



Our Children, Our Community, Believe it can be done!

Head teacher's 'Thought For The Week'

Truth

Frequently a lie causes so much pain, hurt and anger. Establishing the truth is so important. In my dealings with staff, students and parents I find that when we establish the truth, we can usually resolve matters and restore relationships.

Truth: a story has been told of General Robert E. Lee who was a legendary general of the confederate army during the American Civil War (1861-65). Hearing General Lee speak in the highest terms to President Davis about a certain officer, another officer, greatly astonished, said to him. 'General, do you not know that the man of whom you spoke so highly to the President is one of your bitterest enemies, and misses no opportunity to malign you?' 'Yes,' replied General Lee, 'but the President asked my opinion of him, and I gave him a true answer, he did not ask his opinion of me.'

Truth- Hand of.

The nimble lie

Is like the second hand upon the clock;

We see it fly; while the hour hand of truth

Seems to stand still, and yet it moves unseen,

And wins, at last, for the clock will not strike

Till it has reached its goal.

H.W. Longfellow

At Broadway Academy, we should always aim to speak the 'truth' with kindness and sensitivity.

Mr Skelton.

Grammar of the Week

Basics about sentences

- Sentences are fundamental to all written and spoken communications. A sentence is a group of words that makes complete sense by itself.
- Sentences may be long and complex or as short as one word. They must make sense in the context being used, 'Help!' or 'Wait!'

What can they be?

- A statement - Today is Tuesday.
- A question - 'Have you got a pen, miss?'
- A command - 'Pay attention!'
- An exclamation - 'I don't believe it!'

Values Focus of the Week

Responsibility @ Broadway Academy

This half term we have been exploring the value of RESPONSIBILITY. You will now have a greater understanding and appreciation of the core value of responsibility in your individual lives and in society.

Remember young people who are taught to be responsible and accountable for their choices and actions develop a greater sense of self worth and confidence in their ability to make the right choices. You will receive the satisfaction of knowing that you are dependable and trustworthy young people who take responsibility for your actions.

RESPONSIBLE DO'S	RESPONSIBLE DON'TS
Think before you act	Don't do anything before you think
Think before you talk	Don't say anything before you think
Do only good things	Don't do anything that you know is bad or wrong
Think about what will happen if you say or do what you want to say or do	Don't blame others for your mistakes
Fix your mistakes. Clean up your own mess	Don't leave mistakes or messes for someone else to fix
Be a good example to others	Don't wait for someone to tell you to do good things
Do your jobs, tasks and duties	Don't do anything that you won't be proud of
Do your very best at all times	Don't be satisfied with less than your best
Keep trying when it becomes difficult or challenging	Don't pretend to have done jobs you really haven't done
Complete all your work before you play or socialise	Don't delay—manage your time and tasks

KS3 Enrichment Trip

Sulgrave Manor 17th October 2015

Sulgrave Manor, near Banbury, is the ancestral home of George Washington and one of only two places in the UK, (the other being the Embassy in London), where you can be in Britain and America at the same time. Without setting foot on a plane or boat, Broadway pupils and staff were in the USA for a couple of hours on Saturday 17th October!

Sulgrave Manor was built by John Washington, a wool merchant, and is a very fine example of a Tudor manor house. Unfortunately, it was falling into disrepair in the early twentieth century but was happily saved for posterity by a joint venture between Britain and America - hence the dual ownership.

The group was shown round, after getting into the mood by dressing in Tudor costume, by one of the guides who 'became' Amy Fletcher, the housekeeper in John Washington's time. She showed us round the main hall, the great chamber and the kitchen and every one of us had a go at several Tudor activities such as turning the spit to roast the meat and striking sparks from a flint to start a fire.

In the grounds of the Manor is The Forge, where we saw the workshop of the local blacksmith with his family's room above. It was very different from the luxury of the life lived by the family in The Manor and we learned that this difference was reinforced by laws which, for instance, prevented the working people from wearing certain materials and styles in their clothes as well as restricting other freedoms in a way which was hard for modern students to believe.

We spent time in the school room writing our names with quill pens, playing Elizabethan table games and went outside to play quoits - an energetic game preparing young lads for the art of sword fighting!

It was a very interesting visit, well worth getting up for on a Saturday morning, and we found plenty to amaze and amuse!



