

Friday 28th May 2021

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Nothing But The Best

It has been brilliant to see students at JQA grasping all their opportunities this week: we have seen students working together on engineering projects and working with the Heritage Trust to photograph beautiful buildings in the local community. As the world begins to open up again, we look forward to more exciting events such as Sports Day and also reward trips.

Year 11 students continue after half term with us up to June 25th. We have some wonderful 'transition' activities planned as well as some lovely opportunities to celebrate, including the forthcoming Prom at Edgbaston Hall Hotel. I would urge you to read [Miss Chudasama's letter](#) if you are a parent/carer of Year 11 so you are fully informed of our plans.

Year 10 students who took part in Birmingham University's Big Science quiz have reminded us all to have limitless ambition for our students. With a second-place finish, ahead of some of the prestigious grammar and independent schools, our students have shown they can compete with anyone. I'm very much looking forward to seeing how students from this year group take the baton from the Year 11 Student Leadership Team and taking part in the interviews for our new Head Boy and Head Girl shortly.

Of course, this excellence is only possible through high-quality teaching. I am pleased to share with you that the last week has been incredibly busy, securing some superb staff for September who share in our mission to give our students the very best.

As we move into the final half term of the academic year, I will remind you of the need to never compromise our shared standards. A copy of our uniform policy is online for your reference. This month sees the [Clean Air Zone come into effect too and you will have seen our letter regarding this](#). We continue to have conversations with the Council about how we can support any families affected. Thanks for your continued support. Enjoy your half term together.

Jamie Barton —Head of School

Our Shared Mission:

At JQA, we focus on **delivering a CORE education** that provides a broad range of opportunities for students from all backgrounds to learn and achieve as well as developing a depth of character around our shared values.

Collaboration: we achieve our goals through working together and working successfully with others.

Opportunity: we make the most of every opportunity that we are offered to learn and grow.

Respect: we look after one another and make sure everyone is safe and that we are respectful

Excellence: we always give 100% and make sure that everything we do is our best.

COMING UP...

Our Events calendar is online at
www.jewelleryquarter.academy/events

7th June - School resumes (arrive for 8.25)

7th June - Child Safety Week.

8th June - National Best Friends Day.

14th June - Refugee Week.

Jewellery
Quarter Academy

St George's Court
1 Albion Street
Birmingham
B1 3AA

tel: 0121 729 7220 between 8am and 4pm

email: enquiry@jewelleryquarter.academy

www.jewelleryquarter.academy

 [@COREJQAcademy](https://twitter.com/COREJQAcademy)

 [@corejqacademy](https://www.instagram.com/corejqacademy)

OPPORTUNITY–Art project

Year 10 students took part in the Jewellery Quarter Heritage Art project, in which they went around Jewellery Quarter taking pictures of very unique buildings.

The students uploaded their pictures from their smartphones onto laptops. They then used the program Photoshop to edit them into digital stills.

The project is still ongoing, and Mrs Mazzoni, Head of Art/Design, said the students were very enthusiastic and gave 100% into the project. We cannot wait for the final designs from the Year 10 students.



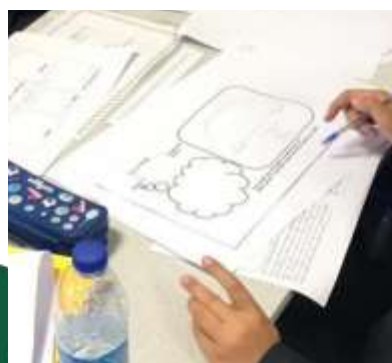
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OPPORTUNITY – Opportunity Day

Wednesday 26th May was our third Opportunity Day—a chance to do different things than traditional lessons. This time we focussed on engineering, celebrating the JQ's heritage as a place of innovation.

Year 7

Year 7s took part in a STEM (Science, Technology, Engineering and Maths) day. The students did some programming using Scratch. They also had a talk from our CCF leader, Ms Barker, to recruit for the next academic year. The students then had a look at the meaning of the Clean Air Zone and why this is happening. They then had to design a new electric car of which gives no pollution to our environment.

