



Harmonious

Aspirational

Responsible

Respectful

Inspirational

Sociable

Harris Church of England Academy

Autumn Term 1, October 2024

www.harris.covmat.org

As we approach the midpoint of this term, I'm delighted to share with you the vibrant variety of activities and achievements that have enriched our school community in recent weeks.

Our pupils have been busy engaging in a diverse range of experiences, from sporting endeavours to academic pursuits. The Football and Netball tour provided an excellent opportunity for our young athletes to showcase their skills and foster team spirit. In a similar vein, our Year 10 GCSE PE students embarked on an enlightening trip to Wolverhampton University, broadening their horizons in the field of sports science.

We're particularly proud of our Year 9 pupils who participated in an inspirational World Mental Health Day call with Chelsea captain, Reece James. This experience not only raised awareness about mental health but also demonstrated the power of positive role models in sports.

Our commitment to nurturing well-rounded individuals was further exemplified by the STEM Workshop for Years 8 and 9, igniting curiosity and passion for science, technology, engineering, and mathematics.

In our ongoing efforts to support all learners, we were honoured to welcome the mayor to discuss our plans for a new in-house provision for vulnerable students. This initiative underscores our dedication to inclusive education and ensuring every pupil has the opportunity to thrive.

Literacy remains at the heart of our curriculum, and I'm excited to announce the launch of our reading challenge. Additionally, we are asking our creative writers to craft spine-tingling tales for our Spooky Story competition – a fantastic way to combine imagination with writing skills.

We have much to celebrate in terms of individual pupil achievements. One of our students has become a five-time world medal holder in martial arts – an extraordinary accomplishment that speaks volumes about dedication and perseverance. Another pupil has had an article published in Practical Classics magazine, showcasing their passion and expertise in a specialist field.

Looking ahead, we have several important events on the horizon. Our Remembrance Day assembly will be held on 11 November, providing an opportunity for reflection and commemoration. The week beginning 11 November will be doubly significant as we observe both Anti-Bullying Week and Inter Faith Week, promoting values of respect, understanding, and inclusivity within our school community.

As always, these activities and achievements are a testament to the hard work of our pupils, the dedication of our staff, and the support of our parents and carers. Together, we continue to create a vibrant learning environment where every individual can explore their potential and excel.



Term Dates 2024/2025

Half Term	Monday 28th October 2024	to	Friday 1st November 2024
Training Day	Monday 4th November 2024		
Autumn Term 2	Tuesday 5th November 2024	to	Friday 20th December 2024
Christmas Break	Monday 23rd December 2024	to	Friday 3rd January 2025
Training Day	Monday 6th January 2025		
Spring Term 1	Tuesday 7th January 2025	to	Friday 14th February 2025
Half Term	Monday 17th February 2025	to	Friday 21st February 2025
Training Day	Monday 24th February 2025		
Spring Term 2	Tuesday 25th February 2025	to	Friday 11th April 2025
Half Term	Monday 14th April 2025	to	Friday 25th April 2025
Training Day	Monday 28th April 2025		
Summer Term 1	Tuesday 29th April 2025	to	Friday 23rd May 2025
Half Term	Monday 26th May 2025	to	Friday 30th May 2025
Summer Term 2	Monday 2nd June 2025	to	Friday 18th July 2025

Additional days when school is closed:

Bank Holidays Monday 5th May 2025



Forthcoming Events

November

5-25	Y11 Mocks
7	Y8 Trip to Capital One
11	Interfaith Week
11	Anti-Bullying Week
11-22	Y7 Assessments
12	Y10 NEC Careers Fair Trip
14	Y10 Trip to Capital One
18	Creative Careers Week
19	Y7-11 Flu Immunisation Session
28	Y9 Options Evening

December

2-13	Y9 Assessments
4	Y10 Sports Studies Assessment Trip
4	Y11 Cambridge University Assembly
5	Christmas Showcase
5-6	Y11 Mock Interviews
9	Y10 Sports Studies Assessment Trip
12	Y7 In person Parents Evening
16	Reward Trip
18	Chromebook Collection Evening
20	Christmas Service



Cardiff- Netball and Football Sports Tour

Over the weekend of the 4th October, 29 of our enthusiastic students embarked on an unforgettable sports tour to Cardiff, where they had the opportunity to showcase their skills in both netball and football. The trip was packed with exciting fixtures, expert training sessions, and some fun recreational activities, making it a memorable experience for everyone involved.

Competitive Fixtures

The netballers and footballers played two competitive fixtures, demonstrating their hard work and dedication throughout. The atmosphere was electric as our athletes faced off against local teams, showcasing their talent and teamwork. It was a fantastic opportunity for the students to apply what they've learned in training and gain valuable match experience.

Training with the Best

In addition to the fixtures, the netball team enjoyed a specialised training session with the renowned Celtic Dragons, a professional netball team based in Wales. The session focused on advanced techniques and game strategies, giving our netballers the chance to learn from some of the best in the sport.

