

Parent/Carer Survey Results



Thank you so much to all the parents/carers who took time and effort to complete the survey. We were delighted with the results and welcome the feedback.

Some highlights include

- Over 90% of you said you child was happy at the school.
- 90% said that they would recommend the Academy to other parents.
- 92% felt the Academy students behave well.
- The vast majority of you shared that the Academy has high expectations for your child and if a concern was raised this had been dealt with properly.
- Nearly 90% of you felt that that the Academy offered a good range of subjects and that your child was doing well at Bolder.
- The survey showed that a quarter of parents/carers were unsure how the Academy supports personal development the clubs and activities. To address this we have made this information a focus of this newsletter.

We never rest on our laurels and are always seeking to better the educational experience of all our students.

Next Year – Bolder and two Locations

We are busy planning for next year and to ensure the quality of teaching and learning remains strong as we work across two locations, we are changing the timings of the Academy Day. From September 2020 the Academy day will finish 30 minutes earlier, finishing at 3.45pm (Monday to Thursday), Fridays will remain the same.



Governors and senior leaders have reviewed this proposal thoroughly to ensure that parents are not inconvenienced and that the quality of teaching and learning remains unaffected.

The main reasons for this change are: feedback from some parents who feel the day is too long, particularly in the winter and the need for a 30 minute session to allow staff from both sites to plan together after school.

Jack Petchey Award



Bolder Academy are now part of the Jack Petchey Award scheme. Each academic year, we select three students who demonstrate the Bolder values but also who have

gone above and beyond in the wider school community.

This year we are delighted to say that Lois-Jacklyn in Y7 has won the award and will receive £250. She will decide how to spend this money in order to enhance student experiences at Bolder.

Lois received the award for her actions and involvement including:

- Dedication to the wider musical life of the school as a member of the choir, year 7 band and ukulele band (bravery).
- Encouraging other students to attend extra-curricular groups and helping them to achieve their best. Teaching others how to play the ukulele so that they can join in the orchestra (kindness).
- Showing leadership of groups, helping to organise people in rehearsals and arranging orchestra seating, without being asked.
- Good leadership in Sports Impact. Explaining to others and helping those who are struggling, ensuring that everyone is included and has a role to play (being strong).

Well done
Lois-Jacklyn!



How does the Academy support our children's personal development?

SMSC

Our whole-school Social, Moral, Spiritual and Cultural Development strategy equips our students with the skills to be responsible, respectful and active citizens. This is evident in our PSHCE programme, our Culture and Society Curriculum, our Thought for the Week themes, and our assemblies, form time and family dining structures, as well as our "Being Bold enrichment sessions" and "Being Bold weeks".

At Bolder Academy students have a variety of opportunities to go beyond the academic, technical and vocational curriculum. Every student has two hours of Being Bold enrichment each week and participates in three "Being Bold" weeks per year which involve a variety of co-curricular events and visits. Every student also has the opportunity to participate in school-wide initiatives promoted through form time, thought for the week and assemblies.

Being Bold Enrichment

Students are able to choose from a wide range of sports, such as rugby, netball, football, basketball and dance delivered by external professional coaches. They have also been offered the opportunity participate in a diverse range of languages, such as Arabic, Korean and German.



Students also have a variety of opportunities to engage with the local community, such as volunteering at a local primary school, and working with young children at our local nursery. The demand from students last year wishing to go to the nursery leads us to forge links with a local primary school this year to extend our offering.

We also have a wide variety of STEM-based activities such as coding and robotics clubs, with students building and programming machines with the equipment funded by the Institute of Physics, and Tomorrow's Engineers. Ten of our Y8 students are currently participating in a national robotics challenge. Coding has proved so popular that our Miss Tough, our IT teacher has added two extra clubs a week during lunchtimes to cater for demand.

We have diversified our creative arts sessions, by offering piano lessons, band practice, sculpture, and a culture and critics club.

We also offer a variety of programmes that are designed to develop the character of our students. We are working with Transport for London through our youth travel ambassadors programme. Sports Inspired are working with a group of our Y7's to develop them as sports leaders. We are training up many students as global youth ambassadors with the aim of hosting Chinese exchange students at Bolder, and we run the program "Be her lead" to instil resilience and confidence in our female students. Finally, we have volunteers joining us from Sky, to work 1-to-1 with students in literacy and numeracy to build up their confidence.