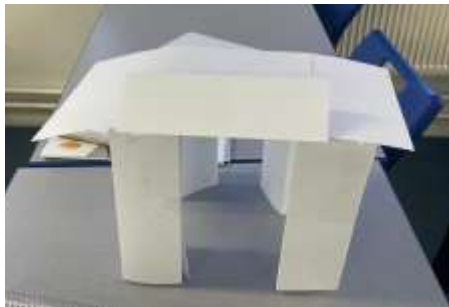


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OPPORTUNITY – Opportunity day

Year 8

Year 8s also took part in a STEM day. The first task was to create a bridge using only paper and Sello-tape. The structure had to take the weight of a various items. Some were successful, but others were not, with students reflecting on why and how.



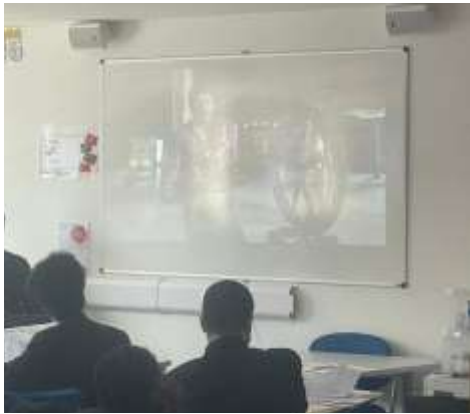
The second task was to build a tower as high as you can using paper, sticks and Sellotape. This was quite a tricky task! The third task was to design a protective case for an egg and then it was dropped from a height.



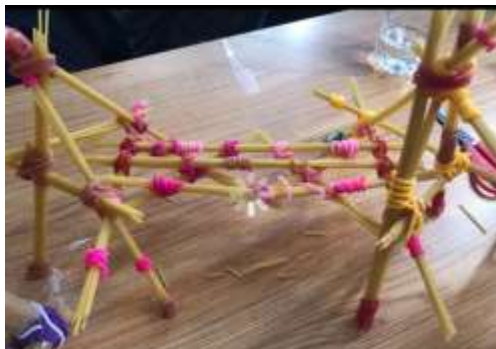
OPPORTUNITY – Opportunity day

Year 9

Year 9 students also took part in a STEM Day, with a focus on Engineering. The first task was to watch a video and have a discussion on the topic of Engineering Around Us. The main discussion was how Engineering has helped us over the years.



The Year 9 students took part in a STEM day challenge. The first task was to build a bridge using only Spaghetti. The students had to work in groups and they found this task difficult, but gave it their best effort. Some of the designs were very impressive.



The following task was for the students to design a chair using only cardboard and then the final task was the HS2 “Design for Everybody”: focussing on understanding what HS2 is and why it is important.

Speaking to the students, they really enjoyed working in groups and competing against one another. Well done Year 9!




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OPPORTUNITY - Opportunity day

Year 10

Year 10 students had their first chance to explore 'post-16' options as they head into Year 11 and beyond. They also looked at CV writing, personal statements, planning for the future and had a virtual talk from BMET college about all the different courses that are available.

Wednesday 26th May 2021
CV and personal statement
LO: To write a CV and personal statement



Thinking Questions
1. What is a CV?
2. What is a personal statement?
3. What is the difference between a CV and personal statement?

Turn to pg132 of your planner

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Example of a CV



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Wednesday 26th May 2021
Personal Statement
LO: To Write a Personal Statement



Thinking Questions
1. What is a personal statement?
2. What is the difference between a CV and personal statement?
3. When might you need a personal statement?

Turn to pg132 of your planner

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Do's when writing your personal statement

- Do use your best English and don't let spelling and grammatical errors spoil your statement.
- Do show that you know your strengths and can outline your ideas clearly. Use words you know will be understood by the person reading your statement.
- Do be enthusiastic - if you show your interest in the course, it may help you get a place.
- Do expect to produce several drafts of your personal statement before being totally happy with it.
- Do ask people you trust for their feedback.

Don'ts when writing your personal statement

- Don't exaggerate - if you do you may get caught out at interview when asked to elaborate on an interesting achievement.
- Don't rely on a spellchecker as it will not pick up everything - proofread as many times as possible.
- Don't leave it to the last minute - your statement will seem rushed and important information could be left out.

