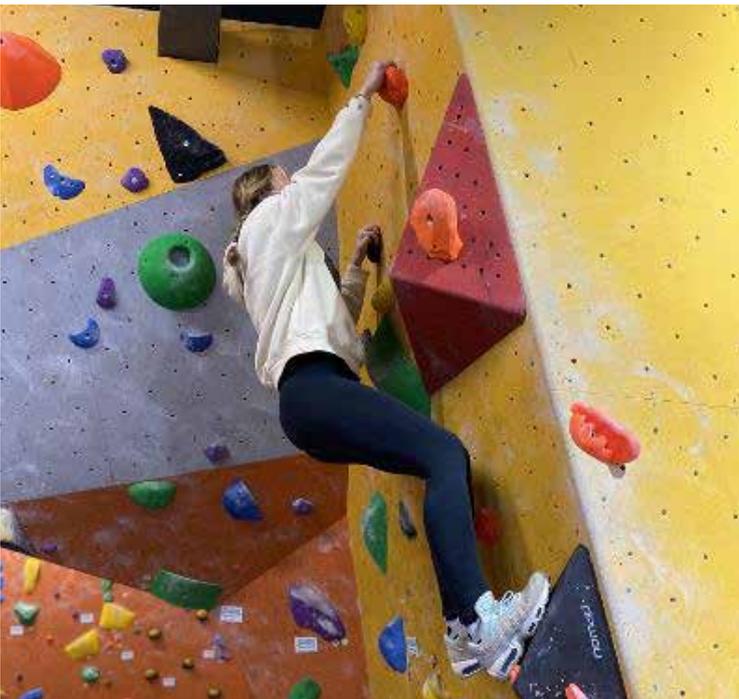


# Biddenham E-Newsletter

Seventh Edition



## Year 11's at Blue Peris



The latest news from Biddenham  
International School & Sports College

# Messages from our Principal

## David Bailey



Dear all,

Welcome to our newsletter that documents much of our work with our students over the past term.

It is incredible to think that it is now two years since the Pandemic began and we had to close our doors until the following September (2020).

I would like to take this opportunity to commend our students for the fortitude and resilience they have shown and to thank all our parents and carers for their support throughout this time - I know it's been tough for all and really tough for many of you.

We are still living in the shadow of COVID though and whilst we are getting back to normal this has been a tough term with many staff and over 350 students missing days off school with COVID - so we still need to take care, but we will do everything we can to ensure a quality education for your children.

We now have a degree of normality back in school as classes busy themselves with exam preparation and ensuring that students are supported to get ahead with their learning.

As regards all the extra curricular - clubs, trips and visits, sport and drama - as you can see there has been so many activities and new opportunities for all students to access.

I am incredibly proud of our staff, who beyond their teaching commitment are going the extra mile to put on extra provision for our students - whether it be the Dungeons and Dragons club or the week in half term at Blue Peris with our Year 11's (in the storms!) - the number and range of opportunities is breath-taking.

I would like to conclude with some good news; because of our increased numbers choosing Biddenham as their preferred school we are about to embark on a building and refurbishment programme that will see six classrooms in Tendulkar block converted into four state of the Art science laboratories, an extension to our dining facilities in Hurst block and a new spacious six classroom block positioned to the side of A block facing the astro pitches.

This is exciting as it will bring much needed new resources / building for our students to use as we grow into the future.

As ever, very best wishes to you all and I hope you enjoy reading through this newsletter.

Have a great Easter break

David Bailey

A handwritten signature in black ink, appearing to read 'David Bailey'. The signature is stylized with a large, sweeping initial 'D' and a long horizontal line extending to the right.

# A message from our Head of School Eleanor Grylls

Dear everyone,

As I write, the sun is shining, we have beautiful blue skies and our students are able to enjoy our outdoor spaces in their PE lessons, at break and lunchtimes and for extra-curricular activities.

It feels like such a welcome release after another term where we have had to manage the impact of a considerable number of Covid cases - both in students and staff.

As ever, we have pulled together as a school community ensuring that the education of our students remains paramount and we have been able to stay open for all year groups.

Your ongoing support with this has been and continues to be so important and is very much appreciated.

This time last year I made the point that at the heart of everything is the importance of good communication and positive home-school relationships.

To emphasise how much we value these relationships our Heads of Year are sending home end of term updates, which will include tutor and pastoral team contact details, to enable that good communication to take place.

As you will see from this newsletter, there has been much for us to celebrate, both in and out of lessons.

The Year 7 Social Action projects were amazing examples of student learning, within our unique and engaging curriculum that help to develop students' knowledge of local charities alongside improving their oracy and presentation skills, whilst having fun!

It was also fantastic and rather poignant to welcome back an audience to 'Spring into Dance', as this was the last performance to take place just before the very first lockdown in March 2020. These are just a couple of highlights, there are many more packed into this bumper Easter edition for you to enjoy.

Let's hope we can continue to enjoy the milder weather and fresh air over the Easter break and return to school refreshed and ready on Wednesday 20th April.

Eleanor Grylls



# Year 11

## Trip to Blue Peris

I would typically not class myself as an 'outdoorsy' person.

In all honesty I think the most accurate term would be 'indoorsy'...and by 'indoorsy' I mean I really avoid any kind of unnecessary physical exertion by simply staying indoors!

I get my 10,000 steps most days, the dog gets a very long walk on Saturday mornings and I do really enjoy long treks up and down the middle aisle of Aldi every so often, but the last time I stepped foot in a gym was well over six months ago. It was due to this that the realisation I had signed up for five days exploring the great outdoors in Wales hit me like a tonne of bricks about three minutes before I left the house on Sunday February 13th.

Then, about 20 seconds later, I remembered I was going to be with 16 Year 11 students and three members of the PE department.

The PE department! How was I going to survive this?

At 9am on February 13th all twenty of us piled into two minibuses and, fuelled by coffee, some very happy playlists and a bag of mint imperials we headed out of Biddenham.

Our route took us down the A421, up the M1, over to the M6 and then, finally, after six hours, we crossed into Wales. If only it had been as quick to drive as it was to type!

Our day of travelling to Wales was very smooth, despite how hard some of the village roads tried to make it for Miss Hussain's minibus!

By the time we arrived, had an induction to the Blue Peris Mountain Centre with Kayleigh, Pete and Mark, unpacked into our dormitories and made our dinner orders for the week (which we had to do twice due to a lot of confusion around whether to put a tick in the box or a dot in the box) it was time to sit down for the first 'family dinner' of the week. What a treat it was!

I know that all of the students and all of our staff will attest to the fact the food at Blue Peris is absolutely 10/10 every single day.

Each morning we were offered a range of cooked breakfast items on top of the standard offering of toast, cereal and yoghurt.

We had a variety of options for our daily packed lunches as well as choosing a selection of crisps, fruit, malt loaf (Mr. Evans' favourite!) and, of course, the coveted Penguin bar.

Then, across the evenings we were served pizza, chicken burgers, beef burgers, lasagne or pasta bake. All of it served with the ultimate accompaniment of garlic bread. Oh, and salad. We also ate salad...sometimes.

Every night the students were grouped up and given the task of getting the dining room ready for the next morning, and every night they did it perfectly.

It was really important to us and to the students that we shared the housekeeping tasks fairly and did them well, and that's exactly what happened.

After an outstanding dinner on the first night we were kitted out by Kayleigh and Pete with full waterproofs, the best fleeces you could ever want to wear, wetsuits (yes, wetsuits!), wellies, helmets and our very robust everything-proof jackets.

We found our assigned pegs in the industrial, and very effective, drying rooms and, just to check we all had the right kit for the week, we put it all on and were guided by Pete on a night-time hike up the biggest hill we could see, right up to an old quarry site.

It overlooked the local area and, whilst we enjoyed the tiny, twinkling lights of the town below, Pete gave us our first Welsh history lesson.

It was brilliant! As you can imagine, not long after we got back to the bottom we all yawned our way to bed ready to start our first day of fun on Monday morning!

Monday's first excursion was getting everyone in the dining room for the aforementioned breakfast at 7:45am.

It was pulled off perfectly of course, and, as one coordinated swarm, we entered the dining room, jaws dropping at the prospect of toast and cereal (and that was before we were told sausages, bacon and beans were coming too!).

After eating, consuming a gallon of coffee and packing our rucksacks with water, lunch and spare socks, we grabbed our helmets, put on our wellies and waterproof trousers and headed out on the Blue Peris minibuses with our instructors for the day, Kayleigh and Pete.

