

12 February 2021

Message from the Principal

I hope that this newsletter finds you well and hopefully relieved that your child(ren) can have a break from remote learning and staring at a screen for hours each day, as we go into the half term break. I have continued to be amazed at the resilience of our students as they quickly adapted to online lessons. We must not forget that despite the talk of lost learning our children have learnt new skills of working remotely, use of emerging technologies and discovering how to absorb knowledge differently. Thank you for your continual support and encouragement. Without you Remote Learning quite simply could not happen!

Our Off Screen Challenge Day earlier this week was a triumph. Over 2000 entries were received from students, their families and staff. Do have a look at some of the wonderful pictures from Wednesday.



As I mentioned a fortnight ago after half term we will be sharing a simple Remote Learning report with you. This will enable you to see how your child is engaging whilst learning at home. Please understand it is not the same as a Progress Check because students are not learning and being assessed in the same way as normally.

We are delighted that Tabia Salam, one of our alumni has joined the Board of Governors. Tabia will bring a great deal to the board with her recent experience of education and having started her first job in the autumn at Credit Suisse. Tabia is thrilled to rejoin the Academy and I hope you will meet her and our other governors when we are all allowed to get together.

We have been asked by the Home Office to remind parents that if they are an EU, EEA or Swiss citizen, they and their family members may be eligible to apply to the [EU Settlement Scheme \(EUSS\)](#). The application deadline, for those who were living in the UK by the end of the transition period at 23:00 GMT on 31 December 2020, is 30 June 2021.

Children and young people require their own immigration status and are not covered by a parent's application to the EUSS. An application must be made for every eligible child within a family. A parent or guardian can apply on behalf of a child and link it to their own application (if applicable), or they can apply in their own right. There's lots [more information on this here on](#)

[GOV.UK](https://www.gov.uk). Applications to the EUSS are free and can be made online on [GOV.UK](https://www.gov.uk). Information on what is needed to apply can also be found on [GOV.UK](https://www.gov.uk). Successful applicants get either [settled status or pre-settled status](#) ensuring they can continue to live and work in the UK after 30 June 2021, whilst remaining eligible to access the benefits and services they could before the UK left the EU.

We look forward to welcoming students back to Remote Learning on 22nd February at 8.30am.

My best wishes,

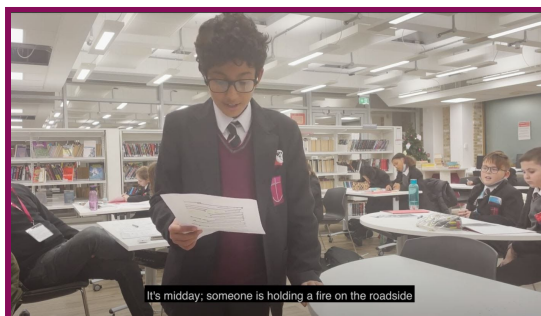
Mrs Ardron
Principal

Chelsea Academy Foundation

The Chelsea Academy Foundation [Flourish Fund](#) gives you the chance to contribute so that all students can take advantage of the opportunities we provide and don't need to worry about the cost. The Chelsea Academy Foundation offers exciting activities and support for students throughout their time here, from the beginning to the end of their Chelsea Academy journey:

Year 7 telling their own stories

The popular First Story creative writing classes were able to run in person last term and have swiftly moved online during lockdown. Funded by Chelsea Academy Foundation, a professional writer helps students to express themselves through writing: at the end of the course, all these budding authors see their work published in an actual book! This year, the Year 7 writers are learning from award-nominated author Irfan Master: watch a film about what they are up to [here](#):



Year 13 making plans for the future

Nafees in Year 13 has accepted a place at Vanderbilt University to study Electrical Engineering with a full financial support package. The Access Project, a CAF funded programme which helps students win places at top universities by making good applications and getting the grades they need, told him about the opportunity, which he applied for in Year 12. Before this he had not considered studying abroad at all but was attracted to the US system where there is greater freedom over which subjects to study and more chances to try different things throughout the programme. He was also given help with his financial aid application: very important as American tuition fees are more than \$50,000! This August 2021 he will move onto the campus in Nashville, Tennessee. Nafees is the first in his family to go to university at all, let alone in the USA. Congratulations to Nafees, and thank you to The Access Project!

