

BROADWAY ACADEMY Newsletter

Issue 82
16/09/2016



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

Headteacher's 'Thought For The Week'

This week, I have delivered a whole school assembly on the theme of 'perseverance'.

Perseverance is a life skill and a quality that is essential to survive in today's uncertain world. Children and adults need to persevere if they are going to succeed.

The following quotes have been said by famous people who 'persevered' often when they were at the end of their tether!

Napoleon Bonaparte - 'Victory belongs to the most persevering'

Richard Le Gallienne - 'Stay the course, light a star, Change the world wherever you are'

Benjamin Franklin - 'Energy and persistence conquer all things'

Napoleon Hill - 'Edison failed 10,000 times before he made the electric light. Do not be discouraged if you fail a few times'

Samuel Johnson - 'Great works are performance not by strength but by perseverance'

Marie Curie - 'Life is not easy for any of us. We must have perseverance and above all confidence in ourselves. We must believe that we are gifted for something and that this thing must be attained'

Henry Wadsworth Longfellow - 'Perseverance is a great

element of success; if you only knock long enough and loud enough at the gate you are sure to wake up somebody'

'I'm convinced that about half of what separates successful entrepreneurs from the non-successful ones is pure perseverance'

George Clooney - 'The only failure is not to try'

Winston Churchill - 'Never give in, never give in, never, never, never, never, in nothing, great or small, large or petty, never give in except to convictions of honour and good sense'

Julie Andrews - 'Perseverance is failing 19 times and succeeding the 20th'

All students have the ability to succeed at Broadway Academy if they persevere. The final quote is found in the old testament:

'But as for you, be strong and do not give up, for your work will be rewarded'

If students work hard and persevere they will be rewarded. Please see the Report card below which will be given to students every 10 weeks.

Believe it can be done!
Mr Skelton

Reward Level	Progress 8 Score	Homework Average	Attendance	Effort Average	Sleuth Residual	Broadway Values
Platinum	+1	1.25	99%+	1.25	50+	40+
Gold	+0.75	1.5	98%+	1.5	40+	30+
Silver	+0.5	1.75	97%+	1.75	30+	20+
Bronze	+0.25	2	96%+	2	20+	10+

Checklist for Helping Your Child with Homework**Show you think Education and Homework are important:**

- Set a regular time every day for homework
- Ensure your child has paper, books, pencils and other things needed to do homework
- Set a good example by reading and writing yourself
- Stay in touch with your child's teacher

Monitor assignments:

- Do you know what your child's homework assignments are? How long should they take?
- Do you know how the teacher wants you to be involved? Do you see that assignments are started and completed?
- Do you read the teacher's comments on assignments that are returned?
- Is TV viewing (or other electronic devices) cutting into your child's homework time?
- Do you check your child's homework diary (¹Frog record- school VLE) on a regular basis?

Provide guidance:

- Do you understand and respect your child's style of learning?
- Do they work better alone or with someone else?
- Do they learn best when they can see things, hear them, or handle them?
- Help your child to get organised. Does your child need a calendar or assignment? Book or a bag for books and a folder for papers?
- Encourage your child to develop good study habits (e.g. scheduling enough time for big assignments; making up practice tests)
- Do you talk with your child about homework assignments? Do they understand the assignment? Do you encourage your child to let teachers know if they are struggling with homework?
- Do you and your child talk about plagiarism and its consequences

Talk with someone at school when problems come up:

- If a homework problem comes up, contact the teacher
- Together you and they can work out a plan and schedule to fix homework problems.

¹FROG - allows you as a parent to see all the homework electronically which has been set for your child. If you do not have a log in but would like one, please contact school for further details.

Design Technology Textiles

I had the pleasure of crossing over and teaching within Design Technology last term, and was extremely pleased with the results of the groups taught. Many students came with little or no experience of hand sewing and even threading a needle was challenging to start with. However, with lots of resilience, hard work and determination the pupils produced amazing work. They also really enjoyed designing and seeing their ideas fully accomplished and producing a completed Puggly doll to take home.

Well done year 7, your dolls look great!!

