

*The Pegasus
Has Landed*



DUKE'S
ALDRIDGE ACADEMY



Season's Greetings

PEGASUS
Issue 7: Autumn 2021

Inspire to Excel

ABC PARENTS ROOM HIRE

My name is Belinda Okyere, I am a resuscitation practitioner/ ABC parents lead at the North Middlesex University Hospital. I would like to introduce you to our ABC parents services. As part of the ABC parents, we are leading this community initiative to empower local families to live healthier and happier lives. We do this by inviting them to free life saving sessions in which we tackle their child health concerns and deliver health promotion and information about local services.

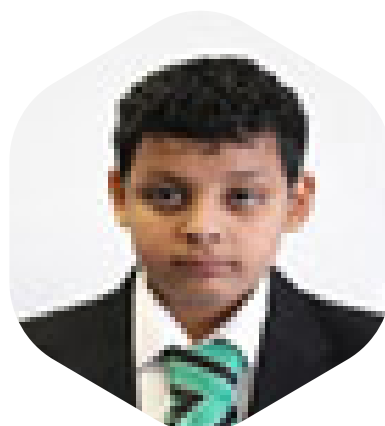
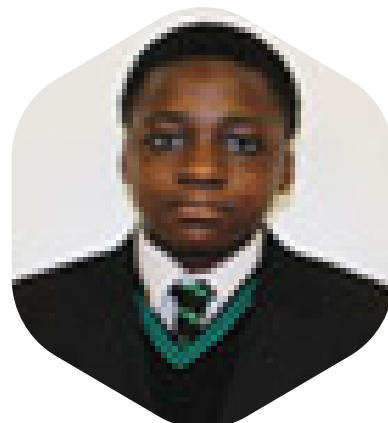
For further information please see our Twitter page @abc_parents or <https://abcnewparents.eventbrite.co.uk> and <https://childandbaby.eventbrite.co.uk>

“

I am very proud and give my donation to Year 7 Nuture group for social skills activities.

”

ABDULRAHMAN
HABIB 7V



SCHOOL COUNCIL

This term the School Council will be supporting one of the Borough's local Community Centres – THE SELBY CENTRE. The centre homes over 100 diverse social action organisations that deliver significant social impact to communities across the borough. The community buildings and facilities play an important role in providing voluntary and community services in Haringey. They are a hub for services that benefit local people, particularly some of our most vulnerable residents, and contribute to a stronger society.

Mrs S. Bailey

“

I am grateful for my award and offer it to Skills for Success Programme for sports equipment.

”

LEMUEL AMOAH
9V

“

Acknowledging me is much appreciated. I offer my award to Year 11 End of Year Leaving activities.

”

HUSSEIN HIREY
11H

JACK PETCHEY 2021 - 2022

The Jack Petchey Achievement Awards Ceremonies are an integral part of the award scheme and it is important that the Foundation continue to recognise and celebrate young people and in turn give them confidence to continue on their path to success.

This year we resort to the former nomination processes and so we say:

CONGRATULATIONS!

to our September -November 2021 recipients:

Mrs S. Bailey

LAUNCH OF OWL, CRIME ALERTING SYSTEM

Crime alerts directly from your local police officers

What? OWL launches in Haringey to send residents local crime alerts from the police & council

Why? Instant notification with alerts & advice to help prevent crime and increase safety

Where? www.owl.co.uk/met or search your app store for owl crime alerts

Residents of Haringey can now be alerted to nearby crime and other issues directly by their local policing team. Alerts can be received either through email by signing up at www.owl.co.uk/met or as push notifications by downloading the OWL app without registering.

OWL has successfully been used in other boroughs to expand Neighbourhood Watch, help avoid crime, and provide a dedicated platform for the police and council to keep residents updated about issues such as burglary, vehicle and bike crime, scams and anti-social behaviour.

Officers can use OWL to target a message to residents in their own ward, or to specific streets. Meanwhile occasional borough-wide alerts can be sent to everyone who's signed up or downloaded the app.

Owners of video doorbells and CCTV can join CCTV Watch at the same time as joining Neighbourhood Watch online. Doing so lets the police know you have a camera in case there's an incident nearby that your private camera might have recorded. Knowledge of cameras is kept secure and private and never made public.

Dog owners and businesses are also welcomed in joining the new Dog Watch or Business Watch. It's hoped these schemes will grow over time to provide valuable alerts and information to help avoid harm, crime, or scams.

To join Neighbourhood, CCTV, Dog or Business Watch, go to www.owl.co.uk/met and type your postcode to begin. It's free and only takes a minute. Registering online adds you to a local watch in Haringey and alerts and updates will be sent directly by email. Personal data is held securely within the UK in accordance to Data Protection laws and is never used for sales or marketing.

OWL is accredited by Secured by Design and meets police recognised standards. It has won national Government awards for innovation, empowering communities and helping to reduce crime which is why it's being introduced in Haringey.

If you don't want to join a watch scheme or would prefer to receive notification via the OWL mobile app without having to register, search the App Store or Google Play for "owl crime alerts". The app doesn't ask for personally identifiable information so you can be sure the police and council won't know who you are, unless you choose to get in touch. The app will



YOUNG MINDS MATTER

In October a group of Year 9 students created and delivered an assembly for the whole School which enabled them to develop and demonstrate their skills using four of the Aldridge attributes which included teamwork, risk taking, creativity and passion. Their assembly looked at young people's mental health and the impact it can have on their lives. One of the students wrote some prose describing a domestic violence incident

Others created a PowerPoint which looked at the effect that different issues and environment could have to your mental health. I loved being a part of the assembly. "At first, I was nervous, but doing it was great fun and my nerves eased. I would definitely do it again" said Marivel. The students gave up their free time to work together and develop the plan for the assembly, including staying after school to rehearse.