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OPPORTUNITY

Wednesday 26th May 2021
Planning for the Future



Thinking Questions
1. Where do you want to go in the future?
2. What do you want to achieve?
3. Where do you see yourself in 5 / 10 years time?

Turn to pg132 of your planner

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GOALS AND AMBITIONS

Task
Complete this form and make sure that your action plan is detailed.

Extension
For the three subjects you have decided you need to improve on, pick one of them and come up with a three day action plan for it.

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OPPORTUNITY

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RESPECT – 'Peer on Peer' bullying

As part of our Personal Development sessions, we looked at peer on peer bullying recently.

The session on May 25th was to look at what is meant by peer on peer bullying and the effects it can have on someone. The students also looked at different types of abuse students can inflict on each other.

The session was insightful and it made our students think about the effects peer on peer bullying can have on a person.

As one of our students said, "You never know how someone is feeling or what they are going through when this happens."

Peer on peer bullying

LO: to understand peer on peer bullying and the effects that it can have

Learning question: Have you ever seen or been involved in an incident of bullying? What impact did it have on the victim and the perpetrator?

Planner and equipment on desk please to be READY

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COLLABORATION

Maintaining genuine friendships and avoiding toxic ones.

When Carly started secondary school she began hanging around with Kemi and Charmaine, two of the popular girls. These girls kept making fun of Carly's old friends and Carly didn't want them to happen to her, so she sided with Kemi and Charmaine. Now these two keep making fun of Carly, to her face, behind her back and even online.

Challenge: How might Carly be feeling now?
More challenging: What should Carly do now?
Miss Challenge: Why are Kemi and Charmaine doing that? Be prepared to feedback your answers to the class.

Using the grid above come up with three questions about the image

2 Minutes

"Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age, everyone directly involved in peer on peer abuse is under the age of 18"

Definition by TALK online in February 2017 (linking)

Did you know?
All people and members of staff have a responsibility to work together to ensure that abuse does not occur or where it does, action is taken.

Did you know?
Peer on peer abuse tends to be experienced by children aged 11 and upwards, with most cases from being bullied.

EXAMPLES OF PEER ON PEER ABUSE

Cyber Bullying and Bullying	Incident or pattern of incidents of cyberbullying, coercive, threatening, degrading and violent behaviour, (experiencing physical, emotional, sexual or financial abuse within a relationship)	A
Harmful Sexual Behaviours	Being exploited by a gang or groups to take part in criminal activities. These activities may cause harm to the individual themselves or others.	B
Gangs and Serious Youth Crime	Inappropriate sexual language, inappropriate role play, to sexually taunt another or sexual assault / abuse. Seeking or forcing / manipulating someone into sexing	C
Domestic abuse	Behaviour by an individual or group in person or online sexually harassed and / or sexually abused another individual or group either physically or emotionally	D
CSE (Child Sexual Exploitation)	Situations where an individual or group takes advantage of an imbalance of power to coerce, manipulate or seduce a child or young person under the age of 18 into sexual activity	E

At JQA, we pride ourselves on having **respect** for all people. We recognise that all people are **equal**. We **honour** each others' life choices and individual liberty. To really respect and honour each other we have to ensure we don't put peer pressure on each other.

But do we all adhere to these values at all times in our lives? What are the different kinds of peer pressure that exist?

[Click to Reveal]

Answers

- Have you ever pressured someone into doing something they didn't want to do? ● ● ●
- Have you ever been peer pressured into doing something you didn't want to do? ● ● ●
- Does this demonstrate these values? ● ● ●

RESPECT – Israel and the Palestinians

As part of our Opportunity form time session, it was important to discuss the conflict between Israel and Palestinians. We wanted to let students know that it is important to consider both sides of the argument.

Teachers went through the PowerPoint and discussed the history of both Israel and Palestine. We made sure that the students followed our CORE character values **by listen to others and respect different faiths and backgrounds**. It was important to let the students know that if they wanted to know more information, that they look at unbiased sources and they were supported to consider these.