Mrs Butler



Help your child try new things

Practicing growth mindset theory with children is a great way to get them engaged with subjects and activities that they try to avoid through fear of getting things wrong or "not being good enough".

What is a growth mindset?

Has your child ever said to you 'There's no point, I'll never be able to do it' or avoided doing something because they've failed at it in the past? Feelings like this can be related to what children believe about what makes them 'good' at something - whether it's school work, sport, or even their ability to manage their emotions and behaviour.

Some children will tend to give up on challenging tasks easily, or avoid tasks they've failed at before. They tend to believe that being 'good' at a particular activity is a fixed state, and is something they can't control. In psychology, this way of thinking is called a 'fixed mindset'. Others might bounce back quickly from failure and be more likely to explore how they can get better at doing something. They tend to be children who believe that you can improve your abilities by practicing, or by finding a different way to achieve your goal. This way of thinking is called a 'growth mindset', and developing it can help make children more resilient for life.

There are lots of small things you can do every day that can help your little one develop a growth mindset:

- Set high expectations for your child
- Encourage children to be resilient and not give up, even when they find something difficult or frustrating
- Celebrate mistakes!
- Use inspirational role models



Adapted from Dr Frances Warren and Dr Sherria Hoskins work, University of Portsmouth

You have **BRAINS** in your **HEAD**.
 You have **FEET** in your **SHOES**.
 You can **STEER** yourself any
DIRECTION you **CHOOSE**.
 ~Dr. Seuss

We had six very successful enrichment trips last year and we are grateful that Mr Skelton has agreed that Miss Benton & Ms Lynch-Smith will continue to offer the chance for pupils to go on these exciting and often unusual visits.

These enrichment trips are on Saturdays spread throughout the year and the timings depend on the distance to the venue; there is no charge to pupils. They are designed to give pupils the chance to visit places where they might not otherwise go and, because there are a limited number of places, there is always a competition for one of those places. The guides & education officers at the venues have been happy to help by judging the entries! In fact, the manager at Harvington Hall adopted our 2014 competition for use with all of her school groups & as a fund-raising activity!

As usual, the 2016-17 Enrichment Visits are to places which reflect our Broadway Values and are listed below - keep an eye out for more details of each one in this Newsletter:

5th November

Westonbirt Arboretum, Gloucestershire

One of each of just about every type of tree in the world - in full autumn colour.

26th November

The Tower of London

Including the Crown Jewels!

21st January

Slimbridge Wildlife & Wetland Trust, Gloucestershire

Again - the most popular from last year!

18th March

Speedwell and Treak Cliff Caverns, Derbyshire

A subterranean boat ride!

7th May

Redwings Horse & Donkey Sanctuary, Warwickshire

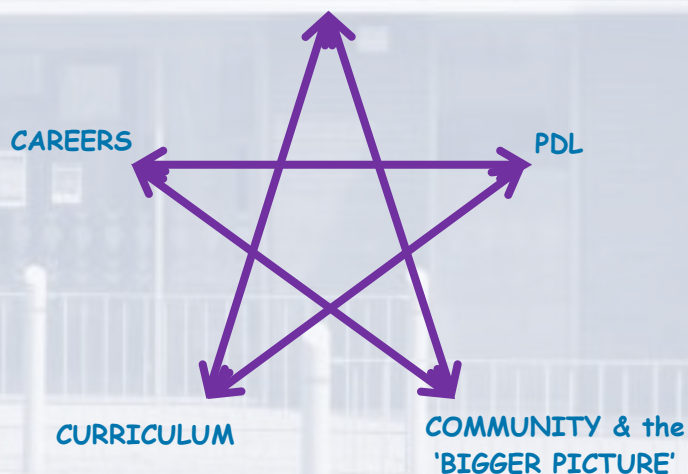
Come with us & pat the ponies!

1st July

St Fagans National Museum, Card

Artisans and craft workers galore in a genuine 'olde worlde' setting!

