

HAMMERSMITH

Academy



THE ACADEMIST

HAMMERSMITH ACADEMY NEWSLETTER

MARCH 2021 EDITION 10

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A WORD FROM OUR HEADTEACHER



It has been an extraordinary Spring Term for all of us. Lockdown has put our resilience to the test but we have come back more determined to succeed and with a renewed appreciation for education and friendships.

I want to congratulate students, parents and staff for working together as a community, supporting each other to ensure that our young people are not unfairly disadvantaged by being away from school. I am proud of the way we have tackled the challenges. Teachers have tirelessly created digital teaching resources, assemblies, workout challenges and Session 3 activities. Teaching assistants providing additional academic support to students. The Pastoral Teams who kept checking-in with students and their families. And to the support staff who, behind the scenes, ensured we are able to deliver the higher level of education throughout the home learning period. Let's not forget all the staff who were onsite during lockdown keeping the Academy open for keyworker and vulnerable students.

Our Digital Equality Initiative, which has seen every student receive a Chromebook, has been an incredible success. Live lessons have kept students more engaged, accessing more academic content and working to a higher level. It has meant our

students are more connected not only with their teachers but also with their peers.

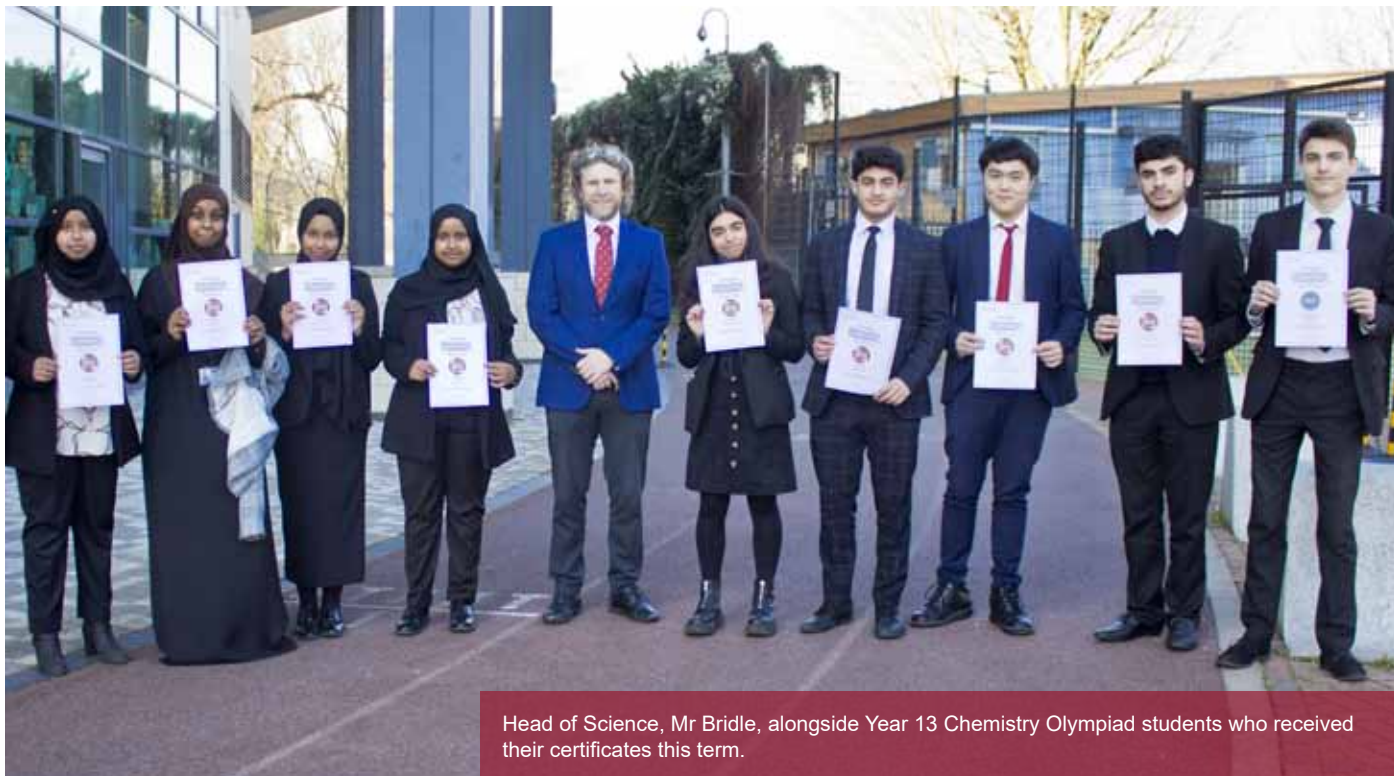
Thank you to our sponsors, The Mercers' Company and The Worshipful Company of Information Technologists, who have been able to offer an equal foundation for everyone and the plan is to continue to offer this equality to the generations of students to follow with the help of your termly contributions.

There has been a heavy focus on careers and apprenticeships this term in the form of online workshops from external providers and our own Careers Team. It is important that our students build connections that lead them into the next chapter of their lives.

Experiences this term have been hugely diverse. Year 7 students have added their voices to the National Food Strategy consultation. We have partnered with two exciting artistic programmes, with students being offered opportunities with The Design Museum and The Photographers' Gallery. Year 13 Chemistry students took part in the Chemistry Olympiad and secured the highest number of certificates in our history. ■

Mr Kynaston, Headteacher

CHEMISTRY OLYMPIAD SUCCESS



Head of Science, Mr Bridle, alongside Year 13 Chemistry Olympiad students who received their certificates this term.

**A BUMPER COHORT
OF YEAR 13
STUDENTS RECEIVE
CHEMISTRY OLYMPIAD
CERTIFICATES. MR
BRIDLE TELLS US
MORE.**

“ Igor was the highest scorer, achieving our best ever finish of a silver award...”

In February all Hammersmith Academy Year 13 Chemistry students were entered for the UK Chemistry Olympiad.

The Olympiad is a competition designed to challenge and inspire students in secondary education across the British Isles. This enriching experience is a unique opportunity for students to push themselves further and excel in the field of chemistry.

Budding chemists develop critical problem-solving skills, learn to think more creatively and get a chance to test their knowledge in new, real-world situations with 'interesting' twists and contexts.