Meanwhile, the footballers had an equally enriching experience training with coaches from Cardiff City FC. The session included skill drills, tactical exercises, and invaluable advice from experienced professionals, helping our students refine their abilities and gain new insights into the game.

Fun Off the Field

Beyond the competitive aspects of the tour, the group also made time for some well-deserved fun! After a busy day of matches and training, the students enjoyed bowling and a lively evening of mini golf. The friendly competition brought everyone together, creating lasting memories.

As the tour came to a close, students reflected on the incredible experiences they had shared. The combination of competitive play, expert coaching, and enjoyable leisure activities helped to strengthen their skills, boost their confidence, and deepen friendships.



Cardiff- Netball and Football Sports Tour





Volunteering for volleyball England was a fun experience which allowed me to meet new people who share the same interests as me and helped me learn more about playing volleyball!

- Konstantina S



Well Done Krystal

Krystal was entered into 5 world categories and she is now a 5 x Gold world medal holder. She is also the top 3rd girl in the world for holding the most gold medals out of all contestants in the world.



Well Done Emily

Emily has been selected in Practical's Classics magazine to write an article on the car she is restoring. The Chief Editor of the magazine has been super impressed with her and has agreed to mentor her to enhance her skills in journalism. Such a great accomplishment and deserves all the recognition and praise.

READER SAGA



Emily Grace Caldwell
READER

1952 Morris Minor 'Barney'
Engine 918cc 4-cyl/5V
Power 29.5bhp@4400rpm
Torque 39lb ft@2400rpm
Gearbox 4-speed manual
0-50mph 16.5sec
Top speed 62mph
Fuel economy 36mpg

Work done
Raised funds and displayed at promotional events to spread the word.

17	0	0
TIME	SPENT	MILES

Also in Emily's garage
These cars are my dad's and have been around for as long as I can remember. It was because of my dad's enthusiasm I grew up surrounded by classic cars and that's truly how my passion began.

1952 DAIMLER DB18 CONQUIST
Has been off the road for five years.



1978 MG MIDGET
This is my personal favourite of my dad's cars. It was off the road recently due to suspension issues, but it has been fixed.



Sowing seeds

Emily is dedicated to helping to inspire the next

If you told me a year ago that I would be writing for Practical Classics today I would've laughed and called you mad, but a lot has changed since then. My name is Emily Grace. I am a 15-year-old aspiring motoring journalist with a growing enthusiasm for old cars. My passion ignited in October 2023 during a Scramble at Bicester Heritage where I met David Withers, CEO of StarterMotor charity, which introduces young people to the historic car world.

I joined as an ambassador, and soon became part of the family. We bonded through a shared love of cars, and supported each other to progress in the motor industry. In December 2023, we were tasked with bringing a car we had worked on to the next Scramble. I asked my dad if we could fix his 1978 MG Midget named Alfie, and spent the next three months in our cold garage learning how to refurbish brakes, get the engine running, and restore the grille. It was a great bonding experience for my dad and I, but also a valuable learning opportunity.

A hidden gem
In March, we displayed Alfie at the Practical Classics Classic Car and Restoration Show with the Midget and Sprite Club. While exploring the show with my dad, we came across a 1952 Morris Minor, owned by the Morris Minor Owners' Club, in the Barn Finds section. It had been off the road for 40 years and hidden in a barn for 25 years. I fell in love with it instantly as I saw that it had a story; it was a hidden gem. By the end of the event I was the new custodian of this car, which I named Barney. Reading Barney's history file, I was left

'I fell in love with Barney as I saw he had a real story'



Despite spending the majority of his life in a barn, 'Barney' has a mileage of 13,695.



'Barney' took a trip to the NEC workshop back in 2022.



Just a few cobsels...



Emily is eager to get behind Barney's wheel.

amazed. In July 1999 BMH gifted Barney to the MMOC, and he took up residence in Sandy Hamilton's barn. Until 2012, when he visited the Practical Classics workshop for assessment as a potential project. He didn't fit the criteria, so he returned to his barn. In 2019, HSA launched 'Project Chalkgrove'. The idea was that HSA would restore Barney and recreate the 10,000-mile road test from 1952 for his 70th anniversary, but unfortunately COVID stopped this completely. Barney then returned to the MMOC, until I met him at the NEC.

I have since shared our campaign to 'Bring back Barney' at the Scramble to Bicester Heritage in April and the MMOC national weekend in June. At both events I received support, and lots of donations of parts and funds for the restoration.

Bringing back Barney
My goal is to use the challenge of Barney's restoration to deliver my message about the importance of giving young people opportunities to get involved. This enables their passion to grow into opportunity. I also hope to showcase the individuals and businesses that support classic cars by restoring them, which

ensures their future on the road. Our restoration begins soon, and our first step is ice blasting. Barney's wings have the worst of the corrosion, but the chassis remains relatively sturdy. After much discussion, I have decided to do a split restoration. I will preserve half of the exterior while fully restoring the other half, and the mechanical and interior aspects. We have chosen ice blasting to remove rust, as it promises to preserve the underlying paint and patina.