We approached a beach that was overlooked by tall cliffs.

The weather was slightly overcast with a bit of a breeze - "It's okay..." I thought to myself "even a bad weather beach day is still a beach day!"

Reader, it was not a beach day.

It was a day of climbing, hoisting, slipping, falling, laughing, sliding, hopping, jumping, pulling and pushing ourselves and each other up and down some of the most uneven rocks I have ever seen, but it was fantastic.

From the second our students were told they were responsible for keeping each other on their feet, every single student played their part in keeping Team Biddenham going.

We laughed until we cried, and at times felt like we might have cried ourselves into laughter, but we made it all the way up, down and around the edge of the beach and made some priceless memories along with it.

This same energy was brought to each day of the excursions; gorge scrambling on day two, mountain walking and a climbing wall on day three and caving on day four.

Each new adventure brought new challenges, including James forgetting his waterproof jacket and having to slide down the gorge in his fleece.

Or, Darius' left knee having a bit of an altercation with the climbing wall, or Eve having essentially no hand-eye coordination whatsoever and whoever was on her right needing to

be prepared to be grabbed at any given moment.

But, each challenge was grabbed with both hands (much like whoever was on Eve's right...) by all of our students and they showed themselves to be true adventurers in every way, every single day.

So, going back to the original question; "how was I going to survive this?"

Honestly, with the company I was in it would have been easy to survive, but with the support of all nineteen others on the trip I did so much more than that.

We all learned about ourselves, our abilities, our resilience and our strengths, and we couldn't have done it without the support, friendship and guidance of Kayleigh, Pete, Andy, other Pete and Mark.

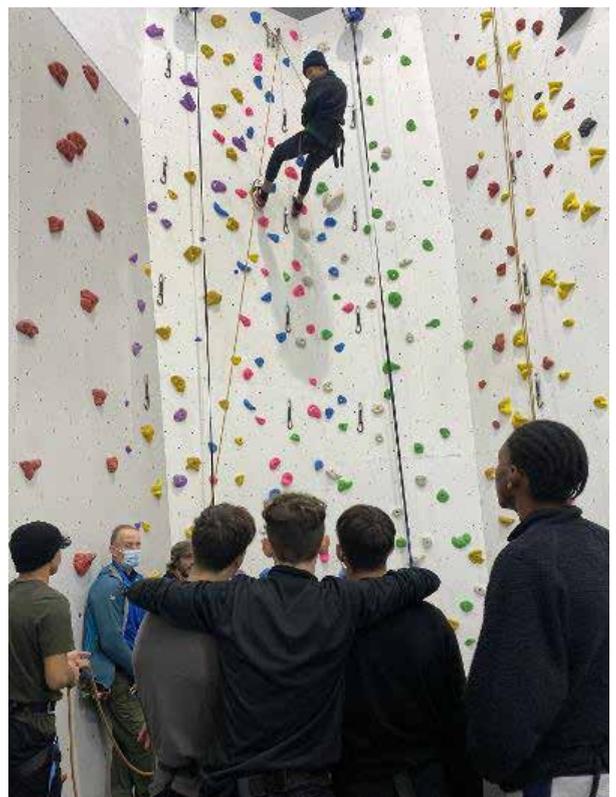
From all of Team Biddenham we are so grateful for the opportunity to have explored Wales with you!

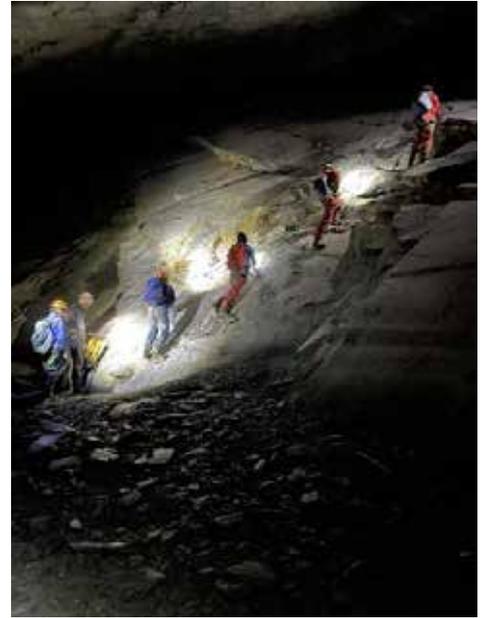
Blue Peris is, without a doubt, one of the best trips that runs at Biddenham and we would all like to thank Mr. Ray for coordinating and planning the trip and Mr. Evans for leading us whilst we were there.

On a personal note, I would like to thank Miss Hussain for being the best roommate I could have wished for (I still have a pair of your socks, by the way...), Mr. Birkinshaw for showing up to dinner in true "grandad style" every evening with his tartan pyjama trousers, socks and slippers, Mr. Evans for keeping us all going even when the tiredness hit, Mr. Ray for giving in to weeks of my begging to attend and, of course, all of the Blue Peris staff for all of their hard work every day!

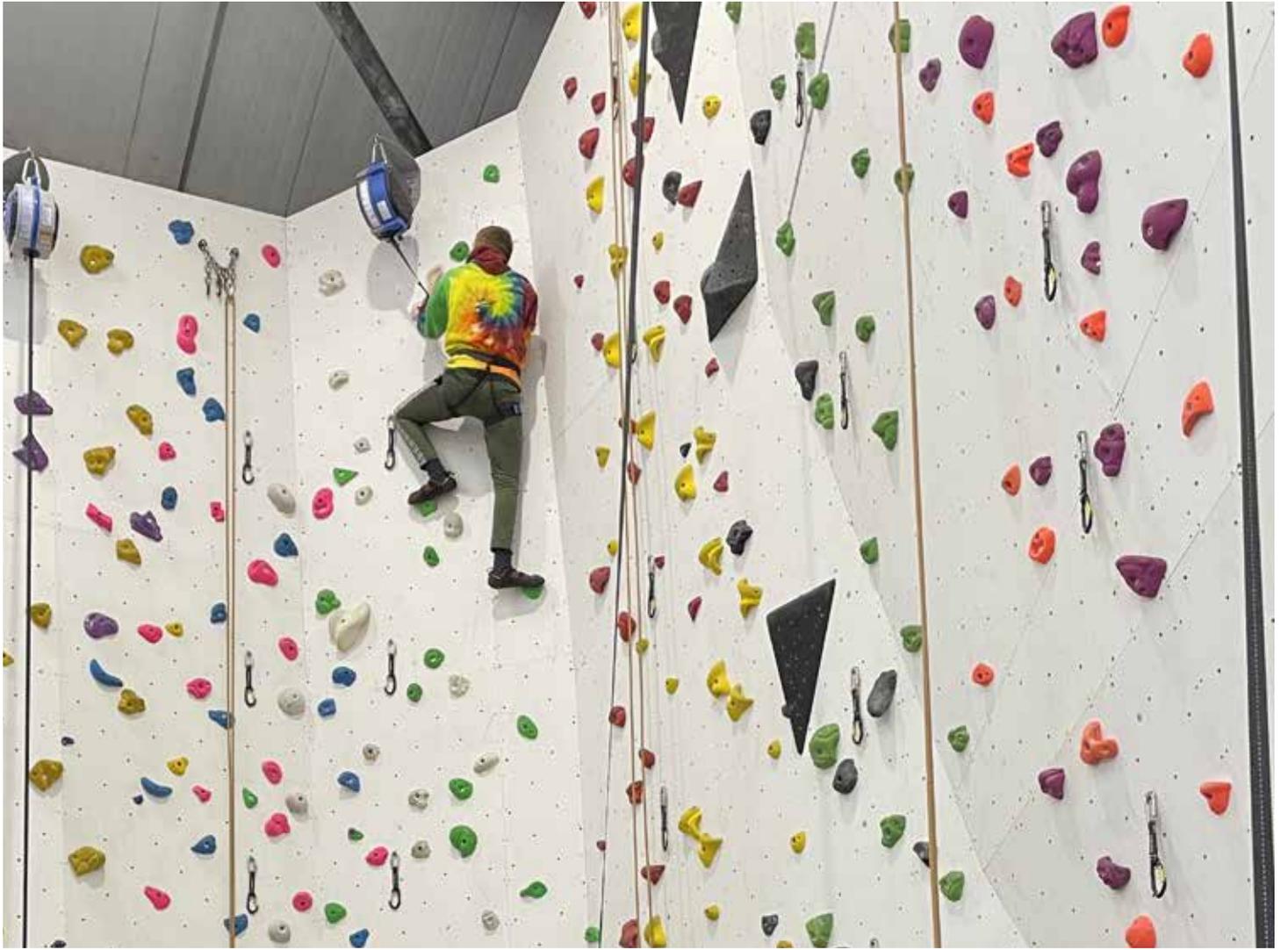
On that note, how do I sign up for the next one?! Year 9 and 10 students keep an eye out for the next trip to be advertised.