This year, question titles included 'Fluorides of Xenon', 'Life on Venus', and 'Donald Trump and the Coronavirus'. As their teacher, the most valuable outcome of preparing and entering all of our Year 13 Chemistry students for the Olympiad is the interest and challenge added to lessons by including past questions

during the course. This significantly boosts the students' confidence in the synoptic elements of the A Level course, and encourages them to think laterally.

This competition is the preliminary round for selection for the UK's International Chemistry Olympiad team, with only 30 out of around 7000 entries progressing to the second stage.

This year's cohort achieved the Academy's best results ever with half of our students achieving a bronze award, placing them in approximately the top 60% of entrants.

Igor was the highest scorer, achieving our best ever finish of a silver award, placing him in the top 30% of entrants. Given that this is a competition dominated by private schools, with state schools entering only their top students, if anybody, the results are highly creditable and show that chemistry education is thriving at HA. ■

MY HOME LEARNING EXPERIENCE

SCHOOLS ACROSS THE UK WERE ASKED TO CLOSE FOR A SECOND TIME AT THE START OF JANUARY. WE ASKED OUR YEAR 7 ABOUT THEIR EXPERIENCE.



Akram

For me, lockdown wasn't too bad. It felt slightly normal as we had been in lockdown before.

Even though we were not in school, we still had lessons and activities which we would have done in school. We were given lots of sports sessions by the PE teacher to follow online just like we were in school.

I prefer being in the classroom as sometimes I had a lag on my wifi so I didn't always hear the teacher.



Emily

Learning at home was complicated because my mum was also working from home. She had to take business calls and I had to be in the online class at the same time so I had to be as quiet as possible.

For me, learning at home was easier in some ways as I had more time to process things I was being taught.

I enjoyed doing all the extra activities and challenges set for us, especially baking cupcakes. A positive skill that I have learnt during lockdown is being more organised.



Millie

Learning at home was more relaxed, but it did mean I was sitting down for longer periods.

I am really happy to be back in school and doing all the activities again. There was less space at home compared with school and with everyone being at home all day meant we didn't have our own space.

During lockdown I have learnt more IT skills than before. I feel I am more of an expert and can do things which I couldn't do before.



Kamron

I didn't really mind lockdown as much as it felt more relaxed being at home for me. I still had a normal routine and got up early each day to get ready for the online lessons.

Coming back to school has been great as we have lots more opportunities here than at home. Being at home the whole time has been boring and I have missed socialising with my friends. I could only chat with them on PS3 during lockdown.

I definitely think I am coming back to school more organised which I have had to be learning from home.

Well Done!

Hammersmith Academy students have really shown fantastic resilience. Teachers have seen a noticeable eagerness to learn in the classroom and attendance has been superb across all the year groups.

Students should also be commended on how well they have adapted to the changes and updates to the safety measures schools have been asked to uphold. Students have understood the importance of testing and that it is one of the main tools in keeping everyone in the Academy safe.

We look forward to students returning in the summer term and making even more progress both academically and in their personal development. ■

COMIC RELIEF: RED NOSE DAY

THE ACADEMY COMMUNITY RAISES MONEY FOR COMIC RELIEF RED NOSE DAY.

We raised a brilliant £376.77 for Comic Relief. Thank you to all those who contributed on the day and online, your donations will go on to make a difference to those who are supported by the charity. This is all the more impressive given we were not able to do our usual fundraising events.

We are all hoping that we will be able to do some of the traditional events, such as bake off challenges and merchandise sales.

Well done to the HA Community for being so generous during these times! ■



AL JAZEERA NEWS



Al Jazeera News interviewed Headteacher, Mr Kynaston, about the pressures on schools to set up and conduct testing for all students and staff.

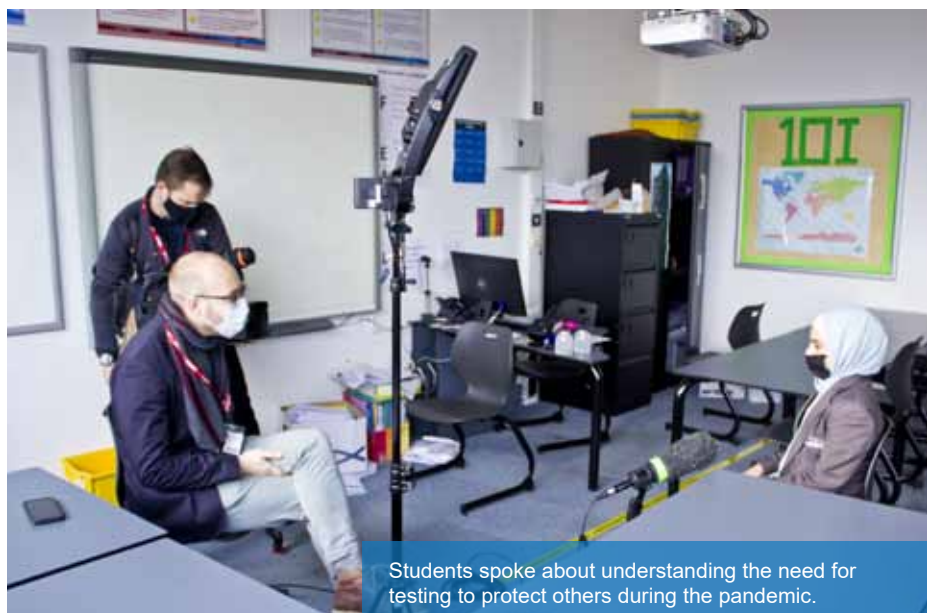
THE ACADEMY WELCOMED AL JAZEERA NEWS FOR A FEATURE ON LATERAL FLOW TESTING IN SCHOOLS.

Schools across the UK were asked to play their part in the fight against Covid-19 by setting up a lateral flow testing centre in order to test all students and staff in secondary schools before the return from three months of home learning.

Hammersmith Academy caught the eye of Al Jazeera News with the impressive 6 bay testing facility set up in the Theatre by our resourceful Facilities Team.

During the visit, they filmed the testing area and the tests in progress, explaining to their viewers how the lateral flow tests work and what is expected of students when they perform the test.

The visit ended with interviews with Headteacher, Mr Kynaston, who praised the staff for their efforts in setting up the impressive testing facility and the students for their resilience. ■



Students spoke about understanding the need for testing to protect others during the pandemic.

