

Message from the Headteacher

As you are all fully aware, The Academy is unfortunately now closed for all students except the very few attending in line with DFE guidance.

I want to thank all of you for your support of the Academy and of our community given the very challenging circumstances we find ourselves in. It is an extraordinarily difficult time for all of us and the situation changes so quickly that it can feel hard to keep up. I have been very impressed with how quickly staff, students and their families have adapted and are showing resilience, commitment and care in the face of such extreme changes to our normal routines.

I particularly want to acknowledge how difficult it has been for our students in Years 11 and 13. Our slightly early closure meant we were unable to have assemblies and speak directly to students when the announcement came that all summer exams are to be cancelled. It also meant that they missed their opportunity to say their own goodbyes. I am so sorry that they are not going to get the send-off or the recognition that they deserve after years of being part of our learning community. Most Year 11s will of course be returning to our 6th Form in September but this was not the end of year they had looked forward to.

You are likely to be receiving a significant amount of emails from ShowMyHomeWork as we want to keep in touch with you and with students to check on their welfare and ensure their ongoing learning. We are constantly reviewing the many options for remote learning; this is the first time we have done it on this scale. I am keen to emphasise the importance of students continuing to apply themselves to the work set and encourage you to support them as they learn to manage their own time and workload every day. This will ensure that they are well placed for transition onto the next stage of their education or training when normality returns.

During the two-week Easter holiday period teachers will not be setting any learning, sending or replying to emails. This will allow them a much-needed break and give everyone the opportunity to spend time looking after their families and themselves. We look forward to hearing about the many new hobbies and projects members of the community are undertaking to pass the extended time indoors.

We didn't start the term in lock down so we are very happy to share with you lots of news, lovely photos and great ideas in this bumper-edition newsletter. We must look at them to remind ourselves of all the positives of life at the Academy and of what we can all look forward to when we return. There is lots to take in and celebrate so please take your time and enjoy it.

Wishing you all a very safe, healthy and peaceful holiday period.

Alison Lusuardi – Headteacher

Dates for your Diary

All upcoming events are currently cancelled. We will keep you informed if anything changes.

Free School Meals and 6th Form Bursary Fund

Some families may be experiencing a change in circumstances, often with an impact on household incomes. If your income has changed, you may be eligible for Free School Meals or support from the 6th Form Bursary Fund.

An application for FSM can be made directly with the local authority who will verify eligibility and award free school meals. At this time, The Langley Academy is providing FSM via supermarket vouchers.

Applications for FSM: https://slough-self.achieveservice.com/service/Free_school_meals

Eligibility criteria for FSM: <https://www.gov.uk/apply-free-school-meals>

Details for the 6th Form bursary fund is available on our website here:

<https://www.langleyacademy.org/pages/6Form/bursaryfund.html>.

Please contact harjinder.chana@langleyacademy.org if you have any queries regarding the bursary.

If you think you are eligible, please return the completed form to

manjit.jagdev@langleyacademy.org as soon as possible.

ARBIB

This term has been good term for House points and attendance with all both measures seeing a slight increase. So well done to all Arbib students - keep up the good work.

This term's focus was Darwin or Science so our Arbib assembly was based on Diversity in Science and STEM careers (STEM being Science, Technology, Engineering and Mathematics). Valuing diversity and difference allows us to respect others and helps us show consideration for the needs of other people.

It is important to note that STEM subjects have a high degree of employable skills so for some this might not be your chosen career path but the skills gained, such as problem solving and numeracy, are vital in today's job market. This means that all our STEM subjects such as DT, Maths, Computing and Science, are a great way to gain skills for life.

Lastly, I hope all is well and I am looking forward to seeing you all as soon school reopens.

Mr Blackford – Head of Arbib House

DARWIN

British Science Week 2020 was fascinating in different ways. With the threat of Covid-19 lingering, nobody was sure of the week ahead. The theme was Our Diverse Planet.

Monday kicked off with a show in the theatre where Dr Ken Farquhar inspired students to "Save the Planet in 45 minutes". Students were engaged to reflect on their daily practice while playing their part in maintaining the diversity of our planet by minimising pollution, recycling, reusing and upcycling.



Year 7 take part in Save the Planet



Dr Ken Farquhar with Year 12 students

Darwin House took a lead role in House Assemblies. Members of Darwin House Council gave speeches on various aspects of Diversity on Planet. Well done to **Ousman Ndoeye, Tanisha Banker, Holly Nicholls, Gorav Rao, Mia Court Hussain** and **Ahmed Alqaysi**. Darwin House is immensely proud of you.



Science Club exhibiting their skills

The atrium was hive of activity with Science Club and Year 7 raising aspirations group demonstrating various science investigations.



Year 7, 8 and 9 took part in a poster competition celebrating our diverse planet. Class activities included the Windmill Challenge and making Crystal geodes. In the windmill challenge, students investigating the most efficient methods of harnessing and storing renewable energy from a wind farm. Making geodes challenged students to explore diversity in crystals.

Unfortunately, the Academy had to close midweek as a health and safety precautionary measure because of Covid-19. The rest of the week's activities, including the Explorer Dome, Inspire a Doctor and Careers in Health workshops had to be cancelled.

I hope, we will have a vaccine by this time next year. There will be no need to close schools. Our young scientists will be curious as they discover and explore our diverse planet to restore its sustainability, making it a better place for humanity.

Mr Muranda - Head of Darwin House



This term's focus was around Science and although Science Week was cut off with the closure of the school, the message it was focusing on with regards to diversity and the environment can still be seen within the events happening recently.

I was lucky enough to sit in with the Year 8s when they had a fabulous talk called "How to save the world in 30 minutes", a fun and insightful look at our everyday consumption of goods and disposal of waste; a few simple changes through recycling can make a massive impact upon the environment. I know both staff and students alike left that presentation feeling invigorated with ideas on what they can achieve at home, the little steps they can take, and with us being in our houses for the foreseeable future there is time now to see if we can put those ideas into practise. Recycle as much as you can, cleaning out the items you recycle. If you have a garden consider composting your food waste. The lockdown has seen an increase of food waste going to landfill; a compost heap will create a nutrient rich source of compost for your gardening needs during these times. Being outside to tend to the garden is also a great way of ensuring you maintain a positive mental health during these times, giving you fresh air and the satisfaction of seeing something you nurture grow.

Indeed, through the current worry and chaos, little nuggets of sunlight are peaking through with regards to the environment. The big one being air pollution. With travel limited to essential needs only, the world is seeing a dramatic decrease in co2 emissions and air pollution. In New York this decrease is nearly 50% compared with figures from this time last year. Although emissions have dropped from industry and car usage, scientists are worried about the increase home usage could cause. How can we help in this situation? Lucky for us spring is finally here and some slightly warmer days are appearing. Therefore, scientists have recommended reaching for a jumper rather than the heating to begin with, to help this reduction in emissions benefit the environment and climate change.

There have been other environmental impacts that lockdowns have brought. Take Venice, a city known for its crowds of tourists on both pathways and waterways. The lockdown has meant the city is empty of visitors, the waterways are clear of boats and as such the water is the clearest and cleanest it has been for a very long time. Instead of boats travelling around birds are travelling around, a sight that has delighted locals.

So in these coming weeks I ask you to take notice of the little positive things you can find, hearing the birds sing or seeing the flowers start to bloom as spring blossoms, that help us cope with this situation. The support everyone is giving each other is a testament to the good in our community and we all thank you for that.

I would like to end with a wonderful quote from J RR Tolkein's Fellowship of the Ring. Frodo laments to Gandalf *"I wish it need not have happened in my time"*.

"So do I" said Gandalf "and so do all who live to see such times. But that is not for them to decide. All we have to decide is what to do with the time that is given us."

Ms Brown – Head of Gaia House

GLOBE

With recent events still unfolding, it is safe to say that we have approached the end of one of the strangest and most challenging terms the academy has seen in recent years. Of course, I am talking about the emergence and spread of the Coronavirus. Although this virus has dangers that we all must take seriously, it has clearly exemplified the need for us all to come together as a global community, both in order to fight the disease and to raise community spirit and morale. This is why I believe it is most important to focus on positivity and that will be the focus of this newsletter.