Restoring Barney is a massive challenge, which I hope to finish in three years. I am determined to learn, as if young people are not taught these skills, how can we ever hope that future generations will protect these treasures? I challenge car clubs and individuals to teach a young person a lesson about classics, actively share your time and knowledge, and lastly encourage a young person to get involved and see where the journey leads.

practicalclassics@bawmedia.co.uk

USEFUL CONTACTS
Bring back Barney, linktree@bringbackbarney.co.uk
Morris Minor Owners' Club, mmoc.org.uk
Starter Motor, startermotor.co

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This Year's poppy display for Hope Hall was made by all the students at Harris. Poppies were individually cut out and decorated by students, making them as colourful or as traditional as they wanted. The display totalled over 1000 poppies which were then arranged to make the famous phrase 'Lest We Forget.' The display takes a prominent place in Hope Hall, so students can remember and reflect on the sacrifices made in both world wars.

For those who enjoyed contributing to this display Mrs Finnemore will be running a Christmas Art Workshop, where we will be making a candle to take home and gift to a friend or family member. Students will be required to sign up to the workshop which will run one day a week for three consecutive weeks in December. A sign-up sheet will be on the A12 door after half term.



Revision – what do I do?

Yes, it can be scary trying to revise any subject, but having both **intent and a plan** will make revising purposeful and not simply a case of rereading/highlighting your notes for the 10th time - this only creates the *illusion of learning*.

Step 1 – Scope your subjects

- You must have an overview of every possible topic that could come in your exam - as after all this is what you are going to be revising
- Therefore, ask your teachers to provide you with either the specification or a list of possible topics that might come up
- Mr O'Shea would recommend making use of Excel or Google sheets to see a lay out of all your subjects as individual sheets and then to create something like this below

B	C	D	E	F	G	H	I	J
	Dates	#		Lesson Title	Low Confidence	Average	High	Secure
The causes of the First World War		1		Intro & Overview of WWI	☐	☐	☒	☐
		2		Did a new Germany divide Europe	☐	☒	☐	☐
		3		How Powerful were the Great Powers	☐	☐	☒	☐
		4		What Motivated the Alliance System	☐	☐	☒	☒
		5		What was the most serious underlying source of tension	☐	☐	☒	☐
		6		Why was Weltpolitik worrisome	☐	☐	☒	☐
		7		Anglo German Rivalry	☒	☐	☐	☐
		8		The Moroccan Crises	☒	☐	☐	☐
		9		The Bosnian Crisis	☐	☐	☒	☐
		10		Balkan Wars	☐	☐	☒	☐
		11		Assassination	☐	☐	☐	☒
		12		July Crisis	☐	☐	☐	☒

- You are then able to identify those areas of the course that are “red” and prioritise these first in your revision sessions
 - I would go through all areas of the course and give a confidence rating for each i.e.
 - Red - No idea – I missed the lesson, or it is a blur to me**
 - Amber – Some knowledge - I can recall a sentence or two with dates / terms**
 - Green – Yes, I am good with this - I can write a solid paragraph upon request**
 - Blue – Give me the exam right now**
- The main purpose of this is ensure there are no surprises and that are targeting your revision on a specific area of History – such as The Moroccan Crises and not “just History”
- Overtime you may wish to change your confidence rating – hopefully towards **blue**

Step 2 – The 20-20-20 Plan

- It is not sustainable to revise for hours and hours on end
- Therefore, let's use the near 200-days before the GCSE exams begin to create a plan we can stick to
- 20-20-20 is the idea of performing 3 lots of 20-minute revision sessions in an evening
 - 18:00-18:20 – History**
5-min break
 - 18:25-18:45 – Maths**
5-min break
 - 18:50-19:10 – Computer Science**
- The exact times could change, they could be spread out over the evening or even include a week-end, but the format is the same, 3 subject, 20-minutes each

We are all unique and have our own commitments, perhaps Monday is just not your day for instance, therefore make Monday your ‘day off’ from revision – perhaps one or two others as well. Remember we are trying to create a habit and a routine



- Some simple maths reveals – 27-weeks before the exam
 - 3 times a week = 81 hours of revision
 - 4 times a week = 108 hours of revision
 - 5 times a week = 135 hours of revision
- I would suggest starting small and building up so as not to burn out too early
- Once you have an idea of how your week might look you can lay your subject out on a page – below is an example of 3 times a week plan (start small), for a student with core and 3 option subjects
- You would see which session you have on that then target a red in that area

