



BOSWORTH ACADEMY
TOGETHER WE ACHIEVE

Welcome

Happy New Year to all our parents, carers, guardians, and wider community! I hope you had a wonderful Christmas, and I wish you a happy and healthy 2025. Let's work together to make this year truly memorable.

10th January 2025

in the loop

Weekly Newsletter for Parents & Carers



The first week of term has certainly brought challenges due to the weather. Despite the flooding on Monday, our dedicated staff were undeterred and attended our Professional Learning Day. During this day, we focused on enhancing our teaching practices, effectively pitching challenge in lessons, boosting literacy across all curriculum areas, and strengthening our curriculum resources to support student learning. We are excited to continue building on

these areas to ensure our students have the best possible learning experience.

Please remember that on Thursday, 16th January, the school day will finish at 2pm to allow for staff training across our LIFE Multi-Academy Trust.

With temperatures plummeting on Thursday and Friday, our premises team has done an outstanding job ensuring that all pathways, drives, and play areas have been gritted and salted to keep everyone safe. However, we do ask that students remain cautious around the site and on their way to school. Additionally, please kindly remind your children to come to school dressed warmly, as some have been arriving without winter coats and feeling cold.

Later in this newsletter, you will find important reminders about our expectations and routines, which all students are expected to follow. Adhering to these guidelines allows us to focus more effectively on learning and ultimately benefits every student. These expectations are a crucial part of our shared commitment to each other and must be upheld by all. In this week's assemblies, Mr. Dolinski, our Deputy Headteacher, spoke about our school culture and its connection to key British values. I was truly impressed by the students' attentive listening and engagement during the discussion. Year 11 students attended an additional assembly focused on the build-up to their final examinations and their end-of-year Prom. Students are aware of what is expected of them in lessons and the need to make the most of every single lesson. We will soon share a questionnaire with Year 11 students to assess their exam readiness, including whether they have a revision timetable in place. We'll also check if they're using our 'Core Four' revision techniques, key to retaining knowledge. Additional revision tips and strategies are available on our website ([Students > Revision section](#)), with further updates to follow.

On Tuesday 21st January at 5.30pm we will be inviting many parents and carers into school to recognise yet more students at our next Colours and Awards Evening. Look out for invites later in the term. As we reflect on the wonderful memories we've created together in 2024, I'm filled with excitement for the new ones we'll make with our students in 2025. Here's to another year of shared experiences and continued growth!

Mr Brown
Headteacher



Spring Term 2025



Be better than you thought you could be

In This Edition of In the Loop

Click on the title of the articles to jump straight to the stories.

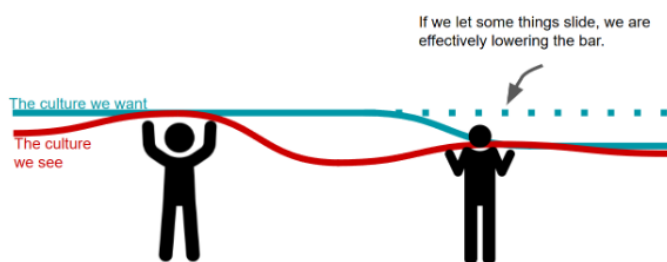
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Bosworth Academy Culture

This week, our students participated in a thought-provoking assembly exploring the concept of culture, centred around an intriguing question: "With so many people, and so many different possible ways to arrange ourselves, how do we ensure people get along?"

To illustrate the complexity of human interactions, students were introduced to a fascinating mathematical concept using a simple deck of playing cards. From just 52 cards, the total number of possible arrangements reaches a mind-boggling 80,658,175,170,943,878,571,660,636,856,403,766,975,289,505,440,883,277,824,000,000,000—an 8 followed by 67 place values. To put this astronomical figure into perspective, it exceeds the estimated number of atoms in our galaxy. Even more remarkably, when considering our school's population of nearly 1,600 students, the potential combinations for possible interactions far surpass the estimated number of atoms in the entire universe!



This mathematical wonder served as a springboard for deeper reflection on how society manages to create order amidst such complexity. Students were encouraged to contemplate the culture they aspire to create—not only within our school walls but also in their local community and beyond—and compare it with the current reality. The assembly challenged them to consider their personal growth journey through three lenses: their past self, present self, and potential future self. This introspective exercise highlighted how individual growth and self-improvement can positively influence those around us.

Drawing parallels with the card deck analogy, the assembly explored how shared values—like the rules of a card game—bring structure and enjoyment to seemingly chaotic situations. This concept was extended to society at large, demonstrating how communities flourish through commonly held principles. The discussion then turned to British values: Liberty, Democracy, the

Rule of Law, Diversity, and Respect. These fundamental principles were examined alongside our school's own value system, the 6Cs.

Our school's 6Cs framework builds upon these British values, incorporating Character (exemplified by the humility to tackle necessary tasks, regardless of their scale), Collaboration (fostering a healthy working environment through teamwork), Communication (recognising that both words and actions shape our values and culture), and Citizenship (actively contributing to our global community). Together, along with Creative and Critical Thinking, these principles create a robust foundation for positive cultural development within our school community.



