



Create, Aspire and Excel
to 'Live life in all its fullness' (John 10:10)

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Message from the Acting Principal

The academy is full of exciting opportunities and students who are hard at work. We have now entered the second week of mock examinations for Y11 and Y13 and the students are conducting themselves superbly in the exam hall and working very hard. We are so impressed with their attitude and look forward to supporting them as they prepare for their summer examinations. We also have a number of other year groups involved in assessments and you should be aware that we do send out revision information to students to use on SMHW. This helps students to prepare for their assessments and allows them a chance to do well. It is so important that students work at home and revise as this will help them to achieve.

With this in mind we have included homework information in this newsletter. This sets out the amount of homework that we are setting for each year group and gives you a clear guideline as to how much time students should be spending on their work at home. Please do contact your child's subject teachers if you have any questions about this. Alternatively, you can contact Mr Raju (Assistant Principal) if you have any questions about this issue. It is so important that students are in good habits when it comes to studying and one way to improve is to try to work at home as this will help to improve knowledge and understanding.

We are looking forward to our very first Chiltern Hills Academy Talent Show on Thursday evening. The show starts at 6.00pm and will see a large variety of our students performing and showing off their talents. I would also like to notify you that we will have our annual PTA Spring Fayre on Sunday 3 March 2024. This will be another huge event organised by our PTA and there will be an array of stalls for you to browse. The PTA at Chiltern Hills does amazing work for us and raises a lot of money to support our students. They are funding improvements to the school library on a regular basis and this is a place where many of our students come to study, read and learn during the school day. Our librarian, Mrs Davenport, has worked very hard to create a very positive atmosphere in the library with a variety of up-to-date informative displays for the students to interact with.

We have recently had an attendance review to support us with the work that we are doing in this area. I would like to highlight the importance of good attendance to school. It is clear that good attendance equates to better achievement and that days missed from school does affect learning. Can I ask that you do inform us of an absence using our school absence line and contact us if you have an issue you would like to discuss relating to attendance.

As we approach the February Half Term, we are now halfway through the academic year and it really does feel like we are making progress on our journey to providing an outstanding education for our school community. I hope that you and all our students have a great half term and we look forward to returning back to school on Monday 19 February 2024. Please do continue to contact me at the school if you have any questions, concerns or suggestions - I am always happy to discuss things with you. I can be contacted at: office@chacademy.co.uk

Mr T Dobbs

Dates for the Diary

Date	Event
8 February	CHA Talent show, 7.00 to 8.00pm
9 February	Last day of Spring term 1, school closes at 3.10pm
21 February	Duke of Edinburgh Award, Training day and Parents Evening, 5.30 to 7.00pm
23 February	Technology Tournament, 9.00 to 3.00pm
29 February	World Challenge Discovery meeting, 3.30 to 4.15pm

Safeguarding

Vaping

In previous Newsletters I have written about the dangers of vaping for our young people. Vapes can look like highlighters and pens, often brightly coloured and are becoming very difficult to spot. Vaping can be highly addictive and dangerous as disposable vapes are not regulated. Evidence is clear, taking this substance can cause problems with mental health. A few puffs from one of these vapes can quickly bring on shortness of breath, chest pain and dizziness. Vaping 'cannabis' can make effects quite unpredictable.



There has been an increase with children using vapes and particularly experimenting with THC. Please click on this link for more information.

<https://www.uhs.org.uk/site/data/files/safeguarding/2A5BC859D026F3D9C995ABC8CB301357.pdf>

In the UK, THC vapes are illegal. THC is a psychoactive compound found in cannabis, which is a Class B drug in the UK. This means that it is illegal to possess, sell, or supply THC, including in the form of a vape. THC Vapes can be dangerous as they can contain fake 'THC' or 'Cannabis oil' vapes which may produce highly toxic gas due to the presence of vitamin E acetate, an oily chemical added to the liquid to make it go further. When inhaled the vitamin E can produce a toxic gas and cause lung injuries. There is no way of knowing if the THC vape liquid contains vitamin E acetate.

THC is the principal psychoactive constituent of cannabis. THC vape juice is illegal in the UK. Currently, CBD oil is legal to sell in the UK, and this includes the sale of CBD vape juice. However, UK law dictates that any CBD oil sold must contain no nicotine.

Here is a recent article in last week's news outlining the government's plans to ban disposable vapes in a bid to crack down children using them.