The assembly was enjoyed by all and the students received positive feedback from their peers. Another group of students felt so inspired that they too wish to deliver an assembly in future so watch this space!

Jenny Bailey Achievement Coordinator
Year 9



need to know your location so it can notify you of nearby issues, but no tracking history is recorded and no person can find your location or associate you with it, not even the police or the app developers. It's been designed on the basis that it's more important for the police to give information to the public than for the police to know who's receiving the information.

Alerts via OWL will only come from the police, the Council, or occasionally from a local Neighbourhood Watch coordinator if there's one in your ward. Unlike social media, the public can't post their own messages on OWL so there's no chance of coming across misinformation or unwelcomed comments. However, the public can reply directly to senders of alerts if they have any information to give that may be of help.

OWL is also available across half of London including neighbouring boroughs of Enfield, Barnet, Waltham Forest and Haringey.

"I loved being in the assembly because it gave me a chance to express how we feel about how mental health is perceived"

SIMI

"I enjoyed being able to express my thoughts about mental health despite not suffering from any. I also learnt the many different aspects of mental health"



MY JOURNEY AT DUKE'S

I originally joined Duke's when it was Northumberland Park Community School and I was the Clerk to the Governing Body; this meant that I only used to come to the school in the evening and worked with the Governors and Senior Leadership team. As the school moved to become an academy, I was offered the role of Differentiation Faculty Administrator, supporting the SENCO and the amazing team that support students with additional needs. This was my first experience of working full time in a school and I worked closely with the team and the students carrying out interviews for students who were joining us mid year. Many of these students had come from abroad and for some, they didn't speak very much English, I enjoyed watching the rapid progress they made with the support of our EAL teachers and many of them then become buddies for any new students coming in.

Due to my previous experience, I was asked to assist the school with the health and safety management and became the Interim Estates Manager in July 2019. I worked hard with the Facilities team to ensure that all the health and safety checks that are needed where undertaken and up to date. Through the hard work of the team, Duke's was the first school in the Aldridge family to receive the Judicium School Health and Safety Award in June 2020, a feat that was repeated in July 2021. It's been great to see the positive changes made around the school and to know that the students and staff are working in a safe environment. I also had to oversee the COVID testing, something that none of us expected to be doing! With COVID and lockdown it's been a challenging time for all and, fingers crossed, the journey going forward will be smoother.

I am leaving Duke's to work for the Greater London Authority where I will be a Senior Board Officer; I am looking forward to the next chapter in my life and want to thank all the staff and students at Dukes for welcoming me and being supportive. I will keep in touch and look forward to hearing that amazing things that will continue here.

Ms S Davies

The Year 10's have started the academic year with great enthusiasm! We have been fortunate to have embarked on a number of intervention and support programmes which have empowered our students and have raised their self-esteem. We are very privileged to be involved with the Eastside Employability Programme /Linklaters, The Brain Project and Mentoring Works. Our students are benefiting enormously from these programmes and are extremely grateful to be part of these new and established links beyond the school.

'Linklaters was a great opportunity for me to be able to learn new skills that I never had before. Throughout the whole Linklaters programme, my mentor, who led the Linklaters programme, taught me the fundamental skills that are required in an interview and in employment such as: good networking skills, having a personal brand, good communication, being flexible and adaptable, leadership, having confidence, knowing the company that you're applying to and lastly writing up an efficient CV.

Visiting the law firm was just an incredible experience. Having the opportunity to get an insightful taste of how a real interview for work is conducted is just an amazing and motivational feeling. I genuinely wish I could go through the whole interview process again. My interview with one of the Linklaters lawyers has helped me develop my confidence and communication skills and made me feel optimistic, ecstatic and proud. To end, I just want to share my gratitude to the Linklaters law firm for giving me the chance to explore the employment sector and for guiding me through a successful interview. I hope that one day I'll be able to apply those skills again in the future. This was a once in a lifetime opportunity.

Samia Chowdhury 10V

The Brain Project is encouraging our students to reflect on learning and the anatomy of the brain.

Our students are very eager to embrace the intervention programmes that have been offered to them. As our motto states, 'whatever the mind can conceive, it will achieve with perseverance. With this in mind I am truly confident that they will achieve to their highest potential!

Ms W Ponge

“The Brain Project at LAET has been an enlightening experience personally. I have been introduced to psychology and studied components of the human brain in detail. I have also been able to learn in a college environment, which gave me insight into what to expect when studying for my A-Levels.

AYOMIKUN DANIEL

“The Brain Project invites people from different schools and offers them the opportunity to learn more about the brain. It has been very interesting and informative as it has helped me learn and understand more about what goes on in the brain.

DILEK ALI 10G



SCHOOL NEWS

“Linklaters has been amazing and I am very grateful to be in it. I have learnt many things to improve my life”
SALSABIL

“Taking part in the Linklaters programme has been an honour and has been very helpful and is encouraging me to decide on my future career”
ARZU

“Hello! Prince here! I would like to say I have learnt a lot about myself and others during the Linklaters programme. I am happy to say I have fitted in perfectly in this programme and I really enjoyed every song part of it”
PRINCE

“Linklaters is a good opportunity to learn from lawyers. They give us tips for the future and what you want to be. It helps with your confidence and many things”
REUBEN

“I have found having a mentor and going to Linklaters very fun and exciting as I feel to meet new people and I get to found out that many new people that you meet can have many things in common with u other than that it been amazing.”
MILLIE

“At first, I was worried about coming back and not being in bubbles but now I have settled and I feel safe being around the academy with others.”
MARIA - 8J

“Year 8 has been nice and easy. The changes have been great. I have liked the seating in Purple diner where I am able to having lunch with my friends and discuss our lesson.”
TOBY - 8S

LINKLATERS INSPIRE CHALLENGE MENTORING

This programme gave pupils an opportunity to be virtually mentored by a member of staff who currently works at the law firm Linklaters. The programme helps the year 7s to build their confidence as they make the transition to secondary school. The pupils are allocated a mentor who has weekly virtual meetings with the pupils discussing the challenges they face at school and at home. Linklaters mentoring volunteers offer students practical support and help to inspire them to overcome any challenges they face in order to gain self-confidence and hence achieve to the best of their ability. The programme has already had positive impact on the students as represented by the comments they made.