If you would like to contribute to the Flourish Fund and help provide opportunities for students like Nafees and our Year 7 authors, please click [here](#)

Payroll giving & Employer match funding: Many companies will be willing to make your donation directly to us out of pre-taxed income and match your donation as part of their commitment to charitable giving; it is very easy to set up and doesn't you any extra, as a Year 7 parent has found recently:

"Setting up payroll giving was straightforward, I only had to provide my employer with the Chelsea Academy Foundation charity number (1120784) and address, and a few days later it was added to the eligible charities list. I was then able to set up my monthly donations. My employer also offers matched giving, which together with payroll giving, means that for every £10 that you contribute, the CAF gets £25 or £35 depending on your tax rate. "

We would love to hear from you if your employer is community minded in this way - please email our Fundraising Manager who would be very happy to talk to you about how to arrange this: emily.standring@chelsea-academy.org

Online shopping: You can also support us while online shopping by registering with [Amazon Smile](#), [Go Raise](#) and [easyfundraising](#); for every online purchase you make, they will give a small donation (at no cost to you) to our Flourish Fund, raising even more money for us to provide opportunities for our students.

Academic Update

Remote Learning:

We are incredibly proud of the endeavours of our whole community throughout this period of Remote Learning. It has been a time of great change in how and where we learn. However, true to our Christian values we have persevered despite the challenges. We have continued to learn together remotely. Student engagement with their online learning is to be greatly celebrated. Together, staff, students and parents/carers at home have actively engaged to overcome the challenges of the Academy closure this half term and ensure great learning continues. We have shared our [Remote Education Provision](#) on the website and we have continuously worked with teachers so that they too are learning and developing their own pedagogical skills for great remote provision.

GCSE/A Levels 2021:

After the last five months of continued uncertainty following the cancellation of GCSE and A-level exams, Ofqual, the regulatory body for exams, launched a consultation in order to gather views as to the most appropriate way for grades to be awarded in 2021. Whilst we are still awaiting the official guidance that will follow the publication of the consultation results, it is likely that it will involve some element of teacher judgement and that we will be required to run more assessments once the Academy reopens with in part for Y11 and Y13 students or in full for all. I assure you we are working with our teachers and the pastoral team to ensure that our students will be prepared and feel confident in the process. We continue to be committed in supporting and challenging our students to achieve academic excellence. It is our mission to ensure Chelsea Academy students are prepared to flourish in the next phase of their learning journey. Needless to say we will be in touch with parents/carers and students as soon as we know more definitive and specific details following the Prime Minister's announcement on February 22nd.

Year 8 Options:

Spring Term is a particularly important time for Year 8 students as they begin to discuss, explore

and experience the range of subjects on offer for them at GCSE. This is a pivotal time for Year 8 students and their parents/carers as they look forward to their future careers. We have an excellent programme in place at Chelsea Academy to provide support for all along this journey.

This includes:

- *Student Options Assembly* - to be held virtually this year
- *Drop Down Careers Day* - a new event to be hosted virtually on March 4th
- *Parent/Carer Information Evening* - usually during the Y8 PCE event, however we will launch a website with a range of information videos and linked documents including 'talking heads' videos from current students sharing their experience across our broad curriculum offer
- *Student GCSE Taster Sessions* - virtual GCSE lessons for each subject
- Parent/Carer & Student Consultation Meetings with a member of the Leadership Team
- *Career Guidance Meetings* on request through Mr Flitcroft, our Director of Careers
- Ongoing support, guidance and regular updates through Y8 HoY Mrs Borg and the Y8 Learning Coaches

This is a very exciting but equally anxious experience for Y8 students and their families, however we look forward to supporting you through it all. Please ensure you read the letter regarding Y8 Options carefully when it is shared after the holiday.

The Spring Half Term is a great opportunity for all our students and their families to take a much needed break, enjoy some of the great outdoors and rest. It is also a great opportunity to read, alone or as a family, so please take advantage of the recommendations and resources that Ms Allen, our brilliant Librarian, is sharing with you.