Miss Lilley, Head of Year 11









Such was the success of the trip to Blue Peris, that Principal David Bailey emailed the centre to say thank you following the trip.

Kayleigh Day, who is Deputy Manager of Blue Peris, responded saying what a pleasure it was to host the Biddenham Year 11 students.

*Hi David,*

*Thank you ever so much for contacting us.*

*You are most welcome, not the ending to the trip that everyone wanted but the main thing was keeping all involved safe.*

*We thoroughly enjoyed working with all your students, who are an absolute credit to your school; polite, enthusiastic, fun and adventurous, they gave everything a go and worked so hard to keep the centre clean and tidy throughout their stay.*

*Your staff were also fantastic, I could not have asked for more supportive members of staff for the week, they were so encouraging and supportive of the students and helped anyone and anywhere they could around the centre.*

*And a real dedication by all to have come away in half term.*

*As a centre we truly appreciate the level of support that Biddenham has continued to give us over the years and look forward to welcoming the next group soon.*

*Many thanks*

*Kayleigh Day  
Deputy Manager*



# Music

## Trip to Royal Albert Hall

On Friday 18th March thirty of our music and performing arts students travelled to London to see a concert at the Royal Albert Hall.

The students enjoyed the concert which included a performance by the Royal Philharmonic orchestra, large choir and a pyrotechnics and laser show.



## Year 7 & 8 Geography Challenge Club

Year 7 and 8 Geography Challenge Club students have been taking part in Jane Goodall's Roots and Shoots programme: 'Greening your local area'.

They have been busy planning a proposal to rewild the school pond, and successfully presented their pitch to Ms Grylls and Mr Bailey this week.

They have conducted themselves very professionally throughout showing off fantastic oracy skills.

They are now planning some fundraising events before they get to work on the pond.



# History

## Medieval Africa

Year 7 have been correcting misconceptions around Medieval African history since returning from February half-term.

The focus has been on ensuring students are aware of how diverse and important Medieval Africa was.

They have been looking at different types of rule, religions and cultures within Africa during the period.

This includes looking at the lives of different tribes that were present in the medieval period.



## Frontline Living History

In January, having finished their mock exams the Y11 GCSE History students were treated to a morning of interactive history thanks to the amazing David and Richard from Frontline Living History.

They brought with them historical artefacts from the First World War and were able to talk to the students not only about the war and let them interact with the artefacts, but to also help the Y11s reinforce their learning about treatment and injuries on the front lines of the war in Europe.

Everyone agreed it was a fantastic morning and the students went away excited and filled with the kind of confidence that can only come from interacting with history on a personal level.

# Holocaust Memorial Day 2022

This year Biddenham commemorated the national Holocaust Memorial Day on 27th January by having Year 8 off timetable doing a day of learning and reflection.

The day involved the students taking part in a variety of activities including studying the stories of survivors of different genocides in the 20th and 21st centuries, including the Holocaust of the Second World War but also Rwanda, Bosnia, Cambodia and the more recent Darfur.

The students are given opportunities to explore ways to stand up to those who say things which challenge our values of democracy and tolerance.

The theme for this year was One Day; as in One Day we all hope to live in a world filled with love and kindness where hatred, fear and discrimination due to our differences will be behind us.

A small group of students from our Sixth Form also took part in commemorating Holocaust Memorial Day 2022 by attending a live webinar where the youngest Holocaust survivor spoke about her parents and what they went through and her birth in Mauthausen death camp just a day before it was liberated by Allied soldiers in 1945.

The story of Eva Clarke and how she came into the world was particularly moving.

As time passes and the survivors of genocides pass away it becomes more important than ever that our young people know about them and can help future generations learn too.



# Year 7 Golden Ticket Event

Year 7s were selected by their tutors to attend a special event hosted by Mrs Speight, Mr Mitchell and the PE department.

The event was put on to celebrate those students who consistently represented our school values of Determination, Friendship & Compassion, Success, Inspiration and Enjoyment at school.

Year 7s took part in trampolining, badminton and enjoyed lots of delicious snacks.

Well done to Jeniqua Nyenya, Amina Younis, Max Woloch, Emily Whitby, Noah Russell, Courtney Carmichael, Rida Hussain, Khadija Begum, Vanesa Vasiljeva, Ayan Miah, Amy Taylor Rust and Ryu Keely.

A big thank you to the PE department for helping us put on this event and use the trampolines.

**Abigail Speight, Head of Year 7**



# Social Action News

Year 7 students have been very busy organising various activities to try and raise money for local charities, all as part of their social action task for the First Give programme.

They are in competition to try and win one lucky local charity £1000.

They did an amazing job putting on stalls for the rest of the school at lunch time, and for Year 8 classes to come and visit in their lessons.

A total of £430 was raised for local charities which is a huge achievement. Well done Year 7 for all your hard work and dedication to this.



# Spring Into Dance

After being unable to run our annual dance show last year we were absolutely delighted to be back this year with Spring into Dance 2022.

This allowed us to showcase work from KS3, GCSE and A level as well as our Dance Company and our Cheerleading team 'Biddenham Gold Stars'.

We also had a wonderful turn out from our "Chance to Dance" auditions which allowed students to perform their own choreography which had been created outside of their lessons.

The performers were fantastic in the build up to the show and phenomenal on the night, the energy and the buzz on and off stage was so positive - we can't wait to be able to do it again!

Thank you to everyone that came to watch, everyone that helped make it such a successful and memorable evening and to everyone that gave words of encouragement and luck - it is always appreciated.

Lastly, we would like to say a massive well done to all those that performed and a thank you for your hard work, dedication and for you sharing your passion for dance with us all.



# Library

Welcome back to the Library!

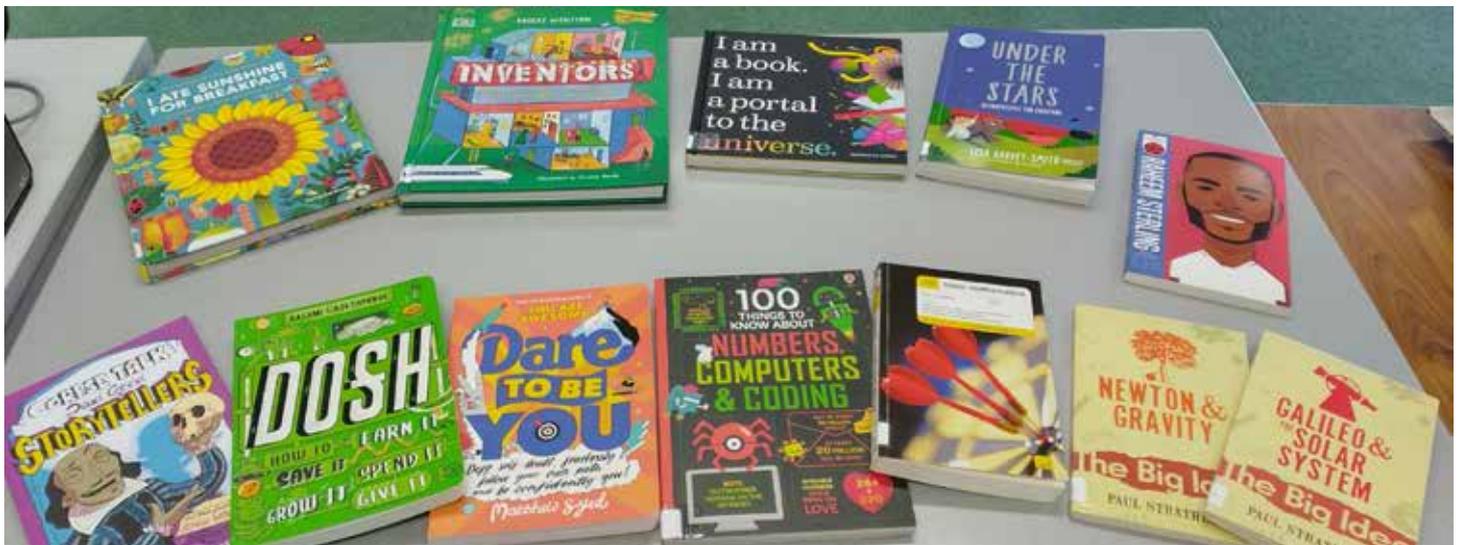
After the last two challenging years, we are delighted to allow students back into the newly reorganised library to select their own books. We have selections of new books that we hope will encourage students to read for pleasure. Some of our new books and authors include:

- Endgame by Malorie Blackman (the thrilling conclusion to the Noughts and Crosses series).
- The School of Good and Evil by Soman Chainani (A school where fairytales may not come true)
- Crossing by Manjeet Mann (Winner of the Costa Book Awards 2021 and nominated for both the Waterstone Children's Book Awards 2022 and the Carnegie Award 2022)
- Fire Keeper's Daughter by Angeline Boulley (A breathtaking, heart-winning thriller, also nominated for the Waterstones Children's Book Awards 2022)

The school will be following and promoting the Carnegie and Kate Greenaway awards.

