



BOSWORTH ACADEMY
TOGETHER WE ACHIEVE

Welcome

Throughout the week our assemblies have focused on International Holocaust Memorial Day (which was Monday 27 January). This year it was the 80th anniversary of the liberation of the Auschwitz Birkenau concentration camp.

31st January 2025

in the loop

Weekly Newsletter for Parents & Carers



I joined the assembly with our Year 8, who listened intently to Mr Mainard, who described how between 1941 and 1945, six million Jewish men, women and children were murdered by the Nazis and their collaborators. Mr Mainard shared how the Nazis targeted anyone they believed threatened their ideal of a 'pure Aryan race', including Roma and Sinti people, disabled people, gay people, political opponents and others. The Holocaust Memorial Day Trust encourages remembrance in a world scarred by prejudice and systematic, targeted persecution. Our students have been impressive all week - showing great respect. Our Year 11 students who have applied for our Sixth Form, The Oaks, will have received an important email this week. I have seen many excited students who have received a conditional offer to join our successful Post 16. Do check that

your son or daughter has checked their email and accepted their place. Guidance meetings will be held in February/ March with students as they prepare for their important transition. If your young person has not received an email then please ask them to talk to Mrs Holdback, Head of Sixth Form, or someone else in the senior team.

Our Sixth Form Cansat Project Team have been making excellent progress. The CanSat competition provides students with the opportunity to have practical experience working on a small-scale space project. The challenge for students is to fit all the major subsystems found in a satellite, such as power, sensors and a communication system, into this minimal volume. Our students are using the full range of the six global competencies (6Cs) in readiness for their official launch date in March. Read on for a further update.

This week, we welcomed an Investors in People (IIP) assessor to our school. The IIP assessment evaluates how well we support our staff, leadership, and overall learning environment to improve education. Over 30 staff members participated in interviews, and senior leaders also met with the assessor. The findings will help us continue to create a thriving environment for both staff and students through development, leadership, and culture. The assessor was impressed, saying: "The professionalism, dedication, and passion of Bosworth staff really shone through. It's clear they're doing great work with students – this is a great school." Once received we'll share the assessment outcome in an upcoming newsletter.

Have a great weekend

Mr Brown

Headteacher



In This Edition of In the Loop

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

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Y12 Character 6C

Last week at the recent Colours Evening we celebrated the achievements of our students in Key Stage Four and Five including special recognition for those who have shown great character.

This included Year 12 student, Cindy C, who was disappointed to miss out on A-Level Maths in the summer due to not reaching a GCSE Grade 6. She was offered the same challenge on GCSE Results



Day that we always say to students in this situation:

'Reach a GCSE Grade 6 in November and we will let you into A-Level'.

Cindy showed incredible character by not giving up and absolutely blew past this benchmark. Her improvement must be nigh-on unprecedented nationally and by her Paper 3 on 11 November 2024 she was almost the top GCSE Maths student in the entire country. She worked incredibly hard, was brilliantly organised and had fantastic support from her parents.

Well done Cindy - you are a great example of 'be better than you thought you could be'.

Mrs Holdback, Head of Key Stage Five

Parents Evening

Thank you to all the parents and carers who attended our recent Parents' Evening. We hope you found the discussions with teachers helpful and informative.

To continue improving our communication and support for students, we would love to hear your feedback. What worked well? Is there anything we could improve for next time?

Please take a moment to complete our short [feedback form](#) to share your thoughts and ideas. Your input is invaluable in helping us enhance the experience for everyone.

Thank you for your support!

Mrs Holdback, Assistant Headteacher

Tour The Oaks Sixth Form

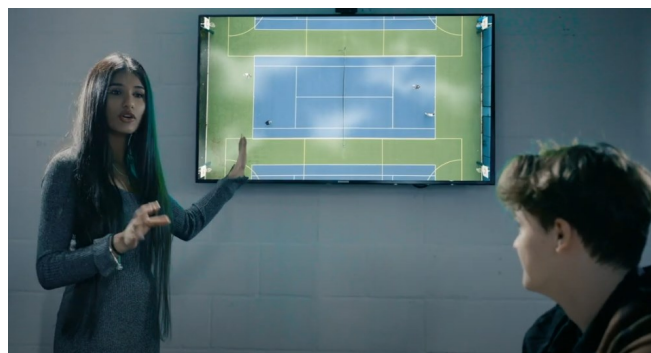
Take the opportunity to tour The Oaks Sixth Form at Bosworth Academy to be your Post 16 destination.