Inspire Holiday Club at Duke's Aldridge Academy

On 25th - 29th of October the Academy held an Inspire Holiday Club. The theme of for the inspire holiday club was 'Happy body, happy mind.'

The pupils took part in a variety of different planned activities that encourage good physical health and positive wellbeing. Facilitator-led workshops and free play opportunities included:

- Cooking, baking and preparing lunch with an onsite chef
- Outdoor games, sports, dance and physical activities
- Creative art projects
- Science experiments
- Mindfulness and wellbeing activities
- A day trip on the Thursday to Hackney School of Food (details below)

The aim was to encourage pupils to learn and play together in a fun and familiar environment; to socialise and communicate better with their peers after a tough year, and to explore what being physically and mentally healthy means to them.

“I loved meeting all the wonderful mentors and making new friends. It's been a wonderful experience and I'll really miss it when it's over. Meeting the wonderful mentors helped me in several ways and I'm so glad I got this opportunity. Thank you”
RUWADA

“The size of the school worried me and I thought I was going to get lost and that the lesson would be harder but I have found my way and I am loving learning. I am really enjoying my history lesson.”
NATALIA - 8S

The Year 8 cohort have gone through a difficult Year 6 and Year 7 but have matured thoroughly with teachers commending them on their behaviour, hard work and attitude.

Thank you to my Year 8 tutors who make our students' days easier and are always there to welcome them with a polite smile. I would also like to thank the Year 8 team Mr Walker, Mr Carrington and Mr Cameron for their support and determination.

I am sure the school has noticed as I have that Year 8 have shown impeccable resilience and determination from learning their way around the academy to attending all the extra-curricular activities available to them now.

Speaking to the PE department, the NFL team who attended the academy to work with Year 8 were very proud of how Year 8 represented Dukes and are very keen to work with us again. In addition, the Aldridge enterprise team commented about how enthusiastic, committed and open-minded Year 8's were. They most definitely represented the academy well.

Well done to the Year 8 boys football team for not missing a single training day. They have been very committed and passionate. In addition, I would like to also praise the Year 8 girls sports club for attending all their sessions. Lastly, I would like to thank all parents for your support and effort in working with us. It has been a pleasure and I look forward to being in touch next year.

Thank you all for your continuing support. Happy Holidays all.

Achievement coordinator for Year 8

Ms W Ponge

During the Autumn Term, we don't seem to have stopped in the English Faculty. We have now rolled out our English Mastery Programme to all our Key Stage 3 students and Key Stage 4 students have been busy preparing for their first set of mock exams.

Out of lessons, the English team have also been working hard to ensure our students have access to amazing cultural experiences. Year 8 students have visited the Globe Theatre on London's Southbank. Here they watched a 'carnival-inspired' production of William Shakespeare's A Midsummer Night's Dream. Later in the term, 10 very lucky year 7 students were able to visit Alexandra Palace for an audience with JK Rowling. She answered questions about her new book, The Christmas Pig and each student was able to buy a reduced price copy of the book and even get it signed by the wonderful author herself!

This year 60 year 10 students took part in the Jack Petchey Speak Out Challenge workshops. All the students worked hard to overcome their fears and develop their confidence with public speaking. All the speeches were really inspiring and were on topics ranging from flying to friendship and hijabs to hobbies.

Finally, lots of our students have been working on outreach projects with Chrysalis East. For six super year 11 students, this has meant taking part in weekly sessions at the LAET to develop the study skills needed for A-Level. It has been a real pleasure to see them grow in confidence and really enjoy their study of the subject.

Ms C Sayer
Head of English

“The sessions have further inspired us to challenge ourselves in achieving the best we can.”

AKUA AND CAN

“This is a once in a lifetime opportunity!”

PAYTON

“It was an exciting and fun production that brought the play to life.”

GEORGE

“We were so close to the front; we could see a plaster on JK's thumb!”

BOUCHRA

Q&A WITH ELIZABETH PLUNKETT

1. What 3 words would you use to describe yourself?
Affiliative; passionate; contemplative

2. Tell us a little bit about what you did before you joined Aldridge.

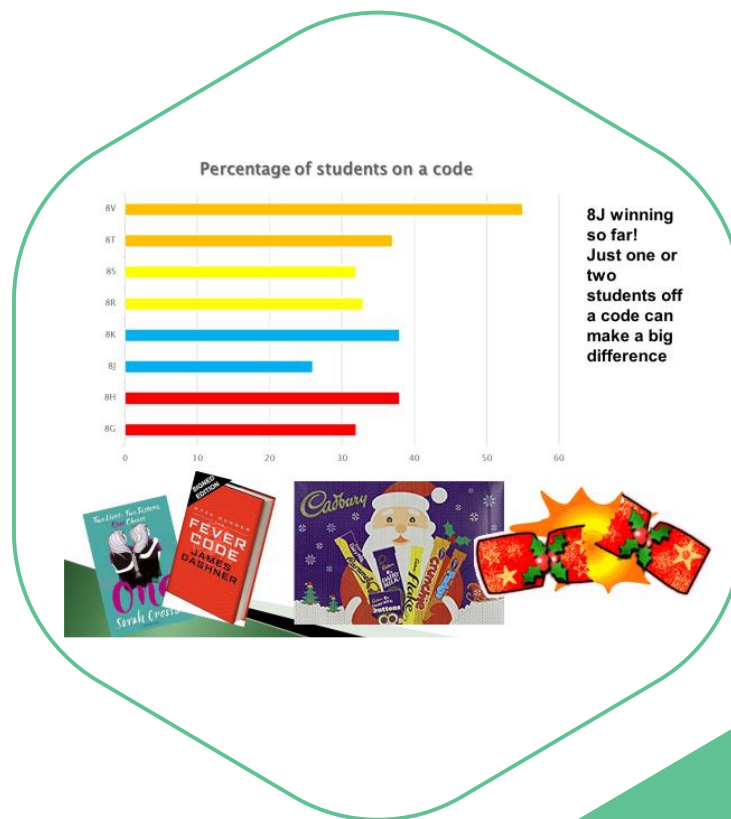
I have worked as a teacher for well over 20 years and in a variety of roles. I began as an English and drama teacher and for a while, a dance teacher. I have been successful in charge of drama, assistant head of year, head of year, second in English, head of English, associate senior leader and assistant head. I have worked as a teacher in Bedford, Cornwall, Oman and Sharjah. I have three adult children and a big family. I am also an actor, an avid reader and enjoy visiting museums and art galleries as well as watching plays and films all of which help me be a more knowledgeable educator.