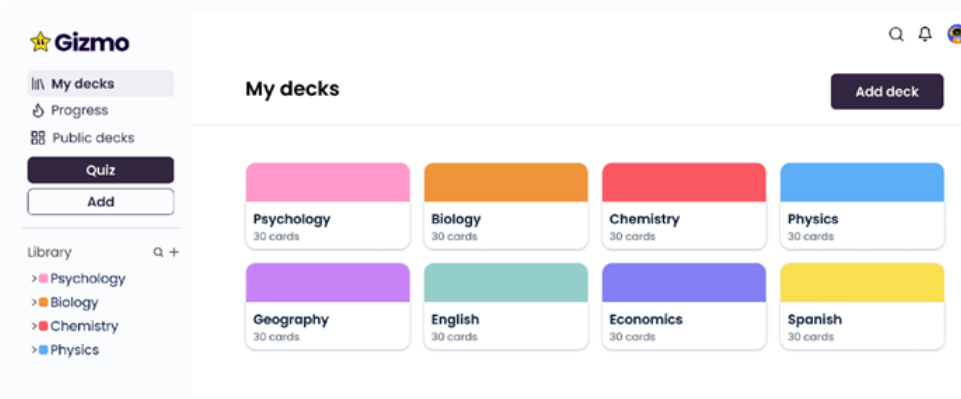
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	Science		Maths			English
	History		RS			Spanish
	Maths		English			Geography

Step 3 The 20-minute revision slot

- Now that you
 1. Know what could come up on the exam
 2. Given a confidence score to indicate weaknesses and strength
 3. Created a weekly plan that covers all your subjects
- You are now ready to start revising and I would repeat this method for each of the revision session that I have

1) First 5 minutes: Quizzing

- a) Active recall from a self-made quiz from the last time this topic was revised
 - i) A 15-question quiz on the themes in Animal Farm?
 - (1) Of course, this number could increase significantly if you mentally answer the questions ticking off those that were easy and making a note or (separate spreadsheet) making the cells red
 - ii) There are apps out there that have flashcards good to go such as



- (1) Gizmo (above) and Brainscape (right) but remember to ensure the content is suitable for your exam board and is in fact correct
- (2) Other services such as ChatGPT provide a quick way of generating quiz questions on topics



iii) Mr O'Shea still prefers Excel and Google Sheets however – simple and self-generated (below)

History Revision	
File Edit View Insert Format Data Tools Add-ons Help All changes saved in Drive	
100% £ % .0 .00 123 Default (Ca... 10 B I A	
fx	
A	B
1	Questions/Topics
2	Who was/is the creator god for the Plains Indians?
3	How did Plains Indians contact the spirit world?
4	Plains Indians followed the Buffalo, therefore they lived what type of life beginning with N?
5	Name three uses of the Buffalo?
6	What animal changed the way Plains Indians fought?
7	Tipis were made from Buffalo hides, why were these good homes for the Plains Indians?
8	What happened when Plains Indians tribes met yearly?
9	What were the main reason for natives to fight against other natives?
10	Why were enemies scalped in battle?
11	Provide one "push" and "pull" reason for migrants moving West.
	Answers
	The Great Spirit
	Visions and dreams
	Nomadic
	Meat; shoes, clothes, bags, tipis, shields (hide); fuel (dung); food bags (bladder);
	Horses
	Conical shapes allowed wind to pass around tipi / easy to take down, transport
	Traded horses and found wives
	Capture horses or weapons and to avenge a wrong
	To keep them from the afterlife and kept as trophies
	Poverty, unemployment, religious persecution, cheap land, better life, fertile land,

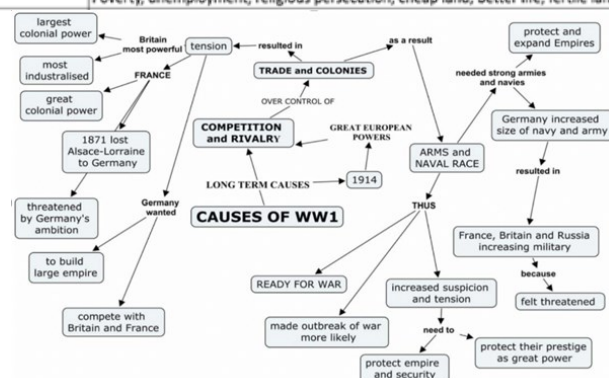
2) Next 5 minutes: Active Recall

- a) Mind mapping what you know about a specific topic within a subject (those topics that are in red)

i) What were the causes of WW1?

- (1) Here you are writing out the ideas you have on the topic being studied – sometimes this is called a brain dump – a blank page and a pen – perhaps ask your teachers for a book to revise in

(a) For example: *Why does photosynthesis need carbon dioxide?*



3) Next 5 minutes: Elaboration & generation

- a) Supplementing this mind map in a different colour pen from resources
- i) Taking a biology textbook and labelling the role and internal structure of the heart
- (1) Here you are clearly demarcating the difference your knowledge and that which you haven't stuck – perhaps these could become future quiz questions?
- (2) You can also think about elaboration – what connects this piece of learning to another

Final 5 minutes: Application

- a) Creating quiz questions from the topic (those that were gathered from resources) or answering a GCSE style question.
- b) Think of applying the topic you have been revising to a GCSE style question – perhaps come up with your own question using the rubric (layout) of your specific GCSE or
- i) Use a mobile app such as *My Past Papers* or exam boards resources like *AQA Find Past Papers* to find and filter out questions

Step 4 Trust the process

- Congratulations, you have produced a robust system that you can lean on for your revision over the coming year
- The hard work has been done – now you need to simply follow your own plan and move those reds to blue
- Positive thoughts



Almost There: Year 10 and 11 Completing the Duke of Edinburgh Challenge.

