Dear Reader,

Recruitment has dominated my weeks leading up to the half term and I would like to share the news that we have now successfully recruited a SL: Drama to start at Easter. Until then, the school has decided to take the opportunity to focus on Literacy and in recognition of World Book Day on the 1st March, we have scheduled additional opportunities to read, use Literacy planet and share some good SPAG practice.

We will also be joined at Easter by Mrs Leon, a new permanent MFL teacher. Mr Leon is very experienced and joins from the Plume School.

Other recruitment has concentrated upon September and so far, we have recruited:

- 2 Science Teachers (including a physicist)
- 1 Maths Teacher
- 1 English Teacher

Shortly we will be recruiting an Art Teacher and a Computer Science Teacher.

We are also currently advertising for an Evening Lettings Caretaker.

(See website for details)

We have recently hosted our parental forum and I felt it was important to respond to their suggestion to explain the target setting process and how it works a bit more. Hence, please find a brief explanation below. Further parental forum processes will be operating in the future, please feel free to attend as we have many things to discuss.

TARGETS EXPLAINED

When students enter the school, the school asks them to perform two separate baseline tests. One is the CAT (cognitive ability test) and one is a GL assessment progress test.

See GL assessment website: https://www.gl-assessment.co.uk/products/progress-test-series/

When these are done, we also usually have the KS2 data generated on each child as well.

These three things then combine together to give the school an idea of the potential for each student.

The better the child has done in these three things, the higher the aspirational GCSE target grade that will be generated.

From these highly aspirational GCSE targets (we generate targets based on achievements above those schools that are in the top 5% of schools nationally), We will then generate an end of year grade for each student.

In each subject, end of year grades will be different as we understand that progress in different subjects will be broadly different. However, the system ignores any generic talent so a fantastic Maths and English score usually generates very high targets across all subjects (regardless of recognising that good Mathematicians may not be good artists for example.)

The school recognises that this system is not ideal but it is how we will be judged so we need to align with this methodology and hold ourselves to account for these grades regardless of the quibbles that it throws up.
In Year 7, the school has chosen not to share GCSE trajectories with parents and students until the end of the year so that the children get used to focusing on skills, attributes and abilities and escape away from being obsessed with a number.

In Year 8, we start to share GCSE trajectory targets after the second tracking opportunity.

In Year 9, we share both trajectories and end of year grades.

In KS4, we will focus on GCSE trajectories and progress against those only.

CASE STUDY

Student A arrives having scored 110 in Maths, GPS and English at KS2.

Their CAT score is also high as is their progress test outcomes.

Their GCSE trajectory will likely be Grade 8 in most subjects (choose Maths for sake of argument) and their end of year grade for Year 7 will be grade 4 (This is already a standard GCSE pass).

Drawbacks

This is a very high expectation to have of a Year 7 student. The likelihood is that the student will spend most of their KS3 being told that they are ‘not meeting’ expectations as we know from experience that most progress from these students is made later on in KS4.

Due to the fact that targets are based upon their baselines, lower attaining students at KS2 will have lower targets and so comparison with peers is virtually impossible and unhealthy.

Upside

We know that aspiration works. Pitching students and lessons highly engages those at the top end and ensures strong results. This is a feature shared in many outstanding schools and we have aspiration at the core of our values and existence.

The important thing is to focus students on how they can get continually better and make progress.

We will share with the students through the year what progress they are making against their end of year target and this is recorded in their books in progress trackers. The school is currently discussing how to make these a shared resource with home. They illustrate how far away from the end of year grade each student is. T-3 is 3 sublevels below their end of year target for example (most students will be expected to make 2 – 5 sublevels progress a year).

I hope that develops your understanding a little. I would like to re-iterate that this information is shared at the information evenings at the start of each year, in the admissions booklet and at parents’ consultation evenings.

At parental forums, we will also clarify information such as the above and welcome your feedback.

We recognise that this is challenging. Most schools are finding their feet with the new GCSE target systems and we are not alone in adapting and evolving our systems as more information becomes clear to us. We will endeavour to keep parents as informed as possible as to how the system is adapted and changed in the months to come.

Additionally, I will be writing to you all shortly to consult on the removal of the written parental report and replacing with a further tracking opportunity.

Written reports take a long time to write and prepare and we feel that this time might be better spent on other issues rather than repeating things we tell you at parents’ consultation evening. We used the parental forum to air this for the first time and it was received very positively.