Working together as a community is a core value of Globe House and we have witnessed countless heroic examples of people uniting beautifully and creatively for the benefit of those close to them, as well as the wider community. We have witnessed whole communities coming together to sing songs of hope and defiance whilst being in complete lockdown in Italy. You may have heard of the group of Sikh volunteers who have delivered 1,000 home-cooked meals to those who are self-isolating in Australia. In Britain, we are witnessing a heroic effort from the NHS to contain the virus, commended nationwide emotional tribute in the form of the 'clap for carers' that occurred last week. Closer to home, the academy has donated our scientific goggles to Wexham Park Hospital and Frimley

Park Hospital.

I feel it is important, now more than ever, to highlight the power that this community spirit holds and to spread as much positivity as possible. That is why I am including a house challenge for all members of Globe house and the wider academy – as we will be spending more time indoors, I am challenging you all to use that time to learn something new belonging to a culture that isn't yours! This can be anything – take up a new language, learn a song from another culture, learn and play a game from somewhere else in the world. Be creative!

While the virus has obviously had an impact on our attendance figures, I find it more important than ever to celebrate Globe House's achievements this term. We have increased our achievement points tally to 4,788, excelling in leading learning in class, significant contributions in subjects and Tutor Groups and overcoming challenges. Well done to all students and I trust you will all continue to show your hard work and dedication during this time away from school!

Finally, I would like to take this opportunity to wish each of your families' good health – continue to take care of each other and do what we can to spread positivity at this time. Quite fittingly, at the end of Darwin House's Focus term, we can find comfort in the words of Marie Curie - *"Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less."*

Mr Raymond – Head of Globe House

GRACE

Even though it has been a very testing term in a very strange scenario, as always Grace House have really pulled together and made the very most out of their time. For this term's newsletter, I would like to focus on 10Grace who have sat their Year 10 exams and have also gone out to do their work experience.

All of the feedback from the invigilators was excellent. As House Tutor for 10Grace, I know the amount of effort they put into revising, getting themselves properly equipped, and ensuring they were balancing their lifestyle (sleeping well, eating well, drinking plenty of water) and ensuring they were in tip-top condition for their exams. I am sure this was the same for all of the Year 10 House Tutor Groups, as they are a very strong and mature year group.

This maturity was also evident in the way in which 10Grace found their placements for work experience and the way they conducted themselves during their placements. The feedback from employers has been very positive, with some even offering part-time jobs in the future.

I would like to thank all of Grace House for the way they conducted themselves at school during these challenging times – they stayed calm, focused on their work, and showed good community spirit.

A final thank you to all of the Grace House Tutors for their continued support in maintaining high standards, high levels of professionalism and a positive outlook, all of which fed back to the students.

I hope to see you all soon and stay safe!!

Mr Ferrin – Head of Grace House

HENLEY

This term has been Darwin's term of Science. Science Week was full of activities and I hope the students enjoyed what they could.

I also hope all students are currently well with the ongoing pandemic going around and you are staying in and looking after each other. I also hope that you are able to access your work remotely and getting as much done as possible.

Due to this pandemic we have not had the opportunity to say goodbye to the Year 11's. I wish you all well and hope your next step is a good one for you and your future!

I also want to congratulate 8Henley for having the most achievement points this term in Henley House - well done!

I would also like to congratulate the whole House on currently being 2nd place in the House Cup; hopefully for the remainder of the year there will be a big push to try and finish in 1st place.

Mr Sussex – Head of Henley House

English

Accelerated Reader reminder



Despite the fact that we are all trying to work from home as much as possible, the English department are trying to ensure that Years 7, 8 and 9 are keeping up with the reading habits that we enforce in school.

Accelerated Reader is used by the academy to engage students, motivate reading practice, and improve reading progress. The students read a book, take an online quiz, and get immediate feedback. As a result, students are motivated to make progress with their reading skills. Star Reading forms a complete reading practice and assessment solution for students of all ages and abilities.

Students can access the Accelerated Reader programme by clicking on the programme logo at the bottom of

A screenshot of the Accelerated Reader student login interface. It has a blue background with a faint image of students. The word "Student" is at the top in white. Below it are two white input fields: "User Name" and "Password". At the bottom is a white "Log In" button with a right-pointing arrow.

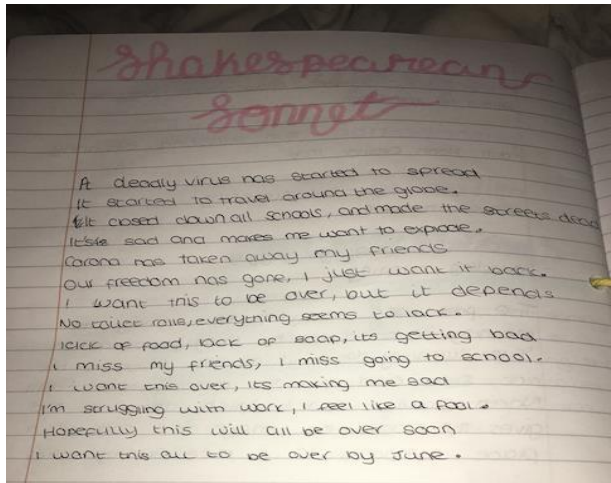
The Langley Academy's website homepage. From there they are taken to the Accelerated Reader page for our school and are prompted to enter their log in details which can be found in the homework set by Mr Armiger on *Show My Homework*.

Students are reminded that this test is compulsory and should they have any problems logging in to contact their English teacher as soon as possible!

7a/En1 trying their hand at Sonnets

It's a whole new challenge that both staff and students are facing right now with The Langley Academy closed for the foreseeable future and everyone in our learning community working from home. However, a smile was brought to the face of the English team this week when Mr Armiger's and Miss Axford's Year 7 English Class handed in their homework.

Students were tasked with writing a poem about their experience of isolation that sticks to the strict structure of a Shakespearean sonnet. Below are some examples of their inspired creations:

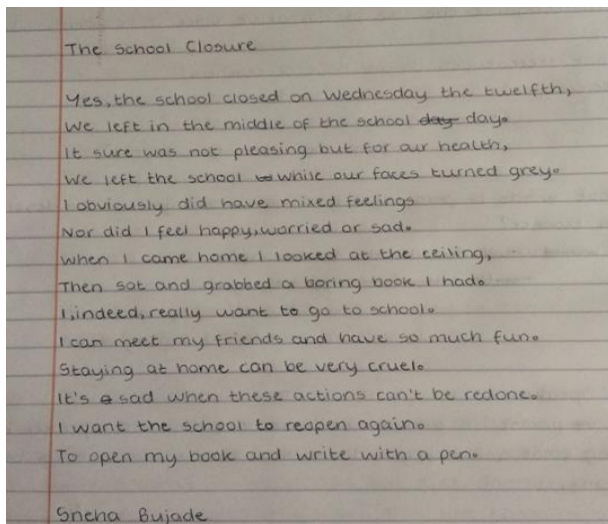
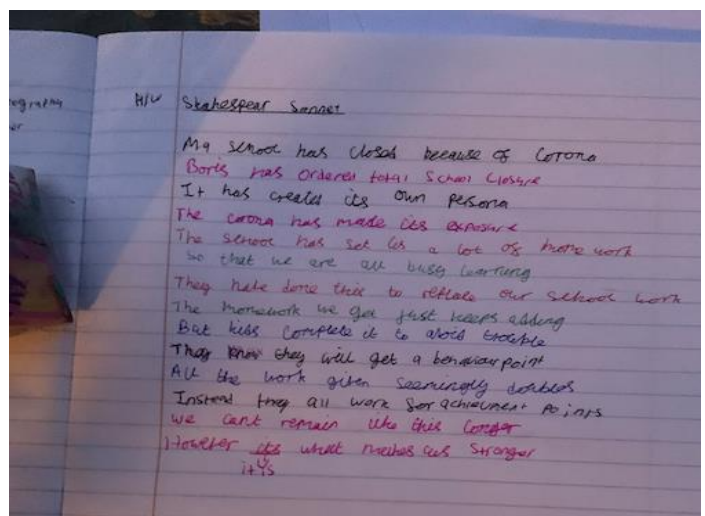


