

# Principal's Newsletter

## Friday 16<sup>th</sup> February

Dear Families,

### Welcome to our final newsletter of this half term!

As we reach the half term holidays, I would like to thank parents and families for their patience at a time when we have seen higher than usual staff absence. We are looking forward to a decrease in the number of cover lessons after half term and have worked hard to find solutions to ensure students have a significant reduction in the number of lessons taught by supply or non-specialists. Whilst seasonal illnesses befall all of us, we are pleased to say we have been able to reduce the impact of longer-term absences.

## You said..... We did

Parent voice is an important part of our strategic planning for school improvement and, following the recent Principal's surgeries I have held, I would like to give you some feedback and our response.

### You said

Three key things have come from the recent Principal's surgeries that parents and families would like us to look at; 1. Communication from and with the Academy, 2. SEND provision for students without a formal diagnosis and 3. the quantity of detentions.

### We did

We are carrying out a full review of all the contact information we hold for parents and carers on our systems. Mr Becker, our Data Manager, will be writing to all families to ask for help with ensuring this important contact information is correct.

We have decided to move to a different parent app as we know that the SIMs app does not give families all the information they need. The Go4schools software and app has been purchased and over the next few weeks we have to staff and ensure our systems in the background 'talk' to it accurately. We hope to launch it to parents in the summer term.

There will be a parent forum after half term, facilitated by key members of the senior leadership team to discuss some of the key issues outlined above. The format will be small group discussions focusing on specific aspects of our SEND and pastoral provision and aspects of our behaviour policy. Attendees will have the opportunity to 'carousel' around the different discussion groups, so we get as much input as possible. I will confirm the date as soon as possible and ensure that all parents are made aware of the invitation to attend.

We remain committed to working positively with our families in the best interests of our students. Principal's surgeries continue to be every week on a Wednesday afternoon (although we can accommodate other times if requested). Please book via [principalsoffice@fleggoa.co.uk](mailto:principalsoffice@fleggoa.co.uk).

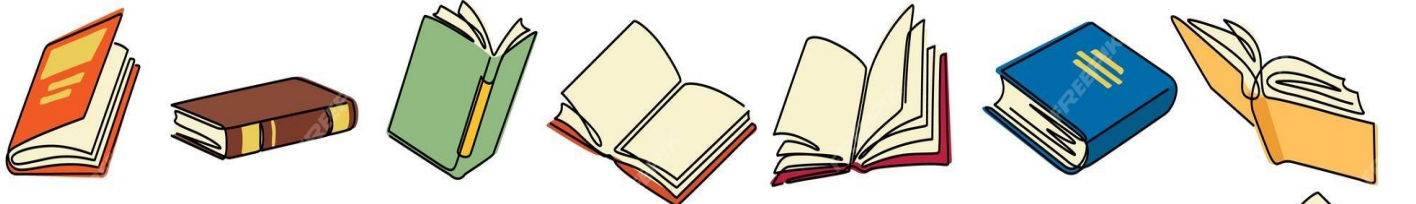
## F1 in Schools

After a year of hard work - the schools two 'F1 in Schools' teams went off to compete at the regional finals yesterday. The teams names are 'Venti' and 'Caliber'.

As part of their project work, the teams are required to produce two portfolios, a pit display, a 5 minute presentation and manufacture their own CO2 powered race car.

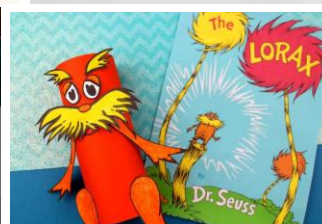
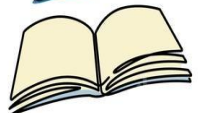
As you can see from the results, with both Venti and Caliber placing high up the leaderboard (particularly Caliber) - the car manufacturing and design went very well. We now wait our official results for the other aspects of the project!

Well done to Max, Liam, Jacob, Austin, Harry, Maya, Jacob, Grace, Edison, Rhys and McKenzie for their work building up to this point!