<https://news.sky.com/story/disposable-vapes-to-be-banned-over-concerns-of-sharp-increase-in-childrens-use-13058596>

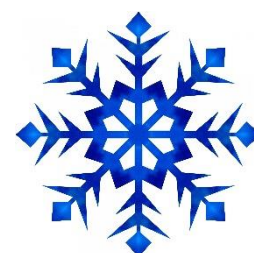
Please talk to your child about vaping and the dangers associated with this. If you are concerned about your child, then please let us know by emailing safeguarding@chacademy.co.uk

There is a guidance sheet attached in the newsletter (next pages) for parents from the Adolescent Development Services SORTED, which provides everything you need to know about vaping and the dangers off THC.

Mrs J Conway
Vice Principal
Executive Designated Safeguarding Lead

Snow Day Closures

If the weather forecast indicates possible disruption, please check the Academy website. We will also endeavour to text parents to inform you if we are unable to open, so please ensure the Academy office has an up-to-date mobile contact number for you (office@chacademy.co.uk). Information about school closures across the county may be found on <https://closures.buckscc.gov.uk/>



Collection of GCE/GCSE Certificates – Summer of 2023

GCE/GCSE Certificates will be available for collection from Monday 29 January 2024. Certificates can be collected from our Main Reception between 9.00am to 3.00pm. If a student is unable to attend in person, another family member or relative can pick them up on your behalf but we require a written letter of consent naming your representative and will expect them to bring along some form of photographic identification.

Mrs R Tole
Exams Officer

SORTED

Substance Use and Misuse Team

THC Vaping Parent/Guardian Resource

Introduction

There has been an increase in young people using vapes and in particular experimenting with THC vaping. THC is the chemical that gives the 'high' effect in cannabis. The latest reports show that this has led to some young people overdosing on THC, causing them to become unwell and needing medical attention. This resource has been created to give information to support conversations with your child around THC vaping. You will read about THC vaping, the short term and long term effects as well as the legalities to help you make the most informed decisions to keep your child safe and happy.

What is Vaping?

Vaping is the inhalation of vapor from a vaping device or e-cigarette. These devices are electronic, and they heat a liquid to a vapour to be inhaled. The liquid is usually a mixture containing nicotine, propylene glycol and/or vegetable glycerine, and flavourings. Other liquids can be added to the vape.

What is THC Vaping?

The most common emerging trend amongst young people is to add THC oil to their vaping liquid. THC oil is a sticky thick, yellowy brown liquid which comes from the cannabis plant. THC is the chemical that gives the 'high' effect and it is illegal in the UK.



How Do I Know My Child is Vaping?

Vaping tends to produce clouds of smoke that are scentless and disappear quickly, so it can be difficult to sense if your child is using a vape. Vaping is relatively new still, and little is known about the short term effects, however it is generally thought that vaping is less harsh than smoking as it is generally tobacco free and has less chemicals than cigarettes, which is why it is a popular method for stopping smoking. The short term effects of vaping can also vary depending on what is in the vaping liquid such as the nicotine content. However inhaling any substances is not entirely risk free. Below are some images of different styles of vape or e cigarettes.



Short Term Effects Of Vaping THC

How Do I Know My Child is Vaping THC?

Vaping THC will have similar effects to using cannabis. Vaping THC as opposed to smoking cannabis allows a larger amount of THC to be inhaled very quickly, potentially causing overdosing. The effects of vaping THC depends on the amount of THC/CBD in the vape, your child's mood, the environment and how often it is used. The short term effects are listed on the right and can be signs your child has vaped THC oil.



ATTENTION

Blood shot eyes
Dazed/dreamy demeanour
Short term memory loss
Faint/feeling sick
The giggles
The munchies
Dry mouth
Paranoia
Anxiety



You can watch more about the short term effects on this talktofrank video.
[FRANK: Cannabis Side Effects - YouTube](#)

Will Vaping THC Effect My Childs Health Long Term?

The long term health effects of vaping are still being studied. It is believed that whilst vaping is not risk free as it still contains chemicals, it contains a significant amount less than a traditional cigarette as there is no tobacco therefore no tar or carbon monoxide. Studies are beginning in the USA on the impact of vaping on the lungs. However we know that vaping THC can cause the same long term health effects as cannabis use which are laid out below.

You can read more on the NHS website about vaping to stop smoking. [Using e-cigarettes to stop smoking - NHS \(www.nhs.uk\)](https://www.nhs.uk)

The long term effects of cannabis use can include the increased risk of psychotic illness such as schizophrenia as well as other mental health issues.

Schizophrenia = delusions and hallucinations.

- Delusions – believing things that are not true
- Hallucinations – seeing things that are not really there

Risk of schizophrenia is increased if you use cannabis from a young age, frequent use, stronger cannabis i.e. skunk, and family history of schizophrenia

Mental Health -

- Anxiety and paranoia
- Hallucinations

These can happen during use, and may settle when stopped but use can also aggravate existing mental health issues.