EXPEDITIONS EXPAND

A RECORD NUMBER OF HAMMERSMITH ACADEMY STUDENTS BECOME BRITISH EXPLORING SOCIETY YOUNG EXPLORERS.



British Exploring Society will be taking Year 10 students on a summer expedition in the Scottish Highlands.

As an Ambassador school for the British Exploring Society, we have been privileged to send a number of students on daunting expeditions to the Amazon, Yukon and sailing to Iceland in the last few years and things have got even more exciting in 2021!

For the first time ever, 7 Year 10 students have been selected to be part of the new BES UK Wilderness Programme. Students will find challenge in the wilds of the Scottish Highlands over a 10 day expedition where they will learn survival and key communication skills.

This new expedition will be a great introduction for younger students to the Society and an insight into their more challenging expeditions overseas.

Students had to go through a rigorous selection process, including a detailed application form, an interview and pitch to a panel including representatives from British

Exploring Society.

The young explorers have a fundraising target and are currently planning a variety of personal challenges over the course of the next few months to help reach their personal targets.

We very much hope that their experience will help them acquire empowering real-life knowledge, ideas and understanding about the world, and be introduced to different perspectives. ■

“ For the first time ever, 7 Year 10 students have been selected to be part of the new BES UK Wilderness Programme. ”



HOUSEPLANT SALE

STUDENTS SET UP A SUSTAINABLE BUSINESS ENTERPRISE WHICH RAISES FUNDS TO REINVEST INTO GREEN PROJECTS. MS HODDER TELLS US MORE ABOUT THE PROJECT.



Throughout the summer and autumn terms in 2020, students were taught how to propagate a range of houseplants during their gardening sessions with the aim of selling the successful propagations and investing the profits to gardening projects.

Students lovingly tended to the cuttings for months, growing them to sellable sizes. They created information stickers for each of the plants to help the eventual buyer to provide the right environment and conditions for their purchase.

Not only does the sustainable enterprise aim to reinvest profits to other student led projects, the students themselves wanted the business to be more environmentally friendly by reusing pots and

producing plants with zero carbon emissions produced in the process.

Local business, Caffè Bonego, kindly agreed to support the enterprise by giving over a space outside the shop for students to sell plants to the public. As the cafe is literally around the corner, the plants required zero emissions from propagation to sale!

In November, students set up a huge plant sale for staff, which included a donation of plants from a nearby office building. The sale raised over £200 which will go towards other garden projects this year.

We are looking forward to the enterprise developing further this year and see what other excellent ideas the students come up with. ■

“ As the cafe is literally around the corner, the plants required zero emissions from propagation to sale! ”

RAIN UMBRELLA: PLANTING TREES

ACADEMY STUDENTS JOIN FIGHT AGAINST CLIMATE CHANGE AND
DEFORESTATION BY BECOMING A RAIN UMBRELLA PIONEER SCHOOL.



Ms Hodder introducing students to the concept of growing trees from seed and planting them out in the community.

Environmental issues such as sustainability, deforestation and climate change are topics that students are very aware of and want to do something actively to make a positive difference.

This year, Hammersmith Academy became a Pioneer School for the environmental charity, Rain Umbrella. Their focus is on rewilding parts of the Amazon rainforest, as well as a local focus on planting native trees to increase biodiversity in the community.

KS3 students are part of a group that is working on a reforestation project, twinned with a school in Brazil.

Over the course of the year, students will be collecting tree seeds to sow and grow into saplings which they will then plant in the local area.

The students created a small tree nursery at school, whilst communicating with HCGA, other

local schools and the local parks department about where these trees could be planted when mature enough.

So far, students have collected and germinated oak trees in their tree nursery at school and they will continue to nurture them over the year before planting out in approved areas of Hammersmith and Fulham.

By taking part, students learn aspects of horticulture, understand biodiversity and the benefits of regenerating nature for the benefit of the local community and to the wider ecosystem.

We look forward to seeing how the seeds develop and them being planted out in the local community in the next couple of years.

Thank you to the London Borough of Hammersmith and Fulham for supporting this project. ■

“ So far, students have collected and germinated oak trees in their tree nursery at school.

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NATIONAL FOOD STRATEGY



Four Year 7 students were selected to take part in an online workshop and give their opinions on about the future of food in the UK.

YEAR 7 STUDENTS GAVE THEIR OPINIONS TO THE FOOD FOUNDATION'S NATIONAL FOOD STRATEGY REPORT.

Last term, Hammersmith Academy students were invited to take part in a national consultation on the future of food in the UK.

The Food Foundation, a registered charity that works in partnership with researchers, campaigners, community bodies, industry, government and citizens, was asked to report on the UK's relationship with food, the food supply chain and the stability of food supplies.

As part of that report, school children up and down the country were asked to take part in workshops to give their views. A select group of Year 7 Hammersmith Academy students took part in a weekend workshop with other young people. During the virtual workshop students discussed multiple topics in relation to food, such as the relationship between food and health. This led them to

discuss the pressing questions of the moment about food poverty, free school meals and the direct link between health and food. The majority of students were very aware of the link between fast food and long term health.