The assembly concluded with a powerful demonstration using a bundle of sticks gathered from local woodland. These sticks, bound together with a Bosworth Academy lanyard symbolising our school's values, illustrated a profound truth about community strength. Individual sticks could be easily broken when separated, yet when unified, they remained unbreakable. Even as some sticks strained under pressure, the bundle held firm—the stronger elements supporting their more delicate counterparts. This vivid metaphor embodied the essence of our community's strength through unity.

This assembly served not merely as a lesson in understanding one's place in society, but as a gateway to understanding the transformative power of collective action. We encouraged our students to reflect deeply on their behaviour, both within our school environment and in the wider community. Our message was clear: every student plays a vital role in our school community, and we extend a warm welcome to those who may currently feel disconnected or isolated.

In the same spirit of inclusivity, we warmly invite parents, carers, and members of our wider community to become part of this remarkable journey. Bosworth Academy has always been, and will continue to be, a cornerstone of community service. We remain steadfast in our commitment to nurturing a culture that transforms our shared aspirations into tangible reality.

Mr Dolinski, Deputy Headteacher



New Term Expectations

We have very high expectations for our students at Bosworth Academy to foster a positive culture for learning and a calm environment, the ideal prerequisite for students to be happy, safe and achieve excellent outcomes. Our expectations can be summarised with the Bosworth Big Three:

- Be Kind
- Every Minute Counts
- First time, every time



To support students in achieving these expectations, we have been continuing to teach students our expectations through our behaviour curriculum. This will continue in the new year and will begin by reiterating our 'Big Three'. Our routines are also crucial to ensure a smooth running of the school day.

Routines

At the start of the day:

- Students are expected to arrive at school by 8.35 am and walk calmly and immediately to their tutor room upon arrival. Learning commences at 8.40am and students should be in their tutor room and ready to learn by this time.

At the start of lessons:

- Students should arrive on time and get the relevant equipment out for the lesson and begin work immediately so as to avoid wasting any time in the lesson. This includes having a fully charged school iPad.

During lessons:

- Work hard for the whole of the lesson, completing all work set to a high standard.
- Follow all instructions, first time, every time.
- Only talk when it is appropriate. Talk to everyone with respect.
- Phones and headphones should not be seen during lessons or when walking around corridors during the day.

At the end of lessons:

- Wait until told to pack away quietly.
- Wait to be dismissed in silence.
- When told, leave the class in a calm, quiet, orderly manner.
- Continue this calmness in corridors.

Lesson changeover:

- We expect a **CALM** environment at the changeover of lessons and when moving around the building
- Consider others as you move around. Stay on the left.
- Always walk quietly, respect the environment, keep hands and feet to yourself. Respect other people's space.
- Listen carefully to any instructions you are given, follow them first time.
- Move safely around the building, take the quickest route to your lesson.
- All phones and headphones should be away during lesson changeover.

Breaks and Lunches:

- Be kind and respectful to all staff and students.
- Use the canteen at the allocated time. Queue sensibly.
- Only eat in the canteen or picnic areas.
- Fill water bottles during this time. Students are not allowed out of lessons to do this.
- Go to the toilet. Unless they have a pass, students are not allowed to leave lessons to go to the toilet. If students do need to go to the toilet during lessons, we will expect them to make up the lost learning time.
- Pick up any litter and put it in the bin.
- Move to lesson when instructed to, calmly and quietly.



Uniform

We would like to take this opportunity to clarify some of our expectations around our uniform. The vast majority of our students get this right but to ensure consistency, we expect all students to come to school with:



- A blazer/branded jumper*
- A Bosworth Academy tie*
- Trousers/skirt/tights (skirts should not be rolled up at the waist and should be of an appropriate length)
- Plain white shirt (tucked in)
- Plain black shoes
- Outdoor coat in addition to the blazer
- A school bag
- Their lanyard* (Lanyards must be undamaged and must hold an undamaged card which clearly shows the student's name and face.)

Hoodies/tracksuit tops are not allowed in school and will be confiscated if worn on site.

If students do not have any of the asterisked items, then they should go directly to their key stage area (Laureates/MLT) immediately in the morning to swap an item of theirs for a borrowed item.

Students who do not do this before the start of lessons will receive a sanction.

PE Kit Requirements

All students are required to wear Bosworth Academy PE kit for all lessons and appropriate footwear:

- Bosworth Academy polo/plain black polo
- Black leggings/ shorts/ joggers - **shorts must be mid-thigh in length**
- Bosworth Academy hoodie/ sweatshirt

In terms of footwear we have some excellent facilities that require specific footwear:

- Trainers (Sports Hall, Gym, Courts)
- Studded football boots - ideally rubber studs, **not blades** (3G pitch/ Dome)

The reason for the requirements of the football boots is to protect the surface of our 3G pitches and to help prolong the lifespan of the surface. Boots can be purchased relatively cheaply from Sports Direct.

Attendance

Being in school every day that it is open, is important to your child's achievement, wellbeing, and their wider development. It is vital that all students have excellent attendance at Bosworth Academy. We are committed to working with students and parents/carers to achieve the attendance target of 97%. Where parents decide to have their child registered at school, they have an [additional legal duty](#) to ensure their child attends school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend, ([Is My Child Too Ill To Attend School?](#)), or being given permission for an absence in advance from the school.