You can read more on the NHS website about the mental and physical effects associated with cannabis use. [Cannabis: the facts - NHS \(www.nhs.uk\)](https://www.nhs.uk)

Vaping and The Law

The law around vaping can be very tricky to understand as there is a lack of legislation around vaping. You must be 18 to buy a vape pen. There is no law around where you can and cannot vape, but many places adopt the same rules as smoking, therefore you must go by venue policy. Similarly, driving whilst vaping is not illegal, but the cloud of smoke can be considered a hazard whilst driving and can get you into trouble. **However as THC is illegal, vaping THC oil follows the same laws as cannabis laid out below.**



Will my child get into trouble for using THC Vapes?

Cannabis is an illegal Class B drug. There are consequences for the **illegal** possession, supply and production of cannabis.

Possession – having (possessing) cannabis in any form including edibles can get you up to 5 years in prison, unlimited fine or both.

Supply - supplying cannabis which includes giving it to your friends for free or sharing it with them can get you up to 14 years in prison, an unlimited fine or both.

Dealing - selling cannabis for any sized financial gain can get you up to 14 years in prison, an unlimited fine or both.

Trafficking - moving it around the country on transport or through private vehicle etc. can get you up to 14 years in prison, an unlimited fine or both.

Production - producing cannabis whether growing for self consumption or to be sold can get you up to 14 years in prison, an unlimited fine or both.

Young people who use cannabis are at increased risk of child criminal exploitation (CCE), and to be groomed into County Lines operations, see below for more information.

To read more about the legality of cannabis please see the government website [Drugs penalties - GOV.UK \(www.gov.uk\)](https://www.gov.uk). To learn more about county lines and CCE, see The Childrens Society website [What Is County Lines? | The Children's Society \(childrenssociety.org.uk\)](https://www.childrensociety.org.uk).

HELP



How can I help my child?

It can be difficult to know the best way to support your child if you are concerned. Speaking with professionals already working with your child is the first step such as teachers, and key workers.

Below are local and national services to find more information and support for your child.



Local

- Adolescent Development Services SORTED
 - sorted@hillingdon.gov.uk
 - 01895 250 721
- ARCH Hillingdon
 - 01895 207 777
 - arch.hillingdon@nhs.net



National

- Childline - 0800 1111
- Frank - talktofrank.com
 - 0300 123 6600
 - frank@talktofrank.com
 - text - 82111
- youngminds - youngminds.org.uk
- ADFAM - adfam.org.uk
- Samaritans - samaritans.org
- The Childrens Society - childrensociety.org.uk
- MIND - mind.org.uk
- CYPMHS - NHS mental health support
 - nhs.uk - search CYPMHS

Heroes of this Half Term – Jan-Feb 2024

Student	Form	Academic Success/Effort
Hafsa	7KDU	For her dedication to learning in PRE
Hafsa	7KDU	Hafsa is always focused and ready to learn - well done!
Adam	7SEC	Always works so hard in library lesson, puts hand up and contributes
Adam	7SEC	Full marks in PC1 assessment
Abbey	8GEM	Excellent in class practice of The Hunger Games routine
Abbey	8GEM	Always being disciplined and successful in carrying out the tasks well
Dmytrii	8NDM	For his dedication to learning in PRE
Dmytrii	8NDM	Working hard and showing CHA values. Even though English is an additional language
Mohammed	9EMM	Always giving 100% during lesson time and towards tasks
Mohammed	9EMM	For constant excellent contributions to class discussions in History.
Maya	9POL	For quietly and consistently giving maximum effort in lessons. It is noticed!
Molly	10GUC	Consistent effort and determination in History.
Molly	10GUC	Excellent effort in GCSE Art
Ian	10PPO	Excellent effort in GCSE Art
Yee	10JAD	Always trying hard to improve
Yan	11GAH	Determination to succeed in French and attending revision sessions
Yan	11GAH	Yan's independent revision means that she is becoming more confident in class when answering questions. This is leading to improved outcomes - well done!
Oscar	11NOS	Oscar has been working harder and he is more focused leading to improved outcomes.
Oscar	11NOS	Good start to the practical part of his coursework
Robert	12LOI	Consistent high level of effort and application in Travel and Tourism
Rosie	12PAE	Rosie has an excellent attitude to learning in History and completes all work to a high standard.
Rabi	13AMC	Consistent completion of homework to a very high standard in Geography
Sai	13JEC	Outstanding effort beyond lesson