A deadly virus has started to spread,
 it started to travel around the globe.
 It closed down all the schools, and made the streets dead.
 It's sad and makes me want to explode.
 Corona has taken away my friends,
 our freedom has gone, I just want it back.
 I want this to be over, but it depends,
 no toilet rolls, everything seems to lack.
 Lack of food, lack of soap, it's getting bad.
 I miss my friends, I miss going to school. I want this over, it's making me sad.
 I'm struggling with work, I feel like a fool.
 Hopefully this will be over soon
 I want this all to be over by June

Mia Court Hussain

My school has closed because of Corona
 Boris has ordered total school closure
 It has created its own persona
 The Corona has made its exposure
 The school has set us a lot of homework
 So that we are all busy learning
 They have done this to reflect our schoolwork
 The homework we get just keeps adding
 But kids complete it to avoid trouble
 They know they will get a behaviour point
 All the work given seemingly doubles
 Instead they all work for achievement points
 We can't remain like this longer
 However it's what makes us stronger

Scarlett Pickwell-Jones



Yes, the school closed on Wednesday the twelfth
 we left in the middle of the school day.
 It sure was not pleasing but for our own health,
 we left the school while our faces turned grey.
 I obviously did have mixed feelings.
 Nor did I feel happy, worried or sad.
 When I came home I looked at the ceiling,
 then sat and grabbed a boring book I had.
 I indeed really want to go to school.
 I can meet my friends and have so much fun.
 Staying at home can be very cruel.
 It's sad when these actions can't be redone.
 I want the school to reopen again,
 to open my book and write with a pen.

Sneha Bujade

When they said school was closing I was very ecstatic,
 Not having to go to lessons, no maths or science!
 The announcement made the school dramatic,
 Not doing my homework was a massive defiance.
 After spending several days in neverending solitude,
 I've gone completely mad with boredom.
 It got to a point where I had a bad mood -
 I feel I will be locked in here until autumn!
 I tried many things: dancing, singing, eating;
 Every night Netflix was my very best friend,
 Every day felt like it was repeating.
 When will this isolation ever end?
 Will we ever come back to school again?
 Because I want to see my best friends!

Fan favourite goes to **Isabella Dos Santos** (7Darwin).

Her sonnet was sent out by Ms Lusuardi to all staff in an effort to keep spirits high.

And for the most Shakespearean sounding, you can't help but be impressed by this effort by **Jasmin Naim** (7Arbib):

We are encouraging all of our students across the curriculum to write creatively and to keep reading during these confusing times. Literacy is hugely important, not just for our students' future education, but for their mental wellbeing and we should be striving to enforce it now more than ever.

Under silvering light in the cold sky,
 Lays a school heartless and full of sorrow.
 People hide inside, their coils ever so high.
 How long must we abide water yond's shallow.
 Some joyous, some depress'd, yet we shall wait,
 Thee will wait for a sign to walketh halls.
 We art like helpless fish driven by bait,
 We beg for the gust of hearing one's calls.
 Unaware of what will be coming next,
 There is nothing we are able to do,
 Just stay inside though ye art full of perplex.
 When will we venture out, I have no clue.
 Schools shut their gates until further notice,
 Is this a penalty or a sad bonus.

English Curriculum Reminders



Year 9: A reminder to parents that because of the recent isolation measures put in place because of the Covid-19 outbreak, there has been a change in the focus of the summer term for our Year 9 students.

Instead of moving on to William Shakespeare's *Macbeth* as they would have done ordinarily, students are being asked to purchase a copy of *A Christmas Carol* by Charles Dickens and make a start on reading it ahead of next term.

All of year 9 will have already been sent a hyperlink via *Show my Homework* where they can purchase our preferred edition of the text. We ask where possible that students all own a copy of the same text. For those who do not already own a copy and have not seen the request sent out by the English team, the link is below:

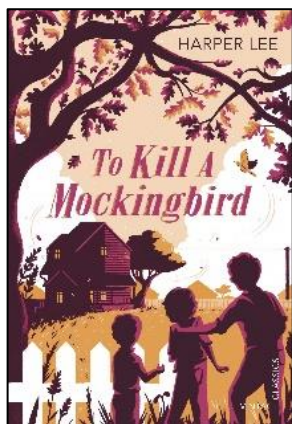
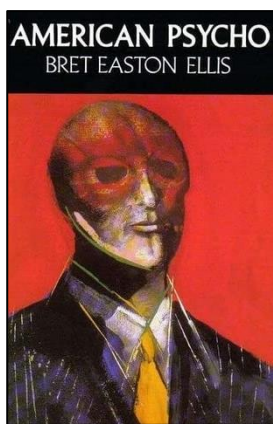
https://www.amazon.co.uk/Christmas-Carol-Collins-Classroom-Classics/dp/0008325960/ref=sr_1_4?keywords=a+christmas+carol+book&qid=1584612166&s=books&sr=1-4&swrs=67CE85B9D5997BD7D6BE2992F3E52E

Please be aware that the novel is also widely available online due to its age so there are no exceptions for students to not be familiar with it. A link to an online PDF copy of the text can be found below:

https://www.ibiblio.org/ebooks/Dickens/Carol/Dickens_Carol.pdf

Students will be set work on the novel in the coming weeks so please ensure they are checking *Show My Homework* regularly!

Year 12: Students should have received recent notification via *Show My Homework* asking them to begin thinking about the two texts on which they will base their coursework in Year 13.



For their essay, the students are allowed to pick any two texts (of literary merit) and set themselves an essay question in which they are able to adequately propose an argument and explore the language, context, and reception by literary critics.

Students should send their novel choices to either Ms Axford or Mr Garland to get approval on their suitability.

Museum Learning in coordination with teaching GCSE English Literature

Over the past few months Head of English, Ms Axford has been working with Year 11 GCSE students in collaboration with the Museum Learning department and *The Museum of English Rural Life* to measure how physical evidence can give context to one of their current texts in English literature.

The study involved a series of meetings with a hand-picked group of students in which Ms Axford encouraged them to record their expectations and later their findings on how they believed the collaboration had helped them toward better understanding the novel (*A Christmas Carol* by Charles Dickens).



Also, as part of the study, a trip to The Museum of English Rural Life was given in which the selected students got to experience what life was like in rural Victorian England and were given the opportunity to handle a series of artefacts from the time period.



Early indications showed a considerable growth in the student's confidence because of the project, with them stating during their verbal feedback session that they felt they were better prepared in their recent PPE because of it.

Ms Axford is promoting this programme with schools in the Reading University partnership as well as within schools across Slough. Recently she took part in a panel (held remotely due to the recent Covid-19 isolation) with other teachers and members of the Museum Body where which ways forward for promoting collaborations

between schools and Museums to aid student understanding further were discussed.

The Langley Academy Museum Learning lead Ms Blay commented that 'this project shows the benefits of our long standing partnership with the Museum of English Rural Life. The museum staff and Ms Axford worked together from the start to design activities for the Year 11s that targeted areas of challenge for them'.

Maths

Mastery Lessons

This academic year, Year 7 and 8 have 2 lessons a fortnight based solely upon building their mathematical mastery skills.

The main aim of these lessons is for the class to work together through problem solving to tackle problems and address misconceptions as they occur. Students are encouraged to identify key information and draw conclusions based upon this. When children can make connections in their learning, sustain their understanding and build on prior learning they are not only becoming better Mathematicians but better learners altogether.

Children often understand something one day, only for them to completely forget it the next. We need to help them to learn deeper. Using questioning as a key strategy alongside a concrete, pictorial, abstract approach we can support this goal. Teaching children to be mindful is crucial here. In other words, looking for patterns, drawing on things they already know and relating these to their current learning.

This half term we have been focusing these sessions on Number skills and looking at pi.

One of the number problems students worked on is shown below:

CAN YOU GET MORE?