3. What is your role as a Subject Trust Lead?

I am Trust Lead for English and this means visiting the Aldridge schools in the south including the Adult Learning Centre. I became Trust Lead this year and it is a fantastic position from which to have an impact on education and work with young people making learning choices.

4. What's your favourite hobby?
Swimming.





ACCELERATED READER UPDATE

At the time of going to press we have 6 word millionaires : Cirayah, Arjol, Jan, Mariam, Denis and Huy. Each received a prize and certificate in assembly. Currently year 7s and 8s are reading and quizzing to be entered into the lucky dip to win a very valuable signed copy of JK Rowling's The Christmas Pig as well as a tutor group team effort to win a goody box of edible prizes. Currently 7S and 8J are the front runners.

In September Duke's library won a bid for £1000 worth of free books from Penguin Lit in Colour. The Lit in Colour campaign was established in 2020 to explore how to increase UK students' access to books by writers of colour and those from minority ethnic backgrounds and ensure the teaching and learning of English Literature better reflects contemporary culture and society. These arrived at half term and are in the process of being catalogued. Rojin in 10G said, "These are brilliant; there are several books here I'd like to read." We are also proud to be the recipient of Zurich Legacy Solutions Christmas charity focus in partnership with The Aldridge Foundation. They are donating £500 worth of books, again focusing on diversity, including some to be used as prizes.

It has been a joy to see KS3 students especially using the library throughout the day after the bubbles and covid restrictions of last year. Yan in year 7 is a breaktime regular who loves quizzing. He said, "I like quizzing on short non-fiction books but I want to focus of fiction now to increase my word count and understanding."

Let's hope we can treble the 27 million words read so far and the 3,700 books read by our year 7 and 8s by the end of 2022.

Ms Bolton

EMBEDDING CLASSICS IN THE SMSC SCHOOL CURRICULUM

State comprehensive students in UK have been being deprived, for some time now, of the opportunity of learning the cultures and languages of the Ancient Roman and Greek World, which are wonderful tools for enhancing literacy, social awareness and analytical skills. Even though Classics can prove to be a rich subject through which SMSC values can be explored and integrated into school life, very sadly, due to its optional provision, it is not considered as a discipline through which pupils' spiritual, moral, social and cultural development can take place. Therefore, this distracted lack of attention on behalf of the government to give emphasis to Classics' SMSC potential in the school curriculum while pleading for a return of Classical Languages, represents the starting point to prove that the educational gains for students would be numerous.

Despite the commendable efforts made by the Cambridge and Oxford Universities to introduce British state-school pupils to Latin and Greek through a range of initiatives, the study of Classics is still confined to the private education system, thus making Latin and Greek elitist subjects. Such a disparity in language provision, perpetrates the image that Latin and Greek are accessible only by students from a well-off background, which undoubtedly makes the introduction of Classics more difficult into comprehensive schools. Therefore, Classics with all their cross curricular learning potential represent, more than any other subject, one of the means through which educational equality across all social classes can be achieved in UK.

Here at Dukes' the Friends of Classics club has already fourteen yr7 and yr8 acolytes, all eager to learn more about the legacy of the Ancient World. Covid-19 is still in the way, but exciting future plans are being made.



“ I liked how we had to guess the languages by listening to them ”

DENISA C
YEAR 8

“ I liked listening to the pronunciation of the various languages ”

DAIANA N
YEAR 8

The European Day of Languages comes around once a year on September 26th. Duke's, being a linguistically and culturally diverse academy, launches a week-long celebration of languages beginning on this date.

One of the aims of the E.D.L. is to encourage lifelong language learning and to celebrate linguistic and cultural diversity. However, linguistic and cultural UNITY were emphasised this year. Did you know that the alphabet that you are reading now, widely used on the continent of Europe, has links to ancient Egypt on the continent of Africa? The same can be said of the Cyrillic alphabet used in many Eastern European countries.

This alphabet was spread by the Romans, who borrowed much of it from the Greeks, who based theirs on the Phoenician alphabet which was influenced by Egyptian hieroglyphics!

Both staff and students at Duke's were enthusiastic participants in our celebration of languages.

“ I really enjoyed the song about the capitals of Europe in assembly. ”

YUSRA O 8R

During the week, the following questions were asked:

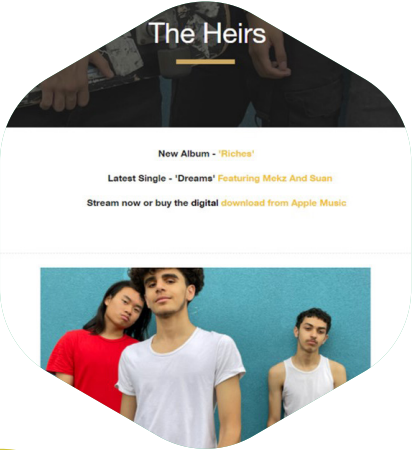
1. What are the 'mother tongues' spoken by most people in Europe (no – it's not English)?
2. What was the first language spoken in outer space?
3. After Paris, which is the largest French speaking city in the world?
4. Which is the most difficult letter to pronounce?
5. What is Europe's oldest language?