Bosworth Academy operates the following attendance grid when reporting to parents/carers:

97% and above	Excellent
96-97.9%	Good
95-95.9%	Satisfactory
90-94.9%	Cause for Concern
90% and below	Unacceptable

At Bosworth Academy we focus on maximising pupils' time in the classroom, as [evidence](#) shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. Here's what the data shows:

- Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment.
- Pupils who did not achieve grade 9 to 4 in English and maths GCSEs in 2019 had an overall absence rate of 8.8% over the key stage, compared with 5.2% among pupils who achieved a grade 4 and 3.7% among pupils who achieved grade 9 to 5 in both English and maths.
- Generally, the higher the percentage of sessions missed across the key stage at KS2 and KS4, the lower the level of attainment at the end of the key stage.
- Among pupils with no missed sessions over KS4, 83.7% achieved grades 9 to 4 in English and maths compared to 35.6% of pupils who were persistently absent.

If there are any circumstances which might affect your child's attendance, or you have any queries, please contact the Attendance Team at: attendance@bosworthacademy.org.uk



Rewards Update

Rewards are really important at Bosworth Academy and we are constantly looking at how we can develop our offer for students. We have a few exciting updates to share with you.

Zero Heroes

From next week, all students who have had no negative behaviour points for the week will automatically be given reward points. Students will receive this each Monday for the previous week if they have had no negative behaviour logs and have been in school. These reward points, as ever, can be spent in our Bosworth Bazaar.



100% Attendance

Similarly, all students who have 100% each week will also automatically be allocated reward points. Again, these will be added to students' Arbor on a Monday for the previous week.

Tutee of the Week

This week, we have launched 'Tutee of the Week' with staff and our tutors are this week identifying their first nomination (one per week) and will email parents of the students identified. 'Tutees of the Week' will receive an email home and will be put into a prize draw which will take place at the end of the half term.

Prom Passport

We have launched the Year 11 Prom Passport on Tuesday. All of our Year 11 students are invited to this year's prom but will need to meet our basic expectations for the remainder of the year to gain access to the event. To support students with this, the prom passport requires students to achieve 1200 credits in order to attend. We hope that students want to join us to celebrate on 20th June and therefore see the passport as a way to support them to be 'better than they thought they could be' in their preparations for the upcoming GCSE

exams.

Students will earn credits by the following:

- Attendance - Every day attended will count as 1 credit.
- Punctuality to lessons - Every lesson students are on time, they will receive 1 credit.
- Revision sessions - Attendance to and participation in sessions. The teacher leading the session will sign this off.
- Students who don't get any detentions in a week will get 10 credits per week.
- Correct Uniform and equipment - Tutors will sign this off on a Friday.
- One off initiatives such as 'Golden Tickets'
- Reward points - Usual reward points will be added to the credit total.
- Tracking 3 - 'Character for Learning' scores will be added up and multiplied by 10.
- Tracking 3 - Improvement in WAG from tracking 1(5 credits), achieving target (10 credits).
- 50 credits for having a revision timetable.
- 6C Badges achieved (25 credits per badge)

Rewards:

- 100% Attendance - If students have 100% attendance over the 11 week period they will be entered for a prize draw
- First 10 students who achieve the 1200 credits will get 50% off their leavers hoodie.
- There will be 'Double Days' which will be randomly selected and on those days students can double their credits for the day.

There will also be other opportunities for rewards throughout the process and if students manage to exceed 1200 credits then additional rewards will be accessible. We hope that you will support us in implementing this passport to encourage students to maximise their final few weeks of their GCSE studies.

KS4/5 Colours Evening

Our next Colours' Evening will be on **Tuesday 21st January at 5.30**. We will be rewarding students who have attained their Bosworth 6Cs Colours and other Key Stage 4 and 5 students who have shown excellence over the first half term. Colours' Evening is a great opportunity for parents and carers to celebrate the success of our students and we look forward to seeing them on the evening.



Dylan Stars on Stage

["Wouldn't it be lovely"](#) for a Bosworth Academy student to star in 'My Fair Lady' musical at Leicester's The Curve Theatre? Well that's exactly what happened for Year 9 student Dylan M who performed in over 20 shows during the theatrical run over December and early January.

Last summer Dylan performed as Gaston's friend, LeFou, in Bosworth Productions 'Beauty and the Beast' and has since taken the leap to The Curve stage, performing as an ensemble member.

Dylan described the experience as "fantastic" working with the professional cast and it "felt amazing being on a professional stage performing to crowds of up to 900".

"I went to an audition in July and was offered a place in the young company playing a chimney sweep.

"Being on stage and making new friends whilst doing what I love to do was my favourite part," added Dylan.



Dylan's mother said he has "worked so incredibly hard" during the performances and that "we are so proud of him".

"Dylan had the best time performing... it was a great opportunity for him and he has since been offered a place at The Curve's Young Community Company Act Group. We hope that he embraces any future opportunities but mainly we want him to enjoy every moment" said Dylan's mum.