After the shortlists are released on the 16th March, there will be activities based around the books that students can enter into to encourage their reading.

The library also has a variety of non-fiction curriculum resources available for students which we are continually reviewing and revising to ensure that it is fully relevant to all our students.



# Careers

## Meet The Army Day

In early March, a group of students travelled to Abingdon, Oxfordshire, visiting Dalton Barracks, home of the No. 3 and 4 Logistic Regiments of the Royal Logistic Corps.

The weather couldn't have been worse, with driving rain the entire day.

Despite this, the increasingly soggy students spent the day speaking with soldiers from a variety of army regiments about their life, work and career paths.

Heavy Artillery, light artillery, mechanics, logistics and catering to name but a few were available for the students to discover what army life and careers are really like.

Weapons were handled, rocket launchers heaved, ration packs examined and appetites were whetted.

We saw the most incredible display of hand to hand combat by the Royal Gurkha Regiment, made our own miniature rocket launchers and learned how to dismantle an SA80 rifle.

The day was really fun and great. The army guys were really nice and welcoming.

I found out more information about Armed Forces careers and the staff there were more than happy to explain more information to us.

The lunch was amazing and the army food was a lot better than I thought it would be.

My favourite part of the day was watching the Royal Gurkha Regiment give us a demonstration of the Kukhuri skills and my other favourite part was seeing the equipment the army uses.

Overall it was the greatest day ever.

### **Michael Patel 10 MNA**

I really enjoyed the day that we had. It was very interesting getting to meet so many soldiers all of whom were very friendly and willing to help.

I was most pleased by the fact that we got to handle the weapons. The thing that I learnt most and I found most interesting was when I learnt about REME and the jobs they do.

This was a wonderful experience and I believe that I was a whole lot better off from taking part..

### **Darius Tatu 11 EVR**



# Work Experience At Bedfordshire Police HQ

Kimberley Brown (11DRG) and Rahat Piran Ditta (11SDN) have each secured a two week work placement at the headquarters of Bedfordshire Police in July 2022.

After a lengthy selection process, both girls were chosen to participate in a comprehensive programme of work experience spanning departments across the force from Cyber Security and Scientific Services to Dog Unit, Operational Support Unit and Mental Health and Wellbeing.

Well done Kimberley and Rahat - we are thrilled to hear of your successes and are looking forward to hearing all about the experience at the end of the summer term.

## Bedfordshire Police Recruitment Team - Assembly

Bedfordshire Police recruitment team came into school in February to talk to Year 12 students about the various entry routes into the force.

Additional interested students from Years 7-11, requested to also attend and they had additional time for 'Questions and Answers' afterwards.

Students attending found the session to be informative, with some students who stayed to ask individual questions gaining a lot from the experience.

We look forward to working with PC Garrad and his team again and we thank him for his time and support.

## The Lowdown on T levels and Degree Apprenticeships

Two new qualifications that students are hearing mentioned in their careers appointments are T levels and Degree Apprenticeship - the terminology may be becoming increasingly familiar but what are they, and are they worth doing?

We've taken a deep dive into both, and have produced some quick to read facts about them...

T Levels are an alternative to A levels, apprenticeships and other 16 to 19 courses.

Equivalent to 3 A levels, a T Level focuses on vocational skills and can help students into skilled employment, higher study or apprenticeships.

Each T Level includes an in-depth industry placement that lasts at least 45 days.

Students get valuable experience in the workplace; employers get early sight of the new talent in their industry.

T Level students spend 80% of the course in the classroom, learning the skills that employers need. The other 20% is a meaningful industry placement, where they put these skills into action.

Degree apprenticeships are a new type of programme offered by some universities.

Students can achieve a full bachelor's or master's degree as part of their apprenticeship.

These programmes are being developed by employers, universities, and professional bodies working in partnership.

Degree apprenticeships combine working with studying part-time at a university.

Apprentices are employed throughout the programme, and spend part of their time at university and the rest with their employer.

This can be on a day-to-day basis or in blocks of time, depending on the programme and requirements of the employer.

They can take between three to six years to complete, depending on the course level.

Currently, the scheme is only available in England and Wales, although applications may be made from all parts of the UK.

One of the unique features of these programmes is that the employer pays for the university tuition fees - this serves to make them a highly attractive option, and also very competitive!

## **A Year 11 Student's Account Of His Work Experience In A Plastering Company**

I had to wake up at 6:30 in the morning, make my lunch and get ready to be picked up at 7:30 am. The first day I was nervous, and so I was pleased to fit in easily.

The plastering team were kind and hardworking and I started to have jokes with them by the end of the first day.

I had to carry 25kg bags of plaster which was hard at first, but it got easier as the week went on and I was surprised at the stamina I had developed.

I helped mix the plaster and then used a trowel to scoop the plaster onto my hawk.

As I went along, I had to clean the equipment.

The second day when the alarm went off, I felt tired and achy and didn't want to wake up but I made myself, and started my day as normal.

This day was hard because I was really tired from the day before, at first, I thought I wasn't going to be able to do anything but as soon as I started lifting plaster bags and started doing what I did the day before, I started to get used to it.

**Jake Clairmonte, Year 11**

# **Easter Term Dates**

Students break up on Friday 1st April and return to school on Wednesday 20th April.

# Employability Workshop 7th March 2022

Year 12 Work skills had a 40 minute Virtual Employability Workshop, delivered by Jess Fisher from 'Get My First Job', the focus was interview skills, which forms part of one of their units.

Jess shared the following links with the students, which should help any student leaving year 11, 12 or 13 and wishing to get further support.

[Job search](#)

Blogs: [Apprenticeships | GetMyFirstJob](#)

Apprentice Ambassador Network with chat function: [Ambassadors | Updates | GetMyFirst-Job](#)

National Institute for Apprenticeships: [Home / Institute for Apprenticeships and Technical Education](#)  
[Institute for Apprenticeships](#)

GOV National Apprenticeship Site: [Find an apprenticeship - GOV.UK \(www.gov.uk\)](#)

## STEM workshop

Year 8 students took part in the energy quest workshop organised by Tomorrow's Engineer sponsored by Shell in February.

The first thing that we did in the STEM workshop was watch a video. In the clip we learnt about a group of people who were lost in a forest and they had very few resources.

The essential objects they had were an orange, coins, foil, wire and a phone. In addition, one of the girl's friends was injured.

Then we had a task to make electricity with an orange. They gave us an orange, crocodile clips, wires and copper. They also gave us a voltmeter to see how many volts we could generate with the orange.

We were then given some sheets where they asked about our interest in engineering.

We then learnt that there are four types of engineers:

- Humanitarian Engineer
- Graphic designer
- Pioneer
- Maker

### What Is A Humanitarian Engineer?

A humanitarian engineer is someone who builds machines or prosthetic body parts.

For example, some machines that humanitarian engineers have built would be MRI machines which are used to scan most body parts or an echocardiogram which is essentially an ultrasound for the heart.

They have also built prosthetic body parts such as arms and legs.

## What is a Graphic Designer?

A graphic designer is an Engineer that assembles graphical designs and arts to create a game, something you can read online that has been digitally published in the electronic media.

