like to be a business owner and discussing the many job opportunities in the catering industry. He brought along a wide variety of breeds (including salmon, monkfish and hake) and showed the group how each one is prepared

before allowing each student an opportunity to experience filleting a whole mackerel. On top of the hands-on experience, all the students were given an opportunity to try freshly prepared and cooked lemon sole, salmon and mackerel - most decided that fish 'was pretty good actually'.

An amazing careers experience for this group and a great new set of skills they are able to show off in their practical assessment.



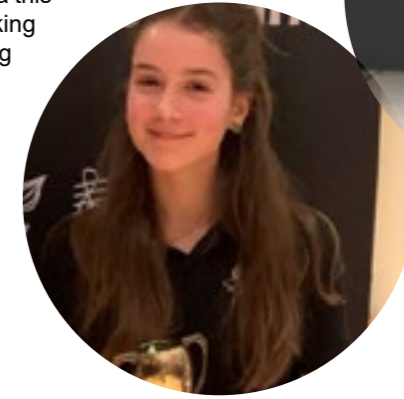
Cake Sale in aid of Turkey/Syria Earthquake Disaster

Hicran, a year seven student helped to coordinate and run a very successful cake sale raising over £250 to aid those affected by this dreadful disaster.



Student Achievements

We are really excited to celebrate the achievements of two of our students in the Bedford Festival of Speech and Drama this term. A Year 8 student achieved first place in the Speaking Duet Category and second place in the Year 8 Reading Category. A Year 7 student won the Year 6 to 8 Devised Scene and Musical Theatre Song. Fantastic!



A Company of Wolves

On 22 February, we took our Year 10 GCSE Drama group to watch Bedford Girls Schools' Year 9 and 10 production of Angela Carter's 'Company of Wolves'.

This was a fantastic production and our GCSE group have been left inspired for their own performance work



Bedfordshire Band Factory

On Thursday, 23 February, we had the pleasure of going to Redborne to compete in the KS3 Bedfordshire Band Factory. We only had a week to prepare our song with a band that hadn't played all together in about half a year. This was really stressful but nonetheless after a lot of practice and hard work we managed to make Snap Out Of It by the Arctic Monkeys sound really good! On the day, there was lots of stress, pressure and nerves because like anyone else, we really wanted to win (the prize of £500 for our music department may have caused this desire). When we entered the school, we had a sound check in which we got to hear all the other bands and perform ourselves and we were blown away by how all the bands sounded including us. We had real competition but we didn't lose hope just yet as we knew that we had real potential too. It came time to perform



after hearing some exceptional performances and we were really nervous. We had no reason to be nervous though because we ended up absolutely smashing it. After our performance, which was really fun, we were able to just relax and listen to some more amazing songs from really talented bands including three different renditions of Sweet Child Of Mine! After an enjoyable evening, the time for the results came in and we ended up not winning but that's ok because at the end of the day we had tons of fun just performing and we're so proud of ourselves for coming as far as we did in only a week. Finally, we are so thankful for Mr Gordon, Mr King and everyone who helped and supported us through the whole process.

Bedford Breakthrough

Bedford Breakthrough events are always brilliant and this was no exception. Held at Bedford Esquires, it is an opportunity for the talent of Bedford's youth to showcase their musical skills. The event is held in three separate rooms: the acoustic lounge, the downstairs stage and the main stage. I was fortunate to perform on all three. Starting off the evening, Megan and I performed an acoustic set in the acoustic lounge; Megan on the cajon and me on the electric guitar. The set was a massive success, with the audience participating in the final song 'Stand by me' by Oasis. It was a wonderful opportunity to also be able to perform my own original song (that will be entered into the song writing competition) judged by some of Bedford's most talented young musicians.

Afterwards, we headed upstairs to the mainstage to perform a set with our Bedford rock school band,



