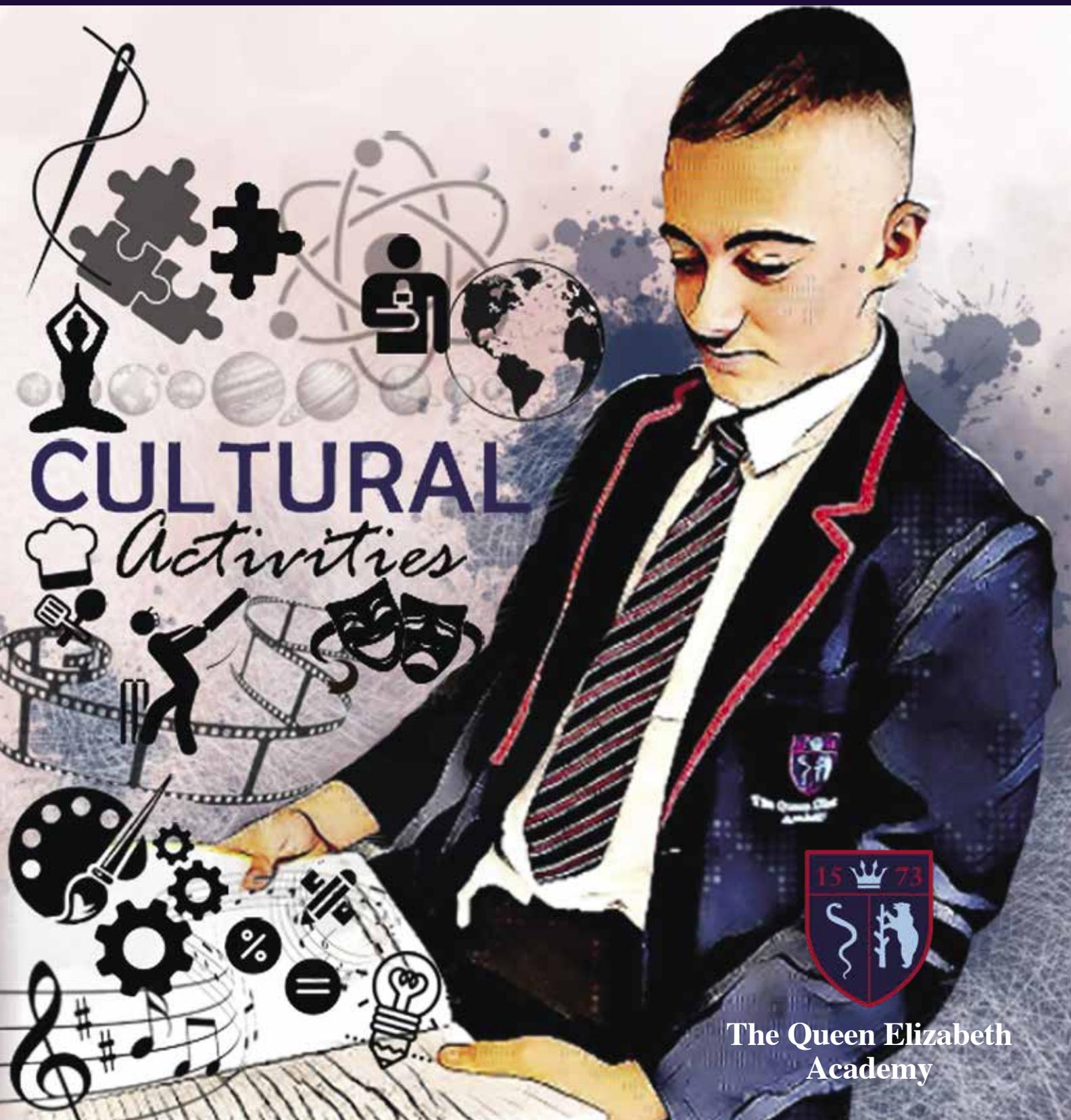


WINTER 2021/22 EDITION

THE QUEEN ELIZABETH ACADEMY NEWS



The Queen Elizabeth
Academy

Principal's Welcome



Welcome to the latest edition of The Queen Elizabeth Academy newsletter.

Last spring, in the midst of our second lockdown, I wrote to parents and carers espousing a dream we had for a better academy through a better curriculum. Out of that shared dream came feverish work in the summer term to create Curriculum 21.

Curriculum 21 is about the whole TQEA child. Yes - it is about academic ambition, rigour and excellence for all. Yes - it is about building the learner and equipping them with the employability skills of the future. Of course, it is about students achieving better academic outcomes and positive destinations for the future.