Transition day Focus

1. Broadway Behaviour Basics and the BBB 10
2. Our new Rewards Policy
3. Our Academy Values
4. Reminded that our actions have consequences
5. Our Information, Advice and Guidance Support systems
6. Monitoring and reviewing our progress
7. Outcomes of our review of last term
8. The year ahead and how we can affect our performance, progress, attainment, character, values, our career opportunities, our destinations after Broadway and above all our life chance
9. The unsung hero as part of Black History Month
10. Our new VLE
11. Health and Wellbeing
12. DR ICE strategies for
 - Deepening our thinking skills
 - Role Modeling our Learning
 - Impact of Marking on Progress
 - Challenging Expectations
 - Engaging in Learning

Delivery of these areas has been through a variety of channels and all staff have engaged with all activities in one way or another.

PSHE — Personal, Social and Health Education

Our focus on Personal Health and wellbeing.

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Student Expectations

I can expect my learning environment to support me to:

- Develop my self-awareness, self worth and respect for others.
- Meet challenges, manage change and build relationships.
- Experience personal achievement and build my resilience and confidence.
- Understand and develop my physical, mental and spiritual wellbeing and social skills.
- Understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing.
- Participate in a wide range of activities which promote a healthy lifestyle.
- Understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary.
- Learn about where to find help and resources to inform choices.
- Assess and manage risk and understand the impact of risk-taking behaviour.
- Reflect on my strengths and skills to help me make informed choices when planning my next steps.
- Acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Broadway Behaviour Basics

The academy expects student's to:

Be Organised:

- Have a pen, pencil, ruler, planner, reading book
- Bring the correct books and equipment to lesson packed in a school bag
- Use your planner appropriately and effectively
- Complete all home learning and projects on time

Be a Good Learner:

- Arrive on time to lessons
- In class sit in your seat unless given permission to move
- Listen to instructions and follow them carefully
- Concentrate on your own work - don't distract others or play around
- Complete all your work to an excellent standard

Be Responsible:

- Don't drop litter - use the bins
- Take care of school buildings and property - especially communal facilities
- Queue sensibly and quietly for lunch
- Talk, don't shout in the dining room
- Clear away your lunch plate and cutlery
- Mobile phones or electronic equipment must not be visible or used during the school day.

Resilience

The development of resilience or coping skills is particularly important to young people as increasing numbers are struggling through school and life with social and emotional needs that greatly challenge schools and welfare agencies.

A resilient child can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes.

Social Wellbeing

Social wellbeing refers to being and feeling secure in relationships with family, friends and community, having a sense of belonging and recognising and understanding our contribution in society.

This will be developed by raising student's awareness, understanding and experience of participation in consultation, citizenship and volunteering activities within the formal and informal curriculum.

Self-Esteem

Self-esteem is a self rating of how well the self is doing.

It means:

- the way we feel about ourselves
- the way we feel about our abilities
- the value we place on ourselves as human beings.

Food and Nutrition

Students develop their understanding of a healthy diet, which is one composed of a variety and balance of foods and drinks. They acquire knowledge and skills to make healthy food choices and help to establish lifelong healthy eating habits. They develop an appreciation that eating can be an enjoyable activity and understand the role of food within social and cultural contexts.

Students develop knowledge and understanding of safe and hygienic practices and their importance to health and wellbeing and apply these in practical activities and everyday routines including good oral health. They develop awareness that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media.

Emotional Literacy

Being 'emotionally literate' means having the ability to identify, understand and express emotions in a healthy way.

Physical Education

Physical education provides students with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables students to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

They encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors.

Learning in, through and about physical education is enhanced by participating on a regular basis in a wide range of purposeful, challenging, progressive and enjoyable physical activities with choice built in for all students.

Staying Safe

Just today students from all year groups have been looking at on and off line safety.

This half-term has been full of opportunities to engage in lessons/activities to promote our health and wellbeing work.

Physical Wellbeing

Physical wellbeing refers to the knowledge, skills and attitudes that we need to understand how physical factors affect our health.

This applies to all kinds of travel - whether on foot, bicycle, motor vehicle or public transport. To support the reduction of road accidents, it is the responsibility of all adults to teach and encourage good road safety practice and to reinforce this by modelling appropriate behaviour.

