



## #LightTheDarkness

This week saw a range of activities to continue our commitment to being a Beacon School for Holocaust Education. We are proud of this as it is central to our value of 'respect' and our wonderful students have engaged with the Echo Eternal Horizons 21 festival in so many ways. [We are very proud of the contributions they have made to the 23 day festival.](#)

This nationally-recognised programme always centres around learning lessons from one of humanity's darkest hours. [Our pledge of 'Don't Hate', inspired by our survivor's testimony \(Zigi Shipper\), is a message we embrace and encourage.](#) Students have been exploring this message and other aspects of learning from the Holocaust in Personal Development sessions throughout January with theme of 'being the light in darkness'. Our students have been moved to feel compassion, found humility in the gift of testimony and have used their artistry to pay tribute to the testimony of survivors. Thursday night sees our echo being projected onto the side of JQA which promises to be a very moving event.

Live lessons continue to spark students' learning as we remain at home and our expert staff have been working hard to ensure our students have the best quality lessons. Led by the senior team, our staff are becoming ever more accomplished at delivering live learning as we progress into the Spring Term and this is reflected in our strong attendance to live lessons — which continues to get higher and higher week on week.. Lots of 'Praise Postcards' have also been sent for excellent effort.

As you may have heard, we will be remaining at home until at least 8th March and to ensure our students get the most out of their learning via Virtual JQA, we have shared some key tips for parents/carers to best support their child in this edition of our newsletter.

Also, this week, we had a visit from the army who praised the setup of our new Covid-19 testing facility; our Seacole Centre. We will certainly be ready for when students return to the Academy and are very excited to see them once again. Until then, stay at home, stay safe and stay in touch.

## 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](http://www.jewelleryquarter.academy/events)

1st February - National Storytelling Week

4th February - Year 9 Parents/Carers evening

8th February - Online safety week

12th February - Break up for February half term

1st –28th February - LGBT History month

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](mailto:enquiry@jewelleryquarter.academy)

[www.jewelleryquarter.academy](http://www.jewelleryquarter.academy)

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

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

# OPPORTUNITY - Echo Eternal

Wednesday 27th January represents the Holocaust Memorial Day. It is a commemoration day dedicated to the remembrance of those who suffered in the Holocaust under Nazi persecution and in subsequent genocides in Cambodia, Rwanda, Bosnia, and Darfur.

There is usually a national event that brings together survivors, their families, celebrities and members of the Royal Family to mark the day.

Due to the national lockdown, events were streamed for people to watch online. There are national events as well as various local events taking place up and down the UK. Most can be watched live via social media or YouTube and you may have seen various buildings bathed in purple light to mark this.

The theme for Holocaust Memorial Day 2021 is “be the light in the darkness” to encourage everyone to reflect on the depths humanity can sink to as well as the ways individuals and communities resisted that darkness to “be the light” before, during and after genocide.

The Horizons Festival 21 which premiered on Tuesday 26th January, shows the stunning performances of students from the different schools that took part in the project.

Please press the link to watch the video: <https://youtu.be/CV3JHoryrgs>

Our students took part in a lesson on Holocaust Memorial Day, by looking at “Unsung Heroes”. The students looked at two heroes, Nicholas Winton and Trevor Chadwick, who helped and saved children during the Holocaust.

**Holocaust Survivors**

During the war, they were many heroes that we don't know about. These people were soldiers, nurses, teachers and even civilians. On the next several slides, we will be looking at 2 civilian heroes who helped during the Holocaust.

**Unsung Heroes**

Thinking question: What makes a hero?

**Holocaust Memorial Day**

my parents cause they are always there for me and i look up to them

**What Makes a Hero? Nicholas Winton**

Nicholas was a stockbroker (someone who buys and sells shares in businesses) from London. His parents were German Jews who came to Britain before the First World War. They converted to Christianity and Nicholas was brought up as a Christian, although he became an atheist (someone who doesn't believe in God) as an adult.

How did he get involved in helping the children?

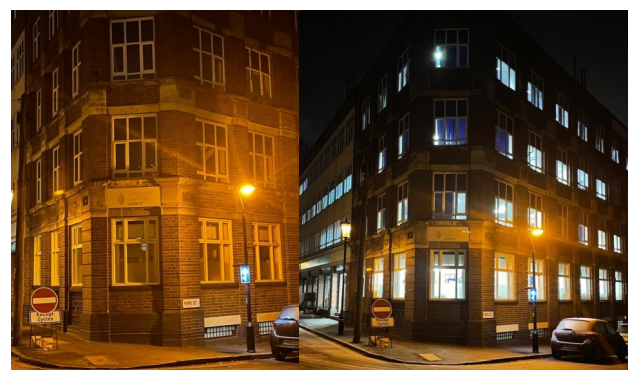
Nicholas became increasingly worried about the rise of the Nazis in the 1930s. Members of his family came to Britain as refugees so he heard first-hand about the persecution of Jews in Germany. Nicholas believed that Britain should do more to help refugees and to stand up to Hitler. This led him to join the Labour Party which was the main opposition party in Britain. One of his friends from the party, Martin Brame, went to Czechoslovakia to help refugees after Germany took over the Sudetenland. He urged Nicholas to join him in Prague during the Christmas holiday in 1938.