Being Bold Weeks

Being Bold Week extends our student's learning experiences beyond the academic curriculum. Students have the opportunity to go on a variety of trips and participate in a variety of events. They will visit a local church and temple, as well as a local Mosque and Synagogue. We will also be visiting several universities throughout the year.

Sky will be providing a variety of activities covering nutrition, editing, coding, machine learning, and fitness. Staff and outside agencies such as Diversity Role Models and LVA trust will lead PSHE sessions.

We also offer a number of trips. So far this year, our student council have visited the Houses of Parliament, the Hounslow Climate Change Conference and a selection of students will also be visiting Oxford University as an inspirational visit .

Residential Trips

This year our students will have the opportunity to take part in residential trips. The Jamie's Farm trip will involve group work in the great outdoors, whereas the Oundle School trip will involve a variety of sports and STEM-based activities.

Being Bold – The Global Youth Ambassadors

The Global Youth Ambassador programme has had another impactful start with our current Year 7's during Being Bold sessions. The GYA programme, facilitated by Oneworld Education UK and run within the school, has helped to develop another group of kind, strong and brave global citizens.

Students have engaged with key concepts of inequality, community and culture and have used this knowledge to better understand the global issues we face and how we can bridge the gaps between the cultural divides which still exist today.



In the new year we look forward to welcoming students from our Chinese sister school to join us here at Bolder for a week. Our Global Youth Ambassadors will play a key role in organising and running this programme and utilise the skills they have developed over the year, engaging with likeminded students from across the globe.

Our new team of Global Youth Ambassadors are soon to complete the course, make their final presentations on global citizenship and be awarded their GYA badges in the upcoming weeks.

How are students are assessed?

At Bolder Academy the curriculum is divided into four cycles – A, B, C and D. Each cycle contains three types of assessment and at the end of the cycle there is always a larger, written assessment known as the AFE (Aspire for Excellence) Assessment.

English, Maths and Creative Arts are the only subjects which differ from this model. They follow three terms rather than the four cycle model. The assessment format is however the same for these subjects.

There are four main ways that students are assessed throughout the year – more information can be seen about these below.

What parents/carers will see on reports:

Students receive four reports through the year. Discussing these at home would help students understand and engage with their areas of strength and areas for development. Grades are given colours to help students understand where they are in their learning.

Type of Assessment	Description of Assessment	Purpose of Assessment
Baseline (beginning of year)	The baseline assessment is completed at the beginning of the year. It is a typical exam format and contains a mixture of long a short answer questions.	Allows teachers to see what skills and knowledge students have retained from previous years/primary schools.
SAT (Short Answer Test)	The SAT is a short answer test which is usually made up of approximately 15 marks. Students complete this at the beginning of one of lessons and these are then peer assessed.	To assess knowledge and identify gaps or misconceptions and address these before the AFE Assessment.
Health Check	The Health Check is an extended writing or skills based question that students complete in lessons. The Health Checks vary across different subjects depending on the skills assessed in that cycle of learning. The health check is teacher marked and students will reflect on their work in class.	To assess the knowledge and skills that students are developing in their cycle of learning and take action before the AFE assessment.
AFE (Aspire for Excellence)	The Aspire For Excellence Assessment is a typical exam where students will get a written paper assessing the skills and knowledge that they have covered in the most recent cycle of learning.	To assess the understanding of knowledge and skills from the entire cycle of learning. To give students practice of GCSE/A level style questions. To identify what topics should be covered again in future cycles of learning for students.

Students are also given a Behaviour for Learning grade which summarises your child's effort in each subject. This grade reflects the attitude and behaviour of your child within class as well as the work completed outside of class. Students receive a grade on a scale of 1-5 and the descriptions of these are below:

At Bolder Academy, we have high expectations regarding behaviour within lessons and homework. We ask that you engage with your child at home regarding their behaviour for learning grade and discuss strategies for development as well as praising the areas of strength in their report..