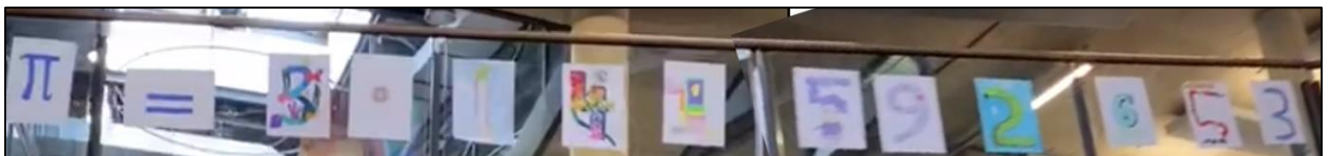
In California, a bottle of orange juice costs \$3, but when you return the bottle you get \$2 back. What is the largest number of bottles of juice you can buy if you start with \$10?



Can you explain why that is the largest possible solution?

Pi Day

14 March was Pi day and as a result of this, over this half term, students have worked on creating the number Pi for display in the atrium. During Numeracy sessions, each KS3 student has designed a number for this display. Below are some of the staff favourites.



For the first year ever, there were enough for both the first and second floor balconies. If you wish to see a video of all the digits of Pi it is available to watch here: <https://youtu.be/L4WQKzgov4w>. The video quality isn't brilliant, however, it does give you an idea of the scale of this project.

Remote Learning

All Maths work is available for you on Show My Homework. Please ensure you are keeping up to date with this and contacting your teacher should there be any issues with your understanding.

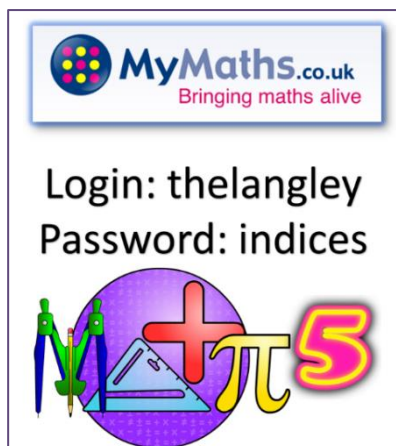
All students have access to Active Learn (www.pearsonactivelearn.com) and MyMaths (www.mymaths.co.uk). Both resources provide opportunities for students to do independent study and are the base of the work being set for the students.

Key Stage 4 Students also have access to GCSE Pod (www.gcsepod.com) which provides yet more tools for independent study.

We ask parents to support students in completing work to a good standard and on time. To contact your teacher e-mail addresses are below. Please contact your class teacher in the first instance with any maths questions.

Mr Katsholo (Head of Maths)	Crosby.Katsholo@langleyacademy.org
Ms Dobson (KS4 lead, Activelearn & MyMaths login support)	Joanna.Dobson@langleyacademy.org
Mr Budwal (KS3 lead)	Maninder.Budwal@langleyacademy.org
Ms Butzen (Lead Practitioner for Teaching and Learning)	Emily.Butzen@langleyacademy.org
Ms Benton (Deputy Head Teacher)	Clare.Benton@langleyacademy.org
Ms Ashraf (Teacher of the Deaf)	Arusa.Ashraf@langleyacademy.org
Mr Matshazi (SENCO)	Joseph.Matshazi@langleyacademy.org
Mr Dave	Vimal.Dave@langleyacademy.org
Ms Chaudhry	Komal.Chaudhry@langleyacademy.org
Mr Gupta	Ashish.Gupta@langleyacademy.org
Mr Salian	Manish.Salian@langleyacademy.org
Ms Naeem	Rifqa.Naeem@langleyacademy.org
Ms Sherif	Tahira.Sherif@langleyacademy.org

The school login for MyMaths is:



PE

Year 7 Football - Cup Match v Dedworth Middle School

The Year 7 boys were excited to travel away for the second time this season. The team were excited to get going after a good weeks training and captain **Tyler Lagmay** was in exceptional form leading from the back. The academy dominated possession in the first half, with a handle of shots on and off target. However, it was Dedworth that managed to get a goal against the run of play. This seemed to give the boys a real boost and with **Rhys Mehta** and **Malvern Marutawana** linking up well to set up **Charlie Lomas** with a low drive to the bottom corner, this was how the first half finished 1-1.

In the 2nd half the game was far more open and both teams creating more opportunities but not converting, Langley came close when **Tyler Lagmay** hit the crossbar, some wonderful goalkeeping from **Jeevan Pangali** kept the scoresheet the same by the final whistle. Extra time added some more entertainment with both teams hitting the post in quick succession. Neither team looked like giving up, until a free kick was awarded to Dedworth just outside the box this was exactly what they needed and a well-placed shot was successfully converted giving them the win.



(1) **Jeevan Pangali (GK)** (2) **Malvern Marutawana** (3) **Sylvester Avem** (4) **Tyler Lagmay** (5) **Charlie Lomas** (6) **Rhys Mehta** (7) **Ben Penfold** (8) **Rojus Buterlevicius** (9) **Alan Kowalczyk** (10) **Ashvik Kumar** (11) **Joshua Nijjar**.

Year 7 and 8 Football Tournament

Ten very keen and enthusiastic young talented players were selected to attend a football tournament with 12 other schools in Eton. It was difficult to select 10 girls out of the 21 that could have been chosen from, but these girls have been outstanding and committed all year to training. The Year 7's especially have been an absolute credit to TLA and I have really enjoyed watching them grow in confidence and talent throughout the year.

The girls won 3 matches, beating the likes of Langley Grammar. They drew one of their games against a great Ditton Park, and lost one game to a strong St Joe's team. They narrowly missed out of a chance in the finals through goal difference and the girls were gutted. They did not let that get them down too much and during lunch time asked if they could all go and practice on the astro when they had finished. We stayed to watch the final which was a great game, with Eden girls' taking home the trophy.



TLA girls were professional and polite, showing great teamwork and etiquette throughout the whole tournament and I was very proud of them. They are a great young team and I look forward to carrying on working with them throughout their time at The Langley Academy. All the girls received a letter of local teams which I cannot encourage them enough to join as they could go really far with football if they choose to.

A special thank you to the four 6th Form students, who came to referee the tournament for all of the schools, they again were a credit to us, with other teachers commenting on how well and fairly they refereed. **Illiev, Omar, Finnan and Troy**, well done boys!

Year 8 Girls Netball Tournament

The Year 8 girls netball tournament took place on Tuesday 25 February at Herschel Grammar School. The team consisted of: **Canndy Gyamfi, Jamillah Abdulrahman, Emiy Di Constanzo, Carol Dogah, Zoe Dube, Fernanda Essah, Kirah Gill, Ashley Mutasa, Amelia Samms and Sabaha Salum**. The girls were unlucky in their first two games, where they lost to Herschel Grammar and St Josephs, they then drew against Westgate and went on to win their final three games against Ditton Park, Beechwood and Slough & Eton. The girls did well to fight back from their disappointing games at the start and unfortunately just missed out on making it through to the semi-finals.

Year 8 Football

The Year 8 team who have been strong all year came across Westgate School in the U13 cup. The deadlock was broken by a longshot from Captain **Tyler Palfrey** who smashed the ball into the top corner. This led to a trend throughout the game with Tyler scoring a hat trick from outside the area. A very well taken hat trick. Other goals followed from **Inderraj** with a well taken finish, **Malcolm** with his typical cut onto left foot and curl into the top corner and **Chisom** who showed his class in the second half with two goals where he weaved his way through the midfield and defence to slot past the keeper.

A great 7-1 win for the team. An outstanding performance and we are through to the next round. Well done!



Year 9 and 10 GCSE PE Rugby in Motion

On Tuesday 3 March and Wednesday 11 March 2020, the Year 9 and 10 GCSE PE students were treated to a trip to the home of English rugby, Twickenham where they were given the opportunity to study the body mechanics, training programmes and impact of GPS technology on the development of elite athletes.

The day started with a workshop where the students learnt links between the components of fitness for their GCSE course and how they can be applied to a rugby game. They had to watch some videos and come up with the components of fitness required and they then played a Top trump style game where they had to choose their own “top” team dependent on the

strengths of each player and which position they would be best suited to. It was a very interactive session, which suited the students and they were all very knowledgeable in the answering of questions.