VALUES



The Careers and Apprenticeship Show

SATURDAY 24TH SEPTEMBER 2016

10.00AM - 5.00PM

@MILLENNIUM POINT

Curzon Street, Birmingham B4 7XG

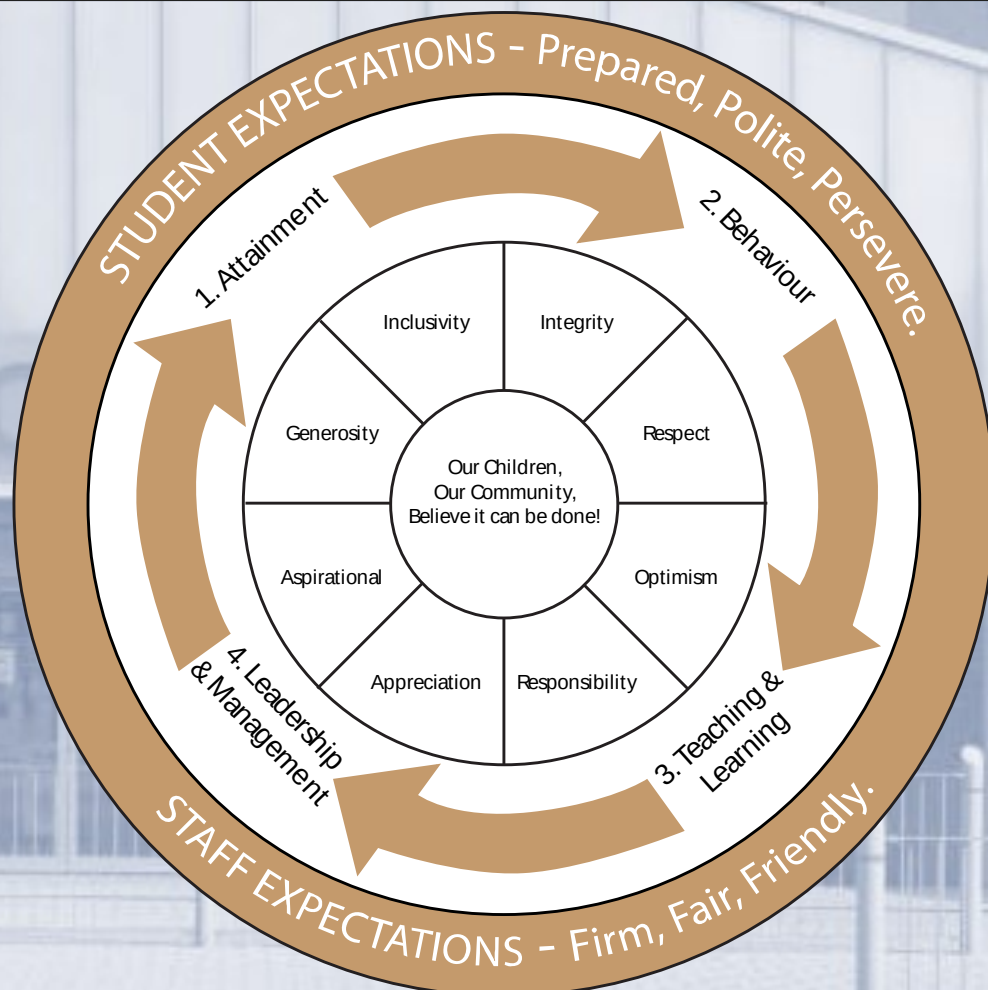
It's your choice!

At 16 you can start an apprenticeship, study programme or traineeship, do A-levels or a vocational programme. This is a great opportunity to speak to training providers, colleges, universities, employers and apprentices to find out about what your options are. This show is also for anyone not currently in education, employment and training to find current job vacancy information.