Tours will be running throughout February on the following date at 9.15am:

- Monday 3rd February
- Friday 7th February
- Friday 14th February
- Monday 24th February
- Friday 28th February

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](#).



Holocaust Memorial Day

Monday 27 January was International Holocaust Memorial Day and this year the event took extra significance as it was the 80th anniversary of the liberation of the Auschwitz Birkenau concentration camp.

To mark the occasion, Mr Mainard, ran special assemblies this week discussing the horrors of the holocaust and how it is important to challenge prejudice today.



Mr Mainard talked about how the persecuted Jewish and minority groups including LGBTB and disabled were transported across Nazi-controlled Europe in the early 1940s to the death camps where 80% of those who made the journey were killed instantly. Mr Mainard highlighted the remaining 20% of the assembly audience would then be required to do slave labour.



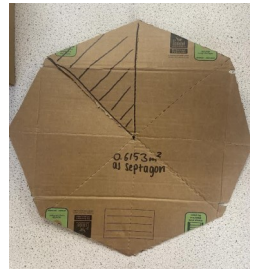
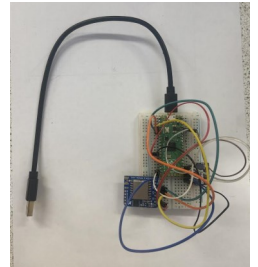
The Holocaust was remembered across the world earlier this week and saw King Charles III be the first British monarch to visit Auschwitz. Mr Mainard's powerful assemblies allowed Bosworth Academy students to have a greater understanding of the holocaust and its importance.

CanSat Update

We continue to make progress in a Can Satellite project, including:

- We have completed a substantial amount of the electronics that will be inside the cansat, with only our accelerometer needing to be coded.
- Since 3-D printing our can would take a while to design and order, we have opted for just a traditional soda can, covered in tape in order to reinforce it.
- We've also decided on our parachute design, and work has been done in order to make it.
- Significant work has been done on the ground station; we have ordered a yagi antenna, cables, connectors and a pico, although this will still require a lot of testing and code.
- The launch has been confirmed for the 4th of March, and due to cost of the bus, we are looking into organising another worry worm sale, considering the success of the last one, in order to fund the trip. Be on the lookout for the next worry worm sale.

Post 16 Cansat Team



Extra Curricular Activities

We now have a wide range of clubs for students to participate in during lunchtimes and after school. For full details including timetables click [here](#). As a reminder, transport will not be provided for after school clubs.

Mrs Coulson, Lead Practitioner



Year 8 Options Evening

On Thursday 6 February 2024 between 4.30pm-7pm we invite students from Year 8 and their parents/carers to our Options Evening event for Key Stage Four subject options.



Our students leave Bosworth Academy confident that they can be future leaders, ready to adapt to an ever changing world and transition into job sectors that don't even exist yet!

Our GCSE curriculum allows students to choose from a wide range of subjects that they are interested in, but most importantly provides the necessary skills to progress onto further study or training.

Whilst all of our subjects allow students to progress onto further study, some A-level subjects require the subject to have been studied at GCSE level first. Our option evening and presentation events aim to give parents and carers the information they need to support their children in choosing their GCSE options.

You can learn more by visiting our Key Stage 4 curriculum page: www.bosworthacademy.org.uk/curriculum/key-stage-4/

Additional information about the options process will be sent to you through our various school communication mediums soon.

To learn more about the options process there will be two identical presentations held on **Thursday 6 February at 5:15pm and 6pm**. You can sign up to our presentations [here](#) or by scanning the QR code.

We look forward to seeing you at the event to begin your child's journey into Key Stage Four.

Mr Dolinski,
Deputy Headteacher



Badminton Success

Our KS4 beat local schools to win the badminton tournament that we hosted recently. There was some fantastic badminton on show. Well done to the following players were Sulaiman R, Parker B, Jack K and Jack C. They will now go to finals night at Babington later in the year.



At the KS3 tournament, we entered two teams. Our Y7 team came second after coming really close in a match against Brookvale Groby. Our Y8/9 team came fourth. This tournament provided a great learning experience for all.

Swimming Medallist

Last weekend saw Year 8 student Jasmeen S win a silver medal in the Leicestershire County Swimming Championships. Competing against mainly Year 9s, Jasmeen managed to swim a fast 50 Metres Backstroke qualifying 4th fastest in a time of 34.23 seconds in the 14 and Under Age group.