Some examples are brochures, newspapers and magazines.

Some companies that are graphic designers are EA Sports, Epic Games, Activision, Treyarch and Psyonix.

## What is a Pioneer?

A pioneer is a category that has different types of Engineers. Some examples are Aeronautical Engineer (also known as an Aerospace Engineer), an Army Pioneer and Civil War Engineer. A pioneer makes things efficient in our society like cars, houses, electricity and many more.

## What is a Design Engineer?

A design engineer is someone that designs clothes for Cat Walks, models and many more.

These engineers design the future and imagine what our future looks like.

Design engineers study, research and develop ideas for new products and the systems used to make them.

They also modify existing products or processes to increase efficiency or improve performance.

## Rehan Shah and Talha MirzaGhani, Year 8

### Lunchtime clubs - Year 7



Day	Club	Club	Club	Club	Club
Monday	Film Club - E2	Spanish and culture club - E4	Horrible Histories club - R11 (from 12:55)	Chess club - H2	Colouring club - E3
Tuesday	Any 'K' a day Walking/jogging club (meet in front of E block by field) starts after Easter	Mindful activities to be completed outside (see Mrs Speight every Tuesday for that weeks' activity)	Chess club - V1	Reading club - top of E block.	Girls badminton/basketball shooting - Sports hall (before Easter)
Wednesday	Karaoke and musicals - A4	Board games club - R14	Chess club - H2	Careers club - R block careers room (starts after Easter)	
Thursday	Reading/colouring mindful club - H13 (from 12:55)	Chess club - H2	Colouring club - E1		
Friday	Junior student forum - N4.	Lego club - top of E block.	Colouring club ran by Y8's - E4	Chess club - H2	

# Children's Mental Health Week

Biddenham celebrated 'Children's Mental Health Week' following the theme 'growing together'.

Students learnt about growing together through well-known sports people and television personalities 'growth stories', students also learned about their own past, present and future growth and illustrated their 'changing shapes' diagrams.

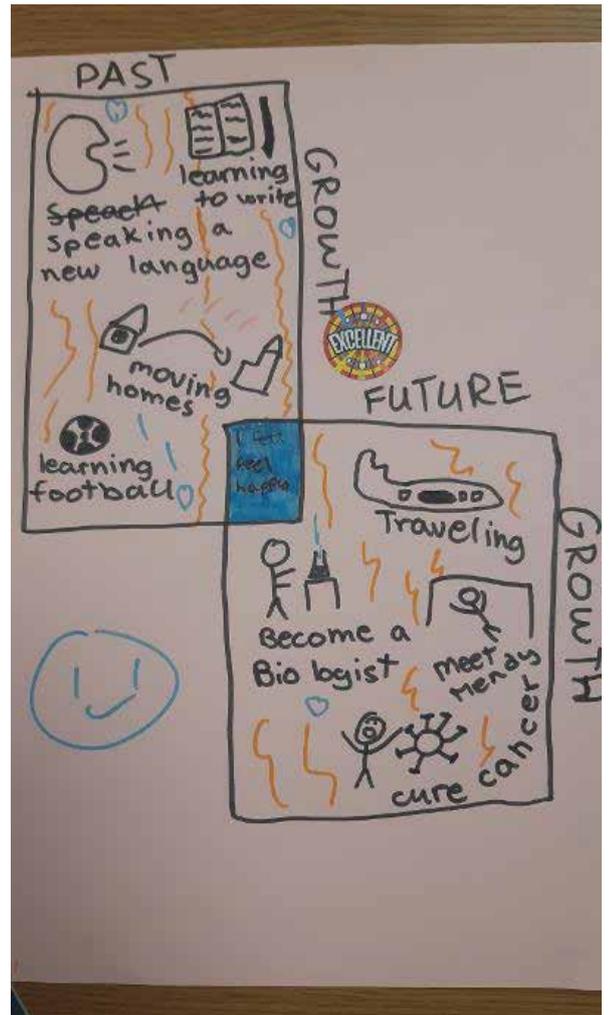
We watched the assembly put together by place2be that featured celebrities Emma Willis and Oliver Coleman.

Staff and students thanked each other by writing praise sheets acknowledging how other people had helped them grow.

In the sanctuary students took part in communication and team building activities with Lauren from Mental Health Support Teams (MHST).

The week finished with a mufti day following the theme 'shine bright wear bright'.

**Abigail Speight, Wellbeing Lead**



# First Give Project

## What Is The First Give Project?

For quite some time, Biddenham School has been one of the many schools across the country to be involved in the First Give project.

If you didn't know the First Give project occurs in year 7 as part of PBL (Project Based Learning).

The class is split into groups and each group researches a charity; it can be local or a national charity helping thousands of people across the country.

It can be one you have never heard of before, or a charity that is really close to your heart.

Then, you research that charity and present it to the class. Next, the class all vote for a 'class charity': this will be the charity that you will be trying to raise money and awareness.

It will also be the charity that you will try to win £1,000 for!

## The Decision

As always, this year's Yr 7's took part in the First Give project.

There were many charities in the running for our main class one; these included the King's Arms, Open House, Chums, and BRASS.

Each group did a speech and presentation, but it was finally decided through voting that BRASS was going to be our class charity!

## What Is BRASS And What Do They Do?

BRASS, which stands for Bedford Refugee and Asylum Seeker Support, is one of the only Refugee charities in Bedford!

It does amazing work to help and support refugees and asylum seekers in and around Bedford.

They do this by providing English lessons if the person or family don't speak English, holding social events like Christmas parties, day trips and even help in getting a house and a visa, a passport and driving licence!

We think BRASS is really important to help, support and raise awareness of because the charity does such amazing work for refugees and asylum seekers in Bedford, and also because most of their money comes from donations.

The £1,000 would be so beneficial to them!

# Social Action

The definition of social action is “people coming together to help improve their lives and solve the problems that are important in their communities”.

For 7ANH’s social action, we decided on creating a short film, a bake sale and selling bracelets and bookmarks.

It all went ahead on the 8th of March, and together the two stalls managed to raise over £60 for BRASS! Everyone contributed to buying or making cakes, cupcakes, biscuits, cookies, donuts and lollipops.

The bracelets were hand-made and said ‘brass’ on them! Social action is not just about raising money, it is more about raising awareness for the charity you are supporting.

## The Final

In a week or two, each form in Year 7 will have to present a presentation to judges from different places and be judged using the judging criteria.

This is a long list of things that the presentation has to include, such as a maximum of five slides (if doing a powerpoint), only thirty words per slide, all videos must be your own, etc.

Each classes presentation will be judged, and the judges will decide on a winner: this class will receive a cheque with £1,000 for their chosen charity!

This would help their charity in many different ways; it could be paying bills, getting homeless people housing, food for starving children, and could benefit people in our community.

I hope you have learnt a bit more about the First Give project, what 7ANH have done to contribute, and all about the charity that our class is trying to help raise awareness for and hopefully win the £1,000.

### Isla Purvis, Year 7



# Sixth Form News

## Aerospace Engineering

Recently, the year 13 physics class held a talk with Paul McMahon who has been involved in a number of global aerospace projects to help shape science and technology.

Throughout his long term profession, he has worked on over 40 projects, one in which he had the opportunity to visit Mars. His main projects he felt were the most influencing included:

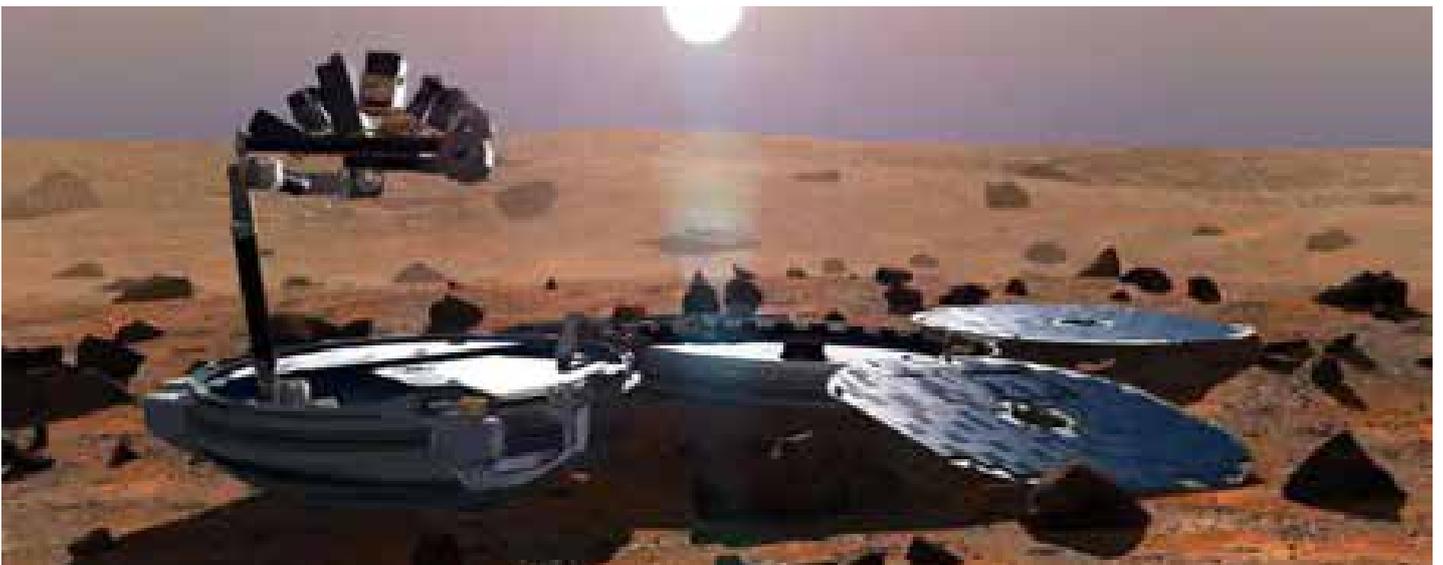
- Worked on the airbus and ESA satellites
- Produced reaction wheels for the Rosetta spacecraft to land on a comet near Jupiter.
- Worked on a landing gear for the Arienne rocket.
- Part of a separation analysis to utilise space inside a rocket.

For almost 20 years, he spent his career with the prime focus on landing probes and people safely on Mars.

He designed and engineered the Beagle 2, an inoperative Mars space lander that was transported by the ESA with the main mission to discover evidence for past life on Mars.

In addition, he helped produce the EXOMars rover, the FIRST ever Rover to have successfully landed on Mars from Europe. Evidently, engineers of all branches have helped not just manufacture, but work behind the scenes to design and innovate ideas to help improve the scope of science as we know it.

Behind every career, every bit of infrastructure, nature, the world as a whole, there are engineers persistently working to make the scientific world more advanced and aspiring.



# Discover Society

This term in Discover Society we have had a series of presentations given by our current Year 13 students, all surrounding the subject of post-18 pathways.

First a presentation comparing apprenticeship degrees with university degrees was given by myself and Matthew Brown.

This included the benefits and drawbacks of both qualifications, which allowed for further discussion afterwards on which would be best for which career aspirations.

In my opinion, the most interesting points to speak about were the employer opinions surrounding the two different degrees, as both have their merits.

After a discussion, the group reached the opinion that both are applicable to different job titles, so it is a good idea to research which is preferable in your desired career.

The next presentation was given by Lucia Scozzari on the topic of attending universities abroad.

This is a very interesting topic to learn about, as it isn't always an option that everyone considers, so it was nice to discuss this option with some of the students who hadn't previously thought of it.

Lots of people mentioned the fact that a language barrier would be present, but Lucia explained that it would give you a new skill set, as most people who live in European countries have enough understanding of English for you to be able to communicate and having another language consistently spoken around you makes learning it yourself much easier.

Matilda Crafter gave a talk the week after about gap years and university options.

She started with an interactive activity where students wrote down their interests and potential future career ambitions.

These were then stuck onto the board and one by one we discussed the points written.

One of the more interesting discussions was centred round the different pathways people can take when getting into a law-based job, rather than the traditional route of getting a law degree.

Then the group spoke about what different skills and experiences you can gain from taking a gap year, which included time management skills and industry experience.

Another presentation was given by Jake Maule on how best to write a high standard personal statement.

This is a very important topic to learn about, as everyone who wishes to apply for university needs to write a personal statement, and this can be quite a difficult and stressful process.

One of the best pieces of advice given during this was to make sure that you start writing it as early as possible, because this gives you the maximum period of time in which to redraft and ensure it is to the highest standard.

Evie Wright and Jasper Kellett gave a presentation on student financing.

This ranged from information on student bank accounts to maintenance loans.

They also shared several useful links to government information pages on various topics.

One of these was a student finance calculator, which can be used to estimate student loans and additional student funding.

Another was an explanation of how students can apply for student finance, which is especially important for when students are looking to apply for university next year.

Finally, Matthew Brown and Cameron McLeod gave a presentation on the process of job applications.

They spoke about reasons students should consider applying for a job, and the way in which they can go about applying.

This included information about online applications and job centres.

Lots of students were curious to learn about how often jobs require an interview prior to application, and fortunately both Matthew and Cameron have been through the job application process so were able to answer all queries.

It has been exciting to see the range of knowledge and skills that our sixth form students have spoken about.

Not only has this activity helped inform the year 12 students on important information that they will most probably need in the next few years, but it also enabled our year 13 students to practice their presentation skills.

**Natasha Aitchison, Year 13**

# Students looking to the future

I am nearing the end of my A Levels and I have chosen to apply for the Police Constable Degree Apprenticeship as I have the opportunity to represent the Bangladeshi community within the police force which was appealing to me.

I would like to represent both the police and my community, proving opportunities are available for people like me to be a role model to others.

Additionally I am aware people of BAME background are under represented on the UK police force. I know this can be an obstacle in healthy policing relationship but I would like to be responsible in helping break this barrier by creating a healthier relationship between both communities.

Bedfordshire Police force is within my locality, where I was born and bred and the area I am situated. I have the opportunity to represent and give back to my community by joining this force.

The Police Constable Degree Apprenticeship is usually a two to three year policing course which combines both working and learning on the job through a funded degree and also whilst making a salary.

The 22 week training process starts at Dunstable Police Station additionally warrant cards will be issued after the completion of training.

After this stage, 15 weeks of on job training is carried out with an experienced officer.

You need to be 17 to apply however you'll need to be 18 to sit the online assessment which is the stage after the application form.

The fitness test consists of a bleep test whereby students need to achieve 5.4, have a BMI between 18 and 30 and ideally have a driving licence by the end of the 22 week classroom based learning.

To prepare myself for the application I attended multiple 'Police Officer Recruitment Events' alongside networking and speaking with current and ex officers.

The preparations enabled me to know what to expect as an officer and what would be expected of me.



## **Taslimah Uddin, Year 13**

Last year in July 2021 I was invited to a virtual work experience workshop over 3 days with Deloitte where I would experience life as a consultant as well as many other roles in this huge company.

This gave me insight into this industry and I knew it was something I wanted to pursue.

A couple of months later I decided I wanted to go down the degree apprenticeship route instead of University.

I applied to several companies and each time I was rejected; every psychometric test or assessment that I completed for the first part of the application gave me more insight into what was required and the experience and confidence needed to get to the next stage of interview.

Through resilience and perseverance, I continued my applications and when I applied to the Deloitte degree apprenticeship scheme, I had the skills and knowledge on the best way to answer the questions and how to impress the Deloitte team.

From my work experience the year before, I had access to many mentors who were employed by Deloitte and they were very helpful.

With my application they gave me the tips I needed to hear, what to talk about and anything else that would be useful for me to prepare before starting my application.

The actual process was very long. First is the online assessment where you are tested on your skills numerically and alphabetically.

Once you have completed this stage, if you pass you will go on to the next stage which is the job simulation.

This has many job related questions and scenarios and this is to find out if you are the best fit for this job.

I used my experience of my part time employment and of the skills that I have used when working in the classroom on projects and tasks.

Once you pass all of this then there is the final assessment and this is the hardest stage, the one where Deloitte will decide if you are the best candidate.

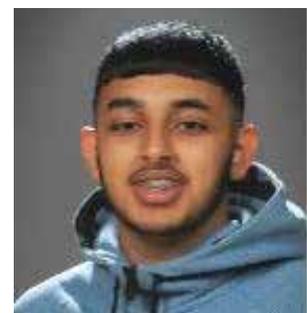
This is a 3 part assessment, a 1-2-1 interview, 1-2-1 task and a group task.

To be successful in this I needed to shine through, I needed to make myself known and demonstrate both teamwork and leadership skills and most importantly be yourself when doing this.