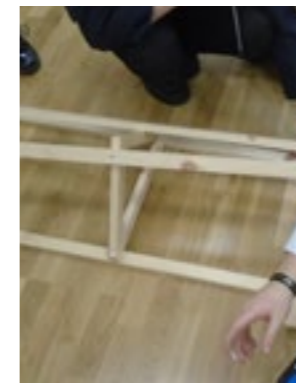
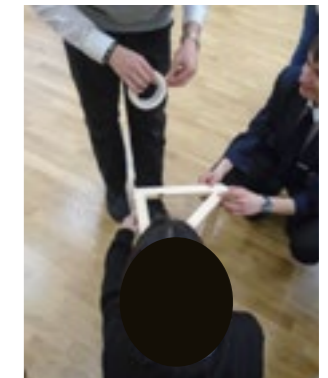
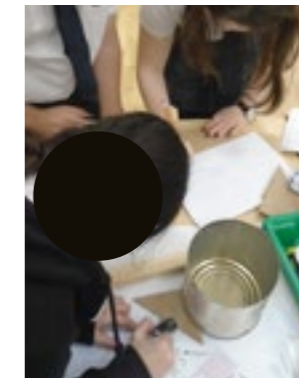
'Monochrome'. It was a massive success; the audience went absolutely crazy! All of us have agreed that that was our best gig yet, the energy from the crowd was absolutely unmatched. Absolutely buzzing, Caitlin, Megan and I headed back down stairs to the downstairs stage to perform our final set with Callum, Alex and their band, 'The Session Musicians'. Once again, the audience's energy and enthusiasm were amazing. Though Megan's voice was slightly strained at this point, we did an absolutely amazing job. Starting with Nirvana's 'Smells like Teen Spirit', the crowd were with us from the get-go.

Overall, it was an incredible night both to watch peers and perform to an audience. Charlotte

Engineering Success

On Monday, 20 March, six Year 10s took part in a Design Technology Engineering competition against other local schools hosted at Mark Rutherford. The focus was revolved around World Water Day which is celebrated each year on 22 March and involved a design and build activity. A core focus of World Water Day is to support the achievement of the UN's aim to provide water and sanitation throughout the world by 2030. The theme of World Water Day 2023 is Groundwater: Making the Invisible Visible. Our pupils worked hard to design a unique idea that would solve the problem set out to them in the morning which was to a system that would allow water to flow through and filter into another storage area with obvious time and resource constraints. Throughout

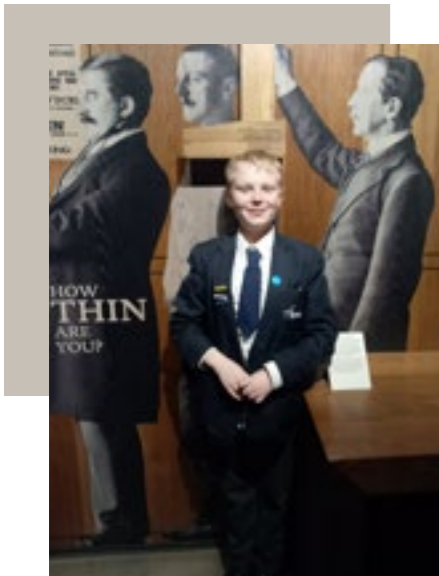
the day, the pupils were thrown curves and had to work as a team to overcome lots of little issues which they did demonstrating resilience, determination and good humour. We were down to the wire when we realised that there was one (vital) piece missing - a hole for water to travel through! After a busy day and a well-rehearsed presentation, I am pleased to announce that our team were the mighty winners! Well done, Year 10. Very much deserved.



Imperial War Museum

This half term, the history department enjoyed another successful annual trip to the Imperial War Museum London. Year 9 pupils were able to investigate a variety of historical artefacts in the museum's permanent WW1 and WW2 exhibits, from submarines and spitfires, to more personal items carried by those who lived through the wars, such as letters and photos of loved ones. We were really impressed with how engaged students were, with many taking the opportunity to explore the more interactive exhibits and test their skill with some of the

challenges the museum had on offer. Students also got to look ahead towards one of our GCSE units (Health and the People - c1000 - present) and learn what impact war has had on medical development. This year, the museum also had two new exhibits that the students were able to visit - one showcased some humbling yet fantastic photographs from the frontline of the conflict in Ukraine, whilst the other exhibit, entitled War Games, showcased gaming through the ages. We look forward to visiting again next year to see what new exhibits will be on display.



The National Archives

This term, Year 8 pupils have been exploring the history of the British Empire and its impact on the world. As part of this, each Year Eight class had a virtual lesson taught to them by the National Archives about the lives of black Victorians in Britain. This workshop aims to challenge the idea that all black people living in Victorian Britain were enslaved people by studying census records and newspaper reports held in the National Archives themselves. By doing this, pupils learned about the

lives of Ira Aldridge, an actor who gave such a convincing performance that he won over a prejudiced crowd, and Donald Adolphus Knight, a foreman at a combustibles store, who prevented a very serious explosion and saved many lives by extinguishing a fire. This session was a great way of encouraging pupils to work with real archival sources to build up a better understanding of history, and helped to remind us that there is a lot more history out there for us to discover!

