



## HARmony Summer Transition Camp

From 29th-31st July, fifteen of the Halley's Heroes volunteered their time to deliver workshops and home group sessions to our new Year 7 students as part of our successful partnership with Humanutopia.

The workshops, which were designed and led by the Halley's Heroes, included creative writing, art, cooking, drama, music and sports. On the final day, Year 7 families were invited to The Halley Academy to attend a showcase presentation of the Year 7's hard work and engagement over the three days.

It was an honour to see the Halley's Heroes and our new Year 7 cohort working together to build relationships, support transition

and celebrate all of their hard work. Year 7 feedback at the end of the HARmony Camp:

*"The Heroes helped me with my confidence, and I look forward to them supporting me through my first year at secondary school"*

*"I met my best friends for Year 7 at the HARmony Camp and am not scared anymore"*

*"I enjoyed HARmony Camp because it gave me an experience of Year 7"*

*"Now I know that I have friends to look forward to, and the support of older students"*

*"It was exciting and I am looking forward to learning a range of subjects at The Halley Academy"*





# EASLEY SMALL SCHOOL UPDATE



**Mrs Cronin**  
Head of School



**Mr Davis**  
Deputy Head of School



**Ms Taylor**  
Director of Progress



**Ms Stratford**  
Small School  
Manager



**Mr Thomas**  
Small School  
Manager



**Ms Harrington**  
Small School  
Administration

It has been a real pleasure to welcome back our Easley students from the summer break and the Easley team are delighted with the impressive start that they have made to the academic year.

Our new Year 7 students have settled in well and made a positive transition to secondary school. Many of them have already taken up the co curricular opportunities offered to them at The Halley Academy. The Easley Year 8 students have been fantastic role models for the new intake and have enjoyed being able to help and support the younger students. During this module many of our Year 8 students have been ambassadors during open events and tours of the academy with prospective families. They have been exceptional representatives for both Easley and The Halley Academy.

At every event, the visiting families have commented on the politeness, maturity and enthusiasm of our students. Our Year 9 and 10 students have settled well into the new academic year and demonstrated their commitment to their studies. A special mention must go to the Easley Year 11 students; their focus, determination and commitment to the final year of their GCSE courses has been impressive. Already 17 students have completed a Year 11 Award Card. A special mention must go to Lola, Anu and Tervel who have already clocked up 5+ Award Cards; a fantastic effort!

We are also delighted with the approach that our students have taken to the literacy drive within the academy and the

enthusiasm with which our Key Stage 3 students have taken to the Accelerated Reader Scheme. Improving reading skills is key to academic success, particularly in the new GCSE examinations.

A special mention must also go to Na'Shaun and Freddie in Year 10. On their way home from the Academy they stopped to help with the unloading of boxes at a charity shop. The member of staff was so impressed with them that they contacted the Academy to pass on their thanks.

Our new Easley base has enabled us to provide a hub of support for our students. We have also been fortunate that Mr Thomas has now joined the Easley team as one of our small school managers and his care and guidance is being appreciated by many of our students. As a reminder, Easley school is led by Mrs Cronin, Head of School, with Mr Davis as the Deputy Head of School. Ms Taylor is the Director of Progress, with Ms Stratford and Mr Thomas providing exceptional pastoral support as our Small School Managers. Ms Harrington continues as our Small School Administrator who is always available to support. If you would like to contact us in Easley, then please contact the academy number and choose option 4, or alternatively email us on [easley@thehalleyacademy.org.uk](mailto:easley@thehalleyacademy.org.uk).

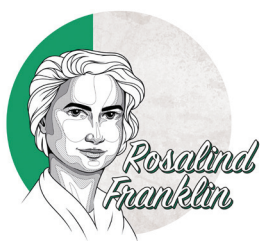
We are looking forward to the fantastic year ahead.

**Mrs Cronin**  
Head of Easley School



*Team Easley: when you can't put down a good book.*

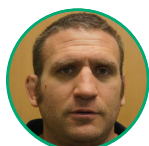
# FRANKLIN SMALL SCHOOL UPDATE



**Mr Russell**  
Head of School



**Mr Godina**  
Deputy Head of School



**Mr Roques**  
Director of Progress



**Ms Godfrey**  
Small School  
Manager



**Ms Gill**  
Small School  
Manager



**Ms Walder**  
Small School  
Administration

The start of the 2019/20 academic year brings an array of exciting new academic and wider learning experiences for students within Franklin School.