However, one of the hallmarks of Curriculum 21 is an extraordinary extended day and cultural offer for our children. An offer which encourages our children to grow, to develop, to nurture and to experience new things. To develop their cultural capital and experience of life.

To that end this edition of our magazine celebrates how extraordinary extended day offers with over 50 clubs per fortnight and the opportunity of 23 educational visits for our students. These include trips abroad to places such as Iceland, France, Belgium and Italy. We maintain that all of these are “curriculum” and our ambition is for every child to experience at least one club each fortnight.

It is these aspects that we often enjoyed most when we were at school and to which we can recall fondly today. Our aim is for TQEA students to love these opportunities and to light fires of interest, enthusiasm and life.

In short - to promote a “life well lived”.

Neil Harding - Principal

Duke of Edinburgh Award

It has been lovely to see the students be able to embrace D of E. This year's group has been preparing for the award by learning how to use a compass, beginning to understand map reading and more importantly learning how to put up a tent.



Young Artist

The 'Young Artist' Club have been enjoying having sessions to hone their artistic talents during lunchtime sessions. They are free to pursue any style of art and use the tools of each style to create some masterpieces.



Performing Arts Club



Since Performing Arts Club began in September, new friendships have blossomed, levels of confidence have surged, and students have pulled together as a team, bustling with their diverse talents, to produce a mini production of A Christmas Carol. The student's demonstrations of leadership, collaboration and resourcefulness have been admirable and we can't wait to share the 'fruits of our labour' with family and friends of our school community.

The Performing Arts Club welcomes all students whether they aim to develop their performance skills, help out backstage, design costumes, lighting states and sets or even have a go at script writing. Speak to Miss Kiteley for more details.



Come Dine with Me & Food Masterclass

One of the highlights of the extra curricular clubs has been the Come Dine with Me and Y10&11 Food Masterclasses. They have proved popular with students, staff and even some celebrities. Students have made all sorts of recipes, using all sorts of ingredients and have even been retweeted by some of the celebs who inspired the recipes.



Stem Clubs

Our students have been enjoying our range of Stem clubs that are available. Our Year 7's - Royal Academy of Engineering have been working on a project: Engineering in a pandemic: Where they first made a model virus and are now making a face mask testing machine.

Our Year 8 Robotics Club has been building robots and Year 7 students are allowed to join after Christmas to participate in the robotics challenge competition.

Finally onto our Sewing Bee which comprises Year 10's and 11's, they have been very busy. At first they made bags for GEH Breast cancer care, they are currently making pencil cases, gift bags and even christmas stockings.



Creative Writing

Creative Writing Club happens every Week One on a Thursday. All students are welcome to come along and get creative. We have so far already written our own poems of remembrance; created 'found'

poems based on random lines of literature; written descriptive pieces and had rap battles (a feature to get those creative juices flowing at the start of the sessions). Any student is welcome to come along and flex

their creative muscles or have a cathartic creative outlet. 'No good' at writing - then come along anyway and use an ipad to audio record your writing.

Like an outdated combine harvester
We stutter and stumble towards our farmhouse.
Our crops have withered
Our fields are unkempt.

Tired all day, bored all day, stressed that our crops won't grow.
We need to take stock. Stop. Reflect. Learn from the scarecrow.
Appreciate what we have actually grown
What we have kept alive and the safety of our home.

Because life is like a potato -
Sometimes we have to spend time in the dark to grow.

Hurried to Burial

Hurried to burial
Hurried to the end
I speed-run through life. Not crafting memories.
Running as fast as I can, but going
Nowhere. Life is a simulation.
I am entombed in someone else's code.
Important events pass me by like the Blue Blur.
I spend too long dodging griefers, creepers and monsters.
Instead of savouring and creating. Life.
But I will be re-spawned in my own RPG.
A rising dawn.

We Give Thanks

Dawn. Warming sun coming up from the endless dark
To signal the endless void of possibilities.
But they are the dead. They will never see sunlight again.

They lived, felt dawn, saw sunset glow.
They loved and were loved.
Now, they offer us the torch to take up the mantle.

They may be dead, but their memory will live on
Passed on like family heirlooms
Generation by generation, their names are angels, the guardians of families

Thank them for their sacrifice so that now we can live freely in our paradise
We worship them.
We worship those who sacrificed their life.

Reading - Dreaming with your eyes open

TQEA has purchased a vending machine.



Not full of food, but full of food for the soul: books. This is part of TQEA's reading for pleasure strategy which will launch after Christmas. With Mrs Badham's side hustle of being the school librarian, as well as her minor role in school as Head of English, TQEA also has a brand new library system AND designated student librarians. This will mean that every student at TQEA can now have their own library book with them at all times.