How many did you get right?
Answers can be found to the right of the page.

Answers:

1. Russian, German, French, English and Turkish in that order.
2. Russian
3. Kinshasa – the capital of the Democratic Republic of Congo in Africa.
4. The Czech letter ř
5. Euskara – spoken in the Basque country in Northern Spain

EXPRESSIVE ARTS & TECHNOLOGY FACULTY

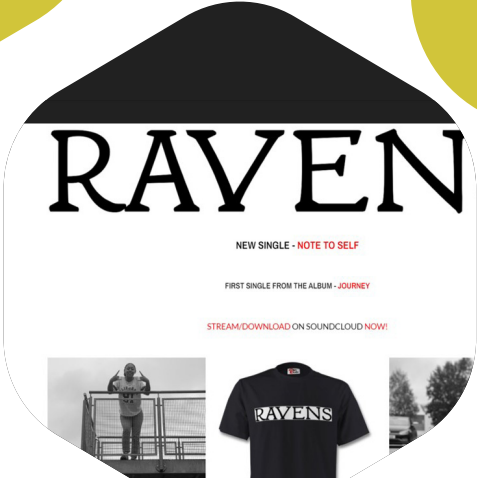


“ We have been doing a rock music website in Media and it was SUPER FANTASTIC! It was really interactive and creative whilst being fun. ”
ARIN GUZEL –YEAR 11

“ This term I enjoyed Media because I had the opportunity to learn how to create meaning through text, image and audio. I hope in the future to learn more fascinating things on this course. ”
DRAGOS NITU YEAR 10

“ This term has been amazing since we’ve been back. We have all worked independently to produce unique rock artist/ band websites whilst enjoying researching and listening to different music genres. Additionally, the majority of us have cooperated with one another as a team, in order to do photo shoots and develop websites whilst developing our own interests for practical, hands on Media courses. ”
MELISSA SEFERI –YEAR 11

“ The past 3 years of Media has been extremely enjoyable. The amount of skills I’ve learned has helped me develop other skills in other subjects which has really helped me out. Media is very captivating and interesting as creating a website was an adventurous ride, from designing a website to taking photos for our band. It really brings students together and work as a team and just have fun. ”
ARDA KURTUL –YEAR 11



“ This term I really enjoyed Photography because I started a new project about Identity that lets you express yourself in a variety of ways. I chose to do this by taking photographs of human insecurities. I think the experiment was a success and let me know how different people can express their insecurities. ”
DRAGOS NITU –YEAR 10

“ It has been a journey really ... This term I have learned how to use my camera and learned what the word ‘Identity’ really means. I also have learned how different photographers have explored the theme of Identity. The teacher always offers help and can always give me new challenges to overcome. ”
RODRIGO FERREIRA YEAR10

“ I have enjoyed Photography this half term as it gives me an opportunity to explore and show my creativity in this subject , It is also very interesting learning about photos and cameras which I really enjoy. ”
NICOLLI CAIRES-LEAL YEAR 10

PHOTOGRAPHY
Our third ever cohort of GCSE Photography students began the course in September and 2 months later we finally were able to buy enough DSLR cameras for every student to use one in a lesson. This was a very exciting time as this will enable Photography students to truly develop their skills as young photographers.
The Year 11s, nearing the end of their course, are really stretching themselves creatively and we are seeing some wonderful experimentation with photography, Photoshop and mixed media work. The Year 10s are proving to be a formidable force and we cannot wait to see where their work takes them.
Ms Harvey – Subject Leader Media Studies

EXPRESSIVE ARTS & TECHNOLOGY FACULTY

INSTRUMENTAL LESSONS AT DUKE'S ALDRIDGE ACADEMY

The Duke's Aldridge Academy Music Department offers a variety of instruments for students to study. Learning to play an instrument is proven to enhance brain development and also plays a supportive role in students developing important attributes that positively impact their academic performance across all subject areas. As well as being a lot of fun, musical performance nurtures creativity and enriches students' overall well-being. Instrumental students wishing to do so will also be provided with ample opportunity to contribute to the wider school community through concerts and school events.

Instrumental lessons on offer:
Violin, Drums, Piano, Guitar, Bass, Voice and Steel Pans.

Students receive 10 lessons across a whole term with each lesson lasting 30 minutes. The termly cost for lessons is £50 and can be paid for using the Parent Pay system. If you wish to do so, alternative payment methods can be discussed with the Finance Department directly (accounts@dukesacademy.org.uk). Payment has to be made first in order to secure an instrumental place.

If you have any questions regarding instrumental lessons, please do not hesitate to contact the Music Department.

Mr J Blair
Head of Music
Email: jbl@dukesacademy.org.uk



DRAMA DEPARTMENT – NEWSLETTER ARTICLES – DECEMBER 2021

As ever it has been a busy term for the Drama Department at Duke's. It's been fantastic to get back into our practical drama spaces and drama lessons have been full of fun and engaging activities. We've also had a great start again to drama club which meet every Thursday after school in the drama studio – for further information please see Mr Bawden.

Alongside the joy of getting back into practical drama lessons we've also had the opportunity to get back to theatre trips now theatres have opened back up again. In November a small group of year 10s had the opportunity to work with LAET and students from Gladesmore on a project funded by the Chrysalis East project. The students took part in two workshops with professional theatre makers and were able to attend a very moving performance at the Tabernacle Theatre based on the Grenfell Tower tragedy.