Our Small School was named after the eminent and pioneering British scientist, Rosalind Franklin, whose work helped discover DNA and create modern medicine. Franklin once said famously: "by doing our best, we come closer to success". It is the values of Franklin's work that we hope to impart to all students in our Small School: supporting each other through collective responsibility, respecting ourselves and each other, striving to be the best versions of ourselves, and achieving success together. And it is precisely these values that will shape our work with your child in the Franklin School community.

It has been delightful this module to welcome new Year 7 students to our learning community. Year 8 students are now growing into confident and mature ambassadors for Franklin School, with many serving as exemplary guides to visitors during Open Evening and Open Morning. Year 9 have met the challenges of starting their new GCSE and BTEC courses with aplomb, whilst Year 10 students continue to work hard progressing through their qualifications. With the formal summer examinations now months away for Year 11 students, it has been pleasing to see many students complete their Award Card and capitalise upon additional learning opportunities after school to support their preparations. It's precisely this determination, resolve and resilience that will underscore our students' successes, both academic and pastorally.

On a personal note, as a new member of staff to The Halley Academy, and as Head of Franklin School, I have been incredibly impressed by the warm welcome I have received by all members of our learning community. I am proud to be part of a team that is committed to supporting students throughout their time in Franklin School. For those new to the academy, I am supported by the Deputy Head of School, Mr Godina. Mr Roques is the school's Director of Progress and is responsible for the academic

progress of students across Key Stage 3 and Key Stage 4. Ms Gill and Mrs Godfrey, our Small School Managers, are the driving force of the school and are able to the academic support and pastoral care which will underscore their successful transition into adulthood. We are all ably supported by Mrs Walder who is the School Administrator, the glue that keeps us together and up to date.

The weekly highlight of this module has undoubtedly been our Franklin School assemblies, an opportunity to celebrate the values and success of our students. Coming together as a cohesive and united learning community helps us to reflect on the characteristics of successful students. We've enjoyed highlighting the importance of bouncing back from mistakes, relishing the opportunity to better ourselves based upon self-reflection and feedback from others, with examples drawn across the world of the sciences, arts and sports.

Attendance and punctuality continues to be an important focus for all students in Franklin School. We know that this is one of the most significant facilitators of academic success, with research showing that even a single day of lost learning can be detrimental to the progress of a student. Any, and all, support that you can provide to ensure that your child is at school, every day, punctually and professionally, is very much appreciated.

As the academic year unfolds we will of course strive to keep you, the families, updated with everything that your child has been up to. If you would like to contact someone at any point, please email us at [franklin@thehalleyacademy.org.uk](mailto:franklin@thehalleyacademy.org.uk).

We look forward to continuing to support your child throughout their time in Franklin School, and wish them all the best for what should be a successful, exciting and fulfilling year ahead.

**Mr Russell**  
Head of Franklin School



# TURING SMALL SCHOOL UPDATE



The start of the 2019/20 academic year brings an array of exciting academic and wider learning opportunities for students within Turing School. Year 7s have become Year 8s and are now confident ambassadors of the Turing brand. Our 'new' Year 11 students have also started the year well, with a sense of purpose and quiet confidence about the year ahead.



**Mr Stevens**  
Head of School



**Ms Parsons**  
Deputy Head of School



**Ms Jess**  
Director of Progress



**Ms Halliday**  
Small School Manager



**Ms Smith**  
Small School Manager



**Ms Murfitt**  
Small School Administration

The school itself has now established itself as The Halley Academy and is going from strength to strength. Our team is able to provide all students within Turing excellent pastoral support and develop the whole child. Our new Turing base has been refurbished and provides us with a central space to provide outstanding care to all students.

For those new to the academy, the Turing School is run by the Head of School, Mr Stevens. He is supported by the Deputy Head of School, Ms Parsons. Ms Jess is the school's Director of Progress and is responsible for the academic progress of students across Key Stage 3 and Key Stage 4. Ms Smith and Ms Halliday our Small School Managers are the driving force of the school and are able to support students in a variety of ways. We are all ably supported by Ms Murfitt who is the School Administrator, the glue that keeps us together and up to date.