I would say the main thing that got me prepared and ready for all this was my previous interviews with many different companies, including Deloitte's main competitor PWC.

Gaining all of the feedback and constructive criticism from each of the interviews was priceless, by the time I applied for this programme I knew what the assessors were looking for and that is exactly what I gave them.

I have now been selected into the Deloitte bright start apprenticeship scheme as a Business Analyst Consultant.



**Hamaad Taj, Year 13**

# Business Studies

## Amazon employee visit

In February all our Year 9 Business students had an online talk from an employee from Amazon.

Students learnt interesting facts such as 'Alexa speaks 8 languages' and 'Amazon have 300 million regular customers!'

It was great for students to be able to ask questions about working for Amazon, the web services, the businesses next plans and the skills needed to work for such a large organisation.

## Students pitch their business ideas

At the start of February the Business Studies department observed more than 100 individual Year 10 student presentations.

Students were given the task to choose a micro business idea and present their Business Plan including finances, risk assessment, timescale, promotions, target market, research, competition and more.

The students were phenomenal, they demonstrated excellent communication and presentation skills as well as showcasing their oracy, attention to detail and the ability to follow criteria.

The student's prior learning of Oracy and Project based learning really came into fruition with students demonstrating amazing speaking and listening skills.

It was a true delight and as an added bonus many students made prototypes so we received cakes, milkshakes, sweet cones, candles, jewellery and more.

Gemma Buckingham, HOD Business Studies

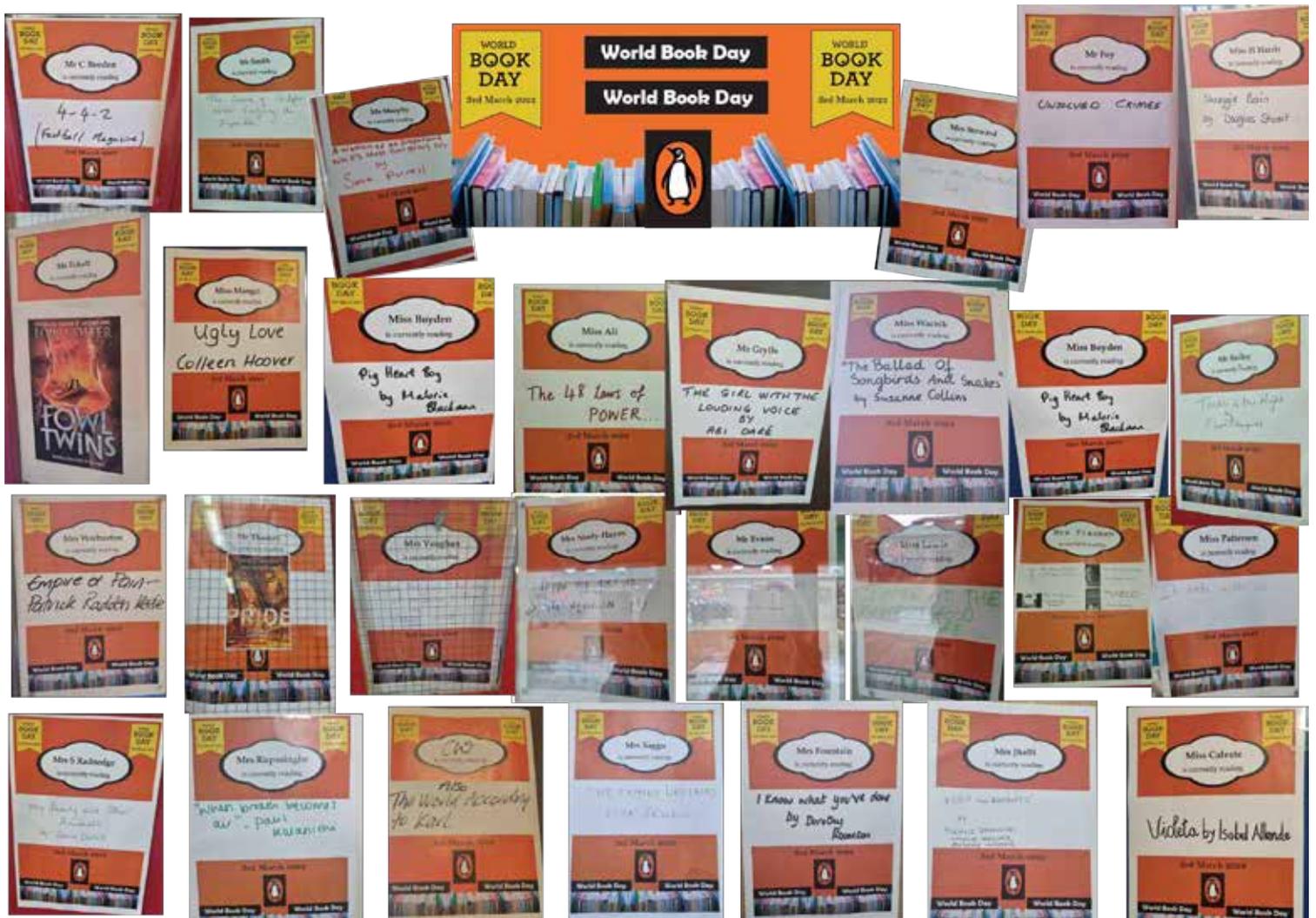
# World Book Day

On World Book Day this year staff added signs to their doors to celebrate and encourage a love of reading.

Mrs Burton has used these posters as a way to promote reading for pleasure across the school.

We have also been giving out books as prizes, kindly donated by the library to encourage our students to read widely.

This has proven very successful as the students have been loving their new books.



## Masked Reader Competition

This term students have taken part in 'The Masked Reader' competition with their tutors.

Like last year, this included a range of pictures, videos and book recommendations from staff.

Students really enjoyed the challenge this year and will hopefully be using the book recommendations in the future.



# Year 7 & 8 Reading Ambassadors

Our Year 7 and 8 Reading Ambassadors have impressed us with their love of reading and commitment to sharing this with their peers.

They have been meeting regularly with Miss Roberts and Ms Nicholson, our new librarian, and have been working on various projects to promote a love of books.

We look forward to hearing more from them over the next few months.



# Attendance

Attendance for the Spring term is currently at 90% which is good but lower than where we would like to be.

Our aim is to be above 95% (please see attendance diamond).

Good attendance really supports success.

With the weather becoming brighter and warmer, it is much easier to get up and out in the morning.

Please make sure you are organised the night before school to help reduce your chances of registering late.

Hay fever season is upon us once again. Please ensure you have taken the relevant medication in the morning and throughout the day to keep symptoms at bay.

Putting a spare packet of tissues in your school bag is always handy!

Please remember to contact the attendance office if you are going to arrive at school late for any reason or if you are off school with illness. Any medical appointments should be booked outside of school hours but we do appreciate this may not always be possible.