#careersappshow



Values wheel



Staff expectations

Are we Firm? Are we Fair? Are we Friendly?			
Consequence	Behaviour	Sanction	Teacher Action:
C1	Disrupting the learning of others Talking [including shouting out] Arguing Out of seat Uniform/appearance/make-up/jewellery Lack of equipment Failure to follow instructions Poor levels of work Inappropriate comments towards peers e.g. Blazing Littering Chewing gum	VERBAL WARNING	Students name on the board
C2	Repetition of any C1 offence	VERBAL WARNING	Students name on the board Log on to SLEUTH
C3	Repetition of any C2 offence Rudeness to any member of staff Persistent refusal to follow instructions Inappropriate language, swearing in conversation [If it's loud enough to be heard it's loud enough to be punished for] Lateness to lessons > 5 Minutes Internal truancy No school planner Failure to co-operate following C1/C2/C3	IN THE CLASSROOM: 40 MINUTE CURRICULUM DETENTION OUT OF THE CLASSROOM: 60 MINUTE PASTORAL DETENTION GOOD NEIGHBOUR	Log on to SLEUTH
C4	Repetition of any C3 offence Failing to behave in good neighbour Swearing/abusive/threatening language towards another student Walking away from a member of staff Play fighting Deliberate defiance Bringing the school into disrepute Bullying incident(s) Any 2 C3 incidents in one day	ISOLATION [PERIODS 1-5 DEPENDING ON SEVERITY]	Log on to SLEUTH The Pastoral AHT's and/or Deputy Headteachers reserve the right to convert to a Fixed/Permanent Exclusion
Persistent C4 behaviour Involvement in a fight Inciting violent behaviour Fighting/assault [in & out of school] Swearing at a member of staff Persistent bullying Racist or homophobic abuse Theft, graffiti or vandalism Inappropriate use of a mobile phone/computer Smoking or being in the vicinity of smokers Gross disobedience Jeopardising the health and safety of staff and students e.g. Letting the fire extinguisher off		INTERNAL EXCLUSION [8.30am - 4.00pm including Break and Lunch time or FIXED TERM EXCLUSION	Log on to SLEUTH The Deputy Headteacher and/or Headteacher reserve the right to convert to a Fixed Term or a Permanent Exclusion
Persistent C4 behaviour Serious theft or vandalism Possession of illegal drugs/substances Possession of weapons Violence towards a member of staff Jeopardising the health and safety of staff and students e.g. Letting the fire alarm off		PERMANENT EXCLUSION	Log on to SLEUTH
Mobile phones/Earphones/MP3 Players/Speakers or other electronic devices		Confiscation. Parents are required to collect the items at the end of the day at the very earliest.	
Fizzy drinks [including energy drinks]		Confiscation and disposed of.	
Late to school past 8.45am		30 minute lunchtime detention	

STUDENT EXPECTATIONS:

Are you PREPARED?

Do you PERSERVE?

Are you POLITE?



The simplest way to have information about your child removed from a website or app, is to contact the site itself.

Parental advice on contacting social media sites

It's so easy for young people to share online, that sometimes they might post something and wish that they hadn't.

If your child has posted something that they regret on to Facebook, YouTube, Instagram, ooVoo or another site, you should advise them to delete it from their account as quickly as they can.

What if someone else has posted something about your child?

Most websites provide an option for users to report to them to request removal of 'content' – such as videos, pictures, comments or profiles – that might be upsetting.

It's important to know that making a report doesn't mean the content will definitely be removed.

Most websites, including social media sites, have a set of rules – 'Terms of Use' – which they expect people using their site to obey. You or your child should check if any of the rules have been broken because websites will only take content down if this is the case.

Facebook calls their rules 'Community Standards', YouTube's rules are called 'Community Guidelines' and other sites like Tumblr, Twitter and Instagram have their own sets of rules and ways to report.

You should also make sure your child understands how to report content to the site.

The quickest way of removing content posted by others, is to ask the person who has posted it to take it down – if known to your child.

How to reduce the risk of your child being in an upsetting situation

In order to avoid these sorts of situations in the first place, it's worth sitting down with your child before they start using any website and reading the terms and conditions to learn what is, and what isn't, acceptable on the site.

You should check whether your child is old enough to have an account with a particular social media website. Many sites including Facebook, Instagram, Twitter,

Ask.fm and ooVoo require users to be 13 years old and will deactivate the accounts of any users suspected to be under this age.

Other tips for increasing your child's online security: Set their privacy settings to medium or high. Without updating their privacy settings, anyone can contact them and their profile information is visible.