Despite only being in Module 1, our students have already begun to excel in their studies. In Year 11, seventeen students have already completed a Year 11 Award Card. Special mentions must go to Mattheu,

Angel-Lee, and Fadekemi who have already achieved and exceeded five cards. For more information on this, please see the Year 11 article in the newsletter. As well as academic success, a number of our students have demonstrated the Turing School values with their work in the wider community. Alhamin in Year 10 was with a number of students to assist in the unloading of charity boxes at a local community centre. The staff were blown away by the students' support and generosity when they were walking past on the way home from the academy.

The Turing School continues to set the standard for student attendance at the academy, with a huge thank you to you, the families, for your continued support. Students at the academy and within Turing School have an obvious love of learning and are keen to be in the academy, on time and ready to learn. Our tutor team are drivers of this passion for learning and in the Turing School we are supported by a raft of teachers in continued pursuit of this. This was evident in the summer when Turing School were crowned Sports Day champions, including victory in the much anticipated tutor race!

As the academic year unfolds we will of course strive to keep you, the families, updated with everything that your child has been up to. If you would like to contact someone at any point, please email us at [turing@thehalleyacademy.org.uk](mailto:turing@thehalleyacademy.org.uk).

**Mr Stevens**  
Head of Turing School

*"Those who imagine anything  
can create the impossible"*





## Charity Fundraising

Our end of term own clothes day at the end of the last academic year raised £200 each for the small schools' chosen charities:



**Easley**  
Demelza  
Hospice care for children



**Franklin**  
For Jimmy  
Building safer communities



**Turing**  
Childline  
Youth support helpline

## Year 11

The 2019/20 academic year provides the new Year 11 students with the opportunity to unleash their potential. We now know more about the new 9-1 GCSE than ever before and are constantly adapting our pedagogical approaches to suit the needs of our students.

This year we have seen high levels of engagement from all students across their subjects. Our Directors of Learning have worked tirelessly over the summer to provide a robust, sequenced curriculum in line with our mission and values that we feel will support student progress. Interventions after school has begun in earnest with a focus this module on the option subjects, the first building blocks in building up a students suite of qualifications.

Mr Harrison (Head of Hawking School 6th Form) has already led assemblies on students' future career and sixth form opportunities, giving students key information and target grades that they will need to reach in order to access the course they want in the future. In partnership with Leigh Academies Trust, we are also providing all students with

independent careers guidance. The feedback from these conversations has been fantastic, with students having a clear plan on what they want to achieve, and how they are going to do it.

This year, to support our students, we have launched a series of new initiatives which we feel will drive student progress and engagement to their summer examinations and beyond:

- Year 11 Award Card: We appreciate that we ask our students to go above and beyond in the pursuit of excellence. It is therefore important to reward students when they reach these standards. We have launched a Year 11 Award Card for students who demonstrate exemplary commitment to learning.
- Year 11 Study Area: Available every lunchtime, the Year 11 study area is a space where students can go to receive a variety of additional support. This includes bespoke 1-1 maths tuition, a resource library and a quiet space to complete their studies.
- Year 11 Programmes of Study: All Year 11 students will receive their subject programmes of study. These programmes are a breakdown of their academic year for each subject, providing them with the topics and exam information they will need.

We will continue to introduce new initiatives as the academic year rolls on. For all information regarding Year 11, including electronic copies of additional resources and the programmes of study, please visit the academy's website. Go to [thehalleyacademy.org.uk](http://thehalleyacademy.org.uk) and visit the 'student' and 'Year 11 information' section.

A blue poster with yellow and white text. At the top, it asks 'Have you visited S19 yet?'. Below this, 'YEAR 11 STUDY AREA' is written in large, bold, yellow letters. Underneath, it says 'Open during 1st and 2nd Lunch on: Monday, Tuesday, Thursday and Friday'. Then, 'WHAT'S ON:' is written in yellow, followed by a list of activities: '- Specialist maths tuition', '- Supervised work stations to study all subjects', and '- English, maths and science resources to use and take away'. At the bottom, it says 'S19 - Year 11 Study Area'. The poster is decorated with yellow and orange wavy lines and autumn leaves.



## CPD Visit Auschwitz-Birkenau 2019



Not long ago, and not far from where we live, ordinary people across Europe became complicit in the murder of their neighbours. The Holocaust Memorial Trust offered Ms Miah and Mr Dolan the opportunity to spend a day at Auschwitz–Birkenau Concentration Camp in Poland, the aim of the day was to help support teachers in delivering this very difficult but essential topic.