We would very much like to hear from you about what you think, however, so this will be a focus for us going forward.

I wish you all a very good few weeks as we head towards Easter.

Mr David Grant

Headteacher
On Thursday 25th January 2018, saw The Ongar Academy’s first annual Careers Day. The year 7s and 8s took part in the National Enterprise Challenge run by Rymans and in collaboration with Kidzania. Working in teams of six, the students worked on real life business challenges culminating in their sales pitch of their idea for an activity zone at Kidzania, to a panel of judges. The atmosphere was fun and interactive but with some very serious work going on at the same time. Well done to Ruby O’Sullivan’s group in year 7 with their idea about a children’s parliament experience which wowed the judges and they came first place. Quite an achievement for a year 7 group. A huge well done to all of the students who worked so hard throughout the day and were well behaved for our guest speakers. The winning group will now go to the National Finals in July, where they will see Theo Paphitis (Multi-millionaire entrepreneur of Dragons Den fame) and pitch their ideas to Kidzania themselves. A really fast paced, interactive and enjoyable day where students gained valuable experience in presentation, creative thinking, project management, mind mapping and entrepreneurship.

The year 9s played The Real Game which is a role playing programme where they get allocated real jobs and have to budget and balance their finances, just like real life! They enjoyed creating their dream clouds, filling it with their ideal homes, cars, phones, entertainment and leisure activities. It all went wrong when they were over their budget and had to rethink their dreams for something they could afford within their salary bracket. It also made students focus on the sort of careers they might consider to give them the salary they would like to live out their dream life styles. At the end of the day, in preparation for the year 9 options process, they researched what careers they are interested in and what GCSE qualifications they would need. It gave them a very real experience about life in the world of work and the financial responsibilities of affording housing, paying for bills and having a social life. The year 9s had a lot of fun with some of the games and quizzes as they learnt new vocabulary and gained valuable knowledge about careers and the labour market.

Mrs P Suttle: Faculty Leader of English and Drama
The Ongar Academy took part in the UKMT Junior Maths Challenge on the 1st February. A group of students across 3 classes in Year 9 took participated in the competition. The UK Mathematics Trust (UKMT) is a registered charity whose aim is to advance the education of children and young people in Mathematics. The challenge involves answering 25 multiple choice questions in one hour and is sat in school under normal exam conditions.

Marks are awarded as follows:
Five marks are awarded for each correct answer to Questions 1-15.
Six marks are awarded for each correct answer to Questions 16-25.
Each incorrect answer to Questions 16-20 loses 1 mark.
Each incorrect answer to Questions 21-25 loses 2 marks.

Students have the opportunity to compete against pupils all over the country. The difficulty lies with Q16-25 where marks are deducted if incorrectly answered but there are huge gains with correct answers. Therefore, do you gamble and guess with the possibility of losing marks?

Total marks for the challenge with 25 correct answers is 135 with last year’s thresholds of:
Bronze 51-64  Silver 65-80  Gold 81+  Kangaroo Qualifier 93-112 Olympiad Qualifier 113+

Roughly the top 1200 students will be invited to take the Olympiad paper and the next 6,000 students are invited to take the Kangaroo paper which would be an amazing achievement if any of our students were to reach this stage. It would also be fantastic to see our students achieve a bronze, silver or gold certificate.

Here are some of the more challenging questions for anyone who would like to have a try!

19. The diagram shows a regular hexagon $QRSTU$, a square $PUWX$ and an equilateral triangle $UVW$.
    What is the angle $TVU$?
    A 45°  B 42°  C 39°  D 36°  E 33°

21. The small trapezium on the right has three equal sides and angles of 60° and 120°. Nine copies of this trapezium can be placed together to make a larger version of it, as shown.
    The larger trapezium has perimeter 18 cm.
    What is the perimeter of the smaller trapezium?
    A 2 cm  B 4 cm  C 6 cm  D 8 cm  E 9 cm

Mr J Simpson: Faculty Leader of Maths and Computing

INSPIRING EXCELLENCE
The Humanities and English department are collaborating on a joint practice development venture of cross curricular assignment work. Students can work in groups or on their own to work on a unique and bespoke project on a given topic exploring the connection between social and historical contexts and the literature of that time period. Year 7 will be working on the Vikings and the text Beowulf, year 8 will be focussing on the Jacobean era and theatre at that time and year 9 will be exploring war poetry and WWI and WWII.