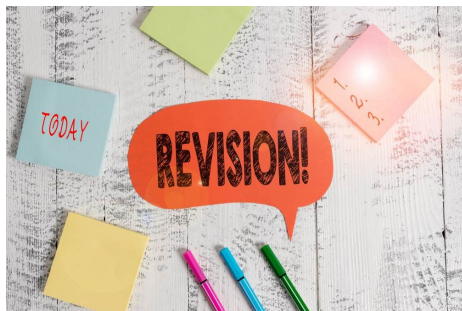
In the final Jasmeen went a further 0.5 seconds quicker than the heat in a time of 33.75 seconds she managed to gain 2 places producing a fantastic finish to win the silver medal by a tenth of a second. School Games Organiser, Martin Lynch who is her Swimming Coach was delighted with her swim, saying: "Jasmeen has a fantastic attitude and is so coachable. She has worked really hard in the last 12 months and I am delighted for her to get her first ever county medal."



Revision Academy Returns

Our Revision Academy returns during the February half term break between Monday 17th and Friday 21st of February.

These specialised revision classes are designed for students in Years 11 and 13 to focus on certain subjects.



We aim to

maximise all opportunities to support students in achieving their target grades and support them in securing their options for further education and career prospects.

Thank you to all those who have signed up so far with many subjects now fully booked.

We have spaces still available, as of 24 January, in the following subjects:

- GCSE — Art, Drama, French, PE, Spanish and Textiles
- Post 16 — All sessions available

There are various sessions running each day.

Payment for the session is through the sQuid app on a first come, first serve basis. The deadline for booking is **Tuesday 11th February**. You will not be allowed in to the session if you have not paid before the deadline. Each two hour session costs £5 which covers resources and exam booklets.

We are also offering Year 10 students the opportunity to attend a revision session on Tuesday 18th February. This session will cover the four topics we study in GCSE RS (Christianity, Islam, Relationships & Families and Religion, Peace & Conflict) with a focus on exam technique.

Students will need to make their own transport arrangements for getting to and from the Academy. Students are also expected to bring their own lunch. Students are not required to wear uniform during revision academy.

In previous years, over 100 students have attended our revision programme and found the experience to be extremely rewarding. I hope that you agree that this is an opportunity not to be missed and a great way to kick start revision if this still hasn't begun.

A full timetable will be announced in due course.

Miss Alexander, Head of Interventions

Year 11 Tassomai

Well done to those of you who are completing Tassomai, the numbers of questions answered are looking better (around 27000) but still not as high as it could be. Can we break through the 35000 question mark?



Well done to 11a2, 11b2 and 11a4 for being the most engaged classes. Can you help your class beat them next week?

Congratulations to this week's raffle winner, Chloe B in 11b2. 11 vouchers left to win!

Daily Tassomai quizzes should be part of all student's revision plans. We are asking students to complete a daily quiz 4 out of 7 days a week. Any student that meets this goal will be entered into a weekly prize draw to win a £10 voucher.

Daily reminders will be set on Satchel One to remind students to complete these quizzes.

Please can you support your child in completing these quizzes as good Tassomai engagement is proved to lead to better grades in science.

Click [here](#) for a parent/carer guide to Tassomai if you would like any more information.

Mrs Kirkham, Teacher of Science

Trial Exams

On Monday 3rd February the trial exams will begin for both Year 11 and 12 students (and RS for Year 10). Timetables have been sent to students with their seat number on and Year 11 have also received a key document telling them what they need to revise for each subject.

At school we have been focusing on the Core 4 revision techniques and students should continue to create these at home to ensure their revision 'sticks'.

Tracking grades and parents evening will follow in late February.

Please find the [attached document](#) that will enable you to support your child's revision.

Miss Baxter, Deputy Headteacher



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 11-13 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 onto applying knowledge in that area in specific extended exam questions.

Summary: Self Quizzing

- 1. Identify knowledge**
Identify knowledge/c 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.
Store some questions next time.
- 5. Next time**
Revisit the areas where there were gaps in knowledge, and include these some 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



Y11 Prom 2025 GoFundMe

As we approach the end of the school year, we are excited to begin preparations for the Year 11 Prom, an event that marks a significant milestone in our students' lives and provides them with a memorable celebration of their hard work and achievements.