The students were then treated to a tour around the stadium, which included sitting in the Royal Box, walking down to pitch side and experiencing what the players would experience before a match day in the changing rooms. In the picture below, **Danny Sines, Millie Penfold, Luke Birdseye** and **Adil Eshan**, pick a dream team based on the key components of fitness for each position



Year 11 Table Tennis

During this term we took our best GCSE table tennis players to the local area tournament at Westgate School. For all of them this was the first time that they playing a full scale tournament against other schools in table tennis. This fixture gave our students a great opportunity to showcase their skills and gain valuable video evidence for their GCSE practical grade.

On the boys team we had one player who got through to the semi-finals whilst the girls got through to the final and got placed 1st (**Emma Wilson**) and 2nd (**Wiktor Borkowska**). Overall this was a positive experience for our table tennis teams who represented the academy in an exemplary way.

The students involved were: **Zain Ashar, Thomas Jenkins, Dinari Dawkins, Hirdaya Tamang, Emma Wilson, Kewin Prietz, Wiktor Borkowska, Alfie Hunt** and **Khaled Elsayed**.



6th Form Football

The 6th Form team had a cup fixture v St Bartholomew's School in Newbury. It was a competitive game coming up against a physical team. The team played well with **Bradley Foster** spraying the ball around and controlling the game from centre midfield. Pace on the wings were troubling the St Bart's defenders leading to chances being created. The defence held solid until an unfortunate mistake leading to St Bart's taking the lead. TLA continued to press and push and a controversial penalty call meant we were 2-0 down.

Somehow and completely against the run of play we went into half time 5-0 down. The second half was much better and the other team did not have as much luck. The weather conditions were difficult but the second half was a very competitive game and led to us scoring. **Jozeff** smashed a free kick from 30 yards against the post as we continued to push for goals. Unfortunately, it was not meant to be.

A score that did not reflect the game, the lads worked really hard in the conditions and the results deserved to be different.

Year 12 Work Experience

This term, five of the Year 12 triple BTEC Sport students went on the work experience placements that they had spent months planning. Four of our students (**Illiev Domingos, Troy Villacrusis, Omar Esakkah and Jamie-Leigh White**) aspire to be physiotherapists and were fortunate enough to gain placements at Wexham and Hillingdon Hospitals. Our students thoroughly enjoyed their placements and got to experience first-hand the impact physiotherapists have on their patients. They visited a number of different wards and supported patients recovering from accidents or have mobility issues. Each of our students finished their placements with a new buzz and excitement for their future careers. Another of our students (**Finnan McNeish**) attended Ryvers Primary School and assisted their physical education team. They learnt valuable strategies for dealing with younger children and some interesting insights into the responsibilities and challenges that come with teaching.

Year 12 & 13 Sports Leaders

Our Year 12 and 13 BTEC triple Sports students were selected to help run a Slough Schools Tag rugby tournament. The 9 students had to attend a training session at Ditton Park where they were trained in Level 1 Tag rugby qualification and then on Friday 6 March they had to help run a Tag rugby event for at least 20 primary schools in the local area. The students were split up and had to lead primary school students through a variety of different activities, ranging from Rugby netball, rugby rounders and also games of tag rugby.



The 6th Form students involved were: **Finnan McNeish, Illiev Domingos, Troy Villacrusis, Omar Esakkah, Jamie-Leigh White, Sophie Ward, Lauren Bradburn, Bradley Foster and Karunveer Gill** and they all conducted themselves in a very mature and professional manner and were an asset to the academy with lots of positive feedback from the primary school teachers.

Sport Relief 2020

Sport Relief was back on 13 March 2020. It's always a great way to get active, have fun and do your part to change lives. We showed all students a video of what donating to Sports Relief actually did, and how it supported people living incredibly tough lives whether it be in the UK or worldwide. It supports those with mental health, homelessness, domestic abuse and others living in poverty. The students were all given the chance to help do their bit for people less fortunate and it was great to have everyone working together as a trust and a community to help others. All students during PE lessons were to run a mile. A lot of our students found this a challenge, however they dug deep and pushed through it, remembering who it was for. TLA Primary school also got involved which was lovely to see the older students helping the younger ones to finish their mile run. Our words of the month in PE during March were, teamwork and leadership. This mile gave the our natural leaders their time to shine, but also for some of other students to surprise us and themselves by helping others finish their run. Some students after running the mile, even though they were tired, went round again to encourage other students to keep going; this was great to see!

TLA raised a total of £200 for this amazing charity and we cannot wait to do it again next year.



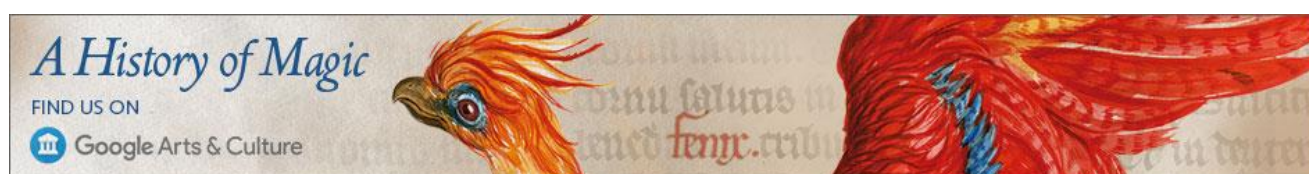
Museum Learning

You may not be able to get out this Easter but you can still explore the world...

The Museum Learning team have put together some links to resources to help keep you entertained this Easter.



With [Google Arts & Culture](#) you can come face to face with Jurassic giants, put a masterpiece in your living room, stroll around the Colosseum in Rome, visit Anne Frank's House and loads more, all from the comfort of your sofa. You can see exhibitions on line, we like [Harry Potter: A History of Magic](#). Why not climb the Eiffel Tower, or go 240 miles above earth to the International Space Station? What will you explore this Easter?



[My Learning](#) is a great resources to support the curriculum but also for family exploration. Why not have a look at the First World War photos or documents or explore some natural wonders up close on the online object collection. You could use the interactive games to test your knowledge, find out about past people in the stories section, watch videos about the development of well-known brands like M&S or work through an activity pack.

Discover a range of exciting resources on the [British Library website](#). Explore videos, articles, soundbites, virtual books and objects. Listen to interviews with holocaust survivors or early Skiffle recordings on their sounds library; explore their digitalised manuscripts or discover what you can find in their online exhibition section. Explore posters, newspapers and illustrations along with expert articles on a range of topics including Alice in Wonderland, Discovering music, Who were the Anglo-Saxons?, Windrush Stories and more.

Other useful links from the British Library:

[British Library Sounds](#)

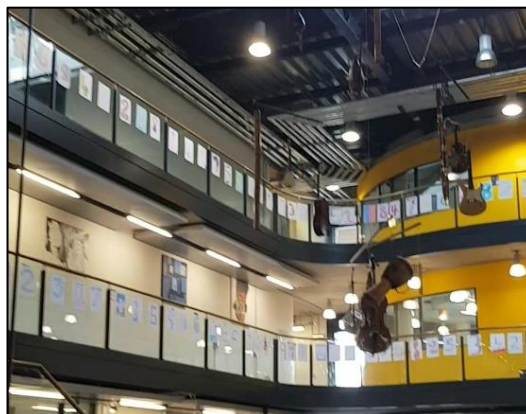
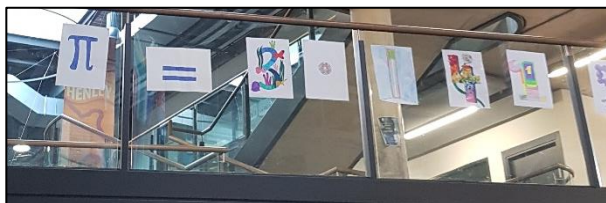
[Digitalised Manuscripts](#)

[Online Exhibitions](#)

[STEM Learning](#) have a range of fun, hands-on activities for families to use at home, suitable for all ages from 4 to 16. Can you survive on a desert island? Can you think of new technology that will help us live smarter? Or why not use the Skills Builder to help develop skills like project management, listening and problem solving.