Substance Abuse

Students develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. The experiences and outcomes will enable students to make informed personal choices with the aim of promoting healthy lifestyles.



Basic First Aid

Year 7 and 8 students will learn basic first aid during these sessions.

First Aid Qualification

Students in Year 9 and 10 can attend a 10 hour first aid course and achieve a qualification in first aid; all students must, however, be accompanied by an adult. These sessions will take place out of school hours and both participants will get a qualification.

Bikeability

This year we have teamed up with many organisations to improve our support with getting us all healthy and fit for the business of learning.



We have acquired 12 bikes funding for a garden on site so we can focus on growing your own food at a reduced cost

We need your help!

We have an off/on line safety committee made up of representatives from the Broadway Academy Community BAOSC); parents, students, governors, community users, senior leadership, support staff, our strategic lead,

What we need is parents and health professionals - we would like you to participate in workshops on specific aspects of PSHE and Citizenship such as SRE, drug education, bullying, local issues, human rights, and fair trade.

Participate in workshops

If you think you can give up a few hours every six weeks or so to support us then email:

enquiry@broadway-academy.co.uk or
call us on 0121 566 4334

Leaving your name, occupation, name of child at Broadway (if applicable) and a contact number.

Please state which area you would like to be involved in.

We look forward to working with you in the near future. We ask that you support us with our healthy and wellbeing programme and ensure that your child has an eye test every two year. A number of students have been identified as underachieving and the simple fact is that they are not able to access all the learning within our classrooms.

Dental and eye tests are free to your children who are in full-time education and are under the age of 19.



Languages Directorate

Hello from the Languages Directorate at Broadway Academy!

Here is some information you might not know about your teachers! We have:

- Over 70 Years of experience teaching Languages at Broadway.
- We speak 7 different languages.
- We have travelled, lived or worked in more than 25 different countries.
- We LOVE Languages!

KS3: Year 7 settling in

The following pupils are already showing their love of language learning and great potential!

Laaibah R., Hamed A. A., Maariya B., Zakhia A., Rayne H., Rashid, Ozair A., Khaled A., Kheah C., Mohammed A., Aishah K., Sayem A., Haajirah B., Mohammed K. T., Mahreen K., Anisa I..

We think you'll be our stars of the future.....

KS4: Year 11

As we prepare for our essay on holidays (15% of the overall GCSE examination), we have been working really hard on how to improve answers. Our star pupils for preparation work are:

French : Fatima M., Yazmin A., Ammro A. A., Shazeda A., Tasnim C., Sana I.

Spanish : Sufyaan A. , Ayesha K., Salman S..

Our Arabic classes have all been given access to "Vocab Express" to support their vocabulary learning.

Revision tips for half term:

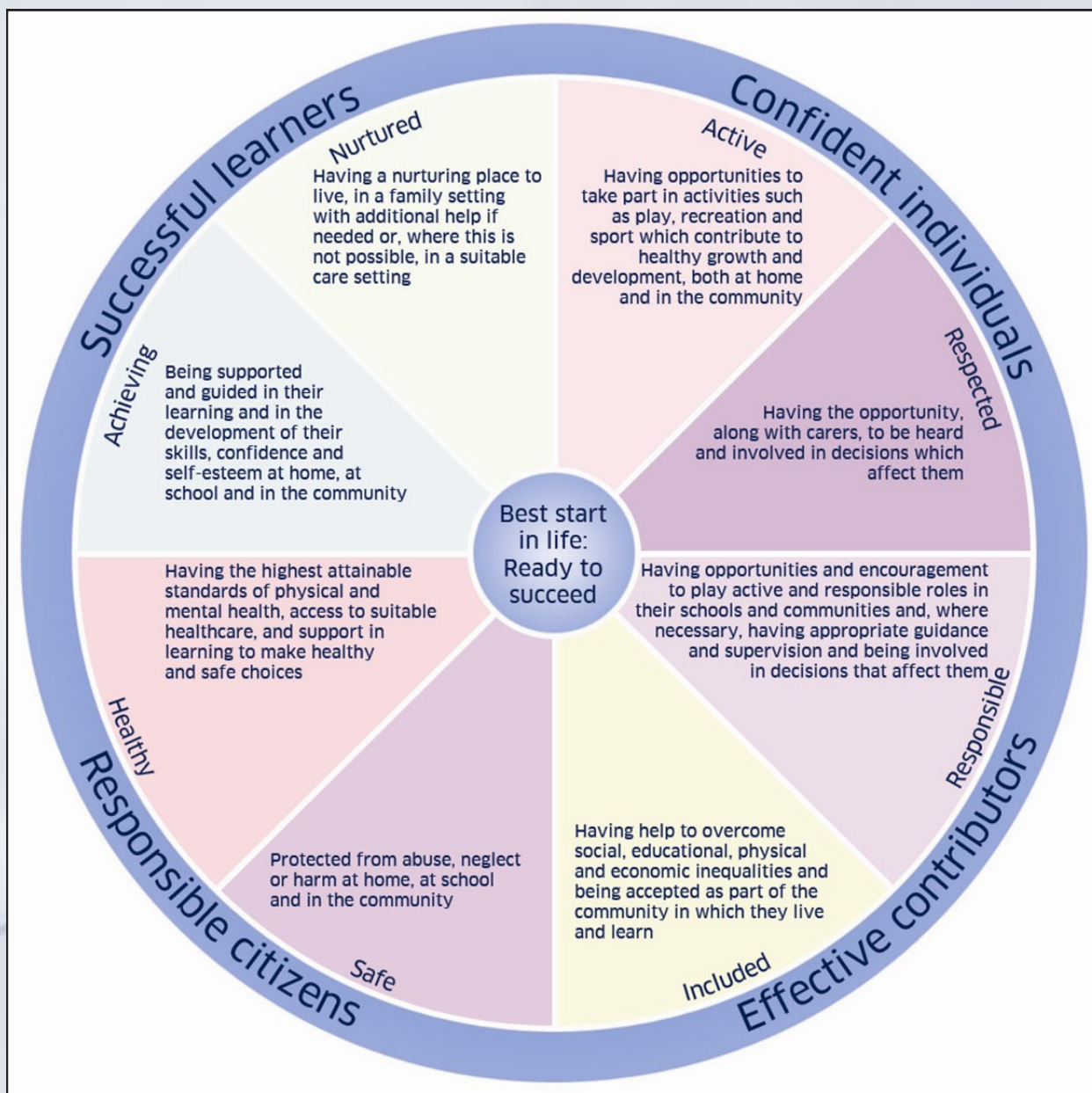
- "Chunk" your learning into smaller sections, it helps your brain remember it better!
- Find a strategy which helps you to learn e.g. The fold over technique.
- Take regular breaks, and look at your learning every day.

We wish you all good luck after half term!

Quiz Question of the Week

Where in Germany does the Oktoberfest take place?
See Miss Slee in G6 for a prize if you know the answer!





Mental wellbeing refers to the health of the mind, the way we think, perceive, reflect on and make sense of the world.

Mental Health

The World Health Organisation describes mental health as:

'a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.'

Emotional Wellbeing

Emotional wellbeing refers to recognising, understanding and effectively managing our feelings and emotions.