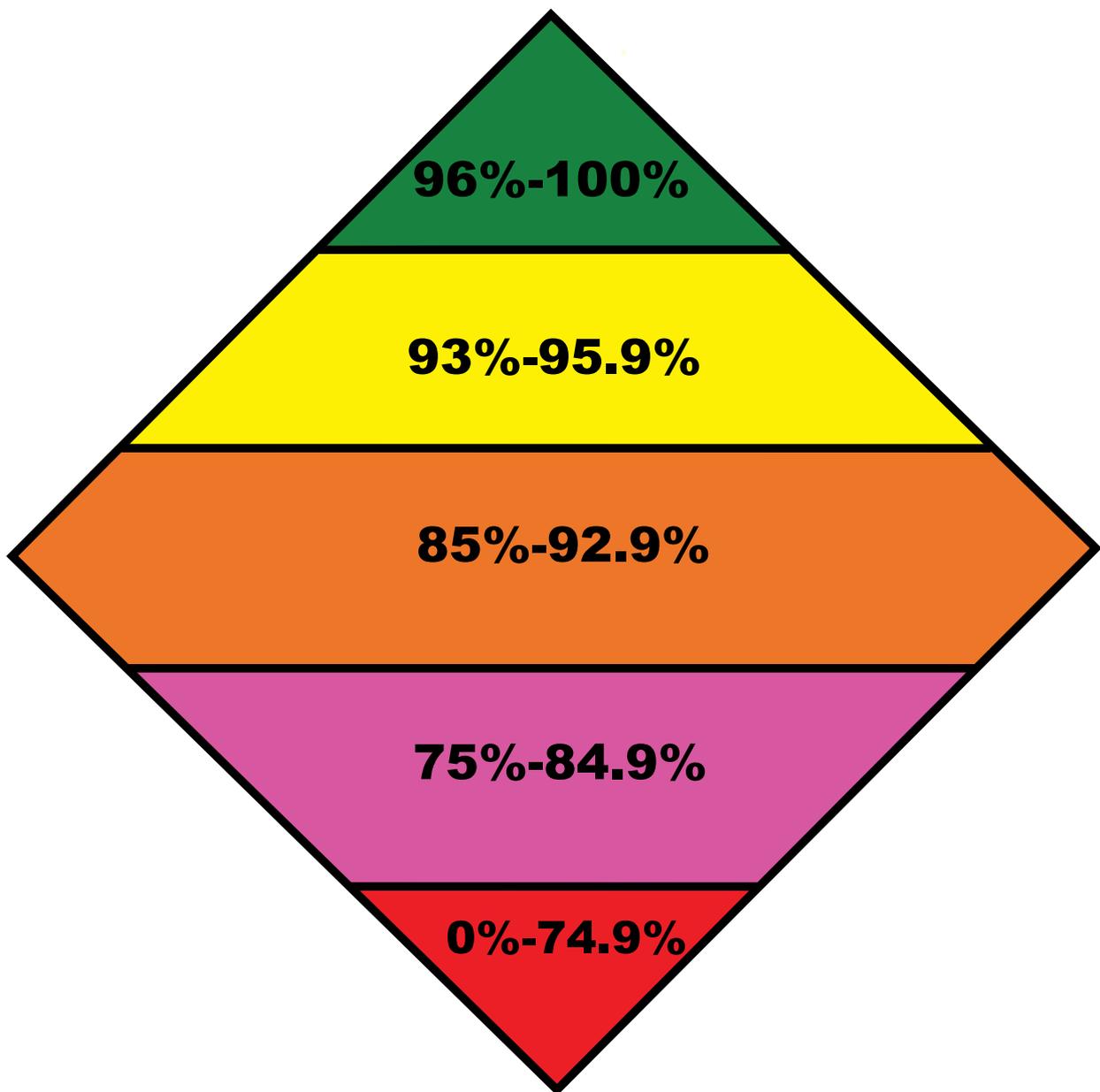
Advanced notice of appointments should be made followed with medical evidence so we can authorise the absence.

Our direct number is 01234 334528 and our email address is [attendance@mybiddenham.com](mailto:attendance@mybiddenham.com).

Miss Kemp and Miss Badhan

# GO FOR GREEN

**Those who achieve most are here every day**



## Key

**Green** = No Concern

**Yellow** = Concern 93%

**Amber** = Risk of Underachievement

**Pink** = Severe Risk of Underachievement

**Red** = Extreme concern

# Sports

This term started with a new extra curricular program to keep students active and back involved in competition, which was embraced by so many students across a variety of sports it was great to see so many faces enjoying being active.

We in the PE department are proud of every student who as attended clubs and represented Biddenham in fixtures, you have been great and no matter the outcome displayed the Biddenham values throughout.

As we move into the summer term, please keep an eye out on the new extra curricular program which will be advertised on google classrooms for all the new clubs and opportunities available to you as we move into a first summer of school sport in two years.

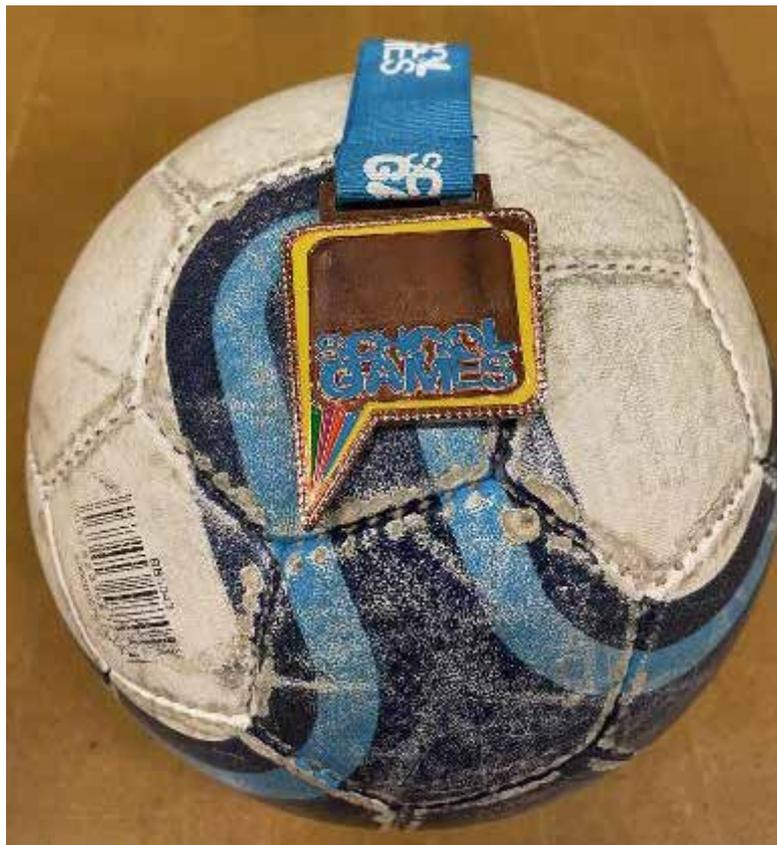
We cannot wait.

## Year 10 Futsal Team

The year 10 futsal team had qualified for the county finals and did not disappoint on the big stage.

Playing against the best the county had to offer the boys put in some excellent performances, improving throughout and never giving up, which paid off with a 3rd place finish overall.

A huge well done boys on a great achievement.



# **Year 7 and 8 Netball**

The year 7 and 8 netball teams have been in full swing this term with so many girls playing for teams and many for the first time which is amazing.

Their performances have moved from strength to strength with many wins and improving performances, all with huge smiles on their faces.

Well done girls.

## **Hockey**

This term has seen hockey club go from strength to strength with over 40 pupils attending some weeks, all keen on enjoying hockey and developing their skills.

This has then progressed onto fixtures at both under 18 and 16 level, with over 20 pupils being selected for each game and many of these involved it is their first ever game of hockey.

A massive well done to all involved and we are so proud of you all and we are so excited to see what this year brings you, keep up the hard work.

## **7 A Side Football**

Every Monday this term has seen a different year group competing in a 7 a side football tournament against local schools.

At every tournament we have been the best represented school with the most teams entered and also supporters motivating all those involved, which was so good to see.

Lots of students involved it was their first football fixture and all games were played with huge smiles on their faces.

Well done to all those involved it was a great evening every time to see and be part of.

## **Girls' Active**

This term has also seen the continuation of the girls' active club lead by five year 8 girls who have been conducting surveys, advertising and running the club every week.

You should be proud of the work girls and opportunities you have offered.

If you are keen on getting involved do keep an eye out on the google classrooms and posters around the school.

# Comic Relief Dodgeball

This term has seen nationally Red Nose Day for Comic Relief taking place with students keen to show their support.

We decided to run a week of dodgeball competitions taking place at lunch times to raise awareness and money for such a great cause.

Over 200 students took part alongside staff from across the school to show their support and have some fun.

A huge thank you to all those involved, a great time had by all.



# Leadership

The sports leadership programme has continued to develop with an extensive program underway with Biddenham students supporting local schools with their extra curricular sport.

In conjunction with the Schools Sport Partnership we have been working at key stage 1 multisport festivals and intra school competitions with over 300 pupils and counting.

A huge well done to all those involved for representing the school to such a high standard and being amazing role models to whoever they have been in contact with.

## Athletes of the Week

It has also been great to see so many names being recognised by the PE staff for their performances in extra curricular clubs and competitions.

A huge well done to all of you that have won this.

We are grateful for what you do and we are proud of you all.

## Social Media

Please keep up to date with the PE and Performing Arts departments, clubs and futures on Instagram [@BiddenhamPEandPA](https://www.instagram.com/BiddenhamPEandPA)



Facebook: [www.facebook.com/biddenham](https://www.facebook.com/biddenham)

Twitter: [@BiddenhamIntSch](https://twitter.com/BiddenhamIntSch)

Website: [www.biddenham.beds.sch.uk](https://www.biddenham.beds.sch.uk)