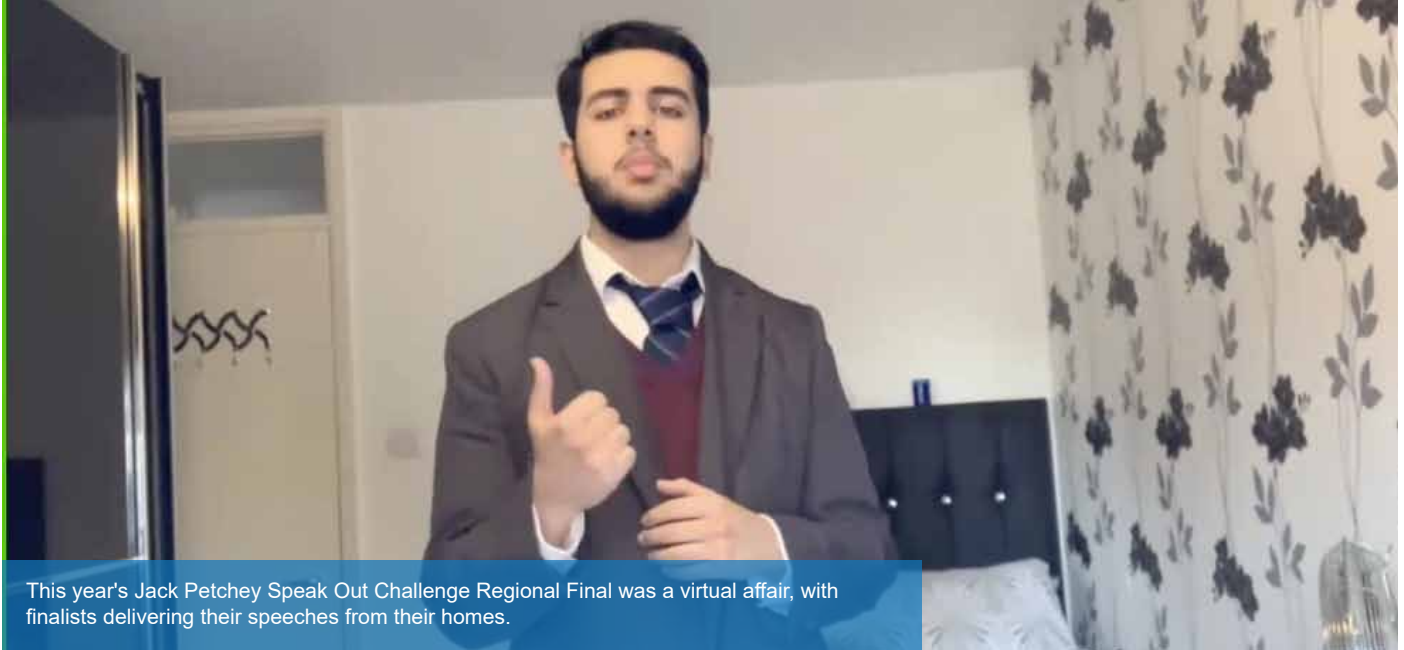
The report not only summarises the key questions about food issues in the UK and the world today, but has some suggestions that we can all work on to make the situation better, not just for ourselves but also for the animals and their welfare.

Well done to our Year 7s who received their certificates in recognition of their participation.

Their contributions have been included in the report that will go on to influence policy in the near future.



SPEAK OUT CHALLENGE FINAL



This year's Jack Petchey Speak Out Challenge Regional Final was a virtual affair, with finalists delivering their speeches from their homes.

The Jack Petchey 'Speak Out Challenge' was a great opportunity for us to become more confident in ourselves. It allowed us to become more assertive and to overcome our fears of speaking in front of large groups. Overall it improved many students' speaking and listening skills as it helped students to be more open to other people and let our voices be heard by a group of our peers about topics that are major topics in our society such as racism, politics and global problems including poverty and climate change.

During the 'Speak Out Challenge' day we were able to plan our speeches as a group and the mentors from the charity helped us improve our speeches so that we are able to deliver them without relying on prompts or scripts.

After we planned our speeches we took turns in our classes to present in front of our peers. In my opinion this was the hardest part because everyone was nervous and some were not able to remember their lines but it was all part of our learning process. What I enjoyed most about the day was listening to other

students' speeches. It was really entertaining to listen to what they had to say, make a judgement on how well we thought they had done and give feedback they could learn from; therefore improving ourselves as we would not want to make the same mistakes.

What I got out of the day was that I have improved many skills such as speaking, listening and contribution skills and now I am more of a confident student when speaking to new people, or when speaking in front of a big group.

Being awarded the overall first place in the finalists' assembly was a proud moment for me and I appreciated the support from my peers in the year group. Although this year's Regional Final was online via Zoom, it was still great to have an opportunity to showcase my ideas and to hear other students' speeches from different schools in the borough. Although I didn't manage to land in the top three in the Regional Final, I was still very pleased with my speech and the improvements I had made over time. Overall, it was a great experience! ■

SAMIULLAH (YEAR 10) REPRESENTED HA IN THE SPEAK OUT CHALLENGE REGIONAL FINAL. HE TELLS US ABOUT THE EXPERIENCE.

MENTAL HEALTH AWARENESS WEEK



Students got stuck into all the different wellbeing activities set during the wellbeing awareness weeks. Baking with Mr Flitton was a particular favourite amongst the families.

THIS TERM'S MENTAL HEALTH AWARENESS WEEK ENCOURAGED STUDENTS TO TAKE TIME OUT AND LEARN NEW SKILLS.

“Doing the things that we enjoy makes us feel happier, makes us more positive, healthy and fulfilled.”

Each year at Hammersmith Academy we have a number of Mental Health Awareness Weeks. While mental health is always at the forefront of our curriculum and embedded into our ethos, these weeks allow us to focus on raising awareness of the importance of mental health and inspire action to promote the message of good mental health for all.

Our second Mental Health Awareness Week of the year took place remotely in the week of 22nd-26th January. During this period, it was more important than ever to take time out of the day for ourselves which inspired our 'Making Time for Me' theme.

For each day of Mental Health Awareness Week, students and staff were encouraged to complete different activities set by a different member of staff, from baking to breathing exercises and drawing and reading. Each task was designed to help you relax and unwind from the stresses and tensions of everyday life.

The tasks, set by Mr Flitton, Ms Tyndall, Ms Harney and Ms Nyemba and Ms Samuels were all based on strategies we all regularly use to help us switch off and slowdown in our own lives. Doing the things that we enjoy makes us feel happier, makes us more positive, healthy and fulfilled. Taking time to have fun, relax or to do something just for us improves our wellbeing and sense of self-worth. This helps you clarify your emotions and determine why you feel the way you do.

Going forward, it is important that we try and embed this into our lives and take time out of every-day to 'make time for me'. We hope that students take the skills learnt from the week forward and continue to utilise them.

Thank you to all students and staff who got involved, particular thank you to Mr Flitton, Ms Tyndall, Ms Harney, Ms Samuels and Ms Nyemba for sharing your strategies!



HOLOCAUST MEMORIAL DAY

MS SAMUELS SHARED HER FAMILY'S HISTORY DURING AN ASSEMBLY TO MARK THIS YEAR'S HOLOCAUST MEMORIAL DAY.

Holocaust Memorial Day takes place each year on 27th January and marks the anniversary of the liberation of Auschwitz concentration camp in 1945. To commemorate Holocaust Memorial day this year at Hammersmith Academy, Ms Samuels shared her family's personal story of their experience.