These projects will be due in just before Easter and will be judged on content, presentation and literacy. The top scoring projects will be awarded Causes for Applauses and a certificate of commendation in assembly. Independent research, group work and presentation skills are an important part of academic study and are needed in all types of industries as well as higher and further education. We can’t wait to see the high standards and amazing results which we know the students are capable of. One of our hot tips is to check carefully for spelling, punctuation and grammar and always research from at least 3 different sources to make sure your content is accurate and interesting.

See Mrs Suttle or Mr Hadley for further details.

**Mrs P Suttle:** Faculty Leader for English and Drama
The Humanities department took a group of Year 9 students (Megan Epstein-Knights, Chloe Moffatt, Ethan Dean, Summer Cracknell, Nicole Saye, Kirsty Norfolk, Ella Newitt and Phoebe Brown) to the University of Essex in Colchester to participate in the Dora Love Prize 2018. The purpose of the project is to raise the importance and awareness of the Holocaust where Hitler and the Nazis underwent the extermination of millions of ethnic minorities.

Last term, our students were tasked with creating a presentation based on the power of words. Following a lecture by the organiser of the Dora Love Prize, Professor Schultz, the Year 9 students attended a series of seminars and workshops to stimulate their ideas for their own project to be presented. After months of planning, rehearsing and perfecting, the students, led by Megan Epstein-Knights, performed their presentation in front of the rest of the schools participating in the project, not to mention lecturers and parents who also attended. The students' focus was on the importance that words have the power to forgive but never forget, inspired by a Holocaust survivor's testimony on their experiences following the Holocaust. Reading out stories of real victims from more recent acts of persecution, the group highlighted the importance of the Holocaust by arguing that persecution is still rife in our world and needs to stop.

Though their presentation was excellent, especially considering minimal input from the Humanities team, they did not win the project. As stated in the closing presentation by Professor Schultz, the project is never about winning but about recognising the diverse approaches to raising awareness of one of the most important events in global history. The students of the Ongar Academy certainly met that expectation.

Mr S Hadley: Faculty Leader of Humanities
RUGBY

This term the commitment the year 7’s have shown in rugby has been terrific. Their hard work and dedication was rewarded with a 20-5 win over the reigning district champions, West Hatch, on a cold and wet day at the end of January. The team dominated from start to finish and were showing excellent skills despite the difficult conditions. Particularly strong performances were seen by Kieran Corbet for driving runs through the opposition defence, Finn Simpson for hard tackling in defences and Ted Bubb for a brilliant solo try on debut.

The team will be competing in the district 7’s tournament as well as fixture against some other local schools in the new half term.

Mr Gillard: Teacher of Physical Education
**Year 7 Basketball Team**

The year 7’s entered two teams into West Essex basketball finals in January. Unfortunately, they were not able to qualify out of the group but the boys involved should be commended for both their efforts and the positive way in which they represented the school.

1. Daniel Hooker  
2. Kieran Corbet  
3. Will Hollington  
4. Oliver Ward  
5. Jack Boyce  
7. Mason Lloyd  
8. Charlie Mendel  

A particular well done and thank you to Mason Lloyd and Charlie Mendel, who stepped up last minute after others dropped out to represent the school, allowing the teams to compete.

**Mr Gillard:** *Teacher of Physical Education*

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**Year 8 and 9 Basketball Team**

Over the last term the Year 8 and 9 Boys Basketball team have competed in three fixtures. All of these fixtures were incredibly close, with the boys winning one and unfortunately losing the other two. The overall levels of commitment and effort shown by the year 8 and 9 boys during enrichment and in fixtures has been absolutely fantastic, and I believe if they continue in this fashion then they will begin to win more fixtures in the future.

**Mr S Talbot:** *Teacher of Physical Education*
NETBALL

We are now in the second round of the WESSA district netball tournament.

After the first round the year 7 team finished 3rd overall, year 8 team 2nd and year 9 team 6th. What a fantastic achievement! Let’s hope we can move up after the second round.