Student	Form	Reflecting CHA Values
Henry	7EBA	Commitment, passion, attitude to learn, above and beyond for the PE department in lessons and in extra-curricular
Ophelia	7SEC	A challenging start to the term but shows up every day and tries her absolute best to power on through.
Rose	8GEM	For being reliable and hardworking
Zachary	8NDM	Always a model student. CHA values on time
Saa'im	9BRC	For his help in welcoming two new students to business and ensuring they are caught up with knowledge
Ethan	9EMM	Promotes and displays CHA Values everyday
Molly	10GUC	Molly always helps with the exercise books at the end of the lessons which is a great help and it is very kind of her.
Davyd	11GAH	Self-Discipline- overcoming personal difficulties to put his best effort into classwork. Overcame fear and it was impressive to witness.
Alisha	11KES	Dealing well with the ups and downs of coursework
George	12PAE	For being a brilliant school ambassador, helping out in the absence of a form tutor
Mia	12AMC	Helping out with the Year 1 Dance Festival
Mia	12AMC	For being an excellent student ambassador in coaching school netball
Clodagh	13JEC	Helping out with the Year 1 Dance Festival

Y9 Visit Champneys Beauty College

Last week we visited Champneys Beauty College, the students had a lovely day. They were learning microbiology and taking part in an experiment growing mould. At the end of the day, they had the opportunity to ask questions and find out more about the beauty industry.

Our students said: "I really enjoyed the experience and I see myself doing something similar in the future."
Megan

"The Champneys trip was so fun; everyone was so involving, and we did loads of practice work. We learnt about how to keep a salon safe and clean, without growing bacteria. It was my favourite trip, and I am so grateful I got to go." Sienna



Mrs R Hrabovski
Assistant Year 9 Leader

Library Update

As the Book Buzz challenge ends next month, please remember that all the current titles are available in the library, along with last year's. For every book a child reads and then completes a postcard for they get 5 merits! I am very much looking forward to counting all the postcards when the challenge comes to an end in March, and we see who the winners are! You can still contribute to the cost of the books, there is a voluntary payment for each year 7 and 8 child on Parent pay, please have a look if you have not already done so.

There was another delivery of new books last week, all available to borrow, the regular library users were very excited when the box arrived as they even chose some of the new titles. The Graphic Novel section has proved very popular, with many books being borrowed and returned very quickly.

Can I remind you and your child that the borrowing time for a book is 3 weeks, and they are welcome to renew a book and have more time, they just need to pop in and ask for the book to be renewed. There are a few overdue now, so if your child has a book, please bring it back or see me renew it.

Preparations have started for World Book Day on 7th March, we are planning something fun around the school for all the children to participate in, more details to follow or to keep up to date with the library, please follow the instagram page @libraryatcha.

"That's what Hermione does," said Ron, shrugging. "When in doubt, go to the library."
—J.K. Rowling, Harry Potter and the Chamber of Secrets

Mrs K Davenport
School Librarian



Sixth Form Photography

Our sixth form photographers have been developing black and white film in our darkroom and have had some exciting results. We will be printing from the negatives over the coming weeks.



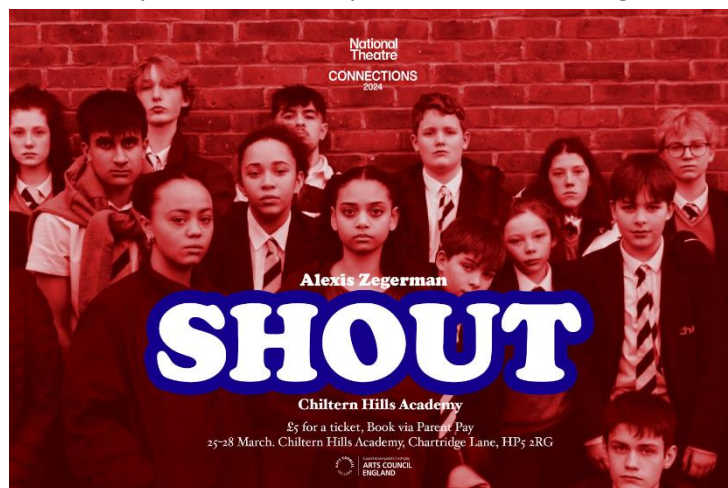
Ms D Baker
Teacher of Photography

National Theatre Connections - Shout

Our group has been in the studio from 3.10 to 5.00pm on Mondays and Wednesdays after school, working on our National Theatre Connections production, SHOUT. Our young performers' commitment and attitude astounds us.

This will be performed in the school hall on Wednesday 27 March & Thursday 28 March. The price for parents is £5 a ticket. One evening we will have a National Theatre director in attendance to give us detailed notes before moving the show to the Royal & Derngate theatre in Northampton. We would be delighted if you could come and support the work that our students are doing.