Dylan's professional debut was enjoyed by Miss Green, Mrs Jones & Mrs Croucher who all went to see the show with Miss



Green stating how "fantastic" he was.

"This is a great achievement for Dylan. What a shining star and, although this may be his debut, we are sure there will be many more professional shows he will be in in the future," added Miss Green.

An extra highlight for Dylan was getting to meet Spider-Man himself, actor Tom Holland, who had his photo taken with Dylan, along with actor Stephen Graham, who had also come to see the show.

Dylan's advice for any budding actors is:

"If you find an opportunity to start or continue acting, go for it because you never know what could happen or come out of it.

"I have always been interested in performing and doing the school production last year encouraged me to audition and all the teachers who came to see the show were supportive," said Dylan.

Well done Dylan! We can't wait to see your next

Extra Curricular Activities

We now have a wide range of clubs for students to participate in during lunchtimes and after school. For a full timetable please click [here](#).

As a reminder, transport will not be provided for after school clubs.

Mrs Coulson, Associate Senior Leader



Exam Preparation – Effective Revision Strategies

Students at Bosworth Academy are developing ‘The Core Four’ - strategies designed to improve study skills for effective revision.

Some study strategies are more effective than others.

Click this [link](#) for a webinar, aimed at parents and carers, that discusses these study approaches in detail, and outlines ineffective strategies that students should avoid. There is lots of useful practical advice, based on the latest evidence from research, that parents/carers can use to support learning outside of the classroom. The strategies discussed are ideal for all students in Year 7-13, particularly those in Year 10-13 who have upcoming exams.

I recommend that you watch the webinar with your child, discuss their work in school and how they can implement the strategies at home in preparation for end of topic tests and exams.

Mrs Patel, Associate SLT



Summary: How to create flash cards

- 1. Identify knowledge**
What are you creating flash cards on?
Do you have your knowledge organized?
Use your book to look at previous misconceptions from whole class feedback.
- 2. Colour coding**
Use different coloured flash cards for different topics. This helps with organization NOT recall.
- 3. Designing**
1 Question per flashcard. Making them concise and clear.
Use a one word prompt, so that you can recall as much as you can.
No extended answer questions.
Number your flash cards for self quizzing.
- 4. Using**
Write your answers down, then check. Or say your answers out loud, this really clearly shows the gaps in your knowledge.
Do not just copy & re-read. Shuffle the cards each time you use them.
Use the Leitner system to use flash cards everyday.
- 5. Feedback**
How have you performed when you look back at your answers?
Is there anything you need to revisit in more detail?
Is your knowledge secure? If so, move on to applying knowledge in that area in specific extended exam questions.

Summary: Self Quizzing

- 1. Identify knowledge**
Identify knowledge/content you wish to cover.
- 2. Review and create**
Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)
Create x10 questions on the content (if your teacher has not provided you with questions)
- 3. Cover and answer**
Cover up your knowledge and answer the questions from memory.
Take your time and where possible answer in full sentences.
- 4. Self mark & reflect**
Go back to the content and self mark your answers in purple pen.
- 5. Next time**
Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Why the Core Four?

- Builds confidence
- Reduces exam anxiety and stress
- Improves grades

Click each summary for more details

Summary: How to create a mind map

- 1. Identify knowledge**
Select a topic you wish to revise. Have your class notes/knowledge organisers ready.
- 2. Identify sub topics**
Place the main topic in the centre of your page and identify sub topics that will branch off.
- 3. Branch off**
Branch of your sub topics with further detail.
Try not to fill the page with too much writing.
- 4. Use images & colour**
Use images and colour to help topics stick into your memory.
- 5. Put it somewhere visible**
Place completed mind maps in places where you can see them frequently.

Summary: Brain dumps

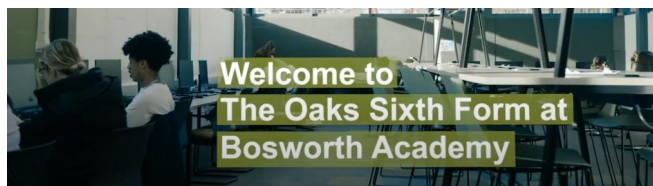
- 1. Identify knowledge**
Identify the knowledge/topic area you want to cover.
- 2. Write it down**
Take a blank piece of paper/write board and write down everything you can remember about that topic. (with no prompts)
Give yourself a time limit (e.g. 10 minutes)
- 3. Organise information**
Once complete and you cannot remember any more use different colours to highlight/underline words in groups.
This categories/links information.
- 4. Check understanding**
Compare your brain dump to your KQ or book and check understanding.
Add any key information you have missed (key words) in a different colour.
- 5. Store and compare**
Keep your brain dump safe and revisit it.
Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Activate Windows
Go to Settings to activate Windows



Tour The Oaks Sixth Form

Take the opportunity to tour The Oaks Sixth Form ahead of choosing Bosworth Academy as your Post 16 destination.