The results from the games we have played so far are as follows:

West Hatch: Year 7 WIN 9-2, Year 8 loss 19-7, Year 9 loss 29-5
King Harold: Year 7 WIN 28-1, Year 8 WIN 25-7
Epping St John’s: Year 7 WIN 17-2, Year 8 WIN 15-2, Year 9 loss 12-9

The year 7 team should be extremely proud of themselves as they have made the last 16 in the Essex Cup Competition. The final stages are a knock out, with continued training, teamwork and resilience we can make it through the next stage.

Miss L Clark: Faculty Leader of PE and Arts

CROSS COUNTRY CHAMPIONSHIPS

Following the West Essex and Harlow district cross country competition at Burnt Mill School, Brandon Baldacci was selected to represent the WESSA and Harlow district in the Essex Schools Cross Country Championships at Hylands Park.

Brandon finished in an astonishing position of 23rd place. The PE department and School are extremely proud of this achievement and know how much time and effort Brandon puts in to his training. A huge well done Brandon!

Miss L Clark: Faculty Leader of PE and Arts

RUGBY AND FUTSAL INTERHOUSE COMPETITION

In January students across year 7 and 8 participated in the Rugby interhouse competitions, whilst year 9 competed in a Futsal competition. Over 80 boys participated in the events and the results are shown below:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
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<tbody>
<tr>
<td>1st</td>
<td>Darwin</td>
<td>1st</td>
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<tr>
<td>2nd</td>
<td>Agnesi</td>
<td>2nd</td>
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<tr>
<td>3rd</td>
<td>Brunel</td>
<td>3rd</td>
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<td>4th</td>
<td>Curie</td>
<td>4th</td>
</tr>
</tbody>
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INSPIRING EXCELLENCE
All the competitions were well competed. Huge congratulations go to the winning teams below.

**Year 7 Winners - DARWIN**

1. Daniel Hooker
2. Joe Fisher
3. Ted Bubb
4. Kieran Corbet
5. Thomas Benton
6. Harry Barlow
7. Kajus Nemunait
8. Mason Lloyd
9. William Hollingt
10. Lewis Pitt

**Year 8 Winners - DARWIN**

1. Bobby Morrish
2. Max Bentley
3. Freddie Gibson
4. Stanley Pyke
5. Harvey Amman
6. Max Weeks
7. Oliver Pledge

**Year 9 Winners - AGNESI**

1. Matthew Humeniuk
2. Tom Clouston
3. James Fisher
4. Bayley Vaughan
5. Jack Norman
6. Jude Hammant
7. Jamie Barnes
8. Alfie White
I am proud to announce that, after many months of negotiating, The Ongar Academy has forged musical paths with the prestigious, Yamaha Music London (www.yamahamusiclondon.com). Yamaha Music London has recognised our high standards in all aspects of musical appreciation, teaching and learning – and has awarded us Yamaha status. As such, our newly formed relationship is unique and the first of its kind in the country. Importantly, our partnership is an outward sign and benchmark of our high aspirations, hard work and passion for the Arts across the School. With a School curriculum that promotes listening, performing and composing of all musical genres, I am delighted that our students have the very best resources (from Yamaha) to accommodate these learning aspirations.

To this end, our relationship with Yamaha Music London also means that parents/careers have the opportunity to purchase Yamaha instruments from the store with educational discounts. This is exclusive to our School community.

Should you wish to make an enquiry about musical instrument sales, please contact Ms. Vivienne Bartolucci by email: vivienne@yamahamusiclondon.com

Peripatetic Music Lessons

In recent times, there has been a surge in interest with students wanting to learn how to play a musical instrument through Essex Music Service. At present, we have approximately 10% of our school cohort learning to sing or play a musical instrument during school hours.

However due to this high demand, we are unable to accept any more applications this academic year. Nonetheless, students may place their name on the waiting-list and will be notified if a place becomes vacant. Furthermore, if students wish to continue learning or would like to sign up for September 2018, they may take a letter from the Music or School offices from June 2018. The deadline for these forms (and payment) will be July 2018.

Mr A Camillo: Subject Leader for Music/ Year Leader: 8
Firstly, let me say what a delight it has been working at The Ongar Academy since last term. My role is to support Mr Grant and the Senior Leadership Team to develop strategies and systems to create a culture for learning, student voice and leadership. This is a key area which we will continue to develop throughout the year. Our meetings to date have been very positive.

