



HBK Update, Friday 2 December 2022



Dear Parents and Carers

Welcome to this week's HBK update!

Have your say – Parent/Carer Survey – message from Mrs Tandy, Vice Principal

Thank you to everyone who has already responded to our parent/carer survey. Parent and carer voice is very important to us, and **we could really do with more responses, to ensure we have a good sample of your views!** If you have not yet responded, please do so, using the link in blue below – it only takes a few minutes! The survey will close on Monday 5 December 2022. Thank you.

<https://forms.office.com/r/yTWmxdmvUb>

We are keen to continue the Parent/Carer Focus Group meetings that we established last year. Discussions at these group meetings and the feedback you provide through our two annual surveys helps to shape our plans moving forward, to ensure we continue to make improvements.

100 Recognition Points – Message from Mrs Tandy, Vice-Principal

The following students are the first in the school to achieve 100 Recognition Points for Hard Work, High Standards and Kindness. Soon they will be receiving their year group pin and certificate. Congratulations to them all!

Alice H – 7M1	Lea N-D – 7C3	Abigail W – 11C1	Leila H – 7V2
Evelyn W – 7W1	Benny W – 7C2	Abbie D – 7P2	Maelys M – 7W1
Emily M – 9M1	Summer R – 7C1	Rosie E – 7C3	Klaudia M – 7C2
Georgina B-M – 10M1	Niamh M – 7C1	Jake N – 7M2	Mikaela N – 10M2
Jacob H – 7C2	Joseph B – 7C1	Emily D – 10M1	Lucy H – 7W1
Elsa L – 9C1	Erin M – 10P1	Micayla W – 7P3	Maria B – 7P1
Rufus F – 7M2	Luca Q – 10C2	Martyna S – 7P3	Liliana W – 7C3
Zhi X – 10W1	Stefan D – 10W2	Ruby B – 10C2	Kahlan C – 7C1
Alayna E – 10W2	Marcus F – 7V2	Aleksander G – 7V1	Sofia H – 7C1
Jolie Ann N – 10C2	Kian R – 10W2	Sarah B – 7P1	Sophia H – 7V1
Mia M – 7W2	Max H – 7C2	Finee N-S – 10W1	Eva J – 7P2



Year 12 Progress Report – message from Mr Pendlebury, Assistant Principal

We issued the Year 12 Progress Report this week. These were sent via Arbor to your registered email address but if you didn't receive it please contact - reports@hbk.acesmat.uk, stating the name of your child and we will re-issue your report. This Progress Report is also visible in the App and to find the report - click on the menu icon at the bottom left of your screen and then select 'Report Cards'.

Bus Passes for Sixth Form students – message from the Sixth Form Team

We have been notified by County Council that a number of Sixth Formers are travelling on buses without a pass. The County have now asked their monitoring team to carry out random bus pass checks on post-16 students, which could result in students without a bus pass being refused a place on the bus. If your child travels by bus to/from school, please check that they have a bus pass and that it is the correct one for their journey. We do not want any of our students being refused permission to travel on buses! If relevant to your child, a bus pass can be obtained from <https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/school-transport/post-16-education-transport#spare-seats-9-0>

Upcoming non-uniform days for charity on 8 and 21 December – reminder

We are holding a 'Christmas Jumper' day on Thursday 8th December (wearing non-uniform on this day is fine, too), with a voluntary donation of £1 requested. The last day of this term, 21st December, will also be a non-uniform day, with a voluntary donation of £1 requested. Donations will be collected on the gates as students arrive in the morning, with all proceeds going to charity.

Year 13 'Mock' exams – message from Mrs Rix, Head of Sixth Form



Next week the Year 13 Mock Exams begin. A presentation has been shared with the students that includes some key messages about how to approach the exams. Study leave begins on the 8th of December - unless your child has an exam on the morning of the 8th, in which case they may leave school at lunchtime on the 7th. Please see our video containing key information on Year 13 Mock Exams by clicking on the image.

Teaching and Learning update – from Ms Solvar-Isida, Assistant Principal

Last week, we launched an exciting challenge to all form groups from years 7 to 10: students are **learning a poem** within form time over a period of 4 to 5 weeks! As you know, at Hinchbrook, we believe that **Retrieval Practice** is the most effective way to make learning stick. We get students to do this in class via the starter quizzes and frequent references to previous learning. At home, the self-quizzing homework is the main tool to get students to revisit and consolidate the learning of key information. Retrieval practice is not just effective for learning schoolwork but we firmly believe that this is an effective learning strategy in many aspects of life! We also know that poems and songs can have a powerful impact in people's lives; therefore, we wanted to apply this learning technique – Retrieval Practice - to something that is not directly linked to the curriculum. Please feel free to get involved in memorising the poem that your child is learning in Form Time! Last week, we shared one of the years 7 and 8 poems: A red, red rose by Robert Burns. Please see a second poem that some tutor groups may have chosen:

<https://www.poetryfoundation.org/poems/51642/invictus>

Invictus

Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds and shall find me unafraid.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate,
I am the captain of my soul.