Pi Day Celebration

Pi Day is observed on March 14 since 3, 1, and 4 are the first three significant digits of π . The Academy celebrated Pi Day through our traditional number competition. Year 7 and 8 students were invited to create eye-catching numbers that were displayed around the school atrium. This year we beat our record with Pi to 222 decimal places.



Why do people emigrate?



Year 12 Geographers critically analysed modern and historical immigration case studies to develop their understanding of why people choose to leave their home country and move to new areas. The students read about people like Abdul who left Afghanistan because of the Taliban; The Kru people from Sierra Leone who settled in Liverpool and John Cabot a 15th Century Italian Explorer. The Year 12s identified the push and pull factors that influenced their case studies' migration as well as the obstacles they had to overcome before presenting their findings back to the class.

Arts Award Explore

Arts Award is a personal learning programme which develops and assesses both arts related and transferable skills, such as creativity, communication, planning and leadership. By the end of the programme students will receive a qualification awarded by Trinity College. Since January a group of English as an Additional Language students and the Year 7 Raising Aspirations and Achievement Intervention group have been working toward the Explore level award.

So far the EAL students have explored haiku writing, participated in a jewellery making workshop and learnt a dance from the 'Mamma Mia!' stage show. The students have been learning how to use heritage organisation collection websites to gather information and have been exploring the work of artists at Waddesdon Manor. The next step is for the group to visit Waddesdon Manor.



The Year 7 Raising Aspirations and Achievement Intervention group decorated Valentine's Day inspired cupcakes and participated in a movement workshop. In February the group visited Waddesdon Manor. The students participated in a tour, learnt about the art collection and the history of the Rothschild foundation as well as having the opportunity to ask questions about working within the heritage sector.



Tise Wellspring 7Globe had this to say about her trip to Waddesdon – *“The coach we were travelling in turned off the main road and started to travel up a narrow road, I assumed we were lost because we were surrounded with bushes and trees. However as we kept moving forward a beautiful manor appeared in front us. It was massive!*

The house was owned by one of the Rothschild brothers. The Rothschild's are a wealthy family who originated in Germany. The first Rothschild had 5 sons each eventually moved to a different countries around the world. One lived in London and had a son named Ferdinand. He was Jewish and died during WW2. He married his cousin Ebelena and had a son. He went to live at Waddesdon. His vision was to make Waddesdon a party house in the countryside, There was lots of paintings and historical facts showing what it would be like to live back then”.

Digital Museum Club

Digital Museum Club aims to make videos about The Trusts' Museum Collection. This year's focus has been the musical instrument mobile hanging in our atrium space. In past terms students have create videos about the didgeridoo, the bassoon, the tabla, and the Madagascan chordophone.

This term students have been researching the electric guitar, the djembe drum and the talking drum. Over the term the students have compiled information about their chosen instrument, created story boards and written scripts for voice overs.



If Spiderman played Rugby, what position would be best in?



Year 9 and 10 PE GCSE students visited the Rugby Museum and Twickenham Stadium at the beginning of March. They looked at the different components of fitness and had to think about the different attributes needed by the different players.

They had a behind the scenes tour, even visiting the changing rooms, complete with plasma screen TVs, built in speakers and wifi. And Ice baths of course. If you want to see for yourself you can visit their website [here](#).

In Flanders Fields

As we have cancelled the proposed Year 10 History trip to Belgium, all payments, including the deposit, will be refunded.

For any student thinking about further research from home we recommend the following:



- [The Commonwealth Graves Commission website](#) allows you to trace family members or past residents of your local area.
- You can research the First World War on line at [The Imperial War Museum's website](#).
- The BBC also has a great [article and programme](#) about Paul Nash, Langley-born war artist who is buried in St Mary's Churchyard, just opposite the academy.
- Google Arts and Culture has a section on the Battle of Passchendaele (1917) <https://artsandculture.google.com/entity/battle-of-passchendaele/m0c3mz>

Yes! Futures Programme

Yes! Futures: Final stages - The select group of students that have been working hard all year with the Yes! Futures team have reached their final stages of the programme.



Yes Futures is a London based charity which exist to empower 8-18 year olds to develop self-esteem and make ambitious choices, leading to success at school and flourishing future lives. A range of students from Years 7-11 have been taking part in activities both in and out of school, boosting their self-awareness, confidence, resilience and communication skills.

The students have now been provided with *Talent Toolbox* booklets that give them the opportunity to record what they've learnt about themselves over the course of the academic year during their time with Yes! Futures. The booklet also dedicates space that allows students to set themselves both short term and long term goals that will continue to build those skills and set them up for the future.



As a result of the Covid-19 isolation, our students have been trusted to continue to follow this programme at home, but programme leader Mr Martin and assistant leader Ms Bowker have been doing their best to follow up with everybody's progress. As yet we aim to graduate the students at the end of the Academic Year as planned. Should this change due to the circumstances we will be sure to let both the students and their parents know.

World Book Week (5-12 March)

It was another hugely exciting Book Week for us this year, with two author visits, a fabulous trip and many activities in the Academy itself.



We were delighted to welcome award-winning author of the *Bodyguard* and *Young Samurai* series, **Chris Bradford**, who gave a thrilling talk to Year 7 about the life of a bodyguard and read to his enthralled audience from his many successful books. Several lucky students were even recruited as trainee bodyguards, and learned some of the many skills required by Chris's teenage hero Connor in his work protecting the rich and powerful!



For the second year running, we were also lucky enough to be able to host author and screenwriter **Catherine Johnson** on 9 March. Catherine's books are a joy, and the many small writing workshops she ran during the day were a hugely valuable experience for our budding writers at the Academy.

On World Book Day itself, Year 8 students had the wonderful opportunity to visit Windsor Castle and its library – usually closed to the public. With a full tour, a creative writing workshop and much more, this was a once-in-a-lifetime chance to see amazing artefacts such as a First Folio copy of the Complete Works of Shakespeare – hand-annotated in the margins by King Charles I himself!



To further celebrate World Book Day the Library left its usual confines and headed out into the Atrium as a lunchtime 'Popup'. The slogan of the day was 'Borrow a Book and Bag a Brownie'. In spite of many willing student librarian helpers we struggled to keep up with demand as the brownies flew off the plates and the books off the table as fast as we could replace them! We do hope that those of you who still have your books will get around to reading them during this enforced Corona Virus break – anyone who can convince the Librarian that they have read their book gets a small edible prize when we eventually return to normal school life...

Book Week competitions included trying to identify the staff members hiding behind their books. This proved extremely tricky with the winning entry managing to guess 13 out of the 18 mystery readers. Another competition involved departmental displays encouraging reading. The prize for this one eventually went to the PE department for an inspirational display focussing on sport in all its variations and the many ways in which it can inspire and enthuse us.

To celebrate reading and the joy of books in all their forms, Year 7 students once again received a copy each of their very own novel, chosen by their English teachers. This is theirs to keep, and should provide our students with hours of delighted reading fun.



Finally, needless to say, our staff came out in force to dress up as some of literature's most beloved characters!

We can't wait for Book Week to come around again next year!

Obviously we have no idea how the coming weeks will unfold, but we will endeavour to keep students in touch with the Library and, if it school closure proves lengthy, try to come up with some kind of safe Library loans system. Meanwhile, do use some of this time to read or listen to books – you will have received a list of websites offering free access to book downloads both visual and audio, so do please make the most of them!

Keep well, keep safe and, of course, keep reading!

Robert Armiger - Literacy Co-ordinator

Hattie Kimberley - Librarian



LRC

A few suggestions from the Library...

While you are at home it may be difficult to get your hands on hard copies of reading books. Fortunately, many organisations, such as book suppliers, publishers, authors and libraries, are offering their services free of charge for the next three months or so, which makes this the ideal time to get into audio books. The benefits of audio books are just as great as those gained from reading hard copies, so get listening! There will be something for everyone and we are all in need of a bit of escapism at the moment so allow yourselves to travel for free in the world of stories!