Explain to them that they should not share personal information with people you do not know, such as your address, school, parents name, etc

Children often share their passwords. Know your child's passwords and discuss that passwords are "secret" words and should not be shared with friends.

Children sometimes leave themselves signed in at friend's house on someone else's mobile device or computer. We suggest that you remind them to always be sure to log out.

If your child receives an unwanted friend invitation be sure to ignore the request and also block this person from contacting again.

Source: Thinkyouknow

For more information please visit: <https://www.thinkuknow.co.uk>

Values focus of the week

Responsibility

Most people say they want to be good. But developing a good character takes more than words. Good people are people of action – they take care of themselves and others. They can be depended upon to do the right thing, even when the right thing is the hard thing to do.

RESPONSIBILITY IS...

DUTY

DO: Know and do your duty. Acknowledge and meet your legal and moral obligations

ACCOUNTABILITY

DO: Accept responsibility for the consequences of your choices, not only for what you do but what you don't do. Think about consequences on yourself and others before you act.

Do what you can do to make things better. Set a good example

DON'T: Look the other way when you can make a difference. Make excuses or blame others.

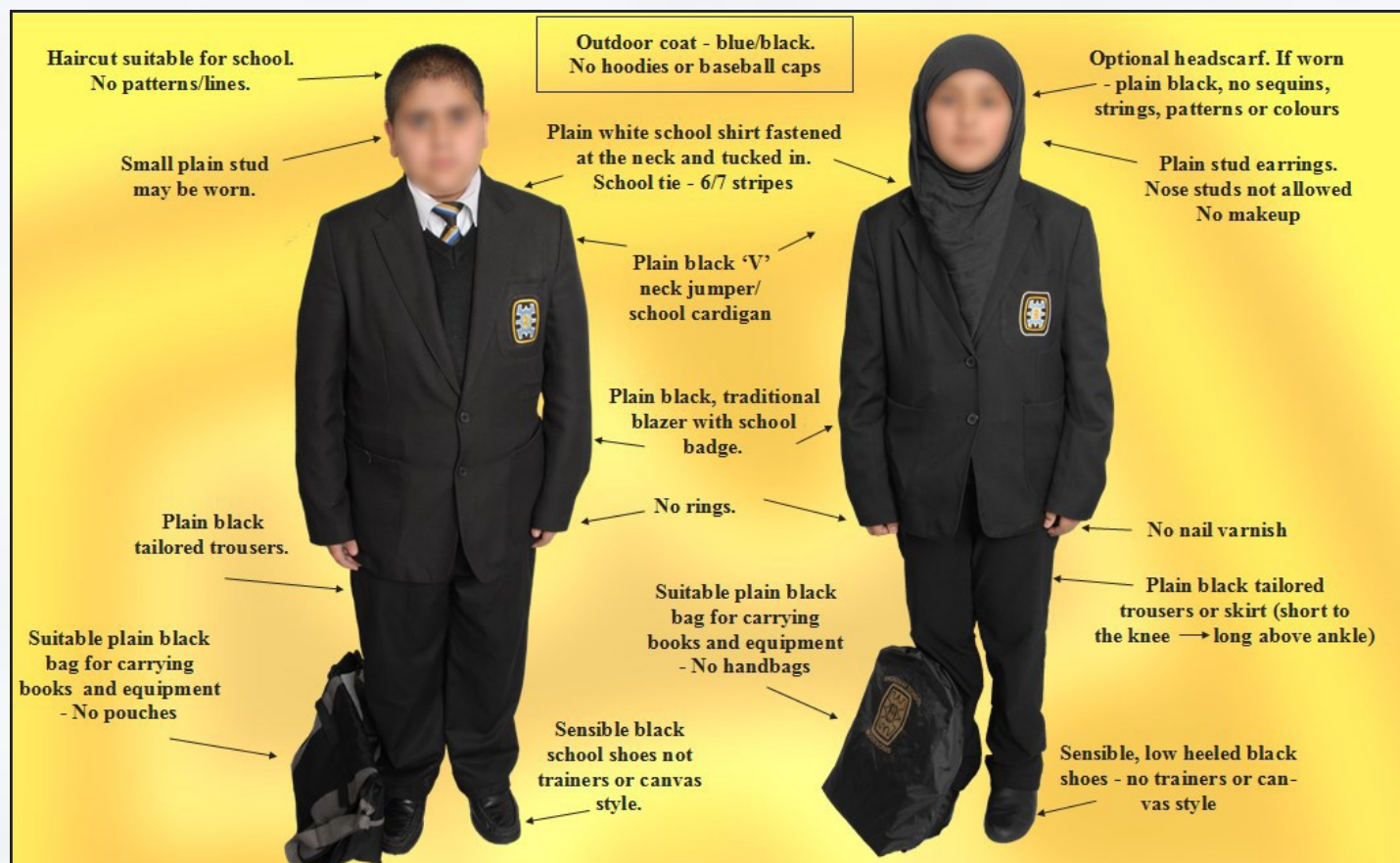
THIS WEEK'S GOLDEN WORDS

'The moment you take responsibility for everything in your life is the moment you can change anything in your life.'

Hal Elrod

School uniform

The Broadway Academy uniform shows that pupils are part of an organisation. Wearing it says "we're all in this together" and are part of Team Broadway. Also, if you wear your uniform with pride, it means you are half way there to being respectful; buying into what the organisation is all about. Uniforms also give students a sense of belonging and create an identity for the school in the community. On that note, please note that "Hooded Jumpers", Caps or Trainers are not part of the Broadway uniform policy.