Five



ways to Mental Health and Well-being



• Give something back



• Relate to other people



• Exercise your body



• Appreciate your world



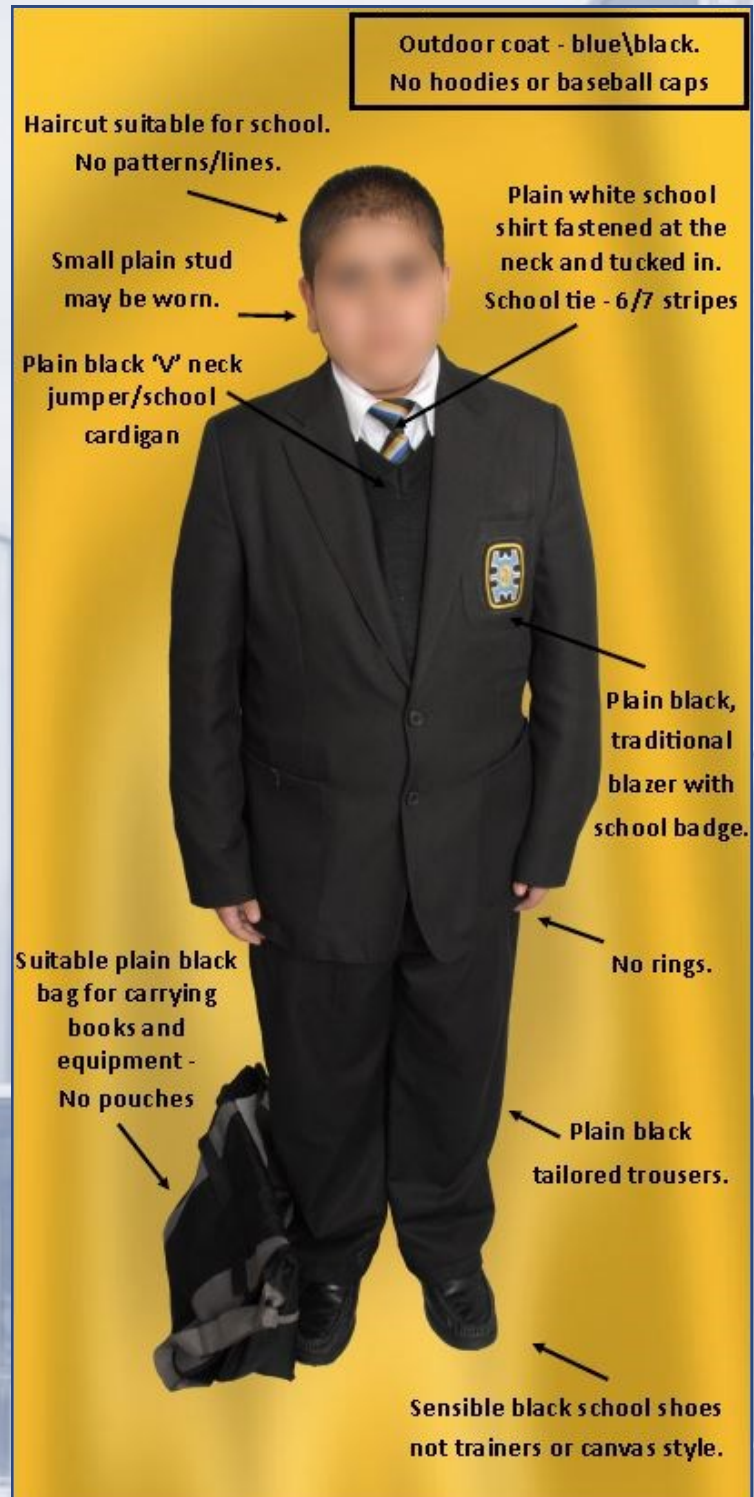
• Try something new

School Uniform

We have noticed an increase in the number of girls in particular who are not wearing the correct Blazer or trousers that are somewhat tight. The material suggests they are leggings and or Jeans. All students need to ensure they have a badge on the pocket of the blazer.

All staff will be monitoring this closely and issuing consequences for non compliance.

Here is a reminder of the uniform.



1. I attend regularly and arrive on time with the correct equipment.
2. I understand the school is a formal environment; I dress and behave accordingly.
3. I actively participate in lessons and school activities.
4. I do as I am asked, the first time I am asked.
5. I walk quickly and quietly, on the left, to where I should be.
6. I value others and understand that our individuality makes our community stronger.
7. I share and celebrate in everyone's success.
8. I can, if I think I can; I strive to do my best even when learning is difficult.
9. I am proud of our school, helping to look after it and create a positive learning environment.
10. I am proud of who I am and what I have achieved today.



Year 7 Awards and Notices

Handsworth Young People's Parliament Representatives:
Farhan H. 7BB/NI, Esha R. 7BB/JI)

Year 8 Awards and Notices

Top Ten Sleuths

Jubair A.	(8JI)	45
Fahiima Y.	(8NI)	40
Humaira A.	(8JI)	39
Hizra Noor M.	(8PI)	39
Khadija H.	(8JI)	38
Hasan M.	(8JI)	38
Sana K.	(8JI)	36
Safiyah I.	(8LI)	35
Husnain I.	(8VE)	35
Rayan R.	(8JI)	35