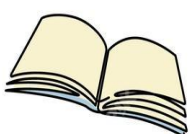


## WORLD BOOK DAY COMPETITION

DECORATE A CARDBOARD TUBE AS A BOOK CHARACTER



Entries need to be given to Mrs Aldous in the library by Tuesday 5<sup>th</sup> March



# Subject Focus: Geography

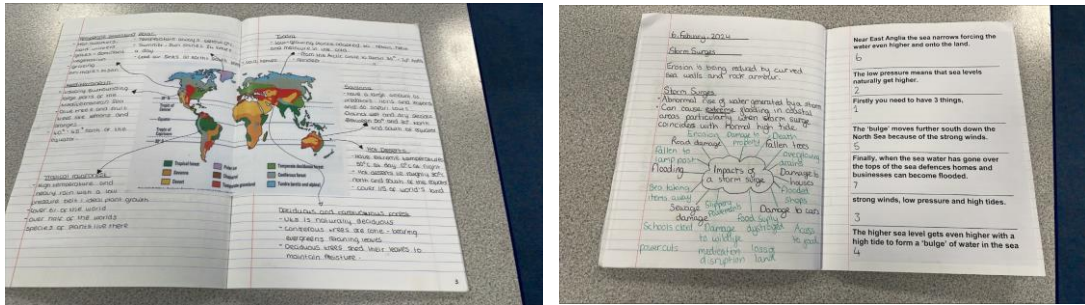
## Meet the Team – Geography

The geography department at Flegg are an experienced team who are passionate about the subject. Every staff member brings their own specialism and unique subject knowledge. Mr Pond (Subject leader) is enthusiastic about coastal processes and the relationships humans have with the coast. Mr Brumpton is fascinated by natural hazards and the difficult balance between human activity and natural processes. Mr Hanner is interested in the historical and economic factor of geography and how these shape the world we live in.

## What students are currently studying in each year group

- Year 7 – River processes.
- Year 8 – Tropical rainforests
- Year 9 – Urbanisation
- Year 10 – Coastal processes
- Year 11 – The management of global resources.

## Students' work



## What makes the subject so special at Flegg?

The Geography curriculum is planned to allow students to think critically about the world they live in. By studying a range of people and places, students will have a greater understanding of the world we live in and issues across the globe to become more empathetic. The Geography curriculum will enhance pupils' locational knowledge and develop an understanding of geographical similarities, differences and links between places through the study of human and physical geography.

## Comments from students

“Geography is one of my favourite subjects, I loved the lessons on Japan.” Year 7 – student.

“I’m really glad I picked GCSE Geography as one of my options, I have really deepened my knowledge of climate change” – Year 10 student.

“I’m taking A-level geography because I have enjoyed GCSE geography, and it will help me in my future career as I would like to work in sustainability.” – Year 11 student.



## Exams Information

Important Information for Year 11 and an introduction to Mr Becker, our Data Manager and Examinations Officer, is at the end of this newsletter. Please read about his approach and study the Year 11 Mock examination timetable. Many thanks.

## Goodbyes and hellos

Today we say a fond farewell to Mrs Bilyard. Mrs Bilyard started at Flegg as a cover supervisor and over the years has moved into the position of Engagement Lead, working closely with our safeguarding team. Mrs Bilyard has made a significant contribution to our Flegg community, and we wish her well for the future, moving into a local sixth form college to take on some exciting new challenges.

After half term, we will be welcoming James Hodder to Flegg. Mr Hodder will join our team as Safeguarding and Welfare Officer and will continue to develop the work that Mrs Bilyard has done. We will introduce Mr Hodder properly in our next newsletter.

We will also be welcoming Mr Baker who will be teaching Key Stage 3 Maths.

## Would your child like to join the Sea Cadets?

Great Yarmouth Sea Cadets currently have spaces in their unit for new children to join.