Ms Samuel's Family Story

Most of my family remained in Poland, unable to imagine the horrors that would follow, and all of my family from Poland were murdered, just a fraction of the 3 million Jews that were killed in Poland. The video shared was recorded by a family member who emigrated to America and returned in 1935 to visit his family. My family now have very little knowledge of these members of my family. What the video shows is a normal family, greeting each other, sharing news of their lives and making memories together.

Few survivors of the Holocaust remain now and it is easy for their stories to feel so distant from our own lives. A person I thought a lot about on Holocaust Memorial Day this year was one of my relatives who remained in Poland, Mirjam Kuczynski. The tragedy of her story as a Jewish girl in Europe in the 1930s and 40s was no doubt similar to that of Eva Heyman. Eva Heyman was born in the city of Oradea in Romania in 1931. Much like Anne Frank in the Netherlands, she kept a diary of her life and her experience of what happened in the 1940s. Her words have been brought to life in the style of an Instagram-story, allowing us to imagine what her experience would have looked like through the eyes of a teenager today.



Ms Samuels shared videos of her family in happier times before the outbreak of the Second World War.

This Instagram page to follow her story is [@eva.stories](#).

The theme for this year's Holocaust Memorial Day is Be the light in the darkness. It encourages everyone to reflect on the depths humanity can sink to, but also the roles for us all as both individuals and members of communities to resist that darkness and to 'be the light'. We must all remain vigilant against hatred. While the unprecedented times we are living currently through have often brought darkness and fear, they have also shown what the very best of humanity is capable of and the power of individuals and communities.

We can all stand in solidarity and choose to be the light in the darkness in a many of different ways.

“Most of my family remained in Poland, unable to imagine the horrors that would follow.”

 **Watch the assembly**

Click here to watch Ms Samuels' commemorative assembly.

CAREERS FOCUS CONTINUES

HA CAREERS PROGRAMME OFFERS NEW OPPORTUNITIES FOR STUDENTS DESPITE LOCKDOWN RESTRICTIONS. HEAD OF CAREERS AND CULTURAL CONNECTIONS, MS HARROWES, REPORTS.



The Academy's career programme continued throughout lockdown which included taking part in National Careers Week.

The HA Careers Team have been as busy during lockdown as they would have been in more normal times, working hard to support students online with important choices and engage them with a wide range of opportunities and ideas to help them prepare for their futures. This term's National Apprenticeship Week and National Careers Week both went virtual and you will all have received collected resources offering insight and information, entrance into careers fairs, employer talks, activities to do together as a family and more. A Careers Assembly focussed on the importance of understanding labour market information and the huge opportunities both today and in the future for technology careers, whilst the Session 3 Instagram takeover served up short videos on relevant employability skills.

Meanwhile students have been receiving regular newsletter updates with some really great online work experience opportunities available

for all year groups. Year 12s with ambitions to study Medicine or Law have been invited to join Med Soc and Law Soc for meetings and a programme of specialist activities via an exclusive Teams group. The Sixth Form Insight Programme, which normally offers a weekly careers and inspiration talk on a Wednesday lunchtime, has metamorphosed into a series of early evening events hosted by Ms Harrowes online. Speakers have included architects, technology talks in conjunction with our sponsors WCIT, an entrepreneurship masterclass, the opportunity to see inside a creative marketing agency and a focus on sustainability careers. Each speaker delivers a short talk about their background and career, giving tips about how to succeed in their sector, and then opens up for an enthusiastic barrage of questions from students wanting to know more.

The Careers Drop Down Day (we'll report in more detail on this in the next issue) on 26 March was a way for Years 7 - 11 to end the term

with a burst of employability skills, employer engagement – including a tour around Pinewood Studios and a James Bond themed task - and university encounters.

Plans for the rest of the academic year include the HA Oxbridge prep programme supported by History Department teachers and alumni Mr Rose (Oxford) and Mr Denness (Cambridge) and 1:1 personal guidance sessions for Year 11 students to help them make the right choices for their post-16 journey. Year 10 can look forward to an exciting week of virtual work experience, whilst plans are being laid for a Future Choices Week for Year 12 and further opportunities focussing on leadership, teamwork and employer events for Years 7, 8, 9 and 10! ■

Find Out More!

Parents and students who want to find out more can check out the Careers Programme on our website here <https://www.hammersmithacademy.org/academy-life/careers-and-university/> or visit the Careers Firefly pages which are a treasure trove of advice and guidance <https://hammersmithacademy.fireflycloud.net/careers>



DROP DOWN DAY

STUDENTS CAME OFF TIMETABLE FOR A WHOLE DAY TO FOCUS ON MENTAL HEALTH AND ONLINE SAFETY.



Anthony Bennett, the Miracle Man, encouraged Year 11 students to persevere and reach for their goals.

On the 15th January, we held our first ever remote Drop Down Day with the day accessed by students from home using TEAMS. The theme for the day was Mental Health and Personal Safety. Students participated in workshops over the course of the day, these included a session on Media Literacy and Political Extremism led by Shout Out UK and a Knife Crime Prevention workshop led by Key4Life. There were teacher-led sessions on mindfulness breathing and drawing, self-esteem, body image and much more.

The external providers involved in the Drop Down Day were incredibly positive about the experience and really praised our students. Shout Out UK, were in fact so impressed that they contacted a local newspaper, My London, and asked them to interview some of our students. Makel and Othillie (Year 7), Eliza and Lina (Year 8) and Zuhair (Year 9) kindly agreed to the interview and discussed their

experience of the day and of home-learning insightfully and thoughtfully. They fed back on their experiences of the day and shared their top tips with working from home, Makel and Eliza said: "Keep a routine." and Eliza added: "Keep yourself busy and do exercise."

Year 11 were treated to a keynote lecture by Anthony Bennett, AKA the Miracle Man. Anthony is an inspirational speaker and fundraiser who learned how to walk, talk and speak again after contracting three viral infections at the same time. After what many would consider being a miracle, Anthony was given only a 10% chance of survival. He spoke to students about the importance of not giving up, never stopping yourself from achieving your personal goals.

Thank you to all our students, staff and external providers who took part in our first ever remote Drop Down Day. Well done to Makel, Othillie, Eliza, Lina and Zuhair for your interview with My London. ■

“ After what many would consider being a miracle, Anthony was given only a 10% chance of survival. ”

LORD YOUNG VISITS



Year 12 students put their questions live to Lord young of Cookham during the virtual talk which covered a range of topics on their A Level course.