Mrs McGuinness
Vice Principal
Quality of Education

Keeping Your Child Safe

In this section of the CA Newsletter we provide regular and up-to-date advice to support you in keeping your children safe.

As the current prolonged winter period of online learning progresses, we are confident that your child is receiving a significant level of stimulating, live, virtual contact with their teachers - and engagement from our students has been excellent so far. However, we are very aware of the challenges of staring at a computer screen for long periods of the day - and also of the stresses of talking to your family about the upsetting reality of the Covid pandemic and its effects. [This](#) web-page has some really helpful expert tips on how to speak to your children about Covid 19. These tips include guidance on:

- **Remaining calm**
- **Reassuring your child**
- **Showing them what they can do**
- **Sharing age appropriate facts**

The page also provides links to some really valuable resources that you may wish to access too.

Mr Whitley
(Assistant Principal - Inclusion)

Head of Year Update - Year 7

The first term of 2021 has been extremely busy, with Year 7s fully immersing themselves with online learning, they should be very proud of themselves as the work being produced is excellent. Well done!

It has been a pleasure to witness the year group grow in confidence and spirit over the last six weeks. They have demonstrated how adaptable they can be in every way. Year 7 has experienced a wonderful variety of lessons and experiences since the beginning of this term.

You have all had the opportunity to meet your child's Learning Coaches and Teachers during the 'Learning Coach Consultation Day' and 'Parents Consultation Evening'. I hope these occasions came at a useful point in the term to discuss students' progress and targets for the months ahead and were both beneficial and meaningful.

Mr White has been highlighting and acknowledging some of the wonderful work our year group has been doing and exciting activities they have been embracing in his praise and achievement emails every Friday.

I hope you all enjoyed the opportunity for 'Off Screen Day' which took place on Wednesday 10th Feb allowing students to support their wellbeing and stay active with a variety of exercises and small projects away from their screens.

I am so pleased to say that each student has embraced this change in a positive way leading us to have a very optimistic outlook for their future ahead.

I would also like to take this opportunity to congratulate all the students who have received awards and recognition for their outstanding achievements during this term.

Thank YOU the parents and carers for your continued support during this half term; it is wonderful to be building such strong partnerships between home and school.

Mr Lehmer

Head of Year 7

Head of Year Update - Year 8

Our Year 8 students have adapted remarkably well to remote learning, displaying overwhelming levels of resilience in the face of the challenges they have been faced with. Their attendance in virtual coaching time sessions and live lessons has been brilliant, and their teachers have continuously commented on their enthusiasm and engagement during lessons and on the excellent quality of the work they submit. Following your feedback during LCCD, we have now introduced well-being breaks between every lesson for students to stretch their legs and get away from their screen for a few minutes. They are also now not expected to do any work outside their lesson time (unless they want to, of course!).

Praise emails will continue to be sent every Friday so that you can see how well your children are doing, and celebrate their successes with them! Please do remind your children that they need to complete the online register every morning before their coaching time session at 8:40am. It is very important for their mental well-being that they stick to a daily routine, getting themselves out of bed and ready for learning every morning at the same time. Thank you so much for all you have been doing to support them at home - I know that it must be really difficult on top of all your work

commitments!

Our very first Off-Screen Challenge Day was on Wednesday, 10th February, where all the members of our Community were encouraged to step away from our screens and spend our time doing activities that would enhance our well-being, connectedness to others and spiritual growth. We hope that all who participated in this wonderful day enjoyed themselves!

This half-term we will begin the Options process with our Year 8 students, so it is important to start discussing which three subjects your child would like to choose for their GCSEs. Please do encourage them to consider subjects that they are genuinely interested in and/or will help them achieve what they want to do in the future rather than choosing the same subjects as their friends, or because they like the teacher (this sadly happens every year!). They will be attending taster lessons designed to introduce them to what GCSE lessons in various subjects look like. There will also be lots of videos and information available via our website to help them make this important decision.

Our Year 8 Parents' virtual Consultation Evening is coming up on the 4th of March. You will have the opportunity to meet with all of your child's teachers and receive feedback about how they have been doing in each of their subjects. You will receive an email inviting you to book your appointments using the Parents' Evening System as usual.