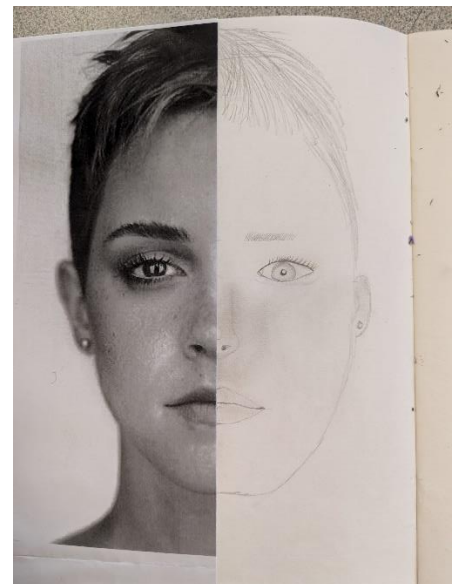
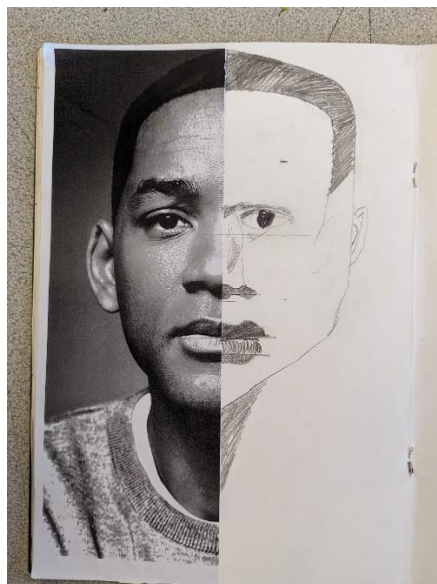
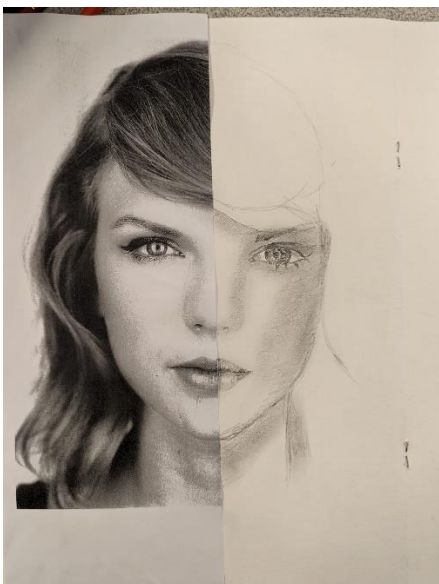
Sea Cadets provides children aged 10-18 with a huge variety of activities based on the themes and customs of today's Royal Navy and Royal Marines. From STEM, first aid and navigation to water activities such as sailing, kayaking and powerboating. Today, 14,000 young people based in over 400 units across the UK, are being developed into resourceful and independent young adults outside the classroom environment supported by 9,000 dedicated volunteers.

Attached is the Outcomes Framework that will give you a bit more of an idea about the instant and long-term benefits young people can get from joining Sea Cadets. There is also a more detailed overview of Sea Cadets and a leaflet.

## Excellent Work

### Amazing Art

Year 10 GCSE art students are learning how to scale across from a photo. The work below belongs to Harry, Millie and Lilly. Outstanding!





transport and the Invigilators who will say “no phones, silence in the exam room, do not turn around...” and many more simple phrases you need to understand and accept as we go further into the year. So those key points I mentioned in my first paragraph? They are the other two “Flegg Values” that will be so crucial to us all sharing success in August:

- Kindness and being able “to treat everyone within our community and beyond with kindness first and foremost. To treat everyone as an individual and to value what that uniqueness brings”. Success will look different for every single one of us and through kindness we can give each other the space to grow confident in achieving our own successful outcomes...
- Respect and being able “to show respect for everyone and everything. To value ourselves, other people and our environment”. Not talking as you leave the exam room might mean that the student with extra time is not distracted, does not lose their train of thought and does not become anxious, and their first exam sets the pattern for the rest of the series.