Greetings to our incredible Duke of Edinburgh families! We are full of pride and admiration for your child's participation in last year's Duke of Edinburgh Award program. Their journey has showcased their determination, resilience, and commitment to personal growth. Your encouragement and guidance have played a significant role in their achievements thus far, and we believe that with your continued support, they can cross the finish line successfully. By completing their remaining sections, your child not only earns a prestigious accolade but also reinforces the values of perseverance and dedication that will stay with them throughout life. Your involvement in this journey is invaluable, and we are here to assist in any way we can. Let's work together to help your child complete this adventure and celebrate their accomplishments together. Thank you for your ongoing support, and here's to the exciting moments that lie ahead!





Embarking on the Journey: This Year's Duke of Edinburgh Cohort from Year 9 and 10.

A warm and enthusiastic welcome to the Duke of Edinburgh Class of 2023! We are thrilled to embark on this incredible journey with you, filled with challenges, growth, and unforgettable experiences. To our new participants, get ready to discover your inner strengths, build lasting friendships, and create memories that will shape your future.

To our dedicated parents and family members, your support is invaluable; your encouragement and involvement in your child's Duke of Edinburgh adventure will undoubtedly make a significant difference. We kindly ask for your active participation, understanding that your encouragement can fuel their motivation to overcome obstacles and achieve their goals.

Please be reminded that parents and family members cannot act as assessors for the program. Instead, participants are encouraged to seek other trusted adults within the community who can serve as assessors for various sections. Your assistance in recording evidence of your child's progress and helping them find meaningful volunteering opportunities within the community will be vital. Your guidance will not only enrich their experience but also contribute positively to society.

Together, let's inspire and nurture these young minds, guiding them towards success and self-discovery. We're excited about the adventures that lie ahead and look forward to an incredible year of growth, teamwork, and achievement.

You can find a variety of resources including participation logs and helpful videos on the school website at the following page. <https://www.harris.covmat.org/duke-of-edinburghs-award/>

Participants have been sent their usernames and login details along with help notes and a guidance video on how to login and log evidence via Classroom and it is now over to them to submit their plans for each section and once approved it is time to start work collecting evidence of their participation in their activities. We look forward to seeing what this year's cohort have planned.



Anti Bullying Week November 2024

Every year, we celebrate Anti-Bullying Week to raise awareness about the importance of kindness, inclusion, and respect in our school community. It gives us the opportunity to educate students on the impact of bullying, encourage them to support one another, and promote a safe and positive environment for everyone. By working together, we can help prevent bullying and empower young people to stand up for themselves and others, fostering a culture of empathy and understanding.

As always, we have a range of activities planned to mark the week. We'll be celebrating Odd Socks Day on Friday, 15th November, where students can show their support for diversity and difference in all forms by wearing odd socks. On Wednesday, 13th November, we will recognize World Kindness Day, giving students the chance to nominate a peer for a Kindness Award in recognition of an act of kindness. All nominees will be celebrated, and winners will receive prizes in their year group for their inspiring acts. Students will also be given the opportunity to complete pledge cards showing their intention to be an upstander rather than a bystander to unkind behaviour.

Year 9 Students Take Part in Inspirational World Mental Health Day Zoom Call with Chelsea Captain Reece James

In celebration of World Mental Health Day on October 10th, a group of our Year 9 students had the incredible opportunity to join a special nationwide Zoom call with Chelsea captain, Reece James. Alongside hundreds of schools from across the country, our students were inspired by James' insights on resilience and the mental strength needed to cope with the pressures of professional football.

Reece shared his personal experiences of dealing with the emotional challenges of injuries and the demands of leadership as captain. He emphasised the importance of mental health and how staying positive and resilient has helped him overcome setbacks.

The session ended with a Q&A, where students from all over the UK got the chance to ask the football star their own questions. We hope the event left our students feeling motivated, encouraged, and more aware of the importance of mental well-being both in sport and everyday life.



Mayor Visits Harris Church of England Academy to Discuss Exciting New Provision

Harris Church of England Academy, welcomed The Mayor on 14 October 2024 to discuss the school's plans for a new in-house provision to support its most vulnerable pupils.

Roberta Harrison Headteacher said, "It is lovely to know Harris have the full support of the Mayor in this exciting new project."

During the visit, Mrs Harrison shared the school's recent excellent GCSE results and outlined plans to develop a bespoke in-house provision to support the most vulnerable pupils who are at risk of permanent exclusion. This new provision would be provided by Harris staff for Harris pupils.

To make this vision a reality, the school needs to raise £365,000 to convert a house for the new provision and the school will soon start a fundraising campaign to achieve their goal of better outcomes for the most vulnerable pupils.

Harris Church of England Academy is a secondary school that has been serving the local community for many years. The school is committed to providing a high-quality education and supporting the needs of all its pupils, including those who are most vulnerable.