Most people have difficulty processing just how awful conditions were here and why a rich and educated people would do this. It is however essential

we continue to learn what ordinary humans are capable of when people or governments decide to dehumanise communities and individuals. For the Holocaust was a catastrophe not only for its millions of victims but also for our view of ourselves, of who we are, our faith in human nature, and a belief in western progress and 'civilisation'. We should be prepared to consider what went wrong in modern society that allowed state persecution of political opponents; mass murder of the disabled; European genocide of the Roma (Gypsies); and ultimately led to an attempt to murder every last Jewish man, woman and child.

We first visited the town of Oswiecim, a prosperous settlement of 12,000 people at the time of the German invasion in 1939. By 1940, 7,000 Jewish residents had been expelled to ghettos in other cities. There, they experienced incredible hardship and deprivation at the hands of the German administration.

By 1941 the German government had decided the only solution to the

Jewish issue was camps of work and extermination. Auschwitz-Birkenau was the largest of these camps. The camp itself is an eerie place; over one million Jews, Gypsies, LGBT and political prisoners perished here, most gassed or worked to death. We toured the camp - a vast area of old work huts, guards' towers and blown-up buildings - and participated in an emotional service led by a London Rabbi.

Learning about such events can be profoundly disturbing. We will be developing a range of learning resources from our experiences to share with the students of The Halley Academy. The long term goal of this project is an opportunity for The Halley Academy to partner with UCL, the world's top-rated university for education, to become a Beacon School in Holocaust Education, helping our students to become more engaged, critical thinkers and strengthen our SMSC provision. We would like to thank the school for allowing us this special opportunity.

**Mr Dolan & Ms Miah**



## Year 12 Trip

### National Army Museum



circumstances sparked what came to be known as the Indian Mutiny in 1857. Throughout the workshop pupils investigated a range of archival artefacts and handling objects before curating their own exhibition on what they believe the conflict should be called.

*"Our trip to the army museum was very interesting as it deepened my understanding of the Indian rebellion by providing a timeline of causation and consecutive events. Moreover, we got to see many weapons, uniforms and objects used by soldiers throughout the years which was really insightful. This was heightened by the fact that we got to try them and play with versions of them."*

Elizabeth, Year 12

### Why did the Indian Mutiny of 1857 happen?

In 1857, Indian soldiers rose up against their British commanders. They were joined by native rulers and thousands of ordinary people in a struggle that threatened to destroy British colonial power on the Indian subcontinent. The reasons behind the rebellion stretch back to the origins of British involvement in Indian affairs.

**The East India Company:** In the mid-19th century, India was very different from the nation state we know today. It didn't exist as a country, but instead consisted of different territories controlled by a variety of rulers. The greatest of these was the British East India Company which governed two thirds of the subcontinent.

Originally formed in 1600 purely to trade with the Mughal Empire, the Company needed to secure its commercial posts at Calcutta, Bombay and Madras. It purchased land from Indian rulers to build its settlements on, and recruited native armed forces to protect them. Eventually, these evolved into the Bengal, Bombay and Madras Armies.

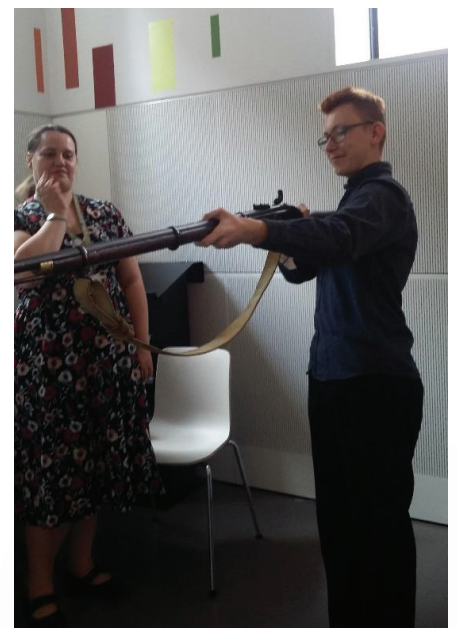
Poor terms of service and pensions, bad pay, lack of promotion, and increased cultural and racial insensitivity from British officers all contributed to the feelings of

discontent among the Indian soldiers of the Bengal Army. Many high caste Hindu Sepoys also viewed attempts during the 1840s to extend recruitment to lower caste Hindus, Sikhs and Muslims as a threat to their traditional social status.