Mrs Borg
Head of Year 8

Head of Year Update - Year 9

I would like to start by saying a massive thank you for all of the work you are doing at home, assisting and supporting your child's education in amongst the million other things you inevitably are doing as parents. I would also like to thank those of you that have sent in positive messages to staff at CA, it is much appreciated.

These past few weeks since returning from Christmas have been very eventful. Our young people have once again shown fantastic resilience and I am no longer surprised by what they are able to achieve. They constantly push my expectations ever higher and I am immensely proud of them.

It became clear that they were working so hard, maybe too hard in the first couple of weeks of term, that it was deemed that there should be a change to help them. They have met this new way of learning in a very positive way and I have received very encouraging feedback from teachers about Y9.

I have seen an incredible amount of positive praise coming from teachers and my weekly Roll of Honour is becoming a larger and larger task to produce. I am so proud of the year group and I have every confidence that they will get to the end of this period with a heightened sense of independence and responsibility. I am already seeing this develop in many of them.

Students have engaged well in their coaching time and lessons and I would like to emphasise this as the priority going forward. The 'work' done is secondary to the attendance and engagement in the actual lessons themselves, this is what the timetable changes were designed to do. There are three main ways students can engage in their lessons, Camera, Voice, Chat. It is great to see them responding to questions and arguing in discussions online, long may this continue. Engagement will be our mantra for next half term and into Easter. Please do all you can to support your child shift the focus away from completing work towards engagement in lessons.

We have launched our first Off Screen Challenge Day in an attempt to further give students something outside of their learning - I hope that they all got involved and attempted something that they would not usually do.

The new half term will bring even more challenges I'm sure, but increasingly I am confident that Y9 will be able to handle whatever happens.

Mr Fisher

Head of Year 9

Head of Year Update - Year 10

Year 10 have adapted well to remote learning. We have been impressed with the number of students who have attended their morning coaching time sessions, with 10 Lister leading the way so far! 10 Curie have had some really useful sessions discussing how to deal with the new challenges that our students are facing as a result of education moving online. I would encourage all of those that haven't attended so far to get involved as this is when all important notices will be passed on by Learning Coaches. This week, our Pastoral Curriculum in coaching time involves a session celebrating LGBT History Month.

Remote Learning also has been a fantastic success, with students engaging in hundreds of lessons since the Academy's closure. Using a range of new-technology ideas and programmes, students have adapted to creative ways of learning with great maturity. It is most likely the reason Year 10 have earned so many Achievement Points throughout the half-term.

Opportunities continue to present themselves to the cohort, with fantastic Apprenticeship Week activities running throughout the final week: live assemblies and small workshops are the order of the day, or should we say, week!

Mr Daverat

Head of Year 10

Head of Year Update - Year 11

Year 11s resilience and perseverance through this time has been fantastic - students have adapted to online learning in a commendable, seamless manner. It has been great to see so many of Year 11 in their online coaching sessions each morning. We encourage students to continue to do this so they can ask questions about the day ahead and troubleshoot any concerns they have. It has been wonderful to see so many students taking the lead in Virtual Coaching time. A particular highlight was Curie's student's lead their peers through presentations on critical issues in society and lots of interesting discussions have been had! Coaching time has continued to cover our pastoral curriculum and a range of focussed discussions - a great way to kick off a day of remote learning. Last week one coaching group shared their own strategies for well-being during this time. This is something we have been encouraging students to consider especially due to their increased screen time.

However, there is no doubt that the highlight for Year 11 was their progress towards the end of their KS4 curriculums with the issuing of their Mock results and recent predictions. Again, resilience and perseverance have prevailed, with students taking their feedback from Year 11 Parents' Consultation Evening and Learning Coach Consultation Day with great care and attention. As we move towards the second half of Term 2, and with the hope of a return to lessons in the

not-too-distant future, we hope to be able to take the progress made from remote lessons into the classroom itself.

Mr Daverat

Head of Year 11

Sixth Form Update

We have been immensely proud of how well the Sixth Formers have adapted to their online learning this term. Their engagement, perseverance and resilience have not gone unnoticed. Each week we have been setting a photography competition and the entries have really brightened up our weeks. For each competition there is a different theme including 'Winter in Lockdown', 'Food' and 'Learning'.