By establishing this new in-house provision, Harris Church of England Academy aims to ensure that its most vulnerable pupils receive the tailored support they need to thrive and succeed. The school's leadership is confident that this initiative will have a positive impact on the lives of these young people and the wider community.





READING CHALLENGE

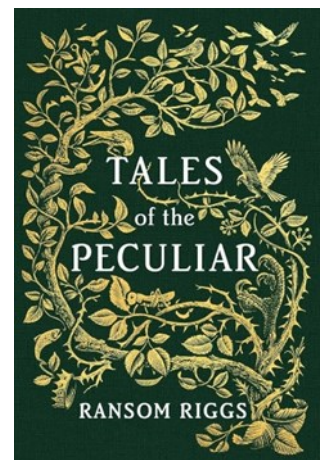
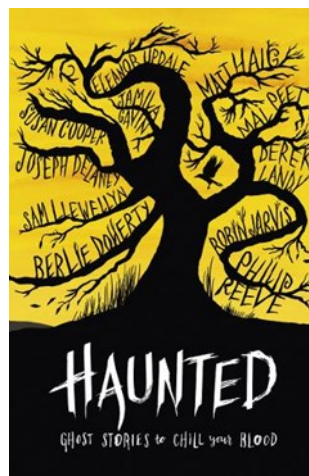
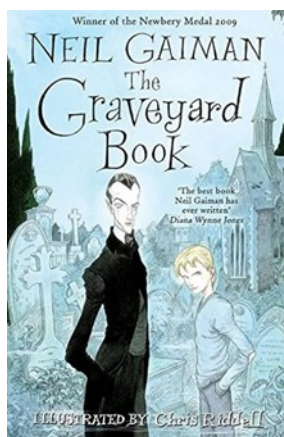
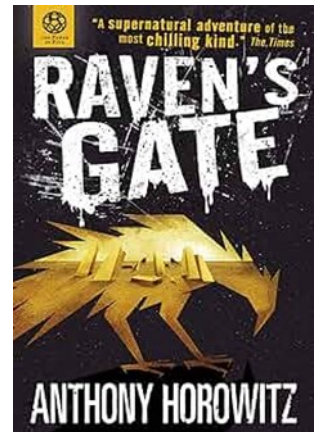
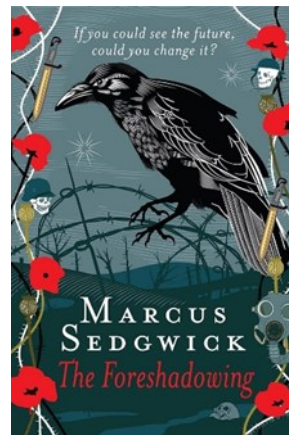
We are pleased to announce the launch of our new reading initiative, Harris 50. This is a list of 50 books which we believe everyone should read before they finish secondary school. The list currently stands at 45 with the final 5 books being any 5 books a student may read not already on the list. Students will be able to report their reading to Mrs Parmar, our school librarian, and will be rewarded with HAPs and lapel badges for every 10 books they read.

Spooky Story Competition

Why not write a spooky story during your half term. Send your stories into Mrs Parmar ... there are prizes to be won!

Your stories will be displayed in our Library.

Mrs Parmar and Mrs Glover





HARRIS

Christmas CARD

COMPETITION

PLEASE SUBMIT YOUR ENTRIES TO
MRS. FINNEMORE OR YOUR FORM
TUTOR BY THE 15TH OF
NOVEMBER.



LAST YEARS
WINNER

Made with PosterMyWays.com



You're invited to our

CHRISTMAS SHOWCASE



Thursday 5th December
6pm

Songs, instrumentals, a
festive drama piece
and a christmas
sing-a-long

refreshments available



Trip to University of Wolverhampton

27 September 2024

Year 10 GCSE PE and Sports Studies students were given the opportunity to visit the University of Wolverhampton.

The session was organised and delivered by Kerys Harrop. A footballer who progressed through Birmingham City's academy and lifted the FA Cup trophy in 2012, before moving to Tottenham Hotspur where she became the holder of the Women's Super League all-time record for appearances, after her 178th game.

They got involved in football activities delivered by our university students and did some performance analysis using Hudl software! There was also a chance to find out about university courses and careers in sport.



Find out more about careers in Sport...

careers-in-sport.co.uk/

nationalcareers.service.gov.uk/job-categories/sports-and-leisure





STEM Workshop 18 September 2024

Some Year 8 and 9 students took part in activities provided by The STEM Truck. Activities included building a simple motor, connecting circuits and tasks using AR.

These activities aimed to introduce students to careers in PEMD – that's Power Electronics, Machines, and Drives, a sector packed with opportunity!



Find out more about careers in STEM by following the Blair Project on TikTok

www.tiktok.com/@getmemotoring

Play The Infinity Game to explore Physics careers that might be for you

infinitygame.futurefirst.org.uk/

**YOU SPOKE,
WE LISTENED!**

2024 Careers Survey Results



WHAT YOU SAID...