Examples of Hooded Jumpers/Jackets NOT permitted:



Examples of outdoor coats permitted:



Examples of footwear NOT permitted:



Examples of footwear permitted:



Many thanks for your continued support.

Mr D Chauhan - Deputy Headteacher

PE	Lunchtime			After School		
Monday	Girls Football Key stage 4 Football Key stage 3 Football	Gym Astro Muga	ST SOS/KS 6 th form	Boys Fitness Yr11 Football Boxing	F. Suite Astro Drama 2	JA KR SOS
Tuesday	Badminton Key stage 4 Football Key stage 3 Football Choir club	S. Hall Astro Muga P1	JA SOS/KS 6th form RT	Cricket Boxing Karate Music concert rehearsals	S. Hall Drama 2 Gym P1	KS SOS Coach RT
Wednesday	Yr 11 Fitness KS3 girls Dodgeball Key stage 4 Football Key stage 3 Football Drum club Drama club	F. Suite Gym Astro Muga P1 Drama studio	KR K B-S SOS/KS 6th form RT NF/ER	Girls Fitness Yr7 Football Boxing School Show rehearsal	F. Suite Astro Drama 2 Drama studio	HS JA SOS NF/ER/RT
Thursday	Year 8 Badminton Key stage 4 Football Key stage 3 Football Instrument club	S. Hall Astro Muga P1	SA SOS/KS 6th form RT	Yr10 Football Yr12/13 Football Tennis Girls Fitness Boxing School Show rehearsal	Astro Astro S. Hall F. Suite Drama 2 Drama studio	SP AHT Coach JA SOS NF/ER/RT
Friday	Music tech club Drama club	P1 Drama studio	RT NF/ER	Cricket Boys Fitness Girls Football Table Tennis Boxing Judo	S. Hall F. Suite Astro Gym Drama 2 Dining hall	KS JA ST Coach SOS Coach



Whole School	Lunchtime			After School		
Monday	Gardening Club (All years) KS4 DT coursework catch up	RB R10	WB/HO	Food Club (All Years)	R4	RB
Tuesday	KS4 DT Coursework catch up KS3 Textiles Club Yrs 7, 8, 9 Art HW club	R10 R3 R7	WB/HO RB HG/JH			
Wednesday	Science Club Maths Club	O8 Blue Area	Mr Nana	Y10 TX coursework catch up Y11 Art Club	R3 R7	RB HG/SD
Thursday	Chess Club Y11 Art Club SEN textiles workshop	Blue Area R8 R7	SP/MK SD SEN Team	Y11 FD coursework catch up Y11 RM coursework catch up	R4 R4	RB HO
Friday	KS4 DT HW and catch up club (All Years)	R10 R8	WB/HO SD			