The ‘You said, we did’ initiative has been welcomed by the students. There will be further developments next term including the launch of the prefect team and Head Boy and Head Girl roles. We suspect this will be highly contested and we look forward to the selection process with great anticipation. In the next issue of The Ongar Optimum, we will focus on the key actions and updates within the student leadership team.

Attendance, Punctuality and Medication

Firstly, we have been delighted with the positive comments from parents, students and staff regarding the support now offered via Mrs Coles and Mr Hutchon (Aquinas Attendance) and the year leaders. Currently our attendance as a whole school is 95.4%, 0.6% off our target of 96%. However, our experiences in schools is that this half term tends to be more challenging with illnesses.

Top performing tutor groups are:

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Year 7</td>
<td>97.8%</td>
</tr>
<tr>
<td>Year 8</td>
<td>96.5%</td>
</tr>
<tr>
<td>Year 9</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

Year 7 Total for the year to date 96.8%
Year 8 Total for the year to date 95.6%
Year 9 Total for the year to date 93.4%

These are some excellent results and we will be recognising students who have achieved their attendance targets. This coming half term we will also be introducing a bespoke tutor group ‘Personalised Engagement Programme (PEP). Further information will be sent out early next term. This has been used in other schools, showing excellent results for all.

We will be developing the rewards system through our student and staff voice meetings and already we have some excellent ideas on rewarding students with excellent attendance. We also feel it is important to acknowledge students with particular medical needs or others who have improved their attendance across the year.

Punctuality:

A polite reminder that students are expected to be punctual to school. As of next half term, if students are late more than once in the week they will receive a break time detention. We appreciate that traffic and public transport can be challenging at times, however it is important that students have a positive and timely start to their school day.
Medication Update

We have listened and worked with parents and after February half term we will be able to have medication securely stored within school. This will help parents with managing medication for their son/daughter rather than having to come into school every time specific medication is required.

REQUEST FOR SCHOOL TO ADMINISTER MEDICATION

The staff (Office and Teaching) at The Ongar Academy are unable to administer medication to your son/daughter except where careful guidance is given and the medication is essential.

Should it be essential that your son/daughter has prescribed medicines administered by the school, please complete the form below. The School must be notified by parents if their child is prescribed RITALIN and the medication must be left in the School Office. The child concerned must go to the main office to take their medication. The administration in these circumstances will be carried out by the office staff by arrangement. For complex medical regimes, please consult with your son/daughter’s Year Leader who will liaise to produce a specific care plan.

Culture for Learning News continued

Once again are delighted to have been asked by the Epping Forest Youth Council to provide them with two Youth Councillors to represent The Ongar Academy on the Youth Council. Anyone in Year 8 or 9 as of 27th March 2018 who lives in the Epping Forest district can apply. Youth Councillors attend regular meetings and training events on behalf of their school for the two-year period they are in office. They meet and talk with young people about their issues and opinions and bring their ideas to the Youth Council meetings for discussion.

They will have an important role in saying how local services are run, meeting with adult councillors from the district, town and parish councils to ensure that young people's' voices are heard locally.

Meetings are held once a month on a Tuesday evening from 7pm to 9pm at the EFDC Civic Office, Epping. Students will be expected to attend an induction and training course and will be provided with all the support, guidance and training needed to make a difference to the lives of the young people in the Epping Forest district area.

Closing date for nominations is Friday 16th February 2018. Elections will be held in March during school.

For further information and advice please contact:

Diane Gilson-Butler, Youth Engagement Officer
Epping Forest District Council
Telephone : 01992 564365 Email : dbutler@eppingforestdc.gov.uk

It goes without saying that this is a fantastic opportunity for two of our students to show prospective universities and employers and indeed the local community as a whole, their motivation, desire and willingness to contribute to both school life and the locality in which they live. Good luck with your application!

Look out for more exciting opportunities next term with the opportunity to stand for election for the ‘Essex Youth Assembly’. Details to follow in March.

We have been very lucky this term in being able to have acquired the support and expertise of several outside agencies including The Children’s Society, Kids Inspire, Action for Carers and MiLife. Together with our Pastoral Team, these groups have been able to provide valuable support and a new perspective for many of our students.

Mrs Kalaitzis
**Next Term there will be a focus on:**

1. Attendance meetings with parents and to hit our target of 96%
2. Attendance rewards for both individuals and groups of students
3. Parental engagement – Developing communication and working in partnership
4. Enrichment details for the summer term and possible trips/costings

(This will be based on student and staff feedback as well as parental meetings).