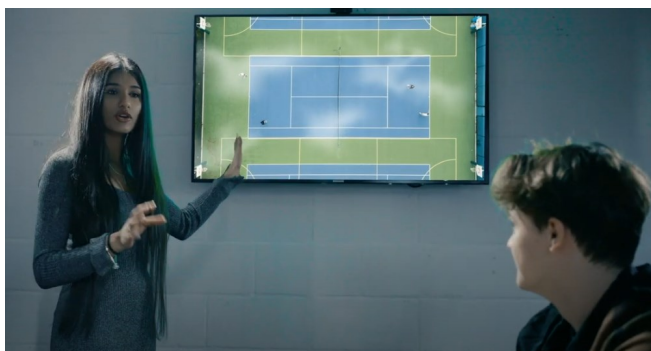


Tours will be running throughout January on the following dates, all at 9.15am:

- Friday 17th January
- Monday 20th January
- Friday 24th January
- Friday 31st January

The tours will allow you to experience learning in action whilst you will also be able to ask our Post 16 team individual questions.

Spaces are limited so we recommend you book as soon as possible —click [here](#) or scan the QR code below to reserve your place .



Be better than you thought you could be at The Oaks Sixth Form at Bosworth Academy. The opportunities available to you will prepare you to thrive in a complex world.

Choose The Oaks Sixth Form at Bosworth Academy today. See a day in the life of a sixth form student [here](#).

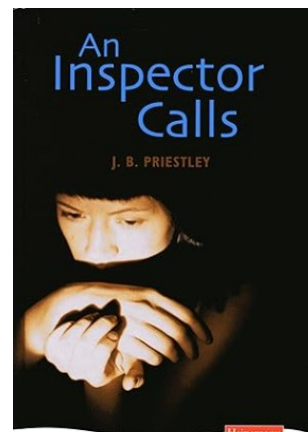


An Inspector Calls

Year 10 will begin studying An Inspector Calls in English on Monday 13th January.

Please purchase a copy of the text via sQuid if you have not done so already. Once purchased students can collect their copy from Main Reception.

Mrs Smoczynski,
Curriculum Lead English



GCSE PE Practice Sessions

In the lead up to the practical exams which are w/b 3rd March, we have put together this timetable to support students.

Week A	Week B
<p>Monday 6:45-7:45: Public Swim After School: Trampolining After School: Basketball 19:00-19:45: Open Swim</p> <p>Tuesday 11:10-11:40: Handball After School: Badminton After School 15:10-15:40: Swimming</p> <p>Wednesday 11:10-11:40: Badminton After School: Basketball</p> <p>Thursday 11:10-11:40: Table Tennis After School: Basketball</p> <p>Friday After School: Basketball</p>	<p>Monday 6:45-7:45: Public Swim 11:10-11:40: Badminton After School: Trampolining After School: Basketball 19:00-19:45: Open Swim</p> <p>Tuesday 11:10-11:40: Trampolining/ Table Tennis After School: Badminton After School 15:10-15:40: Swimming</p> <p>Wednesday 11:10-11:40: Badminton After School: Basketball</p> <p>Thursday 11:10-11:40: Table Tennis After School: Basketball</p> <p>Friday After School: Basketball</p>

PLAC & Kinship Care

Leicestershire County Council offer a duty line service for any schools, parents, guardians and carers to call to discuss any concerns that they have around education.

This is an advice and advocacy service, and the duty line is open daily.

Telephone: 0116 305 6097 - Monday to Thursday - 8.30am to 5pm, Friday - 8.30am to 4.30pm or Email: virtualschool@leics.gov.uk

Mrs Croucher, SENDCo

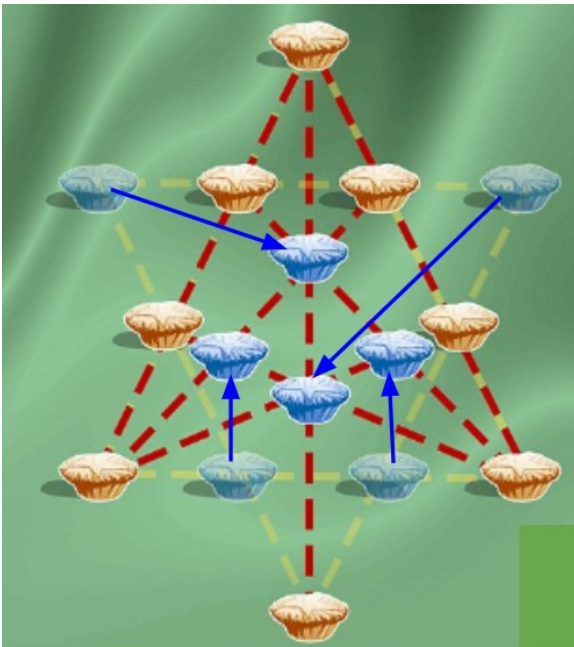


Maths Puzzle of the Week

Last time's puzzle: Twelve Mince Pies

12 mince pies may be placed on the table so as to form six straight rows with four pies in every row. The puzzle is to remove only four of them to new positions so that there shall be seven straight rows with four in every row. Which four would you remove, and where would you place them?

First take the top left mince pie and place it directly below the upper middle two.
Then take the top right mince pie and place it above the lower middle two.
Finally take the lower middle two and move them up so they are in line with the pie you moved earlier and the middle pies.