On Thursday 11th of March, Hammersmith Academy welcomed Lord Young of Cookham, who kindly agreed to join our Politics class to answer the Year 12 politics students' insightful questions.

As a prominent person in the political arena, his career highlights a 41 year run as an MP in the Conservative Party, representing North West Hampshire/Ealing Acton. His roles during his time in parliament include Minister of State for Housing and Chief Whip of the House of Commons. Additionally, his lengthy honours list and coat of arms makes him a recognised figure in British history.

Lord Young was asked various questions about his role in politics. One of my fellow students, Dina, asked whether the Conservative Party's values have changed over time to which Lord Young explained that for a party to function it must adapt new modern societal ideas. Another student, Adrianna, asked about the role of an MP and how it differs from the role of a Lord, to which he explained that as an MP you have less freedoms as you are tied down to your party values and intentions. Therefore, as a current Lord, he feels he can exercise

his voice on issues he is more opinionated or passionate on.

Lord Young's virtual visit was extremely beneficial to our course, as it had many links to topics we study. For example, Lord Young was both an MP and now a Lord meaning he was able to give his views from the perspective of an elected body (House of Commons) and a non-elected body (House of Lords) both of which serve roles in our democratic society. He also described in detail experiences he had when serving the public and how he creates policies and works with other members to fulfil his duties.

It is vital for all members of wider society, particularly young people, to engage in political issues in order to enrich democratic participation by remaining informed about current political affairs. Many have become apathetic and indifferent to matters surrounding politics in today's society which is largely due to misinformation. However, talks with recognised politicians, like Lord Young, who contribute greatly to modern politics are vital in communicating this information and allowing people to appreciate the significance of engaging in democratic matters. ■

THIS TERM, A LEVEL POLITICS CLASS WELCOMED HOUSE OF LORD MEMBER TO A LIVE POLITICS MASTERCLASS. AMBER (YEAR 12) RECOUNTS THE EVENT.

“It is vital for all members of wider society, particularly young people, to engage in political issues...”

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DAVID LAWS: FORMER MP Q&A

POLITICS STUDENT, ADRIANNA (YEAR 12), WELCOMED FORMER MP, DAVID LAWS, TO A SPECIAL Q&A DURING A POLITICS LESSON.



Former MP, David Laws, joined students for a live Q&A session about his political life and work as a Liberal Democrat MP.

Year 12 Politics once again had the pleasure of leading a Q&A with a second guest speaker this term - former MP David Laws of the Liberal Democratic Party.

From insight of the 2010 coalition government to discussions about his current work at the The Education Policy Institute think-tank, the talk provided us with a wealth of insight into the world of politics.

The discussion with David Laws was extremely beneficial to our course as his political career very much reflected the key elements we are studying. His party was in the coalition with conservatives under Prime Minister Cameron - which is a key moment in our course. By questioning his time pre-coalition and post, we gathered a substantial amount of information we can use to apply to our exams. For example,

he explained how 'first-passed-the-post' (FPTP) is insufficient in terms of representation. In 2015, the Liberal Democrats suffered a massive defeat, destabilising the party structure and size and limited influence. This is important as we are able to use the example to explain the disadvantages of FPTP - a disproportionate voting system.

By having direct contact with public figures such as Mr Laws, students are encouraged to engage in politics and ask questions that they would like answered based on research they have actively done. Getting used to engaging in political discussions prepares us for the future when we can think about our own stance on certain political decisions that were made at the time and how it will affect the way we will vote when we are eligible to. ■

“By having direct contact with public figures such as Mr Laws, students are encouraged to engage in politics...”

EXCITING FUTURE CHOICES



This year's cohort of Year 13 students receive the largest number of university offers to date.

IMPRESSIVE UNIVERSITY AND APPRENTICESHIP OFFERS ROLL IN FOR YEAR 13 STUDENTS.

“We have been delighted by the sheer number of excellent university offers...”

Despite the challenging times for universities, offers continue to be made and plans laid for our Year 13 students hoping to start their degrees in September 2021. We have been delighted by the sheer number of excellent university offers that our hardworking A Level and BTEC students have secured.

At the super prestigious end of the scale, congratulations are due for Shahad with an offer from the University of Oxford to study Biomedical Sciences, with a specialism in Neuroscience, whilst Artora has an offer from the London School of Economics to study Politics & Economics, and Fahmeena (St George's), Amal (Bart's) and Fatima (UCL) have secured places to study Medicine.


We're equally delighted by the success rate that our students have had across the board; they all work hard to complete excellent personal statements, often returning to improve and edit up to six or seven times, before their application is deemed 'good to go' by the Careers Department. With 93% of Year 13 applying to university (our

highest ever), it's really pleasing to see students like Ahmed and Josh (Sport Science), Nabela (English Literature) and Abdelhak (Business Management) achieving a clean sweep of five excellent offers to choose from. This year's cohort have been successful with top Russell Group universities including Exeter, Durham, Birmingham, Manchester, Leeds, Southampton, Nottingham, UCL, King's and Queen Mary and we were also pleased to see offers for Sacha and Luke on the industry-leading 4-year Film Production degree at the University of the Creative Arts.

Students are also on the case of some of the UK's most prestigious apprenticeships and we are supporting them with making applications for law, project management, cyber security, finance and more. It's an exciting period in their lives, and this year is even more beset by anxieties and concerns, but it's great to see the resilience with which our young people in Year 13 reach out for Careers Department support and put into place plans for their futures. ■

SORA DIGITAL LIBRARY

LIBRARIAN, MS HARNEY, INTRODUCES AN EXCITING NEW DIGITAL LIBRARY THAT STUDENTS AND THEIR FAMILIES CAN ACCESS ANYWHERE.

A promotional graphic for the Sora app. It features a blue background with a large white cloud shape in the center. Inside the cloud, the text "Have you tried Sora yet? What are you waiting for? Open a world of reading today!" is written in a dark blue font. To the right of this text is a red heart icon with radiating lines. Below the heart is the text "HA Library" in a stylized font. In the center of the cloud, there are three mobile devices (a tablet and two smartphones) displaying the Sora app interface. To the right of the devices, the word "Sora" is written in a large, bold, dark blue font, followed by "The student reading app" in a smaller, lighter blue font. Below this, there are two logos: the Apple App Store logo and the Google Play logo. At the bottom of the cloud, the URL "https://soraapp.com/library/uksecondary" is written in a purple font. Below the cloud, there is a purple rectangular box containing white text.