AFE Grade	Description
Sophisticated	The student has shown sophisticated understanding of the content and skills through the assessment.
Proficient	The student has shown proficient understanding of the content and skills throughout the assessment.
Developing	The student has shown developing understanding of content and skills throughout the assessment.
Emerging	The student has shown an emerging understanding of content and skills throughout the assessment.

5	The student is always ready-to-learn, completes all tasks with energy and enthusiasm, is supportive of others, and makes an excellent contribution to the lesson.
4	The student is organised, finishes tasks given, behaviour does not disrupt the learning, a positive contribution is made to the lesson.
3	The student is usually prepared for the lesson, completes tasks but needs encouragement at times, can contribute but lacks focus.
2	Student is not well prepared for the lesson, takes time to settle into their learning, exhibits disruptive behaviour, often fails to complete set tasks and homework.
1	Student is difficult to settle into learning, is disruptive to the learning of other students and often will not complete set tasks or homework.

The Diana Award Ambassador Training for Anti-bullying

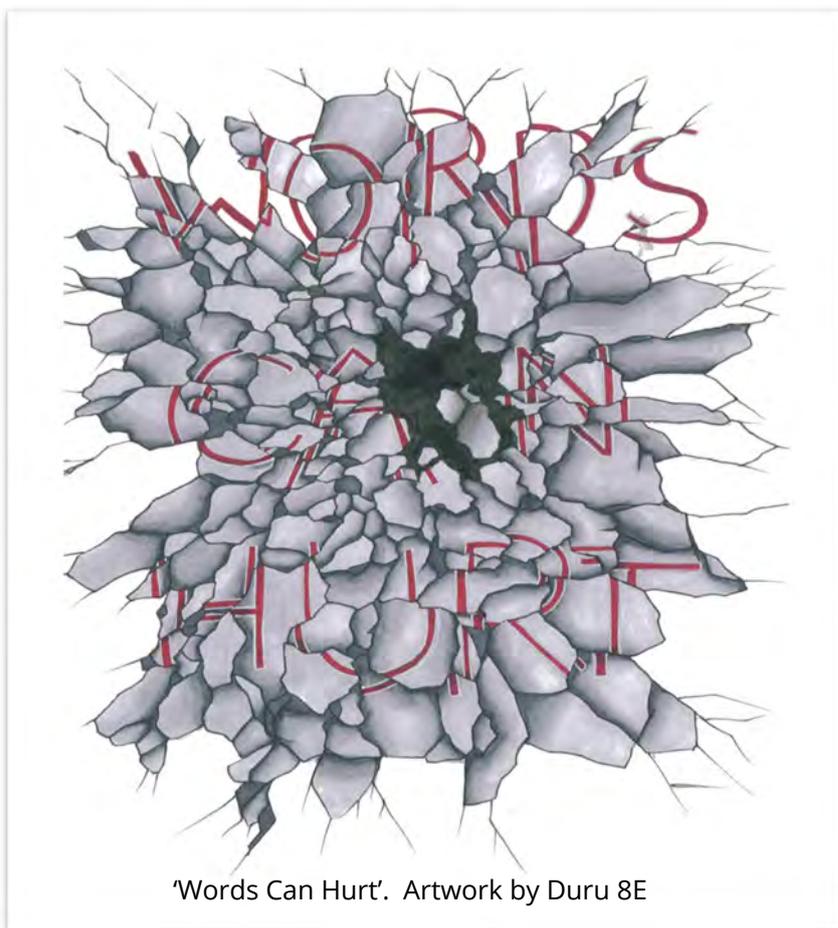
30 Year 7 and 8 students took part in anti-bullying ambassador training as part of The Diana Award in order to help our students creatively explore and understand the issue of bullying. The students gained practical ideas and received top tips on how to stop bullying in order to enable them to prevent it and ensure everyone feels safe and happy in their school, both on and offline. The students were incredibly brave and strong on the day, opening up about personal experiences. Our students have written about their experiences below.



Recently, The Diana Award came into our school to train 30 students as anti-bullying ambassadors. I was one of them. During the anti-bullying ambassador training, we were not only trained on how to help other students with incidents but we also did lots of team building activities to help us work with other students and each other. Some of the activities included would you rather games and an opening up activity with a parachute. This was fun because none of us were expecting it to be so interesting and weren't expecting to have such a good time.