Also in November we were lucky enough to get tickets to see "Hamilton" the smash hit musical based on the life of Alexander Hamilton. All the students who attended the trip had a fantastic time. We also got to attend a post-show discussion with the actors and backstage team – what a great experience!

Aysu (10T) wrote the following fantastic review of the performance: "My name is Aysu and I am a Drama student. On Tuesday 16th November both Drama and Music students were offered tickets to go and watch 'Hamilton' the musical. Hamilton is an American musical; it tells the story of an American founding father – Alexander Hamilton.

The first half of the show had the most terrific sense of velocity ever. The dances added to the music made it pure entertainment. Many characters were introduced and numerous dance moves were included. The costumes were elegant and lots of the set and props were bought in on a spinning floor. It was impressive how well all the performers learnt so many lines!

I think the director did a great job. It was very effective and enjoyable. If I had the chance to watch Hamilton again I wouldn't think about it twice!"

Mr S Bawden



EXPRESSIVE ARTS & TECHNOLOGY FACULTY



LONDON SINFONIETTA (18TH NOV 2021)

On Thursday 18th November, the Music Department, in collaboration with Haringey Music Service, welcomed the London Sinfonietta to Duke's to lead a workshop involving a group of students from Years 8, 10 and 11. The workshop was focused on composition and the group encouraged students to explore creative ways in which they could compose music as a group with instruments such as guitars, bass, keyboards, drums, percussion and vocals. The students worked fantastically well together and it was incredible to watch their confidence grow as their piece progressed. The group should be very proud of what they achieved in such a short space of time and the Music Department hopes it will inspire them to continue playing and composing music themselves.

An enormous thanks to London Sinfonietta for the workshop and their incredible enthusiasm for music composition. We hope to continue building on their excellent work with the students.

Mr J Blair

“
It was an amazing
experience and I
learnt to use different
techniques
”
INUMIDUN DANIEL
11K

“
It was great
working with
different people on a
different instrument
”
SILA KARA 11K

“
An inspirational
and fun
experience
”
KEIRON LEWIN 11S



HUMANITIES DEPARTMENT



“

I really enjoyed the project as it brought my mum and dad together to help me, and I got to make something really interesting: I even put a gargoyle on my castle!

”

JULIANA PEREZ

YEAR 7 CASTLE BUILDING PROJECT

This year in KS3 the History Department are trialling a range of ‘homework projects’: these take place over a half term and give pupils a chance to produce some meaningful and creative pieces of work that link to their topics in class.

Year 7 started off with a remit to research castles, and, as an optional challenge, to build castles based on their research. Many pupils produced outstanding research work, and many more built castles out of cardboard, plastic, matchsticks and one even included a gargoyle!

Students truly set the bar high here and produced some absolutely stunning pieces of work, we hope that the next project, to create medieval board games, will demonstrate just as much creativity once pupils start to lay siege to it.

The top 3 castles were awarded with certificates, vouchers and chocolates, with prizes being given in assembly. Future Projects will include: a historical poetry competition, an art contest and a historical book review. Year 8s are currently undertaking a historical fiction competition and the early entries show much promise.

Many thanks to all KS3 history teachers; we had great castles from across the whole year group.

DIFFERENTIATION

THE EAL HUB

The EAL HUB started on the 13th September 2021. The aim of the HUB is to support students, who have little or no English, with developing their proficiency in the language through an intensive 6-week rolling programme. Participating students have been in the UK for at least 6 months or less, and come from a range of countries across the globe. Students’ initial language assessment, during the admissions procedure, provided much of the baseline data for entry into the HUB. The students access a broad and balanced learning experience based on thematic teaching, incorporating Maths and Science, PE, food technology and independent online learning via The Learning Village. The themes include: All about me; School; My local Area; Through the ages; Back to the Future and Global Citizenship. The topic, My local Area, tied in nicely with Black History Month and the students were able to learn more about Walter Tull, the inspiration behind the schools’ House Name Tull. The Students learnt interesting facts such as Tull being one of the first Black football players for Tottenham Hotspurs, and the first black man to be commissioned as an officer in the British Army.

“

I like English and Maths the most. I enjoy reading and writing and I’ve learned a lot of English. I can speak English much better now. I like the friends I have in the Hub.

”

“

The best thing about the EAL Hub is that I like my teachers. My favourite subjects are Maths and English. I enjoy using the computers to do Learning Village which teaches me things like spellings.

”



“

I have enjoyed being in the EAL Hub at Duke’s. I like doing the writing and reading in the Library. I have made some friends and I like my teachers.

”

MATHEMATICS, BUSINESS & ICT FACULTY



NEW MATHS CURRICULUM AT KS3

Following on from the introduction of Mastery in 2018, students here at Duke's Aldridge Academy have been learning Maths in an exciting and innovative environment. New teaching techniques allow all learners to flourish in a subject that was traditionally disliked by most. With our new curriculum and exciting department enrichment programmes, our students are learning maths with an added focus on representations, manipulatives, subject dialogue, ICT skills and a deeper understanding of the subject.

Since September Key Stage 3 students have been following the White Rose Maths curriculum. White Rose Maths is influenced, inspired and informed by the work of leading maths researchers and practitioners across the world. It offers you in-depth training programmes, a vast bank of clear, practical resources, and the bespoke support that we need to keep raising the bar. White Rose Maths provides useful and effective home learning support for parents to help support children with their studies at home.

“

White Rose Maths is an outstanding book with examples and diagrams to help the students. I personally think the book has helped me with graphs and diagrams. It also has the stretch “what do you think questions?” It’s fun and challenging for me.

”

RYE'YA-NICOLE
8V



ENRICHMENT

We have provided and supported a number of enrichment activities this term.