Ms P Leathers and Mrs S Mitchell
Drama Department



Homework letter to Parents

We would like to take this opportunity to clarify expectations and opportunities regarding homework. Homework is an important part of learning because it helps to consolidate and extend pupils' knowledge and deepen their understanding. Homework is a valuable tool for developing independent study. Where appropriate teachers will provide additional guidance/resource sheets when posting homework on the SMHW.

Homework may be a natural extension of the work covered in class, preparation for work to be done in the future, or revision of work already covered. Homework need not always be of a written nature, but it is worth noting that parents may equate homework with a written exercise.

During KS4 some of the homework set may involve the completion of coursework, where examination board conditions permit, and these types of homework tasks may last several weeks. Assignments given to students in Years 12 & 13 are often of a longer and more individual nature than previous years' homework tasks.

We do operate a 2-week homework timetable; homework is set when it most effectively supports learning, ensuring it is purposeful. Each subject area will set the homework as per the table below, often more for core subjects; most subjects set a weekly task, including revision tasks, whereas some set tasks over a fortnight or longer. The specific approach taken by different subject areas is outlined in the table below

If your child does not have sufficient homework on a particular day, and has already checked over their work, then please encourage them to spend time revising areas of study. Pupils testing their own knowledge, such as with simple quiz-style tests, is a very effective way of revising. Teachers will recommend resources (such as revision guides and online resources they have created) and activities to support them in doing this, if they have not done so already. Activities from educational websites such as mymaths.co.uk, for which pupils already have a login, or BBC GCSE Bitesize, which has resources and quizzes for most curriculum areas, can also be helpful. Failure to do homework will result in sanctions, which might include lunchtime or after-school detention. Should your child require help with homework, they should contact the relevant subject teacher as soon as possible. A supervised homework club is available after school in the library.

Homework can also be completed in the library during break times and lunch times

It is hugely beneficial to pupils' learning when families support their children with their homework. If your child does not have access to the Internet or to a computer outside school, please let us know so that we can ensure that the homework set is appropriate.

If you have any issues or concerns about your child's homework, please contact their form tutor.

MR R Vaddiraju
Assistant Principal - Curriculum

KS3 and 4:

Subject	Lessons in 2 week timetable	Frequency
Art Design Food Photography Media	Y7/8 = 2	Fortnightly (20 – 40 minutes) or Upto 2 hours of project work over half-term
	Y9/10/11 = 5	Weekly 60 minutes
Business Studies	Y9/10/11 = 5	Weekly
Computing	Y7/8 = 2	Fortnightly
Dance	Y7 = 1	Monthly
	Y8 = 2	Fortnightly
	Y9/10/11 = 5	Weekly
Drama	Y7/8 = 2	Fortnightly
	Y9/10/11 = 5	Weekly
English	Y7 = 8	Weekly (30-40 minutes)
	Y8 = 8	
	Y9/10/11 = 9	Weekly Reading - 60 minutes (3 x 20 minutes) Linked to scheme of work – typically 60 minutes
Geography	Y7/8 = 3	Fortnightly
	Y9/10/11 = 5	Weekly
History	Y7/8 = 3	Fortnightly
	Y9/10/11 = 5	Weekly
Maths	Y7/8 = 7	Weekly (40 minutes in total but may be split into 2 x 20 minutes each – one online)
Maths	Y9/10/11 = 8	Weekly 40 minutes in total but may be split into 2 x 20 minutes each – one online)
Modern Foreign Languages	Y7/8 = 3	Fortnightly (20-30 minutes)
	Y9/10/11 = 5	Weekly
Music	Y7/8 = 2	Fortnightly or termly project split into 6 sections
	Y9/10/11 = 5	Weekly 60 minutes written task Ongoing practice on student's chosen instrument to a minimum weekly total of 60 minutes (4 x 15 minute sessions)
PE	Y7/8 = 3	Homework is not set for Core PE
	Y9/10/11 (KS4 option) = 5	Weekly
PRE	Y7/8 = 3	Fortnightly (20-30 minutes)
	Y9/10/11 = 3	Weekly
Science	Y7/8 = 7	Weekly
	Y9 = 9	
	Y10 = 7 (+2 for Triple)	

Years 12 and 13

It is obviously difficult to give precise guidance in the 6th form. One of the main reasons for this is that it is good practice for students to complete a wide variety of tasks independently. Therefore, a student may complete the set work that needs to be completed for a deadline, but then spends time on collaborative work, long-term preparation for examinations, their own research and additional reading on areas of the subject that has caught their interest. In addition, in the 6th form, different subjects tend to have a different pattern of tasks; for example, subjects such as Mathematics tend to set small regular homework tasks whereas subjects such as English tend to set large tasks more infrequently.