As well as those activities, we learnt about the different kinds of bullying students may be facing and how to prevent them. I found this useful as it helped me to see not only incidents where I may have unknowingly been bullied in the past but also to see how maybe my own actions could perhaps be considered bullying sometimes. I now feel confident that I can help and support students who may have experienced bullying.

Eve S. 8D



'Words Can Hurt'. Artwork by Duru 8E



The week beginning 11th November was anti-bullying week. Myself and the other anti-bullying ambassadors led a fundraiser and carried out activities in order to raise awareness of anti-bullying across the school. At the start of the week, we held a bake sale at break time, raising £43.45. This money will be donated to charity. We also did an activity with post-it notes where we wrote things we liked about other people and gave these to them. This was really fun and for me personally, it made me feel more confident and happy because I was saying nice things about others. We also did an assembly to raise awareness of anti-bullying. The week was a great success!

Alice D 8B

Anti-bullying Workshop at Information Sharing Evening

The anti-bullying ambassadors

presented to parents at the recent information evening.

The reason we did this was to show parents and carers how we deal with bullying. We also shared with them ways that they can help their child if they are being bullied and how they can report it. We believe that we got the message across to the parents and carers that attended the presentation. Many people asked questions about how we deal with bullying and we discussed with them how Bolder had a zero tolerance policy and that we are a telling school, so all incidences must be reported.

Hayden L 7D



We would encourage both parent/carers and students to contact us so that we can deal effectively with each situation. If the Academy is not aware of an incident, we cannot make moves to resolve the situation.

[reportbullying@
bolderacademy.co.uk](mailto:reportbullying@bolderacademy.co.uk)

House Competitions Year 7

This year's History House competition saw students in Year 7 create an early medieval (Anglo-Saxon, or Norman kite style) shield. This fed into what students have studied in Year 7. Students began with a short study of British chronology by analysing what changed on one British street across 2,000 years. Subsequently, students have been immersed in the Early Medieval world, considering three key questions:

Were the Dark Ages really dark?

Who was the luckiest claimant in 1066?

How far did the Normans bring a truckload of trouble?

There were some absolutely marvellous entries, making it exceptionally hard for teachers to pick winners. Nonetheless, the winners were:

1st – Liridon 7A

2nd – Athena7C

3rd – Mladen 7A

Year 8

Year 8 have also produced some first rate work in their study of the growth of the British Empire. Students have analysed the importance of global trade, especially in sugar, in Britain's development, and have considered the negative implications of this, chiefly, the enslavement of millions from West Africa, and the modern sugar crisis.

Year 8 answered the following question:

Sugar cane to sugar shame?

Students have recently completed their Aspiring for Excellence Assessments for this unit, writing a historical narrative explaining the story of Empire, sugar and enslavement from 1492-2019. There were a number of outstanding answers!

Debating Competition

Students in Year 7 and 8 took part in a debating competition. The students prepared and delivered their arguments around the statement 'All social media should be restricted to 18 years and over'. There were some incredibly insightful and sophisticated comments and it was great to see students from all year groups taking part together. All students demonstrated passion on the day in sharing their opinions and did so in a respectful and mature manner, listening to the views of others and challenging these. The results were as follows:

1st place – **Owens**

2nd place – **Kahlo**

3rd place – **Turin**

Computing and Robotics



This has been an exciting half term for computing at Bolder Academy. Several Year 7 students have been attending a twice weekly lunch time club, where they have been developing their touch-typing, coding and general digital literacy skills. We also have invested in Lego Mindstorm Robots which have provided hands-on experiences that stimulate communication, creativity, collaboration, and critical thinking skills.



Selected Year 8 students have been working together building robots and testing their coding skills and are working towards an upcoming robotics competition which will be held in the new year.

Food Boxes

Students have generously donated foodstuffs to our local foodbank. They have recognised the hardships that some local families endure and are keen as ever to contribute to our local community.