I will be one of the first people in the school in August to get a picture of how well we have all been able to do this; the exams will happen, but we have the choice on how we look after each other while they do. If you have any questions, concerns or just want to chat things through about what will happen over the next few months then please reach out and I’ll make time to answer or reassure you about what is said above. Thank you, and all the best as we go forward!

Those first few steps will be taken when we complete the Internal exams after Spring half-term. Below you can find the timetable we will be working to:

WEEK OF 26/02/2024 to 01/03/2024		
DAY	SESSION	EXAM DETAILS
WEDNESDAY - 28/02/2024	Periods 1 & 2	Mathematics - Paper 2 - Calculator
	Periods 3 & 4	English Literature - Paper 2 - Modern texts & poetry
THURSDAY - 29/02/2025	Periods 1 & 2	Science - Chemistry - Triple/Trilogy
	Periods 3 & 4	Geography
FRIDAY - 01/03/2026	Periods 1 & 2	Mathematics - Paper 3 - Calculator
	Periods 3 & 4	Science - Physics - Triple/Trilogy
WEEKEND		
WEEK OF 04/03/2024/ to 06/03/2024		
MONDAY - 04/03/2022	Periods 1 & 2	Mathematics - Paper 1 - Non-calculator
	Periods 3 & 4	English Language - Paper 1 - Explorations in creative reading & writing
TUESDAY - 05/03/2023	Periods 1 & 2	Science - Biology - Triple/Trilogy
	Periods 3 & 4	English Language - Paper 2 - Writers' viewpoints & perspectives
WEDNESDAY - 06/03/2024	Periods 1 & 2	History
	Periods 3 & 4	"Mop up" session - As required for Core Subjects

Individual timetables for all **NEAs** and **External** exams will be published after the initial entry deadline during half-term. These will need to be checked and signed by students and all changes or updates completed by the end of March.

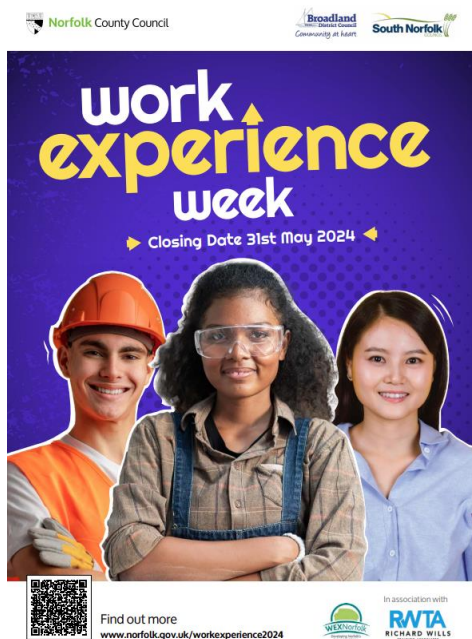


# Apprenticeship Opportunities for Year 11

British Sugar has launched some fantastic Apprenticeship roles that will start in September:

- Level 3 Apprenticeships in Cantley  
3 different STEM roles offering a £23,877.00 starting Salary
- Level 3 Apprenticeships in Bury St Edmunds  
6 different STEM roles offering a £23,877.00 starting Salary
- Level 3 Apprenticeships in Kings Lynn  
5 different STEM roles offering a £23,877.00 starting Salary
- Level 3 Apprenticeship in Peterborough  
Customer service role offering a £21,489.00 starting Salary

Follow link to find out more [Getmyfirstjob.co.uk](https://www.getmyfirstjob.co.uk) - [British Sugar Apprenticeships](#)



## Dates for your diary

Monday 19<sup>th</sup> – Friday 23<sup>rd</sup> February Half Term  
Friday 15<sup>th</sup> March - Non School uniform day for Easter Fayre  
Saturday 16<sup>th</sup> March 10am-4pm Easter Fayre  
Friday 29<sup>th</sup> March – Friday 12<sup>th</sup> April Easter Holidays

With kind regards,

Mrs Jane Bennett, Principal

## Attachments

Online Safety advice for parents and carers by National Online Safety

World Book Day Token

Great Yarmouth Marine Cadets



At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [nationalcollege.com](http://nationalcollege.com) for further guides, hints and tips for adults.