PLANS FOR 2024/25...



More University trips

We will look for opportunities to arrange visits to universities such as the football trip in September 2024.

Careers themed House competitions



We plan a competition in National Careers Week every year.



Cooking Workshops

Develop links with businesses to offer workshops inside or outside of school,

Careers tutor time activities e.g. Hangman / Advent Calendar

Provide tutors with resources by December to run these when there is time.



Parent/Carers in student careers meetings

Careers meetings are confidential but notes will be shared with student permission. Careers Adviser can be contacted via email for support.

Include more creative careers



Develop links with businesses/learning providers to include in careers events.



**YOU SPOKE,
WE LISTENED!**

2024 Careers Survey Results



WHAT YOU SAID...

PLANS FOR 2024/25...



**Rearrange missed
careers meetings**

Meetings are rearranged. Communicate times of meetings to parents, tutors, students to avoid missed meetings.

**Teach students the STAR
interview model**



Mock interview prep - PSHE lesson
Include in NextSteps newsletter



**Communication with
parent/carers**

Continue with email, newsletter, website, Instagram, Facebook, LinkedIn. Careers Adviser to be at Y10/11 Parents & Y9 Options Evening,



FOLLOW HARRIS ON INSTAGRAM

Keep up with our latest news,
events, updates and more.



@harriscofeacademy





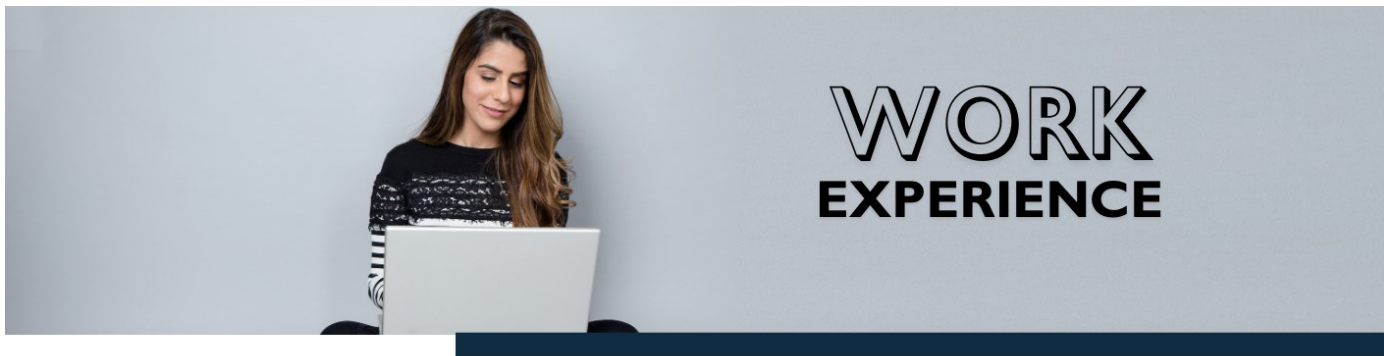
In keeping with our commitment to provide students with outstanding careers guidance and tailored support, we will now be using Unifrog; an award-winning, online platform. All students in Years 7, 8, 9, 10, and 11 will have access to this website. This website will replace our previous system, Grofar.

Unifrog is designed to support learners in making the most informed decisions about their futures and has a range of tools that are suitable for all year groups. Each student has their own account where they can explore all the career and next step options available to them and find information on everything from managing their workload to writing a winning CV. Students have access to a wide variety of video and written content, and interactive quizzes and tests, including:

Section of the platform	Examples of what students can do	Year groups
Quizzes	Finding their interests, personality type, preferred work environment, and skillset.	7-11
Exploring pathways	Explore careers, career sectors, subjects, sign up to free webinars, explore MOOCs and courses, and find wider reading materials.	7-11
Recording what you've done	Record their in-class and extracurricular activities, record examples of their skills, and see the record of CEIAG events the school has added to their accounts.	7-11
Searching for opportunities	Find scholarships, activities, and bursaries to support their HE journey. Find and compare degrees in the UK and overseas, live apprenticeships, and FE courses.	10-11
Application materials / Making applications	Write their CV, cover letter, Personal Statement, and more. Track their applications and record their Post 16 / 18 intentions.	10-11

Students will access the platform for the first time in PSHE lessons after half term. They sign in to Unifrog using their email address and password and they can do so from any computer, tablet or smartphone. We would encourage parents to use the platform with them to support them through the process of deciding their next step. Students will also be able to access Unifrog when they leave Harris.





WORK EXPERIENCE

Year 10 Work Experience 19 – 23 May 2025

We have launched 2025 Work Experience and Year 10 students should be looking for a work experience placement as soon as they can.

Students should have an in-person placement with a company or organisation within the dates above.

A letter, guidance document and the launch presentation have been emailed to parents/carers and students.



Click or scan the QR code for the Work Experience Info Pack

What can parents/carers do to help students find work experience?