Arabic at Bolder



Our super linguists studying Arabic at

Bolder Academy took

part in a cultural Workshop delivered by the Centre for Arab-British Understanding (CAABU). History, inventions, calligraphy and identifying the Arabic-speaking countries of the world were all spoken about in a fun and interactive way. It was such a hit with the students that we are booking another workshop with the CAABU to increase their cultural capital and nurture their curiosity. Shukran! (Thank you in Arabic).



Lest we Forget

Our students proudly represented Bolder Academy for the second year running at the Isleworth Remembrance Day Commemorations. All of them were exceptional in their approach and highly reflective about the 390 Isleworth men who lost their lives in the war. Daniel Y8, had the privilege of laying the wreath on behalf of all of the schools in the Borough, at the War Memorial on Twickenham Road.



Sky Workshops at Bolder

During our Being Bolder Week for Year 8 we were privileged to have Sky volunteers and sport trainers to support our student enrichment activities. Here is a brief glimpse into some of their sessions.

Workshops - 18 & 19 Nov

Year 8 students:

"I really liked the Sky design session because we got to create ideas that will be used in our new building!"

"I enjoyed the machine learning sessions because I think it is important for us to think about our future. If we don't think about our future now it will be too late."

"I really enjoyed the fitness session because it got our hearts pumping more!"

Design

Bolder Teachers:

"It was lovely to see students collaborate and unleash their creativity during the design course."

Machine Learning

"Our students created some innovative ideas to solve the world's biggest problems in the machine learning sessions."

Fitness

"All the students really enjoyed the opportunity to be active and work as a team during the fitness sessions."



Important Reminder

Bolder Academy is a nut free environment.

Students must not bring any nut based products to school. This includes, sweets and chocolates that may have nut traces.

Thank you for your understanding

The Hounslow Climate Conference

This month a group of students attended the first ever Hounslow Climate Conference. Students presented their key ideas on how to address climate change to a panel of other schools in a model of a UN Climate Conference, acting as representatives of different Nations.



Negotiations focused on how we can make global progress towards targets to tackle Climate change across the world as well as suggestions for local scale change in our area.

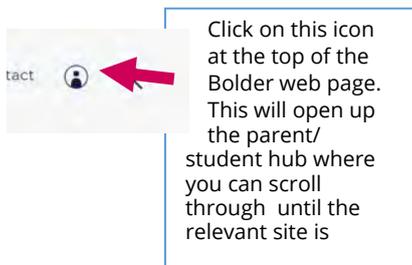
Nursery Visit

This term, a group of enthusiastic year 7 students have been volunteering at the local nursery, The Learning Tree, for their Being Bold session. Each week they plan a variety of activities designed to engage their energetic friends and develop their speaking and motor skills. Most of the children are aged about three and they actively look forward to Wednesdays when they get to see their Bolder friends again. Here's what our Bolder students say about them: 'The little kids are full of energy, really adorable and fun to play with. They like to mess around and they laugh a lot. They like to talk to you and enjoy it when we tell stories.' Nura says 'They are very energetic and like picking up sticks and leaves.' One favourite activity of theirs is make-believe cooking and they enjoy collecting things to put in the imaginary cooking pot. It can be challenging at times however as Alexandra points out. 'They like to run off and join other groups in the middle of activities!' Last week they very much enjoyed the Bolder students painting pictures on their hands with face paints. Check out the results!



How do I know what's for homework?

Students are set homework (prep) each week, supplementing their learning in each academic lesson. On page three of their knowledge organiser, it details what prep each student should be doing each evening.



For example, using the timetable above, if a student is in form group 7A – on a Monday, they should be completing their creative arts and computer science homework. They have one week to complete this work, with the homework due in the following Monday.

Subject teachers will set students a series of words to learn, as well as exercises to help them remember and recall these words. This might be in conjunction with other tasks set by the subject teachers e.g. Mathswatch; Seneca learning or Quizzlet.

Should they be required to complete prep online, and a password is needed, students have a record of all of their passwords in their planner. In addition, a simple shortcut to

many of these websites can be found on the Bolder Academy website - bolderacademy.co.uk

Students are given sufficient time in the lesson to record homework in their planner. Additionally, teachers will often email students the instructions for their homework too.