No single factor was in itself enough to start a rebellion. But the cumulative effect meant all that was needed was a catalyst to turn quiet discontent into a much more serious affair.

Matters came to a head following the introduction of the Pattern 1853 Enfield Rifle. Rumours spread that the cartridges for the new rifle were greased with pig and cow fat. This made them offensive to both Muslims and Hindus, and added weight to existing concerns about forced conversion to Christianity. Thousands of common people joined the revolt; some for religious reasons, others out of loyalty to their old rulers.

As part of our A Level History visit, Year 12 history students analysed evidence from documents and artefacts, then curate an exhibition to make a case for whether the conflict was a mutiny or war of independence. Pupils examined the social and political environment in India during East India Company rule, and how a particular set of



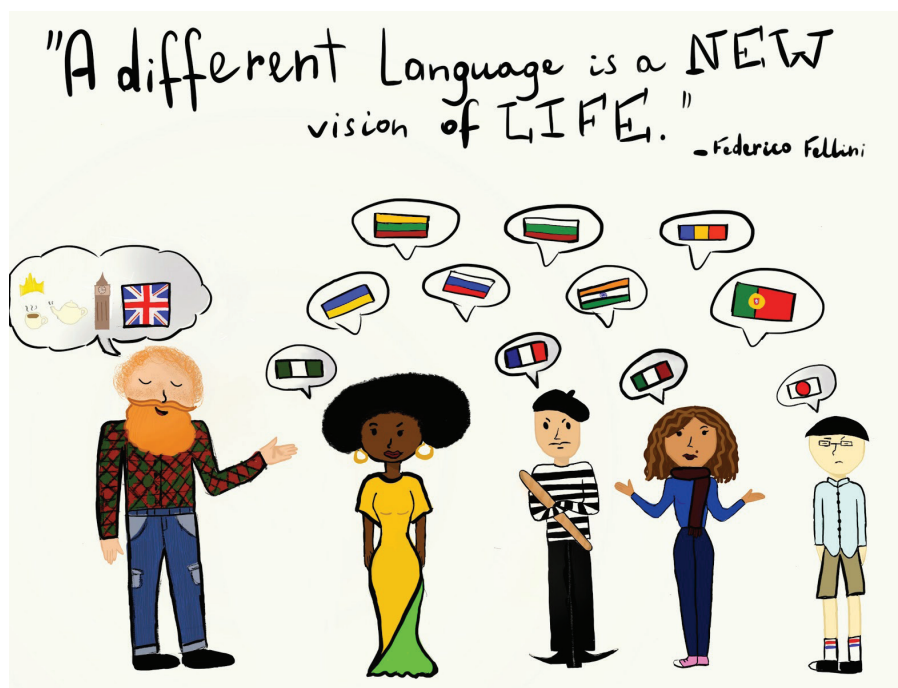
## European Day of Languages assembly

On Wednesday 25th September we celebrated European Day of Languages with a whole academy assembly. In the assembly we celebrated the diversity of our academy and the languages spoken here and showed a video of our students and staff speaking in the different languages they know.

We heard from Year 8 students studying language acquisition on what it's like to study languages on the MYP and the skills they are

developing. We also discussed the importance of learning a language and how it can help us in our lives, as well as discussing the importance of respect for all languages, and not discriminating based on others' accents or the languages they speak. It was a fantastic celebration of languages and our academy's diversity.

Here is an amazing drawing made by Ecaterina (Year 8):



## Student Leadership opportunities



Are you passionate about making a change? Would you like to have a platform to share what is important to you and your academy? We are currently recruiting for a range of exciting student leadership opportunities within each small school:

- Head Student: Year 11
- Lead Student: Teaching and Learning (KS3/4)
- Lead Student: Personal Development and Welfare (KS3/4)
- Lead Student: Charity and Events Fundraising (KS3/4)
- Lead Student: Sport and Competition (KS3/4)

If you would like further information regarding these roles, please see Ms Williamson.