- ✓ Aiming for grade 9 (year 11) club – Every Wednesday from 3:30pm to 4:10pm students are engaged in a series of problem-solving activities facilitated by the LAET.
- ✓ The Elite's Maths Club (year 9) – For the maths lover seeking to deepen their understanding. For the enthusiasts looking for a challenge. For the problem solvers, looking for the next complex problem. Every Wednesday from 3:15pm – 3:45pm.
- ✓ Maths homework Club – students are supported by a teacher every Friday from 3:10pm in F1 with the completion of their homework.

“

help support children with their studies at home. 'White Rose Maths provides a platform with challenging questions that gradually escalate in difficulty for it's targeted audience.

”

T. OSUALA
YEAR 8

Q&A WITH MOHAMED MAHAY

1. What 3 words would you use to describe yourself?
Outgoing, Friendly, Enthusiastic

2. Tell us a little bit about what you did before you joined Aldridge.
Before joining Aldridge I was an Assistant Headteacher in charge of Teaching & Learning at a secondary school in North West London.

3. What is your role as a Subject Trust Lead?
To support the maths department in ensuring that the students within our care get the best level of education possible.

4. What's your favourite hobby?
I enjoy running, cycling and generally keeping fit.

PHYSICAL EDUCATION DEPARTMENT

OUR EXTRA-CURRICULAR PE PROGRAMME IS GROWING WEEK ON WEEK!

With queues outside the PE office as early as 7.40am, to turning away students at lunch due the numbers that attend, the extra curricular activity clubs are growing every week.

These clubs are not just helping students with the time they have missed practically due to the pandemic, but helping with their mental health too. Well done to not just the PE faculty team but the students who are attending period 0, lunch and after school.

RAIN, SUN, DARK, LIGHT, MORNING, LUNCH or EVENING it does not matter, keep it up.

Attendance for evening clubs are reaching almost 100 students.

Netball indoors years 7 + 8:

Netball outdoors year 9, 10 + 11
(students in the back of the picture under the stadium):

Handball years 7-10
(students in the back of the picture to the right of the MUGA)

Football year 8's.

“I enjoy waking up in the morning and looking forward to attending PE clubs and GCSE PE lessons”

Hellen Gaspar

An amazing shout out to our wonderful Netball team, after an intense evening of fixtures, our young girls came away with an excellent victory against Park View Academy, a draw against Gladesmore and only just losing out to St Thomas More. Our young girls did us proud, played outstandingly and represented our school at the highest level. A big thank you to our fans who never stopped cheering on the team, (Wendy P and Kyle W)

Let's not forget about our Tottenham community girls football club that is getting bigger every week.

The boys football teams are eagerly awaiting their fixtures to start hopefully continuing our winning streak.

A huge thank you to Mr Walker for running the year 9 football team which is getting stronger every week. Keep it up team 9.

We can sometimes forget how fragile our young people are, this is the focal point of the PE faculty at this time due to conversations we have during clubs. Students look forward to these sessions and regardless of what the time or weather is, they do not miss a club.

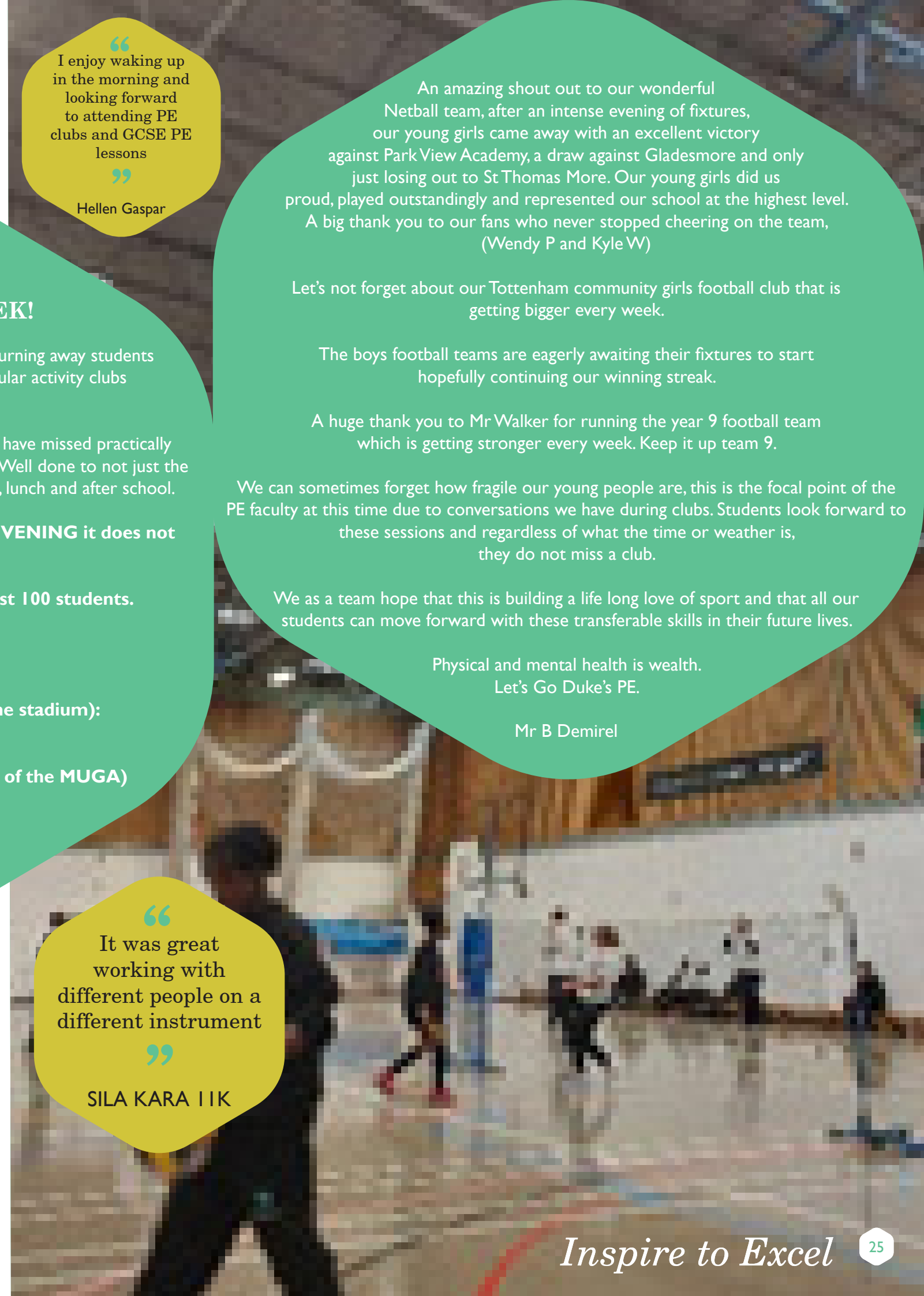
We as a team hope that this is building a life long love of sport and that all our students can move forward with these transferable skills in their future lives.