Marking and Feedback at CHA

The purpose of feedback is to develop, enlighten, coach, and help students move forward with their content knowledge and/or skill. When discussing marking and feedback it is important to note that this is more than a teacher tick in a book. Providing feedback is the first step, it needs to be acted upon to create the springboard for improvement. 'Feedback represents information communicated to the learner that is intended to modify the learner's thinking or behaviour for the purpose of improving learning' (Shute, 2007). Indicators of feedback having taken place are redrafting, editing, a second attempt, different colour pen, change in handwriting (peer) and an improved piece of work. Please note, many subjects have assessment folders which remain in school. These folders house assessments e.g. essays/exam questions which are teacher marked. At Chiltern Hills Academy, we have the feedback loop. The evidence informed practice of providing feedback of different forms and enabling students to act upon this to support long lasting improvement and progress.

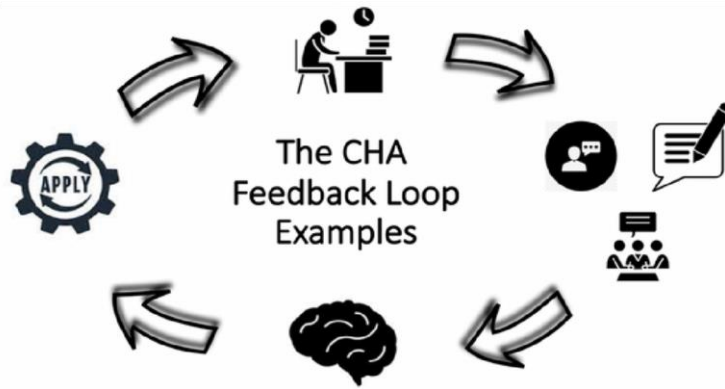
Forms of Feedback

There are several forms of feedback: written, verbal, live marking, peer assessment, self assessment, whole class feedback and immediate (e.g. quiz results). At Chiltern Hills Academy we appreciate that different curriculum specialisms require different frequencies and types of feedback. This is due to subjects having different needs and lesson allocation. E.g. feedback in a Dance lesson will differ from feedback in an English lesson. Therefore, each curriculum area has a feedback policy that must include the fundamentals of good feedback (understandable, helpful and actionable) and support the feedback loop. We have used the Education Endowment Foundation (EEF) Feedback report to shape our feedback policy.

Feedback Expectations

In practical lesson such as PE/Art/D&T/Drama/Dance/Music often the feedback will be delivered live (verbal) via the teacher, peer or whole class feedback, students can then review and refine their work. It is important to make sure that there is time set aside for students to apply the feedback they have been given. This will be evidenced by self-edit, improvement and amendments to the work/illustration/movement etc.

In academic lessons such as English/Hist/Geog/Maths/PRE/Science feedback will vary in form. All assessments will be marked by the teacher and feedback given that requires action from the student. One example is S.I.R (strength, improvement, response) another is the use of an exam wrapper to identify and address common misconceptions. Pieces of work in lesson will get live, verbal, peer, self, whole class feedback. This will be evidenced by self-edit, amendments and improvements. From March, all students will use green pen when acting on feedback.



Peer feedback

BE POSITIVE & ENCOURAGING	BE HONEST & PRECISE	BE CLEAR & CONSTRUCTIVE
<ul style="list-style-type: none"> Finally like the way you said... in... Throughout, you made excellent use of... The most successful part is... I enjoyed reading this because... Really enjoyed you covered well... 	<ul style="list-style-type: none"> In the first/second/third paragraph... An idea that needs developing is... I think... is hard to understand because... Your analysis/point about... was... Your use of... is confusing because... 	<ul style="list-style-type: none"> To improve, add/delete... what... Don't forget you need to... in that... One thing you could do is to... in that... Consider adding... as follows... as that... Try changing... this will help because...

Mark Awarded: 7/9
Peer assessor: *erin*

Be positive and encouraging....
Throughout, you made great use of development of facts eg. you said why vesalius used executed criminals. (you also said what interest they were important)

Be honest and precise...
In the 1st paragraph, you talk about how (v) influenced many. Maybe talk about who was influenced + stayed with 4 humours (Galen)

Be clear and constructive...
Try changing talking about how Harvey was physician of Charles I + James I + why how they supported his research

Teacher Feedback:

- You show a clear understanding of Sheila.
- Use subject terminology to explore quotes further.
- Re-write 1 paragraph + vary your vocabulary

Peer Feedback:

I think my Aor was good but Aor was awful so I need to add more language techniques into my paragraph

A01 = 3
A02 = 2
A03 = 3
A04 = 2

(15)

4-

Sheila responds to the Inspector with more respect than her family by the quote "So I'm really responsible". This quote shows how Sheila has progressed through the play from how she acted

SIR teacher feedback

Self-edit using feedback

Hi my name is Anabel and I'm writing about a time in my life where I had never felt so proud. You see... a very narrow...