Have you tried Sora yet?
What are you waiting for?
Open a world of reading today!

HA Library

Sora
The student reading app

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<https://soraapp.com/library/uksecondary>

Sora - The student reading app, allows students to access the library catalogue online at any time and read the e-books on any device.

This term the Library introduced an exciting app that gives our students a brand new way of accessing the books that we have in school.

Sora gives students access to fiction and non-fiction books, as well as audio books that can be accessed from anywhere and at any time!

Not only can students access books digitally, but Sora also allows students to reserve books just like you can in the library. It even tells you how long you need to wait for the book to become available and gives you the options to renew your books' return dates.

Forgot to return your book - no problem it automatically returns books so no more overdue.

Even more impressively, if you can't

find the book that you are looking for, you can link your account to your local library and you can access their e-book collection!

How to download the app

Just download the Sora app or go to www.soraapp.com to login.

All you need to do is find Hammersmith Academy in the list of schools available and you will be logged in automatically.

After that you can start reading. It's that easy!

Don't know what to read? Check out the library catalogue or Firefly page to get recommended reads and news on new books available in the library and online. Happy reading! ■

“ Sora gives students access to fiction and non-fiction books, as well as audio books that can be accessed from anywhere and at any time! ”

LOCKDOWN ART

DOODLING IS SEEN BY MANY AS A NEGATIVE THING TO DO. MS MARTIN DISPELS THAT MYTH WITH A WELLBEING ART CLASS.



Ms Martin demonstrated her own artwork and explained how doodling can be both therapeutic and artistic.

“When I doodle I don't know what the end result will look like... it's impulsive.”

Over the past year, we have had considerably more time to spend in our homes. For many, this time has been an opportunity to learn new skills or try new hobbies, from crocheting to baking and the Couch to 5K challenge. It has certainly been a positive opportunity arising from more time spent at home.

Ms Martin, our DT and Art technician and practicing artist, has been developing her art style, specifically experimenting with the art of doodling. Doodling is something many of us do reflexively, something we may even try to resist doing. However, doodling has a range of proven benefits from increasing focus, improving productivity and benefitting our wellbeing as an outlet to relax.

During lockdown, Ms Martin shared her new-found skill with our Year 7 to 10 art students for a doodling takeover week. She described her experience, admitting "when I doodle I don't know what the end result will look like... it's impulsive". She explained that over the past year, it has been a tool she has used to

help manage her emotions and relax.

Sharing her work with students, she touched on the unique nature of each piece reflecting how different colours and shapes represented how she felt when making the piece. She demonstrated how she created her pieces and encouraged students to try it.

Students took inspiration from Ms Martin's work and created their own work. "I was enormously impressed with how students immersed themselves in the process!"

Thank you to Ms Martin for sharing the process and work and well done to our young artists for your fantastic work! ■



Ernie (Year 10) was inspired by the workshop and designed this angular style piece of work.



Anisha (Year 9) created this stunningly coloured piece of work.

ART CONNECTIONS



Students took part in live online sessions with the Design Museum to introduce an exciting new creative programme aimed at increasing diversity in the world of design.

At Hammersmith Academy, we are always looking to continue to build opportunities for our young artists to exhibit their work and really show off their talents to a wider audience. We are very excited to be launching two new exciting programmes for our Key Stage 4 and 5 students in partnership with The Photographers' Gallery and with The Design Museum.

The Photographers' Gallery

Launching in July 2021, The Photographers' Gallery will be introducing an Extended Project Qualification (EPQ) in Photography to equip students with a grounding in photographic history, theory and techniques through a programme of taught lessons, exhibition visits and one-to-one mentoring with practising photographers.

This programme is available to all Year 11 and Year 12 students and will be an opportunity to explore photographic techniques, from traditional processing to digital editing, in a way students would not have had the opportunity to do otherwise. Jolie, from The Photographers' Gallery, delivered a session to our Year 11 Art class during lockdown and she was

exceptionally impressed with the creative group, saying 'what a lovely group and brilliant to have so many considered questions!'. I very much look forward to seeing how our students engage with this new and exciting programme and embrace the opportunity to explore photography in completely new way.

The Design Museum

Another exciting opportunity, for our Year 9 and Year 10 artists, is on offer from The Design Museum through their Ardagh Young Creatives programme. This programme has been launched in light of the BLM movement and recognising the lack of diversity in the art world. This programme aims to challenge this and is welcoming students from under-represented groups to explore all aspects of design, from product to campaigns and movements. We are very much looking forward to see our students get involved with this programme, embrace this exciting opportunity and make change happen.

Well done to our HA Art students for your engagement, enthusiasm and never-ending creativity! ■

**MS SAMUELS
INTRODUCES TWO
NEW ARTISTIC
PARTNERSHIPS THAT
WILL FOSTER TALENT
AND PASSION.**

“ This programme has been launched in light of the BLM movement and recognising the lack of diversity in the art world. ”

SPORTS ROUND-UP

THIS TERM HAS BEEN A TYPICALLY BUSY ONE FOR THE SPORTS DEPARTMENT. HERE IS A ROUND-UP OF ALL THE SPORTING NEWS.



The online PE workouts were very popular during lockdown, with not only students but also members of their household.

Online Lessons

The Hammersmith PE department designed highly engaging and fun physical education lessons whilst the students were out of school. We designed and shared a HIIT (high intensity interval workout) for students within their allocated time slots. Within these videos we had a high variety of exercises which helped to build students muscular strength, endurance, flexibility and cardiovascular endurance. We took two members of staff each week to perform and host the videos providing instructions to the students on both an harder and a slightly easier version of each activity making it appropriate for all students to engage in.

Once the students had completed the activity section of the lesson roughly lasting around 20 minutes- the students were set provided with a PE Bingo task that allowed students to select a theoretical piece of PE related work which helped to enhance their knowledge and understanding of sports, techniques, performance analysis, health and wellbeing and careers in sport. These tasks saw great engagement and

effort from the students with a lot of work being returned and rewarded with Student Achievement Points.