Respect

Thinking question: *Why is it important to consider both sides of an argument?*

Planner and equipment on desk please to be READY

Turn to pg132 of your planner, use pen and paper or the meeting chat

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If you choose to look into this topic further, then please make sure you are using **reliable sources**! It is also **important to talk to someone** if you are upset by what you see or hear; for some advice on this, **click the image**.

Remember, it is an important part of our CORE character that we **listen to others** and **respect** that they may have different faiths/backgrounds. We **must not judge** them, and they have a right to an opinion as much as you!

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Be informed: Who, what, where

Israel	Palestine
Israel was created as an area considered holy by Christians, Jews and Muslims in 1948, following the Holocaust and the murder of millions of Jews.	Palestine is located between Africa and Asia. It used to be a larger area, but parts of it were given to Israel, and more has since been taken.
After centuries, Jewish people were given a 'homeland' in Palestine that they last others believed they were due.	Today, when Palestine is discussed, most people are talking about three areas called the West Bank, Gaza, and East Jerusalem.

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Be curious: What's happening at the moment?

On 13th April, Palestinians in East Jerusalem found barriers placed outside an entrance to Jerusalem's Old City. This made them angry because this is where they were going to gather after prayers at the Al-Aqsa Mosque on the first night of Ramadan (a holy month in the Islamic calendar). There were clashes between the two groups.

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Be curious: What's happening at the moment?

There's not one side here, there have been centuries of both sides of the world. There have been discussions about how to share power between Israel & Palestine for over 20 years, but an agreement is yet to be reached. This is because there are some big points that cannot be agreed on. (These include...)

What should happen to Palestinian refugees (people who had to leave their homes)?

If the areas of the West Bank where Jewish people live (which is thought of as part of Palestine) should stay or be removed?

Whether Israel and Palestine should share Jerusalem as their capital city.

If Palestine should be a state in the same way that Israel is.

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Where to go for more information/support ...

If you feel affected by or would like to learn more about this conflict, there are several things you can do:

- For information or support, you can make an appointment to speak to one of the **wellbeing team** who are happy to help you!
- Take time to educate yourself on the history and contemporary issues – but make sure you use unbiased sources – lots of information you find online is biased in favour of their own side and does not give the full picture or both sides of the conflict!
- Remember to be respectful of others and their right to have their own opinions – some people have different faiths and **beliefs** and we must not judge them or treat them disrespectfully because of it.

Remember, at JQA we are always **respectful**

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Today's focus – the Israeli-Palestinian conflict

Please Note:

During this assembly, you will be exploring the **current situation** in Israel & Palestine. One of the most important things to keep in mind during this session is that **the issues discussed are incredibly complex**, and that this is designed to be an introduction to help you understand what you might see or hear on the news.

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EXCELLENCE– #HotChocFriday

Hot Chocolate with The Head of School

As part of our reward system, every other Friday, the four top merit earners in the last fortnight are invited to have a hot chocolate and a millionaire shortcake with the Head of School during Form Time.

This gave the students an opportunity to have a conversation with the Head about matters that are important to them as students continue to shape the future of our Academy.



How will YOU get a postcard sent by our staff?



REWARDS AT JQA

We continue to send postcards home for students who demonstrate our CORE values in live lessons.

Points are from 14/05/21 to 28/05/21

Year 7: **Lamanta Thompson**— 108 points

Year 8: **Beatriz Nascimento** — 340 points

Year 9: **Shandice Smith**—186 points

Year 10: **Mohammed Alamin**—170 points

Year 11: **Henok Mekecha**—43 points

Well done to these students. Can you catch them?

Year 7 have earned 20971 points so far this academic year. Year 9 are not behind...

Keep logging those rewards at:

www.mystickers.com

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EXCELLENCE AT JQA

Recognition

On the 18th and 21st of May, JQA entered the Big Biology and Big Physics Quiz for the first time. This is an annual event run by Birmingham University to raise the profile of the sciences in Years 9 and 10, and to allow students to meet and learn from a professional scientist within these disciplines. Our Academy entered five teams, fifteen of our best and brightest into the quiz.