The Woman in Black

Another treat to help us enjoy World Book Day was a trip to see "The Woman in Black" on the 2 March. This was our 5th trip to see this well-known play and as expected it caused a few jumps and screams! The performance is interesting because it relies on minimal props and only two actors, yet the story is conveyed with just as much power and fear. The use of special effects such as the special smoke that fills the stalls area to represent fog and the sound effects were



fantastic. Then there was the Woman in Black herself who never fails to terrify as she walks among the audience. We were really lucky to get to see this production in its last week at the Fortune Theatre. The show has been resident there for 33 years and many in the school can remember going to see it in their own school days. The show is going on tour next year however, so hopefully we will manage to catch it again; the novel by Susan Hill has proved very engaging to our year 8s and a useful text to explore the Gothic genre.

World Book Day

On Monday, 27 February, to kick off our celebrations for World Book Day we were very excited to welcome fabulous author Simon James Green to the school. Simon has published over 10 books for children and young adults and has been nominated for numerous awards. He delivered a funny and inspiring talk to Year 7 and year 8 pupils in the morning in which he spoke about his awkward teenage life at school and how this prompted him to become an author, the process of writing, and how he finally, after many attempts, got published. He was very engaging and entertaining and we are sure that the children got a lot of benefit from his wealth of experience.

our Library writing competitions. The first of these, with Year 7, was on writing comedy. The second (for Years 8-10) was on how to create an engaging character. Simon gave out loads of tips and gave a great insight into his own creative writing process and all the students really enjoyed the sessions.

On World Book Day itself, Thursday, 2 March, we celebrated books and reading by running a range of activities in the Library. Our Book Swap was a great success with over 200 books being donated and well over 100 pupils swapping their unwanted books for new ones to enjoy. On top of the book swap, we also ran a Library Scavenger Hunt, book-related crafts, colouring, wordsearches and quizzes. It was a great day that we all enjoyed!



Scholars Programme Graduation



In February, fourteen Year 9 students visited Homerton College, University of Cambridge in order to formally graduate from the Scholars Programme. The scheme involved a series of university-style seminars delivered by an expert PhD student, and required students to complete an extended essay related to the language and structure of film-making. The essay was assessed against an undergraduate grading system with rigorous criteria; particular congratulations should go to Ava and Aayan, who graduated with a "first". Here is an extract from Ava's final assignment:

Ideology is used in Enola Holmes 2 in relation to the time period. Enola Holmes 2 is set in the Victorian Era, so the film had to follow the social beliefs and culture in London at that time. During the film, Enola helps a girl who works in a match factory search for her sister. It was common back then that poor girls worked in match factories to earn a living. Also,

during the film, Enola is at a ball- she wishes to talk to someone, but they refuse because she doesn't have a chaperone. This links to the social beliefs at the time and the way people acted back then.

The Cambridge visit allowed our scholars to question current undergraduates about their route to university, the setbacks they've had, and about life more generally when studying for a degree. It also included a tour of the college, which had its own orchard, magnificent library and a vast dining hall laid out with candelabras & silver cutlery ready for that evening's formal dinner (the menu of which prompted some outrage amongst our students who confused guinea fowl with guinea pig). The Scholars Programme has certainly inspired many of these Year 9s to be highly ambitious about their future studies and they should all be very proud of completing such a demanding course.

Ambassador programme

Being an ambassador in school is a role that many of our students relish and excel with. As well as being an important part of our school community, our ambassadors volunteer to help subject areas in many different ways, from making displays, facilitating extra-curricular clubs, running the School Shop or assisting with the day-to-day running of a department.

Our ambassadors have been busy working within their department areas undertaking diverse roles such as helping with lunchtime clubs, running the school shop, maintaining the equipment in science and designing slides for the daily bulletin.

We very much value the students' time and energy and they are rewarded with building up key employability skills such as leadership, teamwork, problem solving and creativity. Ambassadors should continue to have their skills booklets signed by the relevant members of staff.

If any Year 7 students are keen to become an ambassador for a particular subject or part of the school community activities, they should see Mrs Sacre to collect a prospectus and application form during the first week after Easter as we will be recruiting Year 7 ambassadors during the summer term!

UKMT Intermediate Maths Challenge

On Thursday, 2 February, 95 of our Year 9 and 10 pupils completed the Intermediate Maths Challenge. This is a national competition for pupils in Year 9 to Year 11 with the top entries across the country gaining certificates.

We had 14 Year 9 pupils and 25 Year 10 pupils who gained certificates - a super effort!