In total, students are expected to spend at least 1hr (30 minutes per subject) on Prep each evening. On occasions, students may find their learning difficult. If this occurs, we encourage them to speak with their subject teacher so that support can be provided. This can be done via:

- An email
- A note in student planner
- A conversation with the subject teacher

Music competition

Well done to all those involved in the Music Competition this week. The students were amazing in performing in front of their peers.

Thanks to all those teachers who supported their students and especially the judges in deciding the winners.

- Lois (1st place)
- Gabrielle (2nd place in a group, and 3rd performing on her own)
- Eowyn (2nd place)
- Duru (2nd place)

The following students also get a well deserved mention: Tony, Safiya, Dhruvi and Rayan.



Dates for your diary

13th December: Parent Celebration for 7D, 7E and 7F

18th December: 'Christmas Jumper Day' and last day of school. Students are encouraged to come in festive wear and donate £1 each, for a charity to be chosen by our Youth Ambassadors.



Catering at Bolder

Parent Survey data suggests that on the whole our new catering supplier is serving the needs of the school community well.

A very small number of parents (less than 6% of the respondents to the question What do you think can be improved at the school?) felt that school meals could be improved, offering suggestions ranging from improving the vegetarian options to introducing Halal.

We're always looking to improve our meals and we regularly review the demand for Halal food. We will consider this further if facilities and demand allow.

We've been working hard with our supplier to iron out some initial teething issues. We're pleased to say that the speed in which students are being served snacks at break times is much improved, and lunch is served promptly leaving ample time for students to enjoy break time outside.

We know that some parents were concerned about the temporary closure of the kitchen. While this was not planned, it was necessary and the required works were completed as quickly as possible. Thank you for your understanding and support during this time. It's business as usual now and we're delighted to be continuing to provide healthy, freshly made breakfasts, break time snacks and lunches.

Free School Meals.



If you feel that you may be eligible for Free School Meals please type 'Free School Meals Hounslow' into your browser and complete the online form.

Please note that Free School Meals can only be used for lunches and not for any other drinks or snacks.

Being Bolder Activities

We pride ourselves on the extra curriculum activities that are on offer as part of Being Bold Programme. The selection of activities for the spring term are listed below and are available to the student from next term. Students are allowed to make a preference of three activities and we try as much as possible to accommodate their choices. Please note that in some cases, places may be oversubscribed and students will be offered alternatives.

Year 7s Monday: Directed by Staff

Activity
Basketball
Volunteering: Nursery
Public speaking club
IT Skills/Computing Club
Arabic
Youth Travel Ambassadors
Volunteering: Isleworth Town Primary
Brilliant Club
Stop motion animation
Be Her Lead

Year 8 Tuesday: Directed by staff

Activity
OAA – team building games – problem solving
Science Lead for Girls
Band Project: Music
Stop motion animation /Sky Literacy
Sky Numeracy
Spanish
French
Arabic

Year 7s Wednesday: Student's choice

Activity
Mixed football
Music: composing with computers
Library club/Sky Literacy mentoring 1 to 1
Boys Rugby
Computing Club – coding, touch typing, etc.
Korean
Arabic
Global Ambassadors
Netball
Sky numeracy mentoring 1 to 1
Culture Club

Year 8 Thursday: Student's choice

Activity
Capoiera 6 weeks then Boxing 6 weeks
Circus Skills/composing with computers
Art
STEM Lab Robotics
Piano Lessons
Arabic
Film critics club/Brilliant Club
Be Her Lead
Pre Duke of Edinburgh - map skills
Anti-bullying





Home is where the art is

ARTS COMPETITION

Create a piece of art representing Home. Use any media of your choice; painting, photography, collage, drawing, sculpture, creative writing. Your art work must be no bigger than 60cm in height, width or depth.

Come and collect your free art materials and find out more at
Hounslow Library, Hounslow House, 7 Bath Road, TW3 3EB on:

Saturday 30 November 11am-1pm

Thursday 12 December 4-6pm

Saturday 11 January 11am-1pm

Closing date: Friday 28 February 2020

An exhibition of your art work will be held in April 2020

For more information and for the terms and conditions, please contact
havendeep.judge@hounslow.gov.uk | 020 8583 4147