To make this occasion truly special, we are aiming to enhance the event by including additional features such as themed decor, a professional photographer, a photo booth, and other elements that will create a wonderful experience for our students. However, these added touches come at a cost beyond the ticket purchased.

With this in mind, our Prom Committee has decided to set up a GoFundMe page to raise additional funds. This will allow family members, friends, and the wider community to contribute and support us in creating an unforgettable prom for our Year 11 students. There is no expectation for anyone to make a donation but every donation, no matter how small, will go a long way in helping us reach our goal.

Here is how you can help:

- Share the GoFundMe link with friends, family, and on social media to spread the word.
- Contribute directly if you are able to.

The link to the GoFundMe page is: <https://gofund.me/ad202e9e>

We are incredibly grateful for any support you can provide. Together, we can ensure that the Year 11 Prom becomes a cherished memory for all our students.

If you have any questions or would like to discuss other ways to support this initiative, please do not hesitate to contact me.

Thank you very much for your continued support.

Mrs Jones, Head of Year 11

How Safe is WhatsApp?

WhatsApp has become one of the most widely used instant messaging platforms globally, with over 2 billion users across 180 countries. Its popularity stems from its ease of use,

allowing people to send messages, share media, and make voice or video calls.

WhatsApp also enables group chats where multiple users can connect and communicate seamlessly.

To set up a WhatsApp account, all you need is a phone number. However, despite being rated for users aged 16 and above, children and young people can easily bypass this restriction, gaining access simply by having a mobile number.

Once one child in a peer group is on WhatsApp, it often creates a ripple effect, with others wanting to join as well. This widespread access among younger users can lead to increased vulnerabilities, including exposure to inappropriate content, cyberbullying, and pressure to be part of group conversations.



The National Society for the Prevention of Cruelty to Children (NSPCC) has conducted its own analysis, highlighting the potential dangers that WhatsApp poses to child users. Parents and guardians are encouraged to stay informed and monitor their children's use of the app to ensure their safety online. For more information and insights from the NSPCC, please visit the link [here](#).

Mrs Whitaker, Designated Safeguarding Lead



Maths Puzzle of the Week

Last time's puzzle: Replace the Number?

Equilateral triangle ABC is inscribed in the circle (centre).

If BE is perpendicular to AC, find BD.

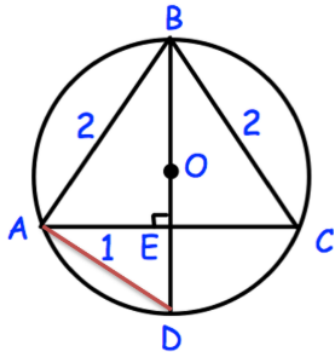
In triangle ABD,
angle BAD = 90
degrees

(angles in a semi
circle are always
right angles)

Angle ABD = 30
degrees (since ABC
= 60 degrees and
BD bisects it)

$\cos ABD = 2/BD$

Hence $B = 2/\cos 30$
degrees



$$\text{So } B = \frac{4\sqrt{3}}{3}$$

This week's puzzle:

The four digit number A48B is as large as possible and is divisible by 36.

Find A and B

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:



**Leicestershire
County Council**

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.



YOUNG PEOPLE

PHYSICAL ACTIVITY & SPORT

HARDSHIP FUND

The fund will support young people from Leicestershire, Leicester and Rutland, in the greatest financial need, to overcome economic constraints and access physical activity and sport as a participant, official, coach, volunteer or talented sports person. Young people should be aged 21 years or under on 31st March 2025, or up to the age of 25 years for young people with SEND.

active-together.org/fundingfinder/1812

ROUND 2 DEADLINE: 2ND MARCH 2025



**LET'S
GET
MOVING**



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

Alumni Get Involved

Are you a former Bosworth student? We want to hear from you! Our alumni have returned to give talks and work shops to inspire the next generation.

Complete this [survey](#) and connect with us.



10 Top Tips for Parents and Educators

SUPPORTING CHILDREN TO DEVELOP EMOTIONAL LITERACY

Emotional literacy refers to the ability to recognise, understand and express our feelings effectively. It plays a crucial role in strengthening a child's wellbeing by enhancing their relationships and resilience. However, emotional literacy is not necessarily an innate talent, and its development may present challenges. This guide gives parents and educators practical tips on supporting children to cultivate this essential skill.

1 NAME THE EMOTION

Encourage children to identify and name their emotions. This helps them understand what they're feeling and why. Use simple language and relatable examples to make it easier for them to share their emotions. This builds a foundation for emotional understanding and open communication.