There has been a big focus this term on the student's well-being and we are encouraging all Sixth Formers to take plenty of screen breaks and get outside for some fresh air and exercise.

Over 390 offers for university places have been made to our Year 13 students with all applications being sent off two weeks before the deadline. The students are now working hard to ensure that they achieve the grades needed to secure their place at their chosen university. We will be spending the next few weeks during our lecture slot focusing on student finance, budgeting and cooking to help prepare them for life after school.

Year 12 have been introduced to Unifrog, our higher education and university platform. They will be using this to research potential universities and courses and to record their competencies. Their engagement with this so far has been really impressive with many already completing online seminars and virtual work experience.

Parents Consultation Evening for both year groups will be taking place virtually on 25th February. Please make appointments through the Parents Evening System.

Mrs Holgate

Assistant Principal - Post 16

Library Update

First Story

We are delighted that First Story has been able to continue this term, despite the current lockdown. Students in Year 7 are working incredibly hard on their creative writing and are bringing interesting and creative ideas to their online sessions. I'm very proud of their resilience and perseverance, and I'm so excited to see what they are able to accomplish with their final anthology, due for publication later this year.

On-site students

I am delighted to be delivering library sessions with those students who are currently on-site. So far, we have partaken in Chapter Bingo, a Authorfy workshop with bestselling author Kwame Alexander, and read excerpts of Onjali Rauf's The Night Bus Hero, amongst others. Students have been enthusiastic and engaged about their reading which has been a joy to see.

Miss Allen

Library Manager

Half Term Reading Recommendations

Please [click here](#) to view the half-term reading recommendations from Miss Allen.

Computing Department Update

KS3:

Year 7's have been introduced to programming using the intuitive Microsoft Small Basic online to draw shapes and make quizzes. Year 8's who did something similar earlier in the year have moved onto designing websites of a topic of their choosing!

KS4:

As always the KS4 students are bombarded with programming problems in order to build up their knowledge-base of syntax, common design and construct, and logic and problem solving skills. You can never do enough programming in Computer Science and the students are finding the content quite challenging. We always say that when your code doesn't run it's because **you** made an error and not the computer, in essence meaning that coding is a battle against yourself and your patience!

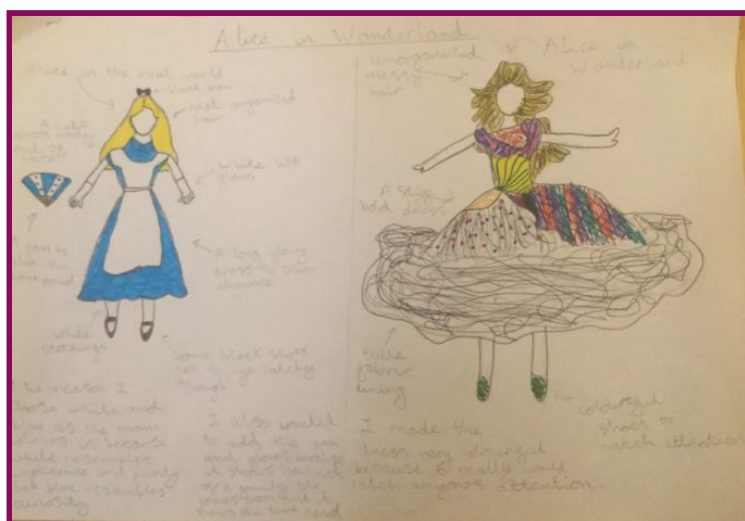
KS5:

Year 12's continue to work during the lockdown, a lot of the students have really excelled in their individual learning producing some fantastic work. The students have been covering some tricky topics looking at pathfinding algorithms and asymptotic notation. And of course lots of programming tasks to add to the coursework that they're also doing.