## What Parents & Carers Need to Know about ONLINE DATING & RELATIONSHIPS

### WHAT ARE THE RISKS?

Most online dating apps claim to be for over-18s only but, in some cases, relaxed age verification also allows children to access them. What's more, some popular social media platforms use similar design features to many dating sites – blurring the line between why a young person initially downloads an app and what they *actually* end up using it for.

### ONLINE GROOMING

Online grooming is when someone forms a connection with a child in the digital world and carefully cultivates this relationship with the intention of manipulating the child into doing something sexual or illegal. The process involves gaining the young person's confidence – which can make them far less likely to tell a trusted adult about their new online 'friend', or to recognise what is even happening.

### WEBCAM BLACKMAIL

Some young people have been coaxed into getting nude or semi-nude on a video chat with someone they met on a dating platform. They're then told that, unless they hand over a certain amount of money, a recording of the video will be posted online (or possibly sent to their contacts). This can be hugely traumatic for a young person and, in extreme cases, has resulted in self-harm and even suicide.

### DAMAGE TO SELF ESTEEM

Many dating platforms encourage users to rate the images that people upload; this has clear potential to negatively impact a young person's self esteem. On some apps, pictures of a user's face and body can be rated anonymously, with notifications informing them if someone has then declined to match with them. This form of rejection can feel extremely hurtful and degrading.

### CATFISHING AND SCAMS

Creating a false identity to deliberately lure people into a relationship (whether romantic or platonic) online is known as catfishing. Commonly, someone pretends to share interests or beliefs with their victim and gradually gains their trust. A young person's feelings for this fake 'friend' may cloud their judgement and can lead to them surrendering money, personal images, passwords and so on.

### STALKING AND HARASSMENT

Stalking is obsessive behaviour by a fixated individual which disrupts their victim's life; it can bring severe distress and even the fear of violence. There have been frequent reports of stalking cases that originated on dating apps, with perpetrators creating new accounts in response to being reported or blocked. It's a particular cause for concern if a young person has ever given out personal details (such as their street or school name) online.

## Advice for Parents & Carers

### KEEP THE CONVERSATION GOING

Reassure your child that they can always talk to you about anything online that's worried them. Emphasise that if they're being sent unwanted images – or if they've shared images or video content themselves – they should tell you straight away. Discuss the potential risks of online dating and check in with them frequently to ensure that they're feeling comfortable about their online relationships.

### TAKE A 'SAFETY FIRST' STANDPOINT

Encourage young people to be careful about who they send invitations to – and accept them from – on dating sites and apps. Familiarise yourself with how to adjust the privacy settings on your child's devices and apps to help them control who can access their profiles and information. Talk to your child about why it's unwise to share any sensitive, private or confidential information in their profile.

### PROTECT CONTACT DETAILS

If a young person is interested in using online dating sites or apps, strongly encourage them to choose one that offers the facility to conceal both parties' email addresses when messaging prospective dates. If that's not possible, ensure that the young person sets up a separate email address which doesn't include their real name. This is easy to do via providers like Hotmail, Yahoo! Mail or gmail.

### HIGHLIGHT COMMON DANGER SIGNS

Talk to your child about some of the obvious red flags in online dating: requests for money, for instance, should always ring alarm bells. Likewise, if a young person is in contact with someone who they feel is pressuring them into providing personal or financial information – or who they suspect is trying to trick them into it – they should end communication immediately and contact the dating service provider.

### Meet Our Expert

Rebecca Jennings has more than 20 years' experience in the field of relationships, sex and health education (RSHE). As well as delivering workshops and training for young people, parents and schools, she is also a subject matter expert on RSHE for the Department of Education.