This is a fantastic achievement for all 39 of these pupils but a special mention must go to the following:

Our Year 9 pupils with Silver certificates – Yash, Alexander, Bartosz, Rahul and Reyhan.

Our Year 10 pupils with Gold or Silver certificates – Ollie (Gold certificate), Rayyan, Ollie, Charlie, Emma, Jagraj, Alec, Mustafa, Fleur, Mary and Laila (Silver certificates).

Ollie in Year 10 was our best in school and also qualified for a follow on competition round which we are eagerly awaiting the results of still. Well done!

The questions are challenging and designed to make even the best mathematicians think.

Here is a sample question to try.

13. The mean of p and q is 13; the mean of q and r is 16; the mean of r and p is 7. What is the mean of p , q and r ?

- A 12 B 13 C 14 D 15 E 16

We look forward to some of our Year 7 and 8s taking part in the Junior competition later in the year.

Teaching and Learning

Calling parents and carers of students in Years 10 and 11!

With Year 10 examinations (April) and final GCSE examinations (May and June) looming, you may be

wondering how you can support your child with their revision. In form time and in lessons throughout this academic year, students have been thinking about the most effective ways to revise. Indeed, some of the main strategies that they have focused on are:

1. Understanding how you learn
2. The forgetting Pit
3. Make learning stick - self quizzing
4. Make learning stick - interleaving
5. Make learning stick - effective revision ...
6. Retrieval practice
7. Flashcards
8. Mind maps
9. Revision clocks
10. How to manage your own independent ...
11. Social revision methods
12. What can you do to improve your grades ...
13. Revision overview

1. Improve your memory of developing ...
2. Active reading
3. Improve your memory by chunking
4. Chunking reading material
5. Working FLAT
6. Using Flashcards
7. Note taking
8. Revision timetable planning
9. Flashcards revised
10. Interleaving and spacing your timetable
11. Examples of Active Revision methods
12. Starting revision
13. Reflecting after an exam

These resources remain available to students via Remote Access (students can email Miss Andrews if they need help in accessing this drive). You may wish to discuss (and use) these recommended revision strategies with your child. Our students know that the most effective revision strategies are those that involve active learning – so, for example, creating a revision clock rather than simply re-reading lots of notes. If you would like to look further into the types of active revision strategies that are regarded as most effective, please visit the booklet through this [link](#).

Finally, many of you will already be aware that the following areas of the Goldington Academy website contain further tips and practical materials to support revision at home:

<https://www.goldington.beds.sch.uk/for-pupils/year-10>

<https://www.goldington.beds.sch.uk/for-pupils/year-11>

We wish all of our Key Stage Four students the best of luck in their upcoming examinations!

Improving Independent Reading at Key Stage 3

This term, the English department have been trialling weekly reading homework across all year groups in KS3. Studies in recent years have shown that students who regularly read widely and independently perform better academically, and we wanted to ensure pupils were being exposed to a diverse range of texts from early on in their secondary school journey. Our focus has been on exploring a variety of non-fiction texts as we found students are far less likely to engage with this style of writing at home, despite it being a crucial part of the English Language GCSE.

Each week, all pupils in Year Seven, Eight and Nine have been set a non-fiction text to read which contains rich vocabulary and high levels of challenge. Texts were chosen which link to themes and ideas in the scheme of work being taught so that pupils could make a connection to lesson content and hopefully gain a broader perspective on issues discussed. For example, Year Nine students studying the romantic Shakespeare

drama “Much Ado About Nothing” were set an article about marriage in modern day society.

However, this link does not form the main outcome of the reading homework. Regular wide reading of texts is intended to support reading automaticity, promote reading resilience, expand world knowledge and stimulate reactions to texts. In addition, students were given a short list of independent tasks to complete relating to each article, such as researching unknown words, noting down what “google search” the reading might prompt them to do, and identify the purpose of the text. The aim of these tasks was to promote active reading by students choosing the words and the ideas they wanted to discover more about and help students in understanding writer’s intentions.

We found that students have responded well to the challenge and enjoyed looking at a variety of perspectives, and we will continue to encourage the reading of a broad range of material going forward. This will hopefully result in positive long terms outcomes in literacy levels and academic performance.



Haylands Way
Bedford
MK41 9BX

Tel: 01234 261516
Email: office@goldington.beds.sch.uk
Website: www.goldington.beds.sch.uk
Facebook: www.facebook.com/Goldington
Twitter: [@GoldingtonAcad](https://twitter.com/GoldingtonAcad)