Students have also been tested for their reading ages so staff know how to provide support in lessons - and there has been a significant increase in the number, variety and academic quality of texts students read in ALL subjects cross the curriculum. We will also be launching Drop Everything and Read sessions where the academy will all engage in reading for pleasure at certain points during the month. And, of course, tutor time reading happens once a week for Years 7 - 10.

The books in the vending machine are stocked with Carnegie winners, Booker nominees, contemporary young adult fiction, BAME and LGBTQ+ writers and classics from the literary canon. The vending machine allows us to

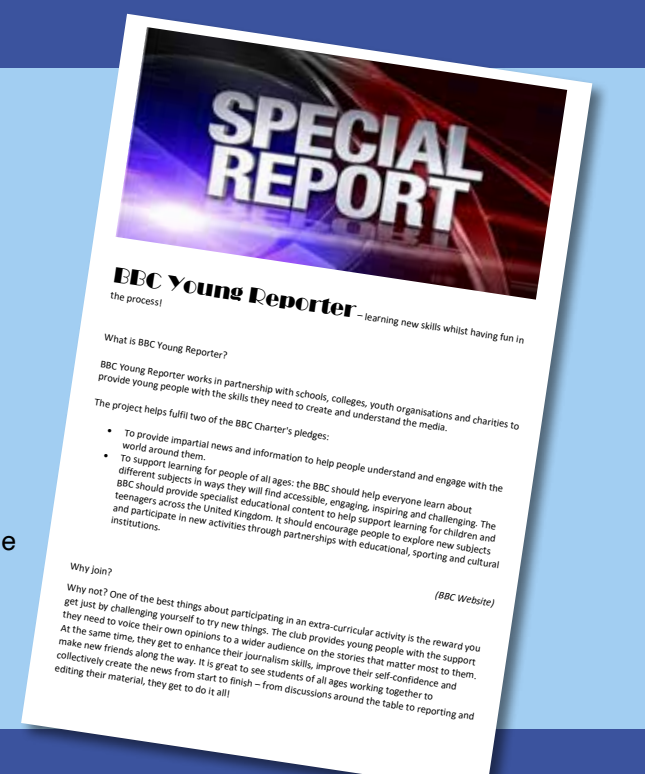
reward our students who attain the principal's award with a prize - and what better prize than their own choice of book.

Mr Armishaw

BBC Young Reporter

What initially started off as a weekly article in the student newsletter has quickly turned into something even bigger thanks to the addition of new members. The Young Reporters have just finalised their first 'TQEA Talks,' a broadcast designed to showcase some of the wonderful work and opportunities taking place at TQEA.

In the near future, the Young Reporters hope to share the content of their broadcasts with the wider community via the school website as well as participate in some of the events hosted by the BBC throughout the year.



Student Sports Leadership

So the prep has been based around two elements. Firstly, students have had to learn the rules and scoring systems for each of the 5 sports/activities that were involved in the events. They achieved this through playing the sports themselves and also officiating/scoring for mock games with peers.

The more important preparation has been their development of leadership skills. So far we have worked on the following areas:

- Communication - we have discussed and experimented with a variety of communication skills and tried to practice during peer to peer activities
- Refereeing - we have learnt the different approaches to refereeing, in particular we have discussed the balance between implementing rules without ruining the experience for the players
- Confidence/attitude - we have discussed and explored the different interactions leaders might have. For example, they have worked with a lot of 'non-sporty'/SEN pupils so they had to be really motivational and enthusiastic. They also had to greet teachers/parents which required a different level of maturity.

Alongside the practical elements of leadership we have completed a number of written tasks, these include:

- Goal setting
- self assessment/skills profiles
- Reflection

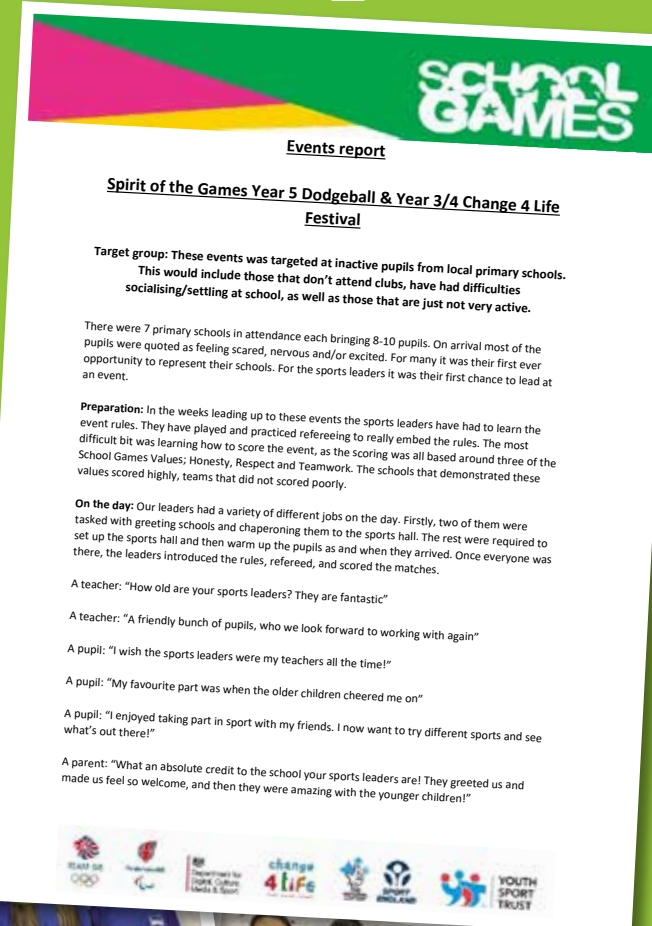
The sports and activities we have done are:

- Dodgeball
- Speed stacking
- Tennis skills
- Capture the flag
- Ultimate frisbee
- 3x3 Basketball

Rory Leggett

Sports

TQEA sports teams have been able to restart playing fixtures against other schools they have been excelling in; they have played basketball, dodgeball and football.



Think Higher

Careers have been busy this term especially for Year 11 with them receiving some top tips about how to be successful in their future. They have all attended a 'why university' assembly delivered by ThinkHigher, a university outreach organisation. The assembly informed students about the positives of attending university and explained some misconceptions about the perceived financial implications. ThinkHigher have then delivered a 'don't be passive' workshop to all Year 11 students in their PSHE lessons. The workshop explored passive attitudes to education and the impacts this has had on career paths. Students have had the chance to listen to real life examples of people who have suffered the consequences of a passive approach and also reaped the benefits of taking a more active and engaged approach to their education.

It has been great to speak to nearly all of our Year 11 students the past week and find that



most have now applied to their chosen sixth form or college and have a clear idea of what they want to do next year. We have noticed a real change in the attitudes and focus of students in this position and they now seem to be working hard to achieve their goals.

If parents have any queries they can email Mr Webb at m.webb@tqea.org.uk

Open Event NWSLC

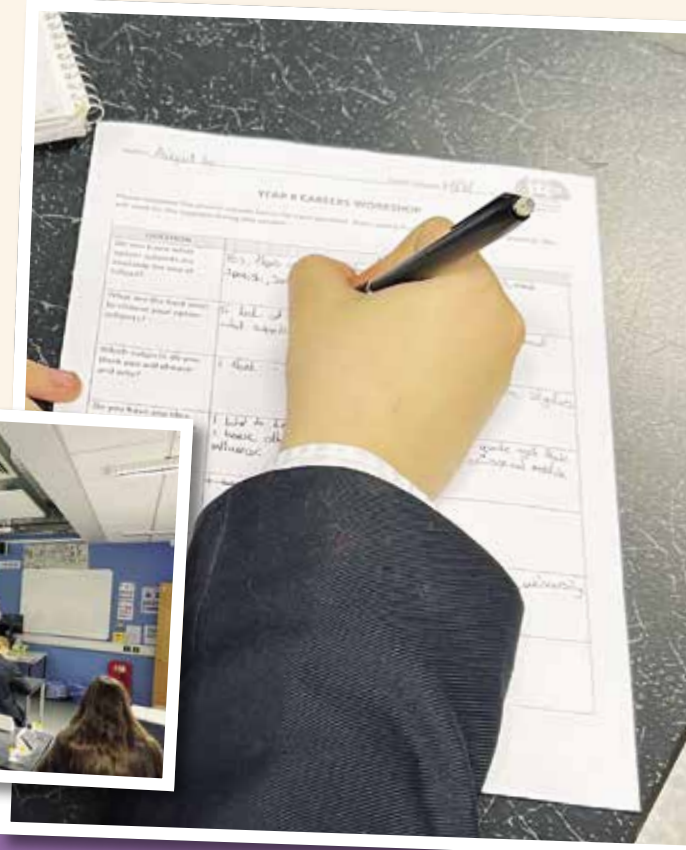
There have been a lot of open events over the last few months to allow our Year 11 students lots of chances to decide what the future holds for them when they leave school. One such event was held at North Warwickshire and South Leicestershire College

where some of the students were taken by Mr Webb and Mrs Gibson and were given the chance to have a hands on experience with what they could potentially be doing as a future career.