The National College

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**BOOK  
DAY**

7 MARCH 2024

# £1 Book Token



World Book Day® changes lives through a love of books and reading. Our mission is to promote reading for pleasure, offering every child and young person the chance to choose and have a book of their own. We hope you'll use your £1 token to choose a brilliant book you'll love, and have lots of fun reading. Find great ideas and fun resources to enjoy at [worldbookday.com](https://worldbookday.com)

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**WORLD BOOK DAY**  
7 MARCH 2024

# £1 BOOK TOKEN

Changing lives through a love of books and reading

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CHILDREN, FAMILIES & EDUCATORS This token is for single-use only and entitles children under 16 to ONE FREE WORLD BOOK DAY 2024 BOOK or £1 off a book or audiobook costing £2.99 or more in participating bookshops only, subject to stock availability. Find your nearest participating bookshop at [worldbookday.com/participating-retailers](https://worldbookday.com/participating-retailers).

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**The World Book Day £1 books are a gift from booksellers**, who fully fund the cost of the £1 book token redemptions. Check with your local bookseller what plans they have in place for World Book Day. Find your nearest bookseller at [worldbookday.com/participating-retailers](https://worldbookday.com/participating-retailers)  
Please note:

- Token is for children's individual use.
- Offer valid **15 February 2024 – 31 March 2024** inclusive.
- The token barcode can either be scanned from a phone/tablet screen or printed out and shown in-store.
- Please check with your local bookseller before visiting if they can accept the barcode on mobile devices.
- The digital £1 book token cannot be redeemed online.

Visit our FAQ page to answer all your questions:  
[worldbookday.com/about-us/frequently-asked-questions](https://worldbookday.com/about-us/frequently-asked-questions)

To contact the World Book Day team, please email: [wbd@education.co.uk](mailto:wbd@education.co.uk)



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**VIVIAN TRUONG**



# Great Yarmouth Sea Cadets



## JOIN US

Great Yarmouth Sea Cadets from ages 12-18

**Parade Evening** - Monday

**Times** - 1900hrs - 2100hrs

**Cost** - £15 per month

**Email** - admin@greatyarmouthseacadets.uk

**Find us on Facebook**

facebook.com/GreatYarmouthSeaCadets



## MAKE WAVES

It doesn't matter if you've never been on a boat before, Sea Cadets gives you all the training and support you need to be part of an incredible experience. Get out on the water and hoist the sail of a yacht or learn how to navigate a power vessel.

"My confidence has increased so much through meeting new people and all the skills I've gained, which will come in really useful later in life."  
Tyler, 14



## UNLEASH YOUR POTENTIAL

Become the person you want to be – have fun on a different kind of adventure

### While you're doing this:

Orienteering across Dartmoor, rock-climbing, rowing, competing in national competitions, parading with a band, first aid, engineering, even meteorology and powerboating.

Go offshore and experience the most exhilarating and unique challenges. Whether it's hoisting the sail of a yacht as part of a crew or navigating in a powered craft, nothing compares to the feeling of being out at sea.

Take on challenging nautical training and pull together with other cadets to safely navigate Britain's coastline.

### You'll get all this:

You'll become confident in new situations. Feel more in charge of yourself and know how to make a good impression.

In turn, you'll learn how to support people who are less experienced than you, which you can use to captain a sports team and stand out in interviews.



## **Year 11 Homework**

Please find the homework that students in year 11 have been set over half term to support them with their revision and preparation for their mock exams. If you have any questions, please contact your child's class teacher.