Audible are offering free audiobooks while schools are closed:

<https://stories.audible.com/start-listen>

Public Domain Children's Books

Project Gutenberg

Project Gutenberg gives you free and legal access to a whole range of public domain works. If you are looking start up a virtual story-time and do not want to fall foul of copyright laws, this is a good place to start:

<https://www.gutenberg.org/ebooks/search/?query=children%27s+books>

Free Children's Classics eBooks & Audiobooks

<https://www.researchify.co.uk/audiobooks.html>

Find Great Literature Online for Free

<https://readgreatliterature.com/how-to-find-great-literature-online-for-free/>

Storyline Online

The SAG-AFTRA Foundation's award-winning children's literacy website, Storyline Online, streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations. Readers include Viola Davis, Chris Pine, Lily Tomlin, Kevin Costner, Annette Bening, James Earl Jones, Betty White and dozens more.

<https://www.storylineonline.net/>

Virtual Story-times happening now!

- Josh Gad's Gad Book Club - the man who contains the voice of Olaf in Frozen has been live-streaming himself reading picturebooks on his twitter account (<https://twitter.com/joshgad>). You can find the videos of past performances under the hashtag [#GadBookClub](#)
 - Neil Gaiman and friends have read [The Graveyard Book & Coraline](#)
 - Oliver Jeffers has been reading one of his books every weekday, you can watch previous recordings [here](#) or you can watch LIVE on his instagram ([@oliverjeffers](#)) at 6 PM GMT/ 2 PM EST/ 11 AM PST
 - Lunch Doodles with Mo Williams, the creator of the Pigeon and Elephant & Piggie has been live-streaming doodle workshops at 1pm ET every weekday, you can catch up with his videos [here](#)
 - [Audible Stories](#) free to use during the Coronavirus crisis
 - [Elevenuses](#) with David Walliams
- <https://www.worldbookday.com/resources/extracts/>
Find new books to add to your 'to read' pile by sampling these book extracts.

- <https://www.worldbookday.com/world-of-stories/>

A selection of free full-length audiobooks are available here, but they will only play in-browser and are only available until March 29th. So get listening!

- <https://www.audiobooksync.com/>

The summer audiobook program for teens returns on 30 April – put a note in your calendar/diary, because you only get one week to download the two audiobooks on offer each week – but once you've downloaded them, they're yours to keep (on the Overdrive audiobook app) forever! The program will run until July 1st, offering 26 teen-appropriate titles in total.

• Accelerated Reader

Students have log ins for Accelerated Reader, the school reading software. Accelerated Reader is now accessible at home, meaning you can read Accelerated Reader Articles, take Accelerated Reader book quizzes, and even take the STAR test to test your reading progress.

- <https://readon.myon.co.uk/index.html> **NEW!**

The creators of Accelerated Reader are now offering free access to a simplified version of myON, a program in which you can read a selection of books in-browser. This program has an audio feature which can read the text

and be paused or repeated, and you can also zoom in on the page. MyON offers a very wide range of non-fiction books and fiction books for readers with a younger reading age, and news articles which can also be read in Spanish or French and feature a quiz about the article.

- <https://about.muse.jhu.edu/resources/freeresourcescovid19/>

If you prefer non-fiction and fancy a challenge, or you want a taster of what University students are expected to read, try a scholarly article/book published and made freely available by a variety of educational establishments.

- <http://www.mousecircus.com/videos/>

You might have heard about celebrities filming themselves reading books and making the videos available online. Most people are reading picture books, but a few people are reading books meant for older readers. Try visiting your favourite author's website (such as Neil Gaiman's website, above) or social media to see what they have to offer!

- <https://www.gutenberg.org/ebooks/search/?query=children%27s+books>

Try a classic novel! Project Gutenberg is run by volunteers and digitises books out of copyright, meaning you can legally download these books for free. You can have the texts sent to your kindle, phone or other eReader.

- <https://etc.usf.edu/lit2go/>

Classic novels are available in audio format via this website, which also provides the text so you can read along.

- <https://openlibrary.org/>

You will need to create an internet archive account to download books from this site, but it is free to join. With many of these books a generous donor has paid the license needed to allow the Open Library to lend the book to its users; the other books are out of copyright.

Rowing

We have had an incredible response to our invitation to nominate who you think should be the winners of the British Rowing Awards and, after careful review from members of the rowing community, we are delighted to announce the shortlists for each of the awards.

Those listed for Coach of the Year are winners in their specific category and will form the shortlist for national Coach of the Year:



Coach of the Year

Florence Griffiths	(Club Performance)
Pete Forrest	(Club Development, Peterborough City RC)
Hugh Mackworth-Praed	(Education Performance)
Nigel Weare	(Education Development)
Novice Coaching Team at University of Leeds BC	(Coaching Team)

Thank you to everyone who made a nomination and congratulations to all of our shortlisted nominees. The winners were due to be announced on 21 March but The British Rowing Awards are postponed until later in the year due to Corona virus.

National Junior Indoor Rowing Championships

On Friday 28 February, 15 students who had achieved more than 85% of their age standard on a rowing machine, travelled to Stratford in East London to represent the Academy at NJIRC2020, the National Junior Indoor Rowing Championships, in the Copperbox Arena.

Each student raced in the individual event, and three boys' teams took part in the sprint relay, which we won last year.

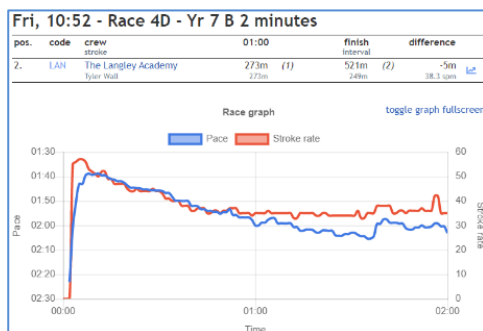


Isabella Dos Santos started off our day by rowing as hard as she could, with a new-found level of adrenalin that took her 39 metres beyond her previous best over 2 minutes, starting at 48 strokes per minute, and never going below 36 strokes a minute.

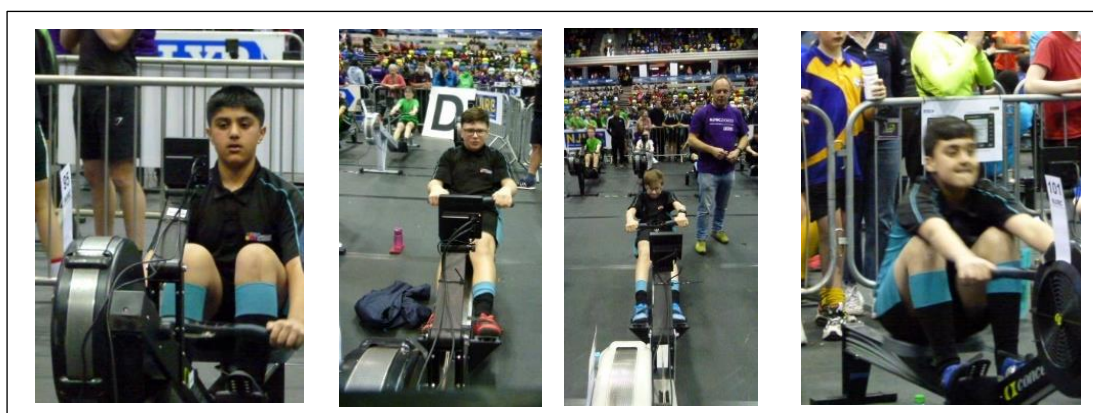
She was only 16 metres behind the winner, and finished 8th out of 158 Year 7 girls. She also

outperformed **Miracle** and **Azeem**, and is now the 2nd best Year 7 at TLA, regardless of gender.