In the Biology quiz, three of our teams made it into the top ten of 35 schools; several of these being Grammar/Independent Schools. One of our teams finished 2nd in the Big Physics Quiz! A massive achievement, considering our illustrious competition.

It goes without saying that as the Head of the Science department, I am extremely proud of all of our teams and their efforts; they served as fantastic ambassadors for our school and our trust. They demonstrated their own potential for excellence, every single one of them are a credit to their families.

Mr A Dowe —Head of Science



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COLLABORATION – Electric scooters

Electric scooters are becoming more popular within the UK because they **are practical, ecological and economical alternative to city traffic**. Every day, more and more people are changing their way of commuting to work, school, and university in order to save time and money. Electric scooters are perfect for a short city ride, and they are perfect as a “last-mile” vehicle.

In UK law, an electric scooter is classified as a “powered transporter”, alongside products such as hoverboards, “go-peds” and powered unicycles. Due to the way in which “powered transporters” are designed and motorised, every product in this classification – including electric scooters – falls within the legal definition of a “motor vehicle” in the UK.

This means that in order to be road legal, an electric scooter would need to meet all of the standards required of motor vehicles by the Road Traffic Act 1988. These are the same, stringent standards which cars are required to meet and would include being registered with the DVLA, licensed, taxed, insured and fitted with number plates.

It is illegal to use a powered transporter:

- on a public road without complying with a number of legal requirements, which potential users will find very difficult
- in spaces that are set aside for use by pedestrians, cyclists, and horse-riders; this includes on the pavement and in cycle lanes

Any person who uses a powered transporter on a public road or other prohibited space in breach of the law is committing a criminal offence and can be prosecuted.

At Jewellery Quarter Academy, we take the law and safety of others very seriously. Therefore, any student who brings in an electric scooter after the 28th June will not have it stored at the Academy.

Mr Barton (Head of School) has written a letter to all families to advise of our approach to E-Scooters:

<https://www.jewelleryquarter.academy/wp-content/uploads/2021/05/Letter-Regarding-Approaches-to-E-Scooters-JQA.pdf>



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Email: enquiry@jewelleryquarter.academy

COLLABORATION – Litter Picking

Students have done really well to adapt to the zones during the pandemic. It is great to see students volunteering to do litter picking in their zone too at lunch time, using the pickers.

Every student that volunteers a part of their lunchtime receives a 'Collaboration' merit.

We remind all students who eat or drink at the Academy to do so in their designated zones (hatch and refectory) to reduce litter in the first instance.



COLLABORATION – Year 10 Parents' Evening

On Thursday 20th May, from 4pm-6.30pm was Year 10 Parents' Evening.

This was done through School Cloud. Miss Ivey, Head of Year 10, said that the virtual parents evening was a success, in which many parents were gave positive feedback after the conversations with staff members.

Parents were told about students' attitude to work, effort in class and assessments that are coming up and plans for the future.



ATTENDANCE at JQA

Collaboration is one of our key CORE values, that drives attendance. It is therefore imperative that we work together - school, parents / carers and students to ensure students are not disadvantaged by not being in school. If students are absent, their learning suffers.

Top forms for attendance in the last fortnight:

1) 10C—98.7%

2) 11R and 10 O—97.2%

3) 7HBO—96.6%

If your child is going to be absent for any reason, it is important you communicate that with us by calling our Attendance Manager Ms Sparg on 0121 729 7220 and pressing Option 2. Thank you.

COLLABORATION – Testing

We hope you and your family are safe and well. You may have seen the concerning news from India recently and their struggles with Covid-19. We must remain vigilant as a community as the Summer Term continues, adhering to all government guidance and restrictions. We are, of course, continuing our extensive measures at JQA to continue to educate our students safely.

One of the biggest weapons against the spread of the virus and its variants is regular testing. We test at home now and students are regularly issued with lateral flow test kits. **We test each Wednesday and Sunday.** Texts and app alerts act as reminders to students and we appreciate your support with this.