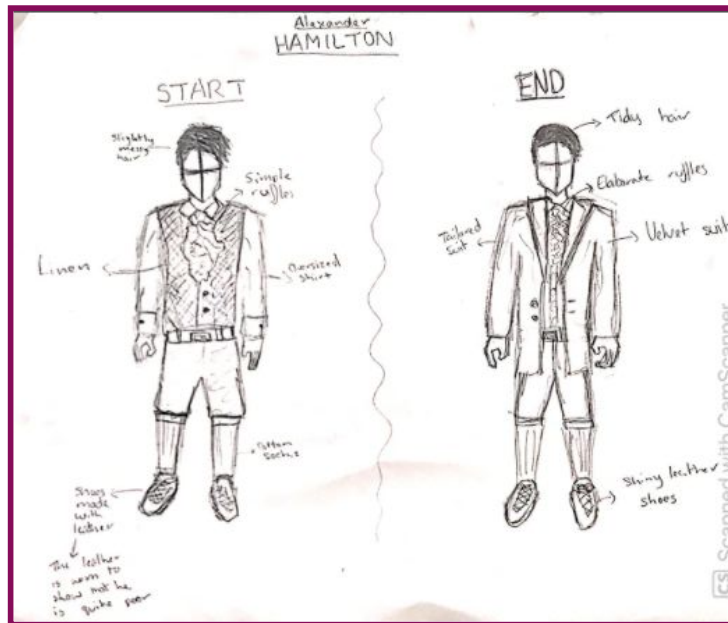
Drama Department Update

Drama continues to thrive despite Lockdown.

Year 7 are learning about costume and set and their importance in theatre - we have been blown away by the standard of costume designs that have been produced. Here are two particularly impressive pieces of work.