By WILLIAM ERNEST HENLEY 1849-1903

Year 11 The National Tutoring Programme – message from Ms Nightingale, Vice-Principal

Just a reminder that Round 1 of our programme for this school has started up again and will be taking place until the end of term for 2 nights every week. For those signed up, failure to attend sessions without a valid reason will result in families being charged £10 per session missed.

The sign up for Round 2 is now open! This time we will be offering: English Language, English Literature, Maths, Biology, Chemistry, Physics, French and Spanish.

The tutoring will take place on a Tuesday and Thursday evening between 4:30 and 5:30pm, and students will access sessions online from home. Any student who wishes to apply for a place should complete the online form, WITH their parents. The deadline for sign up is **17:00 on Wednesday 7th December**. We hope to be able to inform those who have successfully secured a place before the Christmas holidays. The Round 2 sessions will commence on **Tuesday 10th January**.

Round 2 sign-up form: <https://forms.office.com/e/yHQfvubaWh>

Year 11 Mock Results Day - message from Ms Nightingale, Vice-Principal

Students will receive their mock results on Tuesday 20th December during their period 5 lesson as part of a 'Mock Results Day'. This will start with a short assembly with lots of advice for the coming months, followed by students receiving an envelope containing their results, just as they will when the external examination results arrive next summer. Students who are absent on 20th December will receive their results electronically to their school email address and they will get their paper copy the next time they are in school.

Pupil Premium Coffee Afternoon, Tuesday 6th December @ 2pm - message from Ms Nightingale, Vice-Principal

Some of you may have received an invitation to come into school for a coffee/tea/mince pie if your child is eligible for the pupil premium. This is an opportunity to come into school to tell us how we can best support you and your child(ren) as well as learn about what we are already doing to ensure your child has the best opportunities we can provide. The event takes place this coming Tuesday (6th December) at 2pm. If you would like to attend and your child either receives free school meals, is adopted or one parent is in the armed forces, please email Sarah Bennett (sbennett@hbk.acesmat.uk) – this is just to ensure we have enough mince pies to go round! I look forward to seeing you there!

Reflecting on parents' role in their child's secondary education

Most parents become less involved in their children's schooling when the children go to secondary school; this is understandable and, given young people's need to develop their own ability to take responsibility for themselves as they grow, reasonable too. But I know that some parents wonder whether they are too hands-on, or too hands-off, as they try to achieve the best balance between 'interested' and 'interfering'. On a personal level, I remember getting less and less information out of my own children as they progressed through secondary school - a cheery 'Tell me about your day!' at the dinner table often being met with a mumbled 'Was alright!'. Also, there's no one-size-fits-all answer – although all children and young people benefit from their parents' interest in their schooling, some young people need more support than others. But here are some things I think all parents can, and should, do, as best they can.

As parents and carers we can, and should, show an ongoing interest in how our child is getting on at school, and show them through the things we say and do that we believe schooling is important - that one thing can make a positive difference for all young people. Beyond this general point, there are many specific things parents can/should do, as best they can – I repeat *as best they can* because I am well aware that parents' personal circumstances vary hugely (some parents work nights, some parents do two jobs, and so on) and this will affect what you can do. There are whole books written on this topic, so here are just a few thoughts for you to reflect on:

- Help your child with the practical things to do with school: having and wearing correct uniform; getting to school on time; homework routines and so on – even 16 year olds sometimes need this kind of help!
- Engaging with school ‘matters’: understanding relevant school policies and procedures so you can support the school and your child; reading relevant communications from the school; reading your child’s progress updates and reports and talking to your child about them (and staff, too, if necessary); attending parents’ evenings appointments etc
- Having a dialogue with the appropriate person/people at school, and working with us to resolve it, where you have a concern – lots of HBK parents are very good at getting in touch, thank you
- Taking a regular interest in your child’s schoolwork: this might include testing them on a self-quizzing homework (we will reshare the HBK homework expectations and tips in next week’s update)

I’m well aware that I am only scratching lightly at the surface of this important topic, but I hope there is something here that you find interesting/useful.

Cambridgeshire SEND update

Please see the [Cambridgeshire SEND newsletter](#) for the latest news about support for special needs and disabilities (SEND) in Cambridgeshire.

Vacancy at HBK



Student Support Officer (Year 7 and Transition)

Scale 5 (points 12-17 - £24,496-£26,845 FTE, actual salary £21,010-£23,024)

37 hours, term time plus 5 training days

We are looking to appoint a highly motivated Student Support Officer to join our friendly pastoral team and play an integral role in supporting our students.

More information can be found on the website: [ACES Academies Trust - Student Support Officer \(Year 7 and Transition\)](#)

Closing date for applications: Monday 12 December, 9.30 a.m.

An early application is advised as we reserve the right to close the vacancy early if sufficient suitable applications are received.

This week’s blog

This week’s blog is entitled ‘The problem with ... collaborative learning’. Intrigued? Are you thinking, what possible problem could there be with collaborative learning in school? You can read the blog here: <https://learningisthething.com/?p=809>

We are HBK.

Mark Patterson
Principal