**Computer science:** Complete revision which can include the topics below:

3.1.1 Units of Information

3.1.2 Number Bases

3.1.3 Hexadecimal

3.1.4 Binary Arithmetic

3.1.5 Representing Text

3.1.6 Representing Images

3.1.7 Representing Sound

3.1.8 Data Compression

3.1.9 End of Topic Test

3.1.10 Exam-Style Questions

4.1.1 Computer Systems Introduction

4.1.2 Types of Programming Languages

4.1.3 Translation

4.1.4 Exam-Style Questions

4.2.1 Boolean Logic

4.2.2 Boolean Logic 2

4.2.3 End of Topic Test

4.3.1 Software Classification

4.3.2 Operating Systems

4.3.3 Operating System Managers

4.3.4 Operating System Managers 2

4.4.1 Von Neumann Architecture

4.4.2 Fetch-Execute Cycle

4.4.3 Factors Affecting CPU

4.4.4 RAM & ROM

4.4.5 Solid State Storage

4.4.6 Magnetic Storage

4.4.7 Optical Storage

4.4.8 Optical Storage 2

4.4.9 The Cloud

4.4.10 Pros & Cons of the Cloud

4.4.11 End of Topic Test

4.4.12 Exam-Style Questions

5.1.1 Introduction to Networks

5.1.2 Types of Networks

5.1.3 Wi-Fi

5.1.4 Topology

5.1.5 Addressing

5.1.6 Network Protocols

5.1.7 Application Protocols

5.1.8 Layering

5.1.9 End of Topic Test - Networks

5.1.10 Exam-Style Questions



6.1.1 Types of Attack

6.1.2 Penetration Testing

6.1.3 Social Engineering

6.1.4 Social Engineering 2

6.1.5 Malware

6.2.1 Protecting Against Malware

6.2.2 Preventing Cyber Attacks

6.2.3 Passwords & Encryption

6.2.4 End of Topic Test - Security

6.2.5 Exam-Style Questions

7.1.1 Databases

7.1.2 End of Topic Test

8.1.1 Open Source Issues

8.1.2 Ethical Issues

8.1.3 Ethical Issues 2

8.1.4 Legal Issues

8.1.5 Legal Issues 2

8.1.6 Cultural Issues

8.1.7 Environmental Issues

8.1.8 Privacy Issues

8.1.9 End of Topic Test

8.1.10 Exam-Style Questions

**Geography:**

Follow the revision plan in teams week 7 starts 19<sup>th</sup> Feb

**Maths:**

Complete the mathswatch work

**Science:**

Follow the revision plan in teams week beginning 19<sup>th</sup> Feb

**Drama:**

Year 11 homework half term:

Revise the following topics:

**Staging configurations/types**

**Rehearsal techniques**

**Costume**

**Set design**

**Vocal/Physical Skills**

**Dance:**

Dance year11 homework half term:

Section A Practice paper due Monday 26<sup>th</sup> Feb

**Music:**

Performing: rehearse any remaining performances and send a draft audio recording to Dr Butler for feedback.

Composing: review your progress with Composition 1 (detective or environment), with reference to the information on Teams.

Listening: continue learning the vocabulary and strategies shared on Teams.



**History:**

Revision homework on the Whitechapel part of the Crime and Punishment paper. They also need to revise for their Henry VIII and Superpower Relations paper on the 6<sup>th</sup> March

**English:**

Year 11 English – students have been issued with 2 printed revision booklets – they need to continue working through these alongside learning their key quotes

**French:**

Learn your CHOSEN TOPIC – 1 min presentation.

Practice/learn the Module 8 questions.

Complete a Listening paper :

In search engine type : [revisionworld.com](http://revisionworld.com), Edexcel French GCSE

Select a YEAR and Foundation OR Higher according to your entry.

When self-marking, pay attention to the transcript.

**Spanish:**

- finish tarsia and outsides
- Learn your CHOSEN TOPIC – 1 min max presentation.
- Learn your answers to your questions from chosen topic
- Complete a Listening paper :

In search engine type : [revisionworld.com](http://revisionworld.com), Edexcel Spanish GCSE

Select a YEAR and Foundation OR Higher according to your entry.

When self-marking, pay attention to the transcript.

**BTEC Sport and GCSE PE:**

Continue to revise from your knowledge organiser.