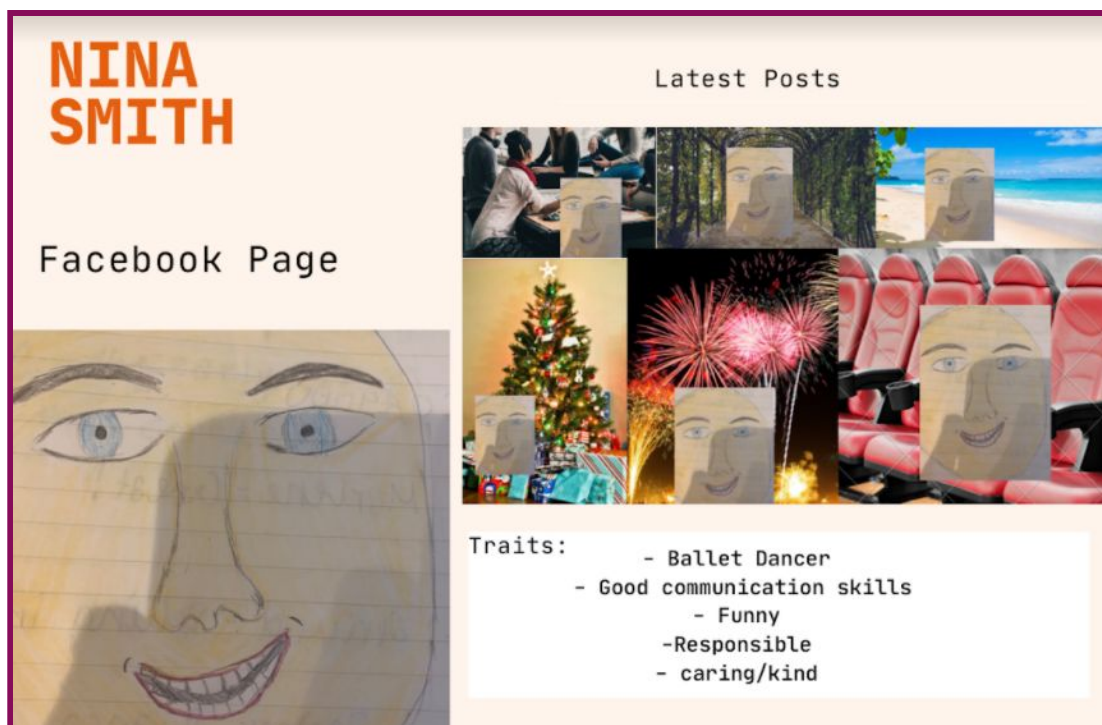
Alice in Wonderland by Jasmine



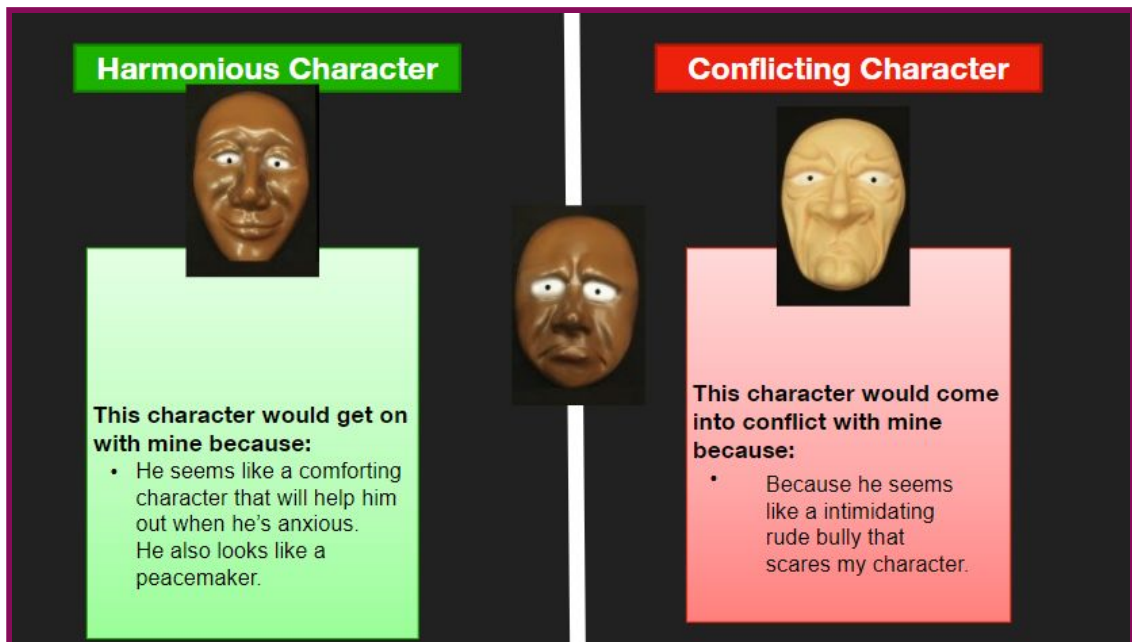
Alexander Hamilton by Luca

Year 8 are exploring the problem and worries around teenage runaways. Students have been amazing, creating characters, pretending to be policemen and showing themselves on camera in the lessons to take part in practical work. Such fun!

At GCSE Year 9 are learning about masks and the fun, surreal, facet they can add to drama. They began by exploring masks by the wonderful 'Trestle Theatre Company' and then went on to design their own masks and the personalities behind them. Here is an example of a social media profile for one - so clever!



Isabella's imaginative mask work



Greta's first exploring of masks - excellent work!

The older year groups are preparing monologues which we plan to perform once we are allowed back into the Academy. We have been using the Stanislavski system to explore these (as in 'Method Acting') and below you can see a wonderful example of just how much students are able to glean about a character from a short monologue.

Monologue - Prep 1

My (real) name: Sofia

The text my monologue is from: 'Confusions' by Alan Ayckbourn

Text work

The given circumstances I have found in my monologue are:

- *Working class woman who is in an abusive relationship, which must make her feel very isolated and rejected*
- *She doesn't have much money so she relies on her partner and justifies his actions even though she knows he will never stop hurting her*
- *The man on the bench next to her keeps disturbing her when she tries reading the letter from her abuser, so her internal thoughts are irritated and annoyed*

The basic plot (of the whole play) is that a young, working class woman is in an abusive relationship. She isn't very bright and is living off benefits. She has come to the park to receive some peace to read her abuser's apology letter (I assume she has left their residence temporarily due to the danger she felt she was in). She is trying to concentrate on the letter but a man across from her keeps bothering her so she decides to move. The girl's problem is that despite the fact that her partner will never stop hurting her, she continues to make excuses for him even though she knows he is filled with empty promises. She feels trapped in a cycle of abuse and is contemplating on leaving him for good.