5. Student Leadership team to be introduced
6. Year 9 Options/Parents evening – Thursday 1st March

**Mr P Evans:** *Personal Development and Wellbeing*
Teacher Training and Recruitment

I'd like to share this event with you. Please circulate, tweet etc.

TEACHER TRAINING RECRUITMENT EVENING - PRIMARY & SECONDARY

Wednesday, 28 March 2018 from 19:00 to 21:00 (BST)
The Ongar Academy
Fyfield Road
CM5 0AN Ongar
United Kingdom
View Map

Would you like company? Share this event.

Eventbrite

Mrs E Ledwidge: Assistant Headteacher
On Monday 22nd January 2018, the Year 8 and Year 9 high starters went on their first trips together. We were fortunate enough to be able to go to Emmanuel College and Sidney Sussex College, both of which were a part of Cambridge University.

We started our day with a talk, in which details of the university were shared with us. These were things such as the layout of lessons, the student loans, and the different courses available. Did you know that worldwide, more than 50,000 courses are available? So everyone is bound to find something to their liking. In this meeting, they kindly offered drinks and snacks - they even served tea and coffee!

After the tour, we were taken on a tour around Emmanuel College. It was a beautiful college, with a marvellous library, however there were some parts of it that were rather peculiar. Such as the fact that only the headmistress and her dog could walk across the grass outside. Returning to the tour, it seemed as though they had anything you could ever need throughout your education, and more. They even had a chapel, for those who are religious - or, they said, it can be used as a place of peace and quiet - and a place where people could clear their heads in times of stress.

After our tour at the colossal Emmanuel College, we took a brief stroll down the street in order to get to Sidney Sussex College, which was only a few minutes away. This was also full of every students dreams. We had a cheerful tour guide who was once a student, and she told us of all their traditions. This time, people were allowed to walk on the grass - but they also had a tradition that was unheard of to me. They had a college marriage system in the first year, where you would get “married” (they weren’t actually considered as being legally married and were more often than not just friends) and in your second year, you and your “partner” would adopt first year children, and take them under your wing for the majority of your time there.

It really wasn’t as I had expected; in fact, it was better! It has made me desperately want to go to Cambridge University when I am older, and I know that we were unbelievably lucky to get a tour at such a prestigious university.

*Written by Harriette Pickering, 8C*
On the 25th January Mrs Suttle organised a careers day for year 9 in preparation for our GCSE’s. During the day we were allocated random jobs. All jobs were given out randomly so that we all had different monthly salaries. For example, some people were doctors and others were fast food assistants, there was a wide range of jobs. This was done so that we had an idea of the vast difference between salaries and skills required for different jobs and occupations.

During the day there were group activities and individual activities. One group activity was to decide whether something was a job or an occupation. For example, a teacher is an occupation because they can teach at any school. But if it was a teacher at The Ongar Academy that would be a job because it is a specific place that you teach at.

One of the individual activities was making your own dream cloud. This was when you got to pick all your dream items, from your dream house to your dream mode of transport. Once you had decided this you were told your monthly salary for your allocated job. You then had to budget your life to what fits your salary. For example, some people had to go back to living with their parents or share a house, and others had public transport or second hand cars.

Overall we all had a positive and productive day and learnt a lot more about different careers and what you can really afford.

Written by Izzy Joyce, 9A
How do ideas get into your brain?
How do ideas get into your brain?
Do you find them on the train?
Do ideas jump into your head?
Or do they come from what you've read?

How do ideas get into your brain?
Do you find them down the drain?
Do they fall from a cloud?
Or do they come from a crowd?

How do ideas get into your brain?
Do you find them in Spain?
Do they come from your dream?
Or do they come from what you scream?

How do ideas get into your brain?
Do they come down with the rain?
Do they come through your ear?
Or do they just appear?

How do ideas get into your brain?
Do they make you go insane?
Do they come from last year?
What even is an idea?

By Scarlett Myers, 7C

By Scarlett Myers, 7C
This half term in English year 7 have been studying ‘Much Ado About Nothing’. This is a Shakespearean play which is based in the Elizabethan times. Each character has their own unique personality.