Launch Your Career

In PSHE lessons all students have been given support to create an account on our online careers advice programme 'launchyourcareer'. Students began by answering a self-assessment quiz on their personality and interests and could then explore possible careers they may be interested in. They could find out the qualifications required to do certain jobs as well as live labour market information on employment trends, employment opportunities by location and average salaries. It has been great to see our students exploring their ambitions and putting together plans for their futures with their education at the heart of them.



Careers guidance workshops and meetings

This term has seen the start of Year 8 careers guidance workshops and Year 10 careers meetings with qualified careers advisers. Students have watched a presentation during tutor time and completed a preparation activity to help get them thinking about what career areas they may want to pursue. These documents have been used by our qualified careers advisers to support students in creating

action plans for their future. It has been really positive to hear the students' enthusiasm and eagerness to have their meetings and receive the support they desire to help make well thought out plans for their education and employment pathways.



Circus Circus

In Circus students have been working on building up their upper body and core strength and putting together a routine of 10 different moves in a sequence that have challenged them and they have really grown in confidence and a can do attitude. They have learnt to trust their bodies and to feel good about what they can do. Next term they will be starting on a new piece of apparatus which will be totally different and challenge them again. January is a great time for anyone who wants to try it out to join



Yoga

In Yoga Club this term we've been working our way through the various yoga poses and asanas and collaborating to sequence them into our own yoga flow. Some of the poses are incredibly challenging, but week by week we're feeling stronger, more flexible and have found ourselves to have better focus and balance which we carry on into our everyday lives. We feel that yoga club has been a positive force for good in our lives, helping us to become more resilient, calm and grateful. We'll be showcasing one of our flows we've been developing at the church event on Friday.



Musical Theatre

In Musical Theatre Club this term, we started by getting inspiration by watching the new film version of 'Everybody's Talking about Jamie'. We've been learning one of our favourite songs from 'Six' and then we prepared a Christmas song from 'Elf - the Musical' to perform at the end of term.



The apprentice

The Year 10 Business Studies students have had a fantastic opportunity to flex their entrepreneurial skills through their participation in the 'Apprentice' challenge. Broken into teams, the students were tasked with creating Christmas tree ornaments to design, produce, market and sell. The finished products go on sale this week. All proceeds will go to charity and the team with the highest profit will win a special prize! Fortunately, no one will be fired...



Finally we have some events that are due to take place as we've gone to print so check back in the next issue for pictures, They are the Christmas showcase, The Theatre trip for Year 11 and the Yr 7 trip to the church.

LEAVE OF ABSENCE DURING TERM TIME INFORMATION FOR PARENTS

The Supreme Court recently reached a decision in the case of *Platt v Isle of Wight Council* which has clarified the law on unauthorised leave, including holidays, during term time. The parents of children of compulsory school age are required to ensure that they attend school on a regular basis. The Supreme Court has made clear that attending school 'regularly' means that the children must attend school on every day that they are required to do so. As such, the parents of any child who is absent from school without authorisation for any length of time are likely to be considered as committing an offence under s444 of the Education Act 1996.

Head Teachers retain the ability to authorise leave in accordance with the Education (Pupil Registration) (England) Regulations 2006. When considering such requests for a leave of absence, the school are obliged to act within the law. Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances relating to the application. If the leave is granted, head teachers are able to determine the number of school days a child can be absent for.

It is for the Head Teacher to decide what is 'exceptional' and it is at their discretion if the circumstances warrant the leave to be granted. The school can only consider Leave of Absence requests which are made by the 'resident' parent.

Each application for a leave of absence will be considered on

a case by case basis and on its own merits.

Where applications for leave of absence are made in advance and refused, the child will be required to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an unauthorised absence, which may result in legal action being taken against the parent(s), by way of a Fixed Penalty Notice.

Failure to make an application for leave in advance can also result in a Fixed Penalty Notice being issued to the parent(s).

All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service, part of Warwickshire County Council

It is important to note, Fixed Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices in the amount of £120 each, totalling £240 for both children, this is reduced to £60 per child if paid within 21 days).

Where a Fixed Penalty Notice is not paid within the required timeframe as set out on the notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal proceedings under S444 Education Act 1996.

Fixed Penalty Notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices.

Your child's progress, academically as well as socially, is our shared priority

Warwickshire School pupils recorded 31,196 half day sessions of absence due to holiday in the Autumn term 2019.

Information
on our website

Please see the
parents area on our
website for copies of
letters, information
and key dates.



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