- Contact family and friends – a majority of placements do come from family/friends
- Contact their old primary school
- Look into virtual placements
- Proofread their emails and then encourage them to send them out early
- Encourage them to concentrate on gaining skills rather than looking for a specific industry or career



Any questions?

Do you work for a company who could offer a student a work experience placement?

Please email

careers@harris.covmat.org

Harris CofE Academy Sports Centre

Multi Sport Holiday Clubs for 5-12 year olds



Holiday Club 9am – 3.30pm
Early drop off from 8.15am
Late Pick up until 4.15pm

Please also ask about our Bikeability courses that run during holidays.
Cycling Proficiency for the modern age!

To book your place or for more information;
Email: pdm@harris.covmat.org
Phone: 01788 818925
Or call in to Harris Sports Centre, Mellish Rd, Rugby, CV22 6BB

SSP

All staff are fully qualified,
DBS checked and First Aid
trained

Holiday Club dates for 24/25



October Half Term 2024

Monday 28th Oct to Thurs 31st October 2024 (4 day camp)

May Half Term 2025

Tuesday 27th May to Thursday 29th May 2025 (3 day camp)

Christmas 2024

Thursday 2nd January 2025 and Friday 3rd January 2025
(2 separate day camps)

Summer 2025

Week 1 – 28th to 31st July (4 day camp)
Week 2 – 4th to 7th August (4 day camp)
Week 3 – 11th to 14th August (4 day camp)
Week 4 – 18th to 21st August (4 day camp)
Week 5 – 26th to 28th August (3 day camp)

February Half Term 2025

Monday 17th to Thursday 20th February 2025 (4 day camp)

Easter 2025

Week 1 – Mon 14th to Thurs 17th April 2025 (4 day camp)
Week 2 – Tue 22nd to Thurs 24th April 2025 (3 day camp)

Price per child

£16 per standard day (9am to 3.30pm)
£2.50 per wrap around session or £20 for complete day



ATTENDANCE

WHAT THE NEW RULES MEAN FOR ME

1

I'm a single parent of one child and we want to go on holiday for a week.

Your holiday will not be authorised and you must talk to the school before you book anything.
Because your child will miss 5 school days you will be given a penalty notice fine.
The fine is £160 but if you pay it in 21 days it will be reduced to £80.

£160



2

FOR EVERY CHILD A PENALTY IS GIVEN.



+ £160 + £160 + £160 + £160

4 children & 1 parent = £640

Reduced to £320 if paid in 21 days

IRREGULAR ATTENDANCE

10 IN 10

5

If your child is absent for 10 or more sessions in 10 weeks and their absences are unauthorised. The school will consider prosecution.

1 Day = 2 Sessions

3

FOR A FAMILY OF TWO PARENTS



+ £160 + £160 + £160 + £160

**4 children & 2 parents =
£1280**

Reduced to £640 if paid in 21 days

If in any period of not more than 3 years, your child has a 2nd and 3rd leave of absence or pattern of irregular attendance...

4

2ND TIME

2 parents and
1 child = £320
2 children = 640
3 children = 960
4 children = 1280

No discount for early payment



3RD TIME

A penalty notice fine will not be given. Instead, your case will be taken to court.

A magistrate can fine each parent
£2500 for each child

**1 parent & 4 children = £10,000
2 parents & 4 children = £20,000**



LEAVE OF ABSENCE DURING TERM TIME

UPDATED INFORMATION FOR PARENTS

The Supreme Court has clarified the law on unauthorised leave, including holidays, during term time (Platt v Isle of Wright 2017). 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.

The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.

A leave of absence is granted entirely at the school's discretion. Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.

Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.

When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.

It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is the parents' responsibility to ascertain if the leave is authorised prior to the start of the leave.

The school can only consider Leave of Absence requests which are made by the 'resident' parent ie the parent with whom the child normally resides.

Where applications for leave of absence are made in advance and refused, the child is expected 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. Where a leave of absence is requested, but additional days taken either prior to or after the request may be considered as part of the leave of absence.

Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.

All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service, part of Warwickshire County Council. Penalty Notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.

Leave of Absence taken in the academic year 2024-25

The law relating to Penalty Notices changed with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2024 will be issued in accordance with the updated legislation.

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 – 4 in total).

First Leave of Absence offence: The Penalty Notice amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.

Second Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.

Payment plans will not be offered and/or payments received outside of the 28 day period will not be accepted. Where a penalty notice expires unpaid the matter will be referred to Warwickshire County Council's Legal Services to consider criminal prosecution.

Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice): A penalty notices will not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

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



Vacancies

We currently have the following opportunities:

Cleaner

Caretaker

Sports Centre Duty Manager x 2

More details can be found on our website under NEWS / Vacancies

<https://www.harris.covmat.org/vacancies/>

Reminder

For safeguarding reasons, when dropping children off to school or picking them up please can you not drive onto site, and if you are parking in residential streets please be respectful to the neighbours when parking. Also, please avoid parking in the passing bays down Harris Drive.

If you are picking your child up from a detention or an extra-curricular activity after 4pm, please collect them from the front of the school as Mellish Drive gates will be closed at that time.