I was walking along the corridor. There were puddles and puddles of water everywhere. I could hear people talking and laughing. I was not the only one who was proud. Other people in front of me were also proud. I was proud because I had been chosen to be the first person to go to the Open Air Swimming competition and the...

My eyes scanned around the place, everyone stared. I looked around feeling nervous. I felt that I was about to faint. The first person to go to the Open Air Swimming competition was me. Should I do this? I felt I was too nervous. I thought to myself about to give up and climb out, until... I decided to go.

"Welcome, ladies and gentlemen, to the Open Air Swimming competition and the..."

Whole class feedback

Actions	'Who was to blame for Becket's death?' Whole Class Feedback	
<ol style="list-style-type: none"> If there is a question written in your book, answer it. How could we use the word martyr when describing Becket's death? Why would Becket be considered a martyr and how do you think he would feel about this? Have you included a quote? [How could you improve this sentence/word?] Have you used the term 'never' - how could you improve the sentence by replacing this word? Have you used the term 'responsible'? Where could you add this? Can you use at least 3 words from the excellent vocabulary list? <p>Definition of martyr: A person who suffers very much or is killed because of their religious or political beliefs and is often admired because of it. How it can be used in a sentence/statement: a Christian/Islamic/religious martyr She fought against racism all her life and died a martyr to the cause.</p>	<p>Excellent Vocabulary Spotted</p> <p>Demise This implies... Church courts Serving the King Remorse Accountable Redeem himself Canterbury Cathedral Contributed Act of betrayal Resents Loyal Undermining Defying Disobedient</p>	<p>Reflection Questions</p> <p>What made this piece of work a success?</p> <p>How have you improved your work based on the feedback given?</p> <p>If you were to do a similar task again, how would you do it differently?</p>

Sunday 3rd March

Spring Craft Fayre

10:30 – 15:00 Free Admission

craft stalls Easter raffle refreshments

at Chiltern Hills Academy

Interested in holding a stall?
Email chapta@chacademy.co.uk for further details

Acting Principal:
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YEAR 11 Feb Half-term REVISION TIMETABLE

Date/Time	Monday, February 12, 2024			Tuesday, February 13, 2024			Friday, February 16, 2024		
Subject	Subject	Staff	Room	Subject	Staff	Room	Subject	Staff	Room
MORNING SESSION 9.30am - 12.00	Child Development	ELR	1C16				Art	ANG	0C1
	Business	JEK/AHE	1C2/1C9						
	French	ELF	1E3						
	Geography	TID	1C10						
Lunch Break									
AFTERNOON SESSION 12.30pm 3.00pm	Child Development	ELR	1C16	Computer Science	SEC	1C10			
	Business	JEK/AHE	1C2/1C9	Music	GAU	1F1			
	French	ELF	1E3						

YEAR 13 Feb Half-term REVISION TIMETABLE

Date/Time	Monday, February 12, 2024			Tuesday, February 13, 2024			Friday, February 16, 2024		
Subject									
MORNING SESSION 9.30am - 12.00	Health & Social Care	ELR	1C16	Maths	RAV	OE2			
				Chemistry	FEF	1D2			
Lunch Break									
AFTERNOON SESSION 12.30pm - 3.00pm	Health & Social Care	ELR	1C16	Maths	RAV	OE2	English	EST	0A3
	Media	ELM	1C1	Chemistry	FEF				

AHEAD TUITION GCSE

FEB HALF TERM CRASH COURSES

**10:00AM - 1:00PM
FACE TO FACE**

MON 12TH

TUES 13TH

WED 14TH

THUR 15TH

MATHS

BIOLOGY

CHEMISTRY

PHYSICS

Ahead



BOOK NOW



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**CHILTERN HILLS ACADEMY
CHILDCARE VOUCHERS ACCEPTED**



Stronger together



The chance to connect with like-minded people who have walked in your shoes.

Walking With You is a parent led support group for anyone supporting children and young people, up to the age of 25, experiencing mental health difficulties.

You can take part discussing shared experiences with other parents and carers as well as having **mental health professionals from CAMHS** on-hand to support and answer any questions you may have.

Currently sessions are being ran by Microsoft Teams, you can join or leave as any point (meetings are not recorded).