This week's puzzle: What's the angle?
Four squares inside a rectangle.
What's the angle?



FSM Support

Students who receive Free School Meals can be supported in a number of ways, which may include a contribution towards the cost of uniforms, equipment and trips.

If you believe that your children may qualify for this support based on your income, you can apply by following these links:

Leicester City: <https://freeschoolmeals.leicester.gov.uk/>

Leicestershire (County): <https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/free-school-meals/june/sign-up-now-for-holiday-scheme-for-children-on-free-school-meals/>

Pantry: We also have a supply of food in our pantry. Please email pantry@bosworthacademy.org.uk if you would like further details.

If you have further queries about Free School Meals and the support we offer, please contact the school.



Proudly supported by MKS Charitable Foundation UK

Bosworth Academy School Pantry

We have a great resource at Bosworth Academy to support families in our community. If you ever find your family struggling to get basic cupboard and hygiene products you can access them through our school pantry.

If you would like to arrange a time to collect some items, please do not hesitate to email the link at the bottom of the page.

Items that you may find in the school pantry:

Pasta	Tinned fruit and vegetables	Shampoo & Conditioner
Rice	Soup	Shower gel
Jarred sauces	Sugar, tea and coffee	Sweet treats
Cereals	Tooth brushes	Sanitary products
Crisps	Toothpaste	

pantry@bosworthacademy.org.uk

2024

LET'S
GET
MOVING

ACTIVE AWARDS

HINCKLEY & BOSWORTH

Nominations Now Open



Active School Awards

- Junior Club of the Year
- Junior Sports Person of the Year
- School Team of the Year
- School Wellbeing Award
- Junior Unsung Hero

Sports Club of the Year

- Team of the Year

Sports Person of the Year

- Inclusivity Award
- Inspiring Instructor
- Volunteer of the Year
- Outstanding Contribution

Closing Date: 15th January 2025

myaccount.hinckley-bosworth.gov.uk/service/Active_wards

Hinckley & Bosworth Borough Council



active

HINCKLEY & BOSWORTH



What Parents & Educators Need to Know about JUSTALK KIDS

WHAT ARE THE RISKS?

JusTalk Kids is a child's version of the JusTalk app – a highly popular social networking platform – designed for users up to 13 years of age, allowing them to video call, message and participate in group chats. While adults can link their own JusTalk account to their child's and make use of parental controls, it's important to understand the risks associated with the app.

SUBSCRIPTION FOR PREMIUM ACCESS

While JusTalk Kids is free, there's the option to subscribe to a kids' premium account or a premium family account. At a cost, this feature allows children to have access to more fun features such as games they can play with others in a chat, exclusive stickers, a badge denoting them as a premium subscriber, and exclusive ringtones and themes.

RESISTANCE TO CONTROLS

JusTalk Kids endeavours to allow children the sense of having a chat-based app while allowing parents to set controls (within the app or from their own adult JusTalk account). The basis behind this is positive; however, some children are challenging their parents by refusing to use JusTalk Kids, preferring to use the adult version without any restrictions in place.

KNOWING THE PARENT PASSCODE

After downloading JusTalk Kids, parents can set a passcode which users must enter to add contacts. The parental controls help to manage which content can be viewed and who children can add as a contact; this then allows children to chat with friends in a controlled environment. However, prospective contacts don't have to know a specific username. In theory, someone could type in a random name and then add them as a friend.

POTENTIAL DATA LEAKS

JusTalk and JusTalk Kids claim to be secure and encrypted, going so far as to state that even the developers themselves won't access your data. However, a security lapse in 2022 highlighted that messages were not in fact encrypted – leading to concerns around the security of the app and the transparency of the development team.

CYBERBULLYING

Online chats can provide a sense of anonymity, leading some users to post things which they wouldn't normally say in person. Combined with the option of group chats, there's a risk that young people might join in with this kind of behaviour, escalating it further and potentially turning what should be a fun experience into something deeply negative.

TOO MUCH SCREENTIME

A report by the UK Parliament Education Committee highlighted a 52% increase in children's screen time between 2020 and 2022 – as well as finding that 29% of children used their smartphones in a manner consistent with screen addiction. Introducing children to social networking apps when they're too young can lead to bad digital habits and a reliance on technology from an early age.

Advice for Parents & Educators

JUSTIFY THE CONTROLS

If parents allow their child to use JusTalk Kids, they should explain that they're putting parental controls in place to make the app safer. Make sure the child knows not to put their full name on the account and doesn't use a photo of themselves as their profile picture. This type of open discussion will help to ensure that a child is aware of the app's potential risks and knows how to reduce them.

TALK ABOUT ONLINE FRIENDSHIPS

Young children could be excited to use this app. However, highlight that they must do so in a positive, respectful and responsible manner. While it can be easy to get caught up in a group chat, it's important to talk to others politely and call out any unpleasant behaviour. Discuss the importance of limiting their contacts to people they know in real life and use parental controls to enforce this.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/justalk-kids>

DOS AND DON'TS OF SHARING

Some children might not understand the potential dangers of oversharing online. Set clear guidelines around what is and isn't safe to share on the internet, and discuss the concept of a digital footprint. Children need to understand that the things they say and share online can never be completely erased. Even if they delete it themselves, it can be saved and distributed by others.