2 MODEL EMOTIONAL EXPRESSION

Demonstrate healthy emotional expression by sharing your feelings visibly. When children see adults properly displaying how they're doing and what they're thinking, they learn to do the same. Discuss how you handle emotions in different circumstances, providing a real-life framework for young ones to follow.

3 MINDFULNESS ACTIVITIES

Teach children mindfulness practices to help them stay present and manage their emotions during more challenging moments. Activities like deep breathing, meditation or yoga can reduce stress and enhance emotional regulation. Regular practice can improve focus and emotional stability, which can significantly help children both as they're growing up and throughout their adult life.

4 USE STORYTELLING

Incorporate storytelling to help children understand emotions. Stories can offer relevant scenarios illustrating how the characters experience and manage their feelings. Discuss the emotions depicted in stories and ask children how they might feel in similar situations.

5 PRACTISE EMPATHY

Teach children to consider others' views and emotions – and to explore why they might think or feel this way. Role-playing and discussing various scenarios can enhance their ability to empathise. Understanding others' emotions helps children to develop compassion and improves their social interactions.

6 ENCOURAGE JOURNALING

Suggest keeping a journal to make note of thoughts and emotions, as writing can provide an outlet for self-reflection and emotional processing. Encourage children to write about their daily experiences and feelings, helping them gain insight into their emotional world. Do this alongside them, so they can see and experience how to do it effectively.

7 TEACH PROBLEM-SOLVING

Do what you can to help children develop problem-solving skills to assist in managing emotional challenges. Discuss potential solutions to emotional conflicts and encourage them to think critically about what they (and others) can do to process their feelings in a healthy way. This empowers children to handle emotions positively and build resilience.

8 CREATE A SAFE SPACE

Establish an environment where children feel safe to display their emotions without judgement. Encourage open exchanges and reassure them that all feelings are valid. This supportive atmosphere promotes trust and encourages children to express themselves with confidence.

9 USE VISUAL AIDS

Take advantage of visual aids like emotion charts or mood meters to help children identify and express their feelings. Use these tools regularly in your interactions. They provide a visual representation of emotions, making it easier for children to communicate their emotional state.

10 CELEBRATE EMOTIONAL GROWTH

Acknowledge and celebrate progress in emotional literacy, and praise children for expressing their emotions and handling them effectively. Positive reinforcement is a useful tool that will encourage continued growth and reinforces the importance of emotional literacy – encouraging young people to maintain the good habits and healthy behaviours that you've taught them.

Meet Our Expert

Adam Gillett is Associate Vice-Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, an organisation that supports schools in improving their mental health provision.



WakeUp Wednesday

The National College

X @wake_up_weds

f /www.thenationalcollege

Instagram @wake.up.wednesday

Twitter @wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 28.01.2025

All children will experience challenging feelings sooner or later. Emotions are a natural part of life, and while youngsters should be allowed to express themselves, it's important they also learn how to process these more difficult emotions in a mindful way. Many children will be encountering these intense feelings for the first time, and it can be intimidating to skirt the line of helping them properly handle their emotions while also validating their experiences. This free guide offers expert advice on how supporting youngsters to develop emotional literacy.



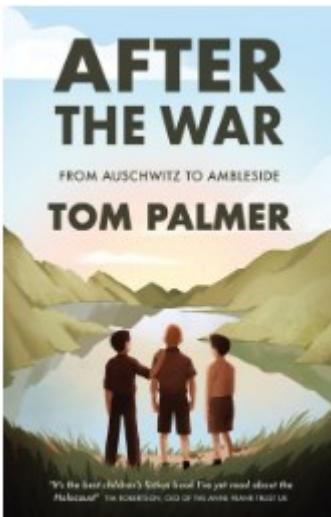


The Compass

Book Recommendations

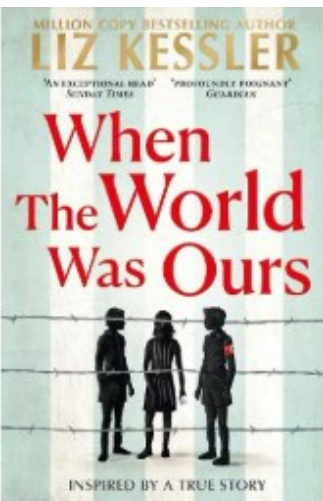
This week's book recommendations focus on the holocaust with international Holocaust Memorial Day being on Monday 27th January.