Our next sessions are:

Friday 19th January 10-11.30
Parent Check-in.

Focus on how we're doing as parents/carers. Buckinghamshire County Council and SENDIASS will also attend.

Friday 23rd February 10-11.30
Food Issues & Eating Disorders

Friday 22nd March 10-11.30
Self-harm and violent behaviours.

Article 12, Barnardo's youth forum will support this session. (Face to face meeting, venue details to follow).

If you would like to join our session/s or would like further information, please contact:

Roxy Uritescu

Participation Lead

Barnardo's Bucks CAMHS & Oxford Health NHS Foundation Trust at

roxy.uritescu@oxfordhealth.nhs.uk

Please also confirm your consent to use your e-mail address.





Autism Empowerment Webinar

This one-hour lunchtime webinar is a brief exploration of how Autism can present, the history of Autism, diagnosis as well as differences in communication and social interaction. We will also be looking at how the environment can impact on someone with sensory processing challenges.

The main aim of this webinar is to focus on the many strengths autistic individuals have and how we can increase understanding and Neuro-inclusivity through education and raising awareness.

Webinars are held on Zoom on the following dates:

Thursday 29th February 12:30 to 13:30

Friday 29th March 12:30 to 13:30

Friday 26th April 12:30 to 13:30

At the end of the webinar, you will receive a certificate of attendance that will be emailed to your given email address.

The cost of this one-hour webinar is only £5.50!

To book your place on the webinar please either scan the QR code below or go to: www.theautismtrainingnetwork.com/training

"For every person who understands Autism better, another Autistic person will be happier."-
Libby Scott, Autistic Author (at age 11)





Buckinghamshire Family Learning

Help Your Child Manage Their Well-being with these FREE Online Workshops* Every Monday 6pm to 8pm

Years 7, 8 & 9

- 11 March: **Help your child to manage their behaviours** ([FMWB099](#))

Years 10 & 11

- 18 March: **Help your child to develop confidence and resilience** ([FMWB112](#))
- 25 March: **Help your child to develop positive friendships and manage peer pressure** ([FMWB113](#))

Also available

Everyday First Aid

- Tuesday 19 March at Berryfields Family Centre, 12pm to 2:30pm ([FMFA042](#))

Thinking about Volunteering

- Tuesday, 26 March ONLINE, 9:30am to 11:30am ([FMVW018](#))

* For parents and carers with a child in Years 7 to 11 at one of the following schools: Aylesbury UTC, Aylesbury Vale Academy, Beaconsfield School, Bourne End Academy, Buckingham School, Chiltern Hills Academy, Cottlesloe School, Cressex Community School, Highcrest Academy, John Colet School, Mandeville School, Princes Risborough School, Sir William Ramsay School, Stony Dean School, The Grange School, Thomas Freemantle School and Waddesdon CofE School



SCAN ME



SCAN the QR code, CLICK on the course date link
or PHONE 01296 383582 with the course code (eg. FM.....)

For more information, text Kathryn  07770 641997

  buckinghamshireadultlearning  BucksAdLearning  adultlearningbc.ac.uk



New growing & cookery workshops for 13-18 year olds

Join us on our farm to grow heritage and colourful plants in our polytunnel such as blue skinned potatoes, aubergine 'Black beauty' and red onions dating back to the 1900s. Then harvest the foods grown to create seasonal tasty meals in our cookery workshops. Learn about sustainable food production, and how growing plants has a positive impact on your own health, increases biodiversity and reduces the negative impact of food production on our planet.

Spaces are limited, the workshops are free, so please BOOK NOW!

Date	Topic	Booking link
Thursday 8 Feb 5-6.30pm	Growing workshop: chitting potatoes, radish, red onion sets	www.trybooking.com/uk/DALC
Thur 22 Feb, 5-6.30pm	Cookery Workshop: fermenting & preserving	www.trybooking.com/uk/DALB
Thur 7 Mar 5-6.30pm	Growing workshop: potatoes, beetroot, cucumber	www.trybooking.com/uk/DALD
Thur 11 April 5-6.30pm	Growing workshop: climbing beans, peppers, tomatoes	www.trybooking.com/uk/DALF
Thur 18 April 5-6.30pm	Cookery workshop: mushrooms & alternative protein sources	www.trybooking.com/uk/DALA
Thur 9 May 5-6.30pm	Growing workshop - tbc	www.trybooking.com/uk/DALH
Wed 15 May 5-6.30pm	Cookery workshop - tbc	www.trybooking.com/uk/DAKZ



For more details, email Emily at office.rfcountryways@gmail.com

www.roadfarmcountryways.com

With thanks to:
Heart of Bucks
COMMUNITY FOUNDATION