ENCOURAGE OPEN COMMUNICATION

Apps like JusTalk can sometimes lend themselves to bullying behaviours. Parents should monitor what their child is sending and receiving, check in with them regularly and encourage them to share their feelings (both positive and negative) at home. Remind them that they can block a contact if someone is treating them disrespectfully.



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JusTalk Kids – billed as a child-friendly version of the JusTalk social networking platform – has approximately 20 million accounts having been created on the app. In theory, a social media site designed specifically for children and young people should avoid many of the usual risks associated with other platforms. It's important to note that JusTalk Kids has its fair share of online safety concerns. You'll find advice on how you can safeguard the children in your care as they use it in this week's free guide, empowering you to make a young user's time on the platform as secure as possible.

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The Compass

December AR Leaderboard

1	7SMC	3,137,521
2	7RPI	1,788,586
3	7SRI	1,672,433
4	7JGO	1,443,874
5	7EPY	1,073,231
6	7HBA	1,057,109
7	7GWR	981,171
8	7JWI	645,957
9	7RWT	356,618

1	8GMU	1,684,730
2	8HCH	1,563,977
3	8LMA	1,042,146
4	8STH	840,255
5	8RWA	703,781
6	8RGR	645,863
7	8JSM	539,528
8	8MDY	313,915
9	8GHI	91,912

Total Year Group	12,156,500	Total Year Group	7,426,107
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Year to Date AR Leaderboard

1	7RPI	12,121,601
2	7SMC	11,993,516
3	7SRI	10,327,551
4	7JWI	6,163,030
5	7HBA	5,690,872
6	7JGO	3,931,322
7	7GWR	3,808,246
8	7EPY	3,143,772
9	7RWT	2,922,522

1	8RWA	4,222,069
2	8RGR	3,582,574
3	8GMU	3,537,310
4	8JSM	3,384,220
5	8HCH	2,696,093
6	8STH	2,572,385
7	8MDY	2,139,064
8	8GHI	1,708,229
9	8LMA	1,240,142

Total Year Group	60,102,432	Total Year Group	25,082,086
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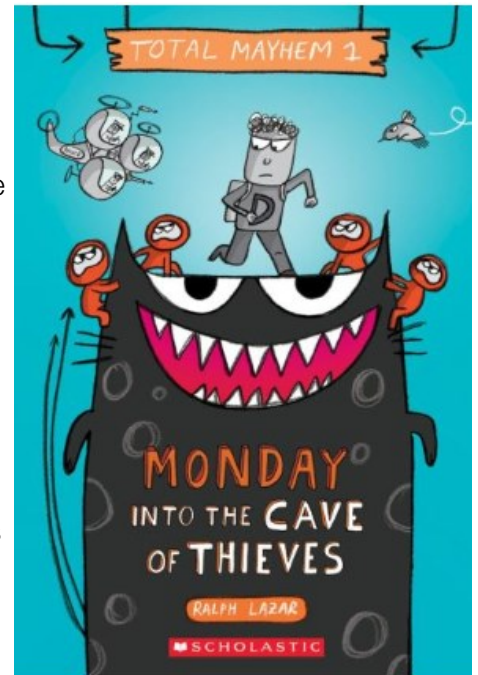
Library News

Opposite are the latest AR leader boards. For one month only, December 2024 - well done to 7SMC & 8GMU who read the most words in December for each year group. Overall tally, September through to the end of December combined - well done to 7RPI & 8GMU who are leading overall. Mrs Griffiths, School Librarian

Book Recommendations

Key Stage Three

It REALLY annoys me when one gets into a Total Mayhem Situation before breakfast. Which is exactly what happened to me this morning. And I was still in my pyjamas! When the forces of chaos interrupt the most important meal of Dash's day and conspire against him, his friends, his school, his town, and indeed the entire planet, Dash needs to take things into his own hands, and some crazy stuff starts to happen. Total mayhem indeed! Zany writing with plenty of made-up words, wacky humor and lively illustrations.



Key Stage Four

Summer 1941. War rages in Europe. The Germans march towards Ukraine. Halya, Liliya and Vika are no strangers to sorrow. They lost family during the



Holodomor, loved ones in Stalin's purges, and war looms once more on the horizon. Vika lives in fear for her children. She and her sister survived the terror famine by leaving their whole family behind. Now, years later, many believe the Germans will free them from the Soviets, but she's not so sure. Should they stay in Volhynia or flee the approaching Eastern front? Liliya has lost too much in her 17 years. As those around her join the resistance, Liliya wonders how she can fight for her friends, family, and country. When the choice is made for her, can she find the will to survive and protect those still with her? Twelve-year-old Halya is struggling to discover who she is. But as the war escalates, can her mother Katya's tactics keep her safe from the Nazi soldiers rounding up slave laborers? How can a child survive the horrors of war on her own? These daughters of Ukraine will face devastation and loss as they fight to survive and protect the ones they love.

people it contains. But his anger and fear keep boiling over, threatening his already uncertain future.