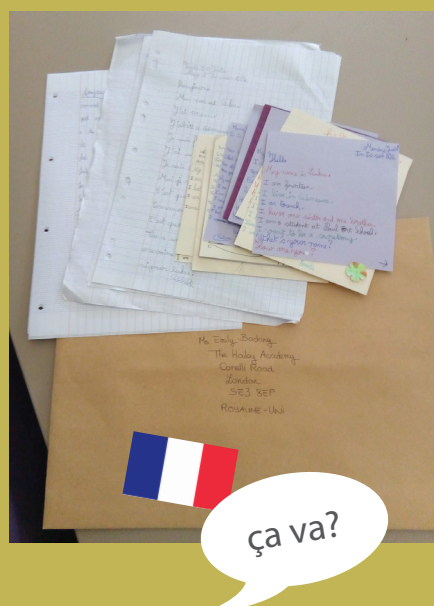
Job descriptions and application forms are available on The Halley Academy website in the student leadership section. Deadline for applications: Monday 4th November 2019.

## Pen Pal Project

The MFL department have started a pen pal project with a school in France called College Paul Fort, in Dijon.

Our Year 8 French students have received their first letters from the French students and their replies were sent off on 18th September 2019.

We hope to continue the project this year through a number of tasks closely linked to our studies in the MYP.





## Service Learning at The Halley Academy

As part of our recent success in becoming an International Baccalaureate world school, we have welcomed our first cohort of Service Learning students through the IB Careers Programme Core.

Service Learning at The Halley Academy fosters the development of the learner profile, and 10 learner attributes as outlined by the IB. The course involves shaping a strong set of core values where attributes such as being caring, principled and balanced are profoundly influenced through identifying and impacting an area of need on a local, through to global, scale. Service Learning has many cross curricular links, and is tied in to the overall educational and global learning experience that we commit to at The Halley Academy, through the delivery of the IBCP.

The process of Service Learning contributes to the personal growth of each student, preparing them to leave school with an awareness of the world around them, and a belief that they can impact their communities and beyond. Through measuring impact, and deep and meaningful reflection, students will have hard evidence of the positive effects they can have when they tackle a meaningful issue with passion. Service Learning facilitates the development of key skills such as planning, organisation, communication, presentation and higher level thinking which will be transferable to any role or area of study they undertake upon leaving The Halley Academy.

Our Year 12 students are beginning to put plans in place to tackle real life situations, with an end goal of positively impacting the lives of people, animals or the environment. Within the first module, students have brainstormed a number of innovative

project ideas, and are beginning to develop strategies to execute their plans. From developing literacy strategies to support our immediate and diverse learning community, to supporting and feeding the homeless, we are really beginning to lay a foundation for an exciting year of making an impact within our local community and beyond.

Watch this space to see how our Year 12 students leave a lasting legacy as the first Halley Academy Service Learning cohort, and inspire all of us to 'be the change' as principled and caring global citizens.

**Miss Elliot**  
Service Learning Coordinator



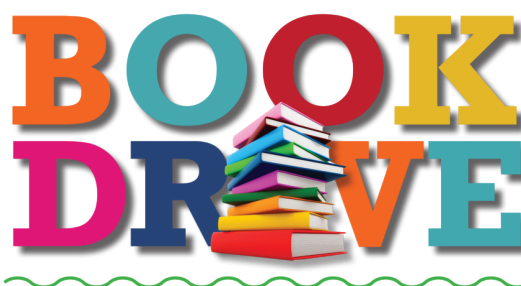
## Heroes Conference

As part of the success of the Halley's Heroes programme and our continued partnership with Humanutopia, five of our Halley's Heroes were invited to attend the first National Heroes Conference at Capital One Headquarters, Old Street. This was an opportunity for them to network with Heroes from other schools nationally and share ideas.

We are extremely proud of the Halley's Heroes who were articulate, confident, professional and passionate when explaining their 'Halley's Helping the Homeless' project and the work they have done in peer-mentoring and peer-tutoring last year's Year 7 students through their transition to The Halley Academy. The day ended with the Heroes pitching their ideas for a community project for this academic year in a Dragon's Den activity, and winning £100 towards the start-up project which will support with students with SEND at local primary schools and The Halley Academy.



## Book Drive!



From Monday 4th November until Friday 15th November, we will be holding the first ever Halley Academy Book Drive! If you have any books in good condition that you no longer need at home, we would be very grateful if you would kindly donate them to our academy library.

We are looking for the following:

- Young Adult Fiction
- Non-Fiction
- Literature Texts
- Manga
- Graphic Novels

Please drop your donations off at main reception either before or after school. Thank you in advance for supporting our academy.