Behaviour outside of the classroom Draw winners:
Fiza A. 8AB/JI, Mumtaz A. 8BB /PI

Handsworth Young People's Parliament Representatives:
Fiza A. 8AB/JI, Shahanaz B. 8CA/JI, Junaid I. 8CA/JI,
Zarine S. 8BA/LI

Year 8 Form Reps/Year Council

8AUSTIN A	Mohammed A. H. 8NI Kiyana K. 8TF
8 AUSTIN B	Mahmud C. 8LI Fiza A. 8JI
8 BOULTON A	Hasan M. 8JI Zarine S. 8LI
8 BOULTON B	Junaid I. 8JI Shahanaz B. 8JI
8 CHAMBERLAIN A	Haider A. 8JI Aisha A. 8JI
8 CHAMBERLAIN B	Fahim I. 8JI Sana K. 8JI
8 MASON A	Sadiqul S. 8SF Aisha A. 8LI
8 MASON B	Fezan H. 8TF Hizra M. 8PI

Also: Faatima Patel 8PI, Jason Cheung 8WE, Nazmeen Akhtar 8JI, Reanna Begum 8VE

Year 8 Weekly Head Teacher's Award Winners:

Mhd H. H. 8JI, Fiza A. 8JI, Jubair A. 8JI, Yasmin Z. 8VE, Yahya M. 8PI, Shahanaz B. 8JI, Farhad A. 8JI, Nazmeen A. 8JI, Zarine S. 8LI, Junaid I. 8JI, Jason C. 8WE, Faatimah P. 8PI

Year 10 Awards and Notices

Top Ten Sleuths

Simran S.	(10SF)	44
Aklima K.	(10PI)	36
Asha B.	(10NI)	35
Imana M.	(10TF)	34
Yumna S.	(10SF)	34
Madiha H.	(10LI)	30
Fatimah K.	(10JI)	30
Hasan J.	(10WE)	29
Ayesha B.	(10WE)	28
Sumaiya B.	(10LI)	28
Badder D.	(10WE)	28

Behaviour outside of the classroom Draw winners:
Mohammed Naeemul H., Akif A., Anjum S. and Fatima U.

Maths Puzzle Board

Congratulations to Saffana G. who won the last Maths puzzle - 'Handshakes'

It's Hallowe'en over half term! This Maths competition is open to all pupils! There is a new puzzle to be solved up on the display board in the Blue area between the rooms B4 and B5. The puzzle, 'Spells' will test your number work and problem solving skills. You will have until **6th November** to try and solve the puzzle. Please submit your answers to the LRC.
PRIZES will be awarded to the lucky winner of the competition.

Spells

Winnie the Witch wants to make a spell. Her spell must have a power rating of 20. How many different spells can she make using the ingredients from her spell cupboard?



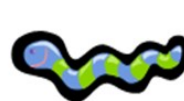
Power rating 7



Power rating 6



Power rating 5



Power rating 4



Power rating 2



Power rating 1



The Food Club has started for the new school year with the harvest season being our initial theme around our recipe choices. The club runs every Monday evening after school for approximately 1 hour to create some delectable dishes to take home and enjoy with the family. This week was the focus of harvest vegetables and reducing food waste with Pizza being made from a fresh dough base and all those left over vegetables from other dishes being used as toppings to ensure food is not wasted. The students' creativity developed stuffed crust bases and a variety of colour and spice in the toppings. The final baking created the crisp texture base with the soft cheese binding the toppings together to create great tastes and definitely producing an appetising smell within the food preparation room. Carefully sliced and packed, the students left ready to share the food with their family. Remember this is the time of harvest with the British fruit and vegetable produce at its best and most readily available within the food shops. So take advantage of the quality and create your desserts using the fresh berries and fruits and the main dishes including the fresh vegetables. You cannot get better than a lovely fruit crumble which year 7 are currently preparing in their Food Technology classes.



A quarter of the world's population live in severe poverty. Many work long hours in poor conditions just to earn enough to stay alive, often surviving on less than £1.30 per day. With this money they have to pay for everything - food, clothes, somewhere to live, school and medicines when they get sick.

Many workers have no employer or regular wage. Instead they work as street vendors: shining shoes, selling newspapers or recycling waste materials. In the Indian city of Kolkata, some people earn a living making paper bags out of recycled waste paper - such as old newspapers - and selling them to shopkeepers.