Imagining my character in more detail

Your character's exact age is: 23

Your character lives, geographically, in: Country-side

The TYPE of house your character lives in is: Townhouse/small house in neighbourhood

Describe your character's best friend: She can sometimes be overly-pushy and inconsiderate but deep-down she has the best intentions for my character. She persuades her to do what's right for her but sometimes it is in a harsh way, and therefore my character doesn't come to her as much to talk about her problems because she feels she is being judged in a way (even though she is not). Her best friend is more bubbly and speaks her mind whereas my character is more seen but not heard.

What is your character's most treasured possession? She treasures a necklace her mother gave her in her childhood. Although her mother has passed now that she is older, she prefers to reminisce on better days where she was happier and often remains in a nostalgic mood.

What personality traits does your character think are important in a person? Loyalty, kindness, understanding and stability.

Yr 11 monologue preparation - very deep research and imagination from Sofia

A Level groups are studying a fabulous company called 'Paper Birds' who devise hard-hitting, political theatre. They are using the company's methods to begin devising for themselves. [Here](#) is the phenomenal response to a stimulus created by one of our Year 13 students.

Although extra-curricular is much smaller than usual we have a lovely 'Virtual Theatre Club' where we watch a streamed piece of theatre over two weeks - via Google Meet - and then discuss it on the third session. We have watched a Japanese version of Berkoff's Metamorphosis, a dystopian piece based on the end of the world, the fantastic 'Hamilton', the RSC's 'Much Ado About Nothing' as well as lots of others. Students are gaining a real breadth of theatre experience and I am always amazed by their observation and intelligence during our discussions. Despite members being from Year 9 - 13 they talk together naturally and like real theatre enthusiasts.

We are also running a Year 12 enrichment for students to gain a LAMDA qualification which will add UCAS points to their university entries. We have recently been accepted as a LAMDA recognised centre. Sessions continue virtually and students are working hard and sending videos of rehearsals to be directed.

We also have a thriving social media presence on Instagram and Twitter (@chelseadrama) where we share good work, offer tips for things to watch and generally celebrate the wonderful world of the theatre.

English Department Update

KS3:

We've been seeing a great response to our guided reading lessons, new to KS3 for this year!! Students have been able to engage with classic novels such as 'Roll Of Thunder Hear My Cry', 'The Lion, The Witch, and the Wardrobe', 'Treasure Island' and many more. There's lots of online resources to engage your child with reading new texts during lockdown. Try looking for classic novels on project Gutenberg: <https://www.gutenberg.org/>

KS4:

A former Chelsea Academy Teacher, Mr Martin, is returning to support year 11s with virtual intervention lessons. It's wonderful to have Mr Martin as part of the Chelsea Academy English team again!

KS5:

Miss Heath and Miss McLoughlin have been supporting Year 12 and 13 with a new literary podcast! It's proof, if any were needed, that an hour spent talking about books is one that passes very quickly!!

Film:

Despite lockdown, students have all been able to engage in discussing new films. In fact, the chat function on google classroom has enabled students to 'live comment' as they watch, leading to some fantastic discussions.

Despite the lockdown restrictions, Year 13 students have been able to bring their visions of dystopian thrillers and detective films to life in their coursework!

Reflection

The Holistic Teenager: Videos on Health:

In partnership with St Luke's Church the Chelsea Academy Foundation have developed two videos on physical and spiritual health. The idea of these videos is to encourage you as parents/carers and give you tips to promote your child's physical and spiritual health. There will be more videos coming soon in this series on the topics of mental and moral health. They are available here:

[Physical Health Video](#)

[Spiritual Health Video](#)

I hope you find this verse encouraging as we come towards the end of this half term:

*"We have this **hope** as an anchor for the soul, firm and secure."*

This verse from Hebrews 6:19 reminds us of the **hope** that we have at Chelsea Academy.

I **hope** and pray that you are able to get some rest after a busy and challenging half term.

I am now uploading my weekly powerpoints, assemblies and other resources on the new Chaplaincy webpage:

<https://chelsea-academy.org/parent-portal/chaplaincy/>

Tim Richards

Chaplain

tim.richards@chelsea-academy.org

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