Physical and mental health is wealth.
Let's Go Duke's PE.

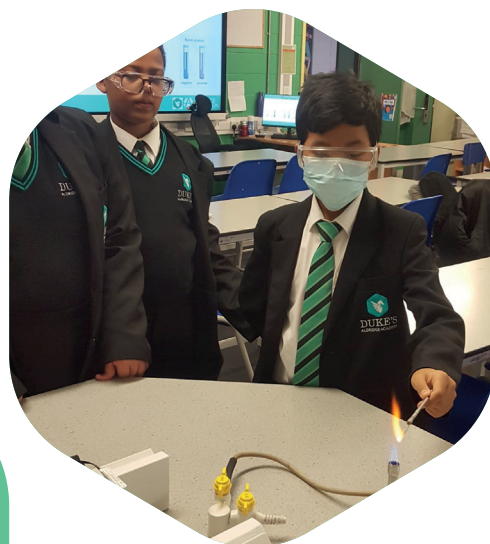
Mr B Demirel

“It was great working with different people on a different instrument”

SILA KARA I I K



SCIENCE FACULTY



“
The brain project allowed me a unique insight into the next chapter of my life and what lays ahead, it allowed me to develop my problem-solving skills and initiative skills. A truly amazing experience.
”

ZAKARIYE IBRAHIM
10R

BRAIN PROJECT

This term 7 students from year 10- Beverly Mokwah, Zakariye Ibrahim, Mateusz Niedzielski, Yen Khuu, Salma Hussein, Ayomikun Daniel and Dilek Ali had been chosen to participate in an enrichment project called the Brain Project in conjunction with the London Academy of Excellence Tottenham.

The Brain Project provided the students with a unique opportunity to conduct research on a topic of their choice on the Brain and Neuropsychology. The experience gave the students a flavour of what A level Biology and A level Psychology is like at London Academy of Excellence. They gained valuable knowledge and research skills throughout the course, essential to A level and University success culminating in a Poster Exhibition in December where friends and family will be invited to celebrate their hard efforts.

Ms H Shah

“
The Brain Project at London Academy of Excellence Tottenham was a unique experience. Throughout the project, we were supported by LAET staff and introduced to aspects of A-Level Biology and A-Level Psychology. An amazing experience overall.
”

MATEUSZ NIEDZIELSKI
10R



“
I like Science club as it is like adventuring into the wild. I find out about new things and that they are important to know.
”

FATMA OKES
7S

“
I like Science club because I like doing experiments and seeing how they work.
”

ASMIN HAS
7G

SCIENCE CLUB

Ms Williams has been running a weekly Science club for KS3 students this term. The aims of the club are to provide opportunities for students from all backgrounds to participate in Science activities that better help them to understand the nature of science. Our inquiry-based experiments and authentic projects not only enrich and broaden the science curriculum but inspire students to engage with the big scientific ideas in a less informal setting. We have created a space for students to explore and engage with some of the controversial issues in science, for example, global warming, sustainable development and space exploration.

Ms H Shah

“
I like Science club because I like doing experiments and learning about how our bodies look and work on the inside.
”

DESTINY DUCK
7T

“
I like Science club because it occupies my time and I also got to learn new experiments and there are always new things to learn.
”

CHAN HEIN 7S

SCHOOL TERM AND HOLIDAY DATES FOR ACADEMIC YEAR 2021 - 2022

Spring Term 2022		
	Starts	Ends
Spring 1	Tuesday 4 January 2022	Friday 11 February 2022
Half Term	Monday 14 February 2022	Friday 18 February 2022
Spring 2	Monday 21 February 2022	Friday 1 April 2022
School Holiday	Monday 4 April 2022	Monday 18 April 2022
Summer Term 2022		
	Starts	Ends
Summer 1	Tuesday 19 April 2022	Friday 27 May 2022
Half Term	Monday 30 May 2022	Friday 3 June 2022
Summer 2	Monday 6 June 2022	Friday 22 July 2022

PUBLIC HOLIDAYS

Christmas Day Substitute	Monday 27 December 2021
Boxing Day Substitute	Tuesday 28 December 2021
New Year's Day Substitute	Monday 3 January 2022
Good Friday	Friday 15 April 2022
Easter Monday	Monday 18 April 2022
May Day Bank Holiday	Monday 2 May 2022
Spring Bank Holiday	Thursday 2 June 2022
Platinum Jubilee Bank Holiday	Friday 3 June 2022
August Bank Holiday	Monday 29 August 2022

THE DUKE'S WAY: INSIGHT INTO LIFE AT DUKE'S

LOOK OUT FOR OUR **PROMOTIONAL
DOCUMENTARY** VIA OUR WEBSITE



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