Here are some examples of Elizabethan beliefs and ways of life which were portrayed and reflected in Shakespeare’s Much Ado About Nothing:

- Fathers forcing their daughter into marriage
- Thinking of women as objects and not allowing them to have an opinion
- Preferring a reputation and money than a loving family.

Character Profile's

Beatrice
Beatrice is very independent. She has her own opinion and doesn’t care about what others think, especially men. She swore herself out of marriage and she would exclaim “I would rather hear a dog bark at a crow than a man swear he loves me!”

Hero
Hero is a beautiful young lady although she is very quiet. She would never disobey her father. She isn’t allowed an opinion because whatever her father says is supposedly her opinion too.

Leonato
Leonato is unpredictable because at the beginning he is a loving and caring father to Hero, although when a rumour is spread, a rumour that could ruin his reputation as the governor of Messina, we see a new side of him. He abuses her as he shouts “foul tainted flesh” repeatedly showing his anger.

My favourite character is Beatrice because of her vast amount of confidence!

Written by Scarlett Myers, 7C
A hilarious, touching and extraordinary children’s novel. Meet a boy named Joe Spud, his father is a billionaire by Bum Fresh and toilet roll. Due to this, Joe is bullied for being so wealthy and all he wants for his birthday is to go to a normal school, where he can have a fresh start without anyone knowing his father is a billionaire.

However, without knowing his dad pays a girl from a pot noodle advert to befriend him. Will Joe find out she is a pot noodle model? Will they become good friends?

I would rate this book a 9/10. It is very good book for any age but if I ever had the chance to meet David Walliams I would definitely have some questions to ask him about the book!

Written by Ellie Spurdle, 7A

The teachers
1. Miss Luckie
2. Mr Hadley
3. Mr Camillo
4. Mr Diaz-Ward
5. Mr Crook

The subjects are
1. Religious Studies
2. Geography
3. History

These subjects are called the humanities because they are about the people. Religious Studies is about the religions that people believe in, Geography is about mankind and its impacts on the environment and History is about the past and how we can change our future.
These lessons are crucial, they help us to understand about the past of mankind, how everyone is different and how we can help save the world and the people around us by doing a small act; which turns out to be bigger than you! It helps us learn about our peers and how every person has something to contribute to our society.

Mr Crook: Religious Studies

What's your opinion of your subject? “It’s a subject I really enjoy because it’s more relevant now than ever and it’s really important that children learn about it.”

Why is it important to you? “For me it’s a chance to get children talking about how they are different and why it’s good that they’re different. It’s a chance for children from different backgrounds to find out what they have in common.”

Mr Hadley: History

What’s your opinion of your subject? History is not just a subject it's how we got to where we are now. It's important to understand how we have reached our destination. It's such an important element of the world, it gives us an idea how to better ourselves.

Why is it important to you? History is important to me because it's important to all of us. To understand who we are we need to understand the past so we can learn how to better ourselves. A really important aspect to it is the people who change and shape this world.

Mr Camillo: Religious Studies

What’s your opinion of your subject? I enjoy the understanding of other people and their beliefs. It is very important to understand how people are different.

Why is it important to you? This subject is important to me because it relates to everyone. Everyone has a belief or a religion, and its understanding how and what it’s about to be able to connect with people.
Miss Luckie: Geography and Religious Studies

What's your opinion of the subject? Geography is all encompassing and current, which means it constantly changing and evolving. I enjoy exploring the impacts humans have had on the environment and sharing my knowledge of this with others who love learning.

I find Religious Studies interesting because everyone has different beliefs and opinions and these really shine through during discussion time.

Why is it important to you? Geography is important because it helps us to understand world around us, how to improve it and how we can be all round good global citizens.

Religious Studies is important because people are often ignorant towards other religions and it’s important to find out more about them before making a judgement.

Mr Diaz-Ward: History

What is your opinion of the subject?

I was inspired by History at school and went on to study it at college and university, as an MFL teacher it is great to get the chance to also have the opportunity to teach a subject I feel so passionate towards.

Why is it important to you?

Teaching History is important to me as understanding the past is key to being able to understand the current world and potential events that may unfold in the future. My ability to speak Spanish and French means that I also get the opportunity to learn about the history of other cultures which is also key.

To summarise my research, the humanities are a very important area of The Ongar Academy. Without these subject’s students would not have a greater understanding of people, the planet and our past that lead to the here and now.

Written by Erin Cooney, 7B