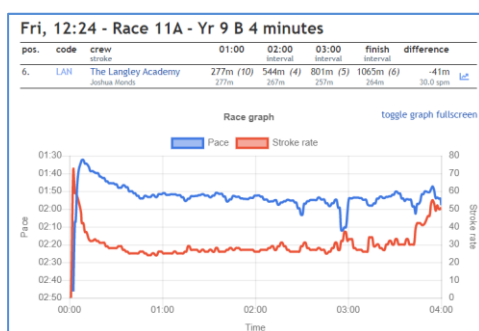
The Year 7 boys then followed, also racing over 2 minutes. 3 of the 4 boys produced improved personal best, **Azeem Ahmed Khan** finishing 64th out of 161 (457m), and **Miracle Ifeabunike** finishing 34th with 477 metres. However, **Tyler Wall**, whose first 2 minute in October 2019 was 450m, produced a magnificent 5th place with 521 metres. He was 3rd at the halfway point, but dropped in the 2nd half to miss a medal by only 5 metres. Future work beyond 40 seconds will reap the benefits.



Four of our five Year 8 boys extended their personal best scores in the 3 minute individual race, and were all rewarded with finishing positions in the top 50 out of 206 boys competing. **Subhaan Butt** was 45th (762m), **Joshua Coull** was 34th with a massive improvement of 62m (773m), and **Dayem Afzal** was 24th (786m). **Zayaan Adil's** performance was so good (13th in 795m), that he was moved into the A team for the sprint relay later in the day.

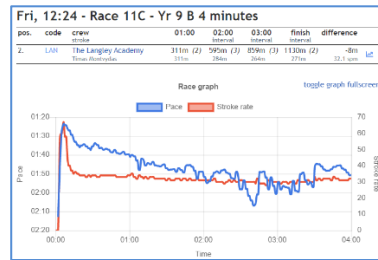


Wiktorja Odrazil was our second female competitor, and delighted us with a 61 metre improvement in her personal best over 4 minutes, finishing 56th out of 205 Year 9 girls. She rowed in waves of effort, and started her sprint finish a little bit early.



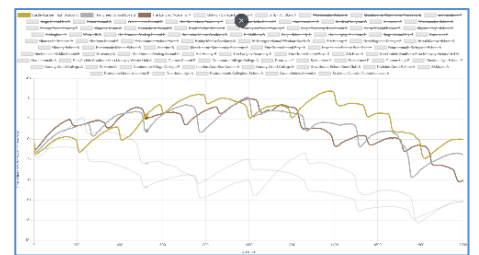
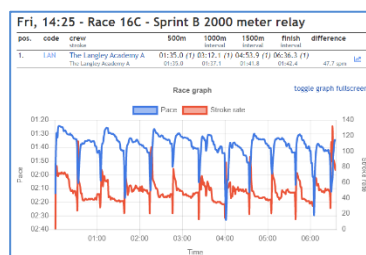
Joshua Monds was the only one of our four Year 9 boys to improve on his previous best score, finishing 47th out of 243 Year 9s in 1065m, by rowing a controlled race at a steady 30 strokes per minute, overtaking Subhan Mirza (76th 1031m) at the halfway stage. Interestingly, raising the rating actually reduced the power output.

Timas Montvydas was 23 metres off his best in the Year 9 boys' 4 minute race, which would have moved him up 5 places from his 10th position, mainly caused by a 9 second slump from a 1:53 500m pace to a 2:03 500m pace, where he lost 11m from the winner.



Our last race was the Sprint Relay for boys, over 2000m, where we fielded 3 teams. The first was aiming for a medal, and a predicted time of 6:37.7. The B team was entered in preparation for moving up into the top 10 for 2021, and were given a predicted time by Mr Weare of 7:27.6. The C team was entered for the purposes of experience, and Mr Weare expected them to cover the 2000m in 8:14.1. The C team finished 54th out of 95 teams in 8:07.7, and the B team was 32nd in 7:30.2.

The A team did everything asked of them, and successfully delivered the race strategy they were given, apart from the last changeover. They started the race at 71 strokes a minute, changing places every 20 or 30 seconds. That last changeover moved them from 2nd place to 3rd, the other medallist teams changing over either every 200m or 250m.



The boys won our 2nd team medal in this event in consecutive years. The bronze medal produced by three Year 9s and a Year 8 was in a time of 6:36.3, 1.4 seconds faster than predicted, and only 4.1 seconds off winning the event entirely. **Timas Montvydas**, **Joshua Monds** and **Subhan Mirza** will join our current Year 10s next year, who were unable to attend NJIRC as they had internal exams, in the longer 16'19" race for Years 10-13, whilst **Zayaan Adil** is still eligible for the sprint relay in 2021.



We had a fantastic set of results: 1 medal, 4 top 10 positions, 6 top 25 positions, 11 top 50 positions. 4 individuals and 1 team beat more than 90% of their opposition. Another 5 beat three-quarters of the opposition.

	National Junior Indoor Rowing Championships					The Copper Box, Stratford						
	Friday 28th February 2020											
	TLA results											
	Name	metres or time	PB?	yr	gender	race time or distance	position	out of	top percentile		beating (percent of field)	
1	sprint relay boys A: Timas Montvydas / Joshua Monds / Subhan Mirza / Zayaan Adil	06:36.3	yes	7-9	boys	2000	bronze	95	2	%	98	
2	Tyler Wall	521	yes	7	boys	2	5	161	2	%	98	
3	Timas Montvydas	1130		9	boys	4	10	243	4	%	96	
4	Isabella Dos Santos	489	yes	7	girls	2	8	158	4	%	96	
5	Zayaan Adil	795	yes	8	boys	3	13	206	6	%	94	
6	Dayem Afzal	786	yes	8	boys	3	24	206	11	%	89	
7	Joshua Coull	773	yes	8	boys	3	34	206	16	%	84	
8	Joshua Monds	1065	yes	9	boys	4	47	243	19	%	81	
9	Miracle Ifeabunike	477	yes	7	boys	2	34	161	20	%	80	
10	Subhaan Butt	762	yes	8	boys	3	45	206	21	%	79	
11	Wiktor Odrasil	945	yes	9	girls	4	56	205	27	%	73	
12	Subhan Mirza	1031		9	boys	4	76	243	31	%	69	
13	sprint relay boys B: Subhaan Butt / Dayem Afzal / Tyler Wall / Joshua Coull	07:30.2	yes	7-9	boys	2000	32	95	33	%	67	
14	Azeem Ahmed Khan	457	yes	7	boys	2	64	161	39	%	61	
15	Piero Ciobanu	706		8	boys	3	108	206	52	%	48	
16	sprint relay boys C: Krishna Deepak / Piero Ciobanu / Miracle Ifeabunike / Azeem Ahmed Khan	08:07.7	yes	7-9	boys	2000	54	95	56	%	44	
17	Harley Townsend	424		7	boys	2	108	161	66	%	34	
18	Krishna Deepak	905		9	boys	4	187	243	77	%	23	

Nigel Weare - Director of Rowing

Duke of Edinburgh



Many young people find achieving a DofE Award life-changing. A fun adventure and major challenge, three progressive Award levels (Bronze, Silver and Gold) and a wide range of activities offer endless possibilities to anyone aged 14 to 24. Millions of young people in the UK have already taken part in the world's leading youth achievement award – pushing personal boundaries, gaining new skills and enhancing their CVs and university applications.

Expeditions

In light of recent events regarding COVID-19 the Duke of Edinburgh expeditions are postponed.

At this time I would like to emphasise that it is important to us at The Langley Academy that your son/daughter still completes the award. We are following government advice and once we have returned to school and it is safe for the expeditions to go ahead they will do so. Until that point I ask that, where possible, your son/daughter continues with their Skill, Physical and Volunteering sections and uploading their evidence onto eDofE.

I know that many of these activities are not currently possible. However, it is possible to change activities to meet needs. For any further information please see the Duke of Edinburgh website:

(<https://www.dofe.org/dofewithadifference>) Anything already completed can still be used.

Our expectation remains the same in that we expect everything for the Duke of Edinburgh award will be uploaded onto eDofE prior to expeditions taking place.



Expedition training will be shared through Show My Homework to ensure students remain up to date with their preparations. Once school returns to normal, I will be able to update you further regarding expedition dates.

The most important piece of kit your son/daughter will need is walking boots. Please see the information below. We will be providing rucksacks and tents for your son/daughter.



Therapy Dog

The academy therapy dog Barkley is supporting the country's key workers and observing the guidelines for exercising once a day.