Key Stage Three



Summer 1945. The Second World War is finally over and Yossi, Leo and Mordecai are among three hundred children who arrive in the English Lake District. Having survived the horrors of the Nazi concentration camps, they've finally reached a place of safety and peace, where they can hopefully begin to recover.

But Yossi is haunted by thoughts of his missing father and disturbed by terrible nightmares. As he waits desperately for news from home, he fears that Mordecai and Leo - the closest thing to family he has left - will move on without him. Will life by the beautiful Lake Windermere be enough to bring hope back into all their lives? Based on the real events and lives of the Windermere Boys - a group of 300 refugee children who survived the concentration camps of WWII and were relocated to Cumbria.



Vienna. 1936. Three young friends spend a perfect day together, unaware that around them Europe is descending into a growing darkness and that events will soon mean that they are ripped apart from each other as their lives take very different directions... Inspired by a true story,

When the World was Ours is an extraordinary novel that is as powerful as it is heartbreaking and shows the bonds of love, family and friendship allow glimmers of hope to flourish, even in the most hopeless of times.

Key Stage Four

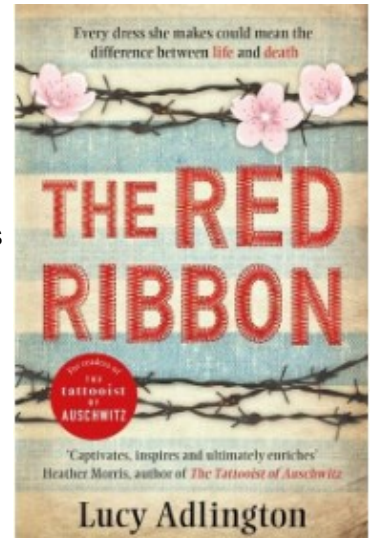
As fourteen-year-old Ella begins her first day at work she steps into a world of silks, seams, scissors, pins, hems and trimmings. She is a dressmaker, but this is no ordinary sewing workshop. Hers are no ordinary clients.

Ella has joined the seamstresses of Birkenau-Auschwitz, as readers may recognise it. Every dress she makes could mean the difference between life and death. And this place is all about survival. Ella seeks refuge from this reality, and from haunting memories, in her work and in the world of fashion and fabrics. She is faced with painful decisions about how far she is prepared to go to survive.

Is her love of clothes and creativity nothing more than collaboration with her captors, or is it a means of staying alive? Will she fight for herself alone, or will she trust the importance of an ever-deepening friendship with Rose?

One thing weaves through the colours of couture gowns and camp mud - a red ribbon, given to Ella as a symbol of hope.

'I want you to make a promise to me that you will always take care of your sisters. That you will always be there for one another. That you will not allow anyone to take you away from each other,



Lunch Menu

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

Next week we will be on the Week One 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 Broccoli & Sweetcorn Garlic Bread Salad	Sausage Roll Herby Diced Potato Baked Beans Salad	Roast Chicken & Yorkshire Pudding Seasoned Mashed Potato Mixed Vegetables Gravy	Spicy Chicken Wings Macaroni Cheese Corn on the Cob Coleslaw	Kellys Choice Meaty Pizza Seasoned Wedges Peas Salad
Chickpea & Spinach Pasta Broccoli & Sweetcorn Garlic Bread Salad	Steak Slice Herby Diced Baked Beans Salad	Pork Sausage & Yorkshire Pudding Seasoned Mashed Potato Mixed Vegetables Gravy	BBQ Chicken Breast Macaroni Cheese Corn on the Cob Coleslaw	Cheese Pizza Seasoned Wedges Peas Salad
2 CHOICE MENU	Vegan Sausage Roll Herby Diced Baked Beans Salad	Vegan Sausage & Yorkshire Pudding Seasoned Mashed Potato Mixed Vegetables Gravy	BBQ Vegan Slice Macaroni Cheese Corn on the Cob Coleslaw	2 CHOICE MENU
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:

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Head of Year 7:

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Head of Year 8:

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Head of Year 9:

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Assistant Head of Year 9: Wendy

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Head of Year 10:

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Assistant Head of Year 10:

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Head of Year 11:

Brogan Jones bjones@bosworthacademy.org.uk

Assistant Head of Year 11:

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Head of Year 13: Chloe

Stephenson chloes3@bosworthacademy.org.uk

Pastoral Leader: Kay Coxon

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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