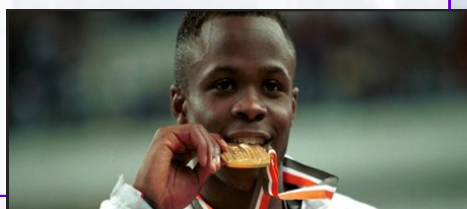
As part of the GCSE geography curriculum, year 11 have been investigating through the paper bag game what life would be like for those people who have to work hard to make paper bags in order to survive. This helps to understand the impact of global inequalities on the development of the world which forms part of their studies on the Development Gap unit.



Sky Sports Living for Sport Project

Last Wednesday Daniel Caines paid us a visit as part of the Sky Sports Living for Sport Project. He spent the afternoon with a group of year 11 students completing a series of different workshops to get them thinking about topics such as 'making the right choices'. The feedback from the boys involved was really positive and many commented on the fact that Daniel has had a very successful sporting and business career by adhering to some of the Broadway values such as aspiration, respect and responsibility. In the picture you see the group playing a game of 'I would rather' which helped students to analyse why they make the decisions they do in their life. For more about Daniel Caines see the information below.

Daniel Caines is one of Great Britain's top runners over 400m. Now retired, he enjoyed a highly successful career in which he was World, Commonwealth, European and Europa Cup Champion in the 400m and 4x400m relay, representing his country at two Olympic Games. A remarkable achievement considering he was once confined to a wheelchair by sporting injuries.





House Football Competition

The first PE house competition of the year concluded on Thursday after an enthralling three days of competition. This year's tournament was conducted at lunchtimes either on the Muga or on the Astroturf and was brilliantly monitored by Mr Khan, Mr Robbins, Mr Cheney and Dilly Rahman. The games were refereed by numerous 6th form Sport students and staff commented on more than one occasion on their excellent decision making and calm approach. The officials who deserve credit were-

Rehmat K.
Shalim A.
Mohammed K.
Adam S.
Abdul R.
Ahuaib P.

The competition gained a lot of interest from pupils around the school and it was excellent to see students cheering on their house along with some very enthusiastic and loud members of staff (Mrs James!!) Results were as follows-

Year 7 semi-finals

Boulton v. Austin 2-0

Mason v. Chamberlain 2-2 (Mason won on penalties)

Year 7 Final

Mason v. Boulton 1-0 (Asim A.)

Man of the match- Ruhel A.

Year 8 semi-finals

Boulton v. Austin 0-1

Mason v. Chamberlain 0-3

Year 8 Final

Austin v. Chamberlain 3-0 (Husnain I. x 2, Owais S.)

Man of the match- Aboubakary B.

Year 9 semi-finals

Boulton v. Austin 3-2

Mason v. Chamberlain 3-1

Year 9 Final

Mason v. Boulton 3-0 (Bilal M. x3)

Man of the match- Bilal M.

Year 10 semi-finals

Boulton v. Austin 6-16

Mason v. Chamberlain 1-8

Year 10 Final

Chamberlain v. Austin 4-2 (Havid J., Ali H., Muminoor R. x2/Ahmed K., Kasum B.)

Man of the match- Havid J.

Huge congratulations to **Mason** who were the most successful house overall and everyone who participated deserves massive credit on their performances. Although the tournament was a 7-a-side affair most teams had between 10-15 players involved and all managed to play some part in what was an excellent tournament overall. It was fantastic to see all 12 games played without a cross word or any negativity towards staff or 6th formers. Key Broadway values such as respect, integrity and responsibility were certainly evident as the standard was set for the rest of the year's competitions.

Trophies will be presented to the winning houses in assemblies over the coming weeks.

Girls Interhouse Football Results.

The girls interhouse football competition was run on Tuesday afterschool, with 15 pupils attending. All of the pupils involved represented their houses well with some great skill on show. After all games were played the final results were:
1st place: Boulton, 2nd place: Mason, 3rd place: Chamberlain, 4th place: Austin

Congratulations to the winning team: Jannat H. 9SF, Lilla M. 7VE, Hamida B. 9NI and Sara R. 9JI.



PE and Performing Arts



House football competition