You can find out about our approaches to testing at home here: <https://www.jewelleryquarter.academy/covid-19-testing-at-jqa/>

Reporting Results of Tests

No matter whether your child's result is negative or positive, it needs to be reported in two ways

Log it with the govt website at: <https://www.gov.uk/report-covid19-result>

Inform JQA of the result: <https://tinyurl.com/JQAtestathome>



Any student that tests positive should remain at home and arrange to have the full PCR test, informing the Academy by calling 0121 729 7220 and pressing Option 2.

It is important we continue to work together to ensure we can stay on track to return to the things we once took for granted.

Thank you for your support.

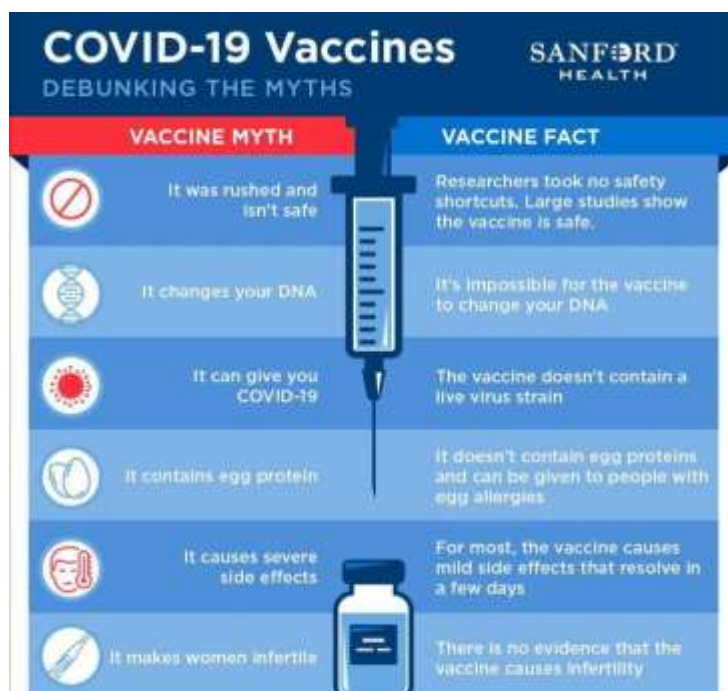
COLLABORATION – Vaccine Myths

The vaccination began on 8th of December 2020 and the total number of first dose vaccinations given to date is over 38 million. The total number of people who have received the second dose of the vaccine is nearly 25 million.

As a community, we strongly urge all to 'have the jab'.

The diagram to the right gives facts about the vaccine.

Many staff at the Academy have recently had the vaccine.



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www.jewelleryquarter.academy

Twitter: [@COREJQAcademy](https://twitter.com/COREJQAcademy) Instagram: [@corejqacademy](https://www.instagram.com/corejqacademy)

Email: enquiry@jewelleryquarter.academy

WHO TO CONTACT AT JQA

If you wish to discuss any aspect of your child's education or time at Jewellery Quarter Academy we can ask that you contact the Head of Year for your child in the first instance.

The most effective way to do this is via email.

Please don't always expect an immediate response as all teachers have very busy timetables, but we will endeavour to reply the same day. The contact emails for each Head of Year are listed here.

Year 7 M Seleshe: mseleshe@jewelleryquarter.academy

Year 8 Mr M Morton: mmorton@jewelleryquarter.academy

Year 9 Mr C Kyffin: ckyffin@jewelleryquarter.academy

Year 10 S Ivey: sivey@jewelleryquarter.academy

Year 11 Mr S Campbell: scampbell@jewelleryquarter.academy



If you would like to contact the Well-Being team, email safeguarding@jewelleryquarter.academy

If you have an urgent safeguarding issue, you can call our Designated Safeguarding Lead on 07823354044



Miss Seleshe



Mr Morton



Mr Kyffin



Miss Ivey



Mr Campbell

STAYING IN TOUCH WITH JQA

Academy Voicemail

The office is open over half term.

We recently changed our phone system after feedback from parents/carers to include the facility to leave a message if lines are busy.

You now have the option to leave a voice message on the Academy Voicemail in office hours and out of office hours too— this is checked twice a day at 8am and 12pm.

Please be sure to state your child's name clearly and who the message is for and one of Team JQA will get back to you.



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