Underpinning everything is what happened three years ago in their group care home, when Finlay and Banjo were as close as brothers until they stopped speaking. If these boys want to keep



Dates For Your Diaries

DATES	EVENT
Thursday 16 January	2PM finish for teacher training
Tuesday 21 January	KS4/5 Colours Evening. 5.30pm. Invite only.
Thursday 13 February	2PM finish for teacher training
Monday 17 — Friday 21 February	Spring half term. School closed.
Thursday 13 March	2PM finish for teacher training
Monday 14 — Friday 25 April	Easter holidays. School closed.

[Term Dates 2024-25](#)

[Term Dates 2025-26](#)

Careers Bulletin

You can now stay up-to-date on Careers news with our new Careers Bulletin.

From apprenticeships to careers talks, advice and Post 18 options, you can get the latest on Careers by clicking [here](#).

Careers Team

Job Opportunities

If you would like to join our team, please see the latest vacancies below:

- Minibus Driver (PM shift)
- Cover Coach
- Teacher of French

For more information please click [here](#).



Lunch Menu

We will now be having the lunch menu on a two-week rotation.

Next week we will be on the Week Two timetable and you can see the menu below.

[Week One](#) and [Week Two](#) menus are also available to view by clicking the links.

Ms Ford, Head Cook

WHAT'S FOR LUNCH THIS WEEK?				
Monday	Tuesday	Wednesday	Thursday	Friday
Fajita Chicken Pasta	Sausage Roll	Roast Chicken & Yorkshire Pudding	Spicy Chicken Wings	Kellys Choice Meaty Pizza
Broccoli & Sweetcorn	Herby Diced Potato	Seasoned Mashed Potato	Macaroni Cheese	Seasoned Wedges
Garlic Bread	Baked Beans	Mixed Vegetables	Corn on the Cob	Peas
Salad	Salad	Gravy	Coleslaw	Salad
Chickpea & Spinach Pasta	Steak Slice	Pork Sausage & Yorkshire Pudding	BBQ Chicken Breast	Cheese Pizza
Broccoli & Sweetcorn	Herby Diced	Seasoned Mashed Potato	Macaroni Cheese	Seasoned Wedges
Garlic Bread	Baked Beans	Mixed Vegetables	Corn on the Cob	Peas
Salad	Salad	Gravy	Coleslaw	Salad
2 CHOICE MENU	Vegan Sausage Roll	Vegan Sausage & Yorkshire Pudding	BBQ Vegan Slice	2 CHOICE MENU
	Herby Diced	Seasoned Mashed Potato	Macaroni Cheese	
	Baked Beans	Mixed Vegetables	Corn on the Cob	
	Salad	Gravy	Coleslaw	
Dessert Of The Day	Dessert Of The Day	Dessert Of The Day	Dessert Of The Day	Dessert Of The Day







Filled Baguettes, Sandwiches, Wraps available Daily
Bosworth Academy WEEK 2

If you would like information on which foods contain allergens please ask a member of the catering team who will be happy to help

Read All About It!

Want to look up an old article?

Our most recent In the Loop newsletters are available [here](#) for you to access.

Important Contact Details

If you have any concerns about your child that can not be sorted with their form tutor or class teacher then please contact their pastoral team.

KS3 Leader Assistant Head Teacher:

Liam Grest liamg36@bosworthacademy.org.uk

Head of Year 7:

David Mowbray dmowbray@bosworthacademy.org.uk

Assistant Head of Year 7:

Caroline Tallis ctallis@bosworthacademy.org.uk

Head of Year 8:

Kirsty Hayton khayton@bosworthacademy.org.uk

Assistant Head of Year 8:

Ellen Wright ewright@bosworthacademy.org.uk

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tworn@bosworthacademy.org.uk

Head of Year 9:

Lisa Milner lmilner@bosworthacademy.org.uk

Assistant Head of Year 9: Wendy

Sessions wsessions@bosworthacademy.org.uk

Head of Year 10:

Jenny Jacobs jennyj1@bosworthacademy.org.uk

Assistant Head of Year 10:

Laura McQuaid lmcquaid@bosworthacademy.org.uk

Head of Year 11:

Brogan Jones bjones@bosworthacademy.org.uk

Assistant Head of Year 11:

Steve Hewitt shewitt@bosworthacademy.org.uk

KS5 Leader Assistant Head Teacher:

Louise Holdback louiseh27@bosworthacademy.org.uk

Head of Year 12:

Alison Woolley awoolley1@bosworthacademy.org.uk

Head of Year 13: Chloe

Stephenson chloes3@bosworthacademy.org.uk

Pastoral Leader: Kay Coxon

kcoxon@bosworthacademy.org.uk

Designated Safeguarding Lead: Nikki Whitaker

nwhitaker@bosworthacademy.org.uk

Report a safeguarding concern:

DSL@bosworthacademy.org.uk

Student Support:

studentjusttalk@bosworthacademy.org.uk

Anti-Bullying Form: Report [here](#)

Attendance Support:

attendance@bosworthacademy.org.uk

IT Support: ictsupport@bosworthacademy.org.uk



LIFE
inspiration innovation integrity

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Spring Term 2025



Be better than you thought you could be