The PE department would like to thank all students and parents for getting involved in the Home Workouts whilst helping to keep your child motivated in these difficult times. We would also like to thank all staff for their support and involvement within the workouts with cross-curricular staff members getting involved to show how inclusive we are here in our HA community.

Again, a very well done to everyone involved and we look forward to seeing your progress/ growth in sport now we are back in school.

Online Fixtures

Over the last half-term in lockdown, Hammersmith academy and Fulham Boys School- kicked off a competitive Virtual Fixture against one of our local rivals Fulham Boys School. The fixture was to help keep students active with a sense of competition to both help their mental wellbeing and also to help provide opportunities to

develop their fundamental sporting attributes such as their fitness/ endurance, balance, co-ordination, agility & speed.

The competition was over a half-term where there were 3 rounds of events, with the final weeks entries & scores being collated. The fixture begun with a 1000m, 3000m and 5000m events. Students were to choose an event and then record their run using smart phone technology or using other sporting apparatus (smart watch, stop watch ect). Hammersmith Academy took the lead in this event with Georgia (year 9) and Samuel (year 8) taking 1st and 2nd place out of the whole of both schools with times of 20:55 (HA Student record) and 21:27. HA took the 1-0 lead over the first round of events.

The second round was based on a Keep Up's with a ball or a creative object for more points. Again we saw a high number of entries with a lot of competitive and high scores. Samuel (year 8) again scored the record of 287 Keep Up's with a football however, due to the vast number of entries at FBS they collated more points and took the W. After the second round of events the scores

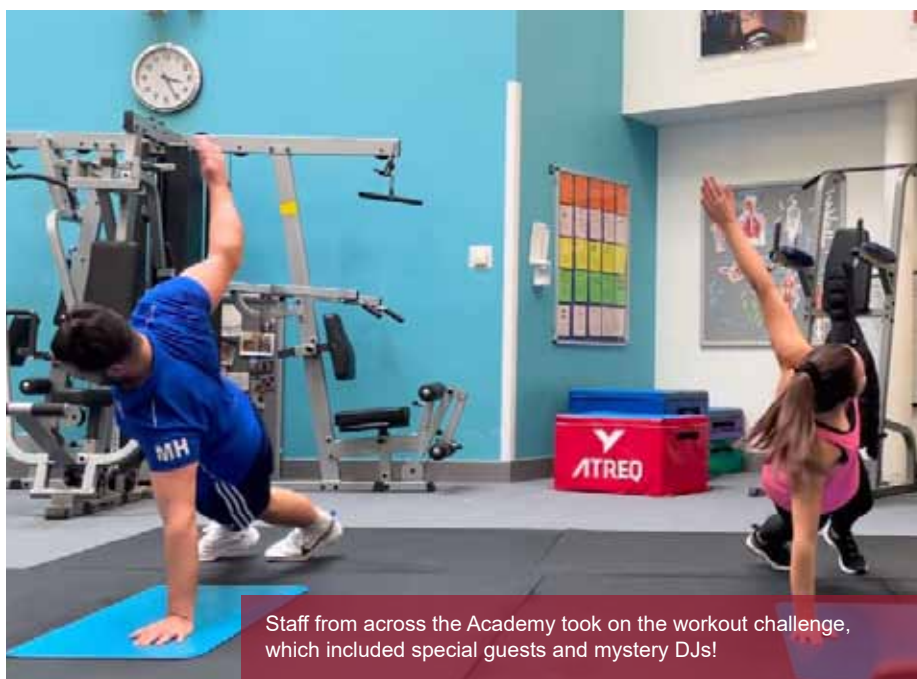
are tied at 1-1.

The third and final round we are currently competing in. This round is based on the number of Speed Bounces you can do in 90s or your top score on Homecourt (app for smartphones and PC's). Again, we have seen a strong number of entries for this round and I hope we can continue with our effort and high levels of competition to take the final win to take it to 2-1.

I would like to thank all the students for getting involved and sharing their entries. It takes a lot of motivation and resilience to push yourself and again I would like to say a very well done to everyone who got involved in the events from both schools. ■

Follow Sports on Instagram

 @hasport1




Staff from across the Academy took on the workout challenge, which included special guests and mystery DJs!

SESSION 3









S3 SESSION 3

Session 3 spring term update - happy holidays!


Thank you to everyone for your Session 3 virtual distance entries. Over the 6 week challenge we (virtually) travelled 3561km which takes us to Kerch in Crimea - an ancient Greek colony. Everyone has run, walk or cycled and we've had some very impressive entries.



We had 854 entries to our step challenge, with a combined total of 3561km. The equivalent of walking to the Black Sea!



Academy



Student 5k records:

- 1st: Georgia (Y9): 20:55
- 2nd: Samuel (Y9): 21:27
- 3rd: Jack (Y7): 24:37
- 4th: Haad (Y12): 26:47
- 5th: Chiara (Y7): 39:00

Whole school 5k records:

- 1st: Adam: 17:38
- 2nd: Mr Kemp: 19:32
- 3rd: Mr Wood: 19:55
- 4th: Georgia (Y9): 20:55
- 5th: Samuel (Y9): 21:27

MS CUTTING GIVES US A SUMMARY OF THE VIRTUAL SESSION 3 ACTIVITIES THIS TERM, INCLUDING THE VERY POPULAR STEPS CHALLENGE!

Over the past 17 weeks we have been inundated with students, staff and members of the wider community sending in submissions for our Session 3 virtual challenges. We have been delighted with how our school community have responded to the extra-curricular challenges we've set.

We had 854 submissions for our house step challenge with Lovelace crowned champions for their efforts. We have also travelled 3561km in our virtual distance challenge and

we are finishing in Kerch in Crimea. Take a look at the picture for where we have stopped en-route.

Next term we will be running some Session 3 clubs onsite for our Year 7 and Year 8 students in year group bubbles. Parents and carers will be emailed a link to submit their child's preferences for after school clubs. Watch this space! ■

Follow Session 3 on Instagram

 @hasport1

Student 5K Running Record

- 1st Place Georgia (Year 9) 20:55
- 2nd Place Samuel (Year 9) 21:27
- 3rd Place Jack (Year 7) 24:37
- 4th Place Haad (Year 12) 26:47
- 5th Place Chiara (Year 7) 39:00

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on at HA every day!



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