**What Makes a Hero? Trevor Chadwick**

Trevor was a schoolteacher from Dorset. Before becoming a teacher, he had worked for the British government in Nigeria, which was part of the British Empire at that time. As well as being a teacher, Trevor was a member of his town's lifeboat crew and did charity work in his community.

How did he get involved in helping the children?

After Germany took over the Sudetenland region of Czechoslovakia in September 1938, British charities encouraged people to help refugees to come to Britain. Trevor's school decided to sponsor two boys - it paid for them to come to the UK and stay at the school. Shortly after Christmas 1938, Trevor and another teacher from the school set off for Prague to collect the boys. Their plan was to stay in Prague for a few days and to return to the British with the boys.



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# RESPECT – Equal Opportunities

## **A Message from our Teaching Assistants**

At Jewellery Quarter Academy, we know how important it is to support and provide equal opportunities for all of our students. We have adapted and allocated lots of strategies and resources that aid our SEND and EAL students and we are currently providing live interventions, via Teams, during the current lockdown.

At the moment, our SEND department consists of 2 teaching assistants: Miss Tate and Miss Hricikova, who work closely with students, across all year groups either on a 1:1 or group basis.

We plan and deliver personalised sessions for students who require extra support in literacy and numeracy, or have specific learning and individualised needs.

The main aim and focus of our sessions is to enhance students' understanding of certain topics and skills to progress their learning further and to ensure any gaps in knowledge are closed.

We work closely with the SENDCo Miss Lowbridge, and we continue to receive unique and targeted training based on the needs of our individual students.

If you feel your child needs any support and they may have additional needs please do not hesitate to contact the SENDCo: [klowbridge@jewelleryquarter.academy](mailto:klowbridge@jewelleryquarter.academy)

We also have a webpage with some additional resources and support for parents/carers and our learners if they need additional support :

<https://www.jewelleryquarter.academy/coreconnects-send/>

Thank you for your support

**Miss Tate and Miss Hricikova**

*“If a child  
can't learn  
the way we teach,  
maybe we  
should  
teach the  
way they learn.”*  
- Ignacio Estrada  
An Everyday Story

## **Resources to Support student Learning**

### **Speech & Language**

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/>

<https://chatterpack.net/blogs/blog/list-of-free-speech-language-communication-and-send-resources-for-schools-and-parent-carers>

Ruth Miskin Daily Phonics lessons – [https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFCIg9GdxtQ](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ)

<https://www.jollylearning.co.uk/> – Phonics Support

### **Reading & Spelling**

<https://www.nessy.com/free-trial/signup> – one month free sign up to reading / spelling resources

<https://spellingframe.co.uk/>

<https://www.worldofdavidwalliams.com/elevenses/> – Free audio story from David Walliams everyday.

<https://stories.audible.com/start-listen> – free audible stories.

### **Mental Health & Well-being**

BBC Ownit App – download through the App store on your phone.

[www.kooth.com](http://www.kooth.com)

<https://www.annafreud.org/parents-and-carers/>

<https://www.forwardthinkingbirmingham.org.uk/>

<http://www.childhoodbereavementnetwork.org.uk/covid-19.aspx>



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# RESPECT– Guide to Remote Learning

## Helping Your Child To Succeed in Virtual JQA

Firstly, thank you for your support with remote learning this term. We recognise the challenges for families around this and want to thank you first and foremost for working with us to support your child. Whether that means supporting with technology or checking in with you via telephone to see if we can help in any way, we feel it's important to all work together to ensure our children's success.

Virtual JQA lessons are delivered live by your child's regular teacher. The format of the lesson follows the same structure which your child is very much used to. The first half is 'delivery' which can include group work, discussion and questioning—your child will respond in the 'chat'.

The second half of the lesson is when your child should independently complete their assignment on Teams. During this time, their teacher will 'watch' as they are working, giving them live verbal and written feedback.

We have put together **7 key tips** for parents and carers to support their child:

- **Rise and Shine**—have a regular morning and bedtime routine to ensure they are up and ready to learn online at 0830.
- **Headphones and device charge**—make sure your child gets into the routine of being ready with devices charged and headphones, if they are used, able to be located easily
- **Know your child's timetable**—you may have written it out on a piece of paper and stuck it up somewhere central in the house: this will help you all to know what's coming up
- **Ensure engagement**—check in with your child regularly throughout the day. A question might be: *what have you posted in the chat so far? Or...Show me your assignment task for this lesson.*
- **Clarify and check**—check what assignments they have to do and what the deadlines are
- **Screen breaks**—ensure your child uses their screen breaks and lunch time to come away from the device and also
- **Pen and paper**—your child might want to take notes during delivery of learning

**Please provide your child with a quiet, comfortable space to work in.**

If any of these things are an issue, then please contact the academy and we will do our best to support you and your child while they continue to learn from home.

If you would like to request a loan laptop, you can do via the Piota app.



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# EXCELLENCE AT JQA

## Recognition for Excellent Work:

There has been some fantastic work from our students during live lessons so far:

**Task 1**  
Looking at the stimulus you have been given, create a mind map of your initial performance ideas or key words, to make a Theatre in Education performance.

I would consider a hacker beyond this mask and his identity is remained a secret. Throughout the performance I would use placards and physical theatre to express my emotions along with lights for symbols because I would not allow the identity to be revealed until the end which is when the hacker gets caught.

The performance would have a message behind which is to be safe on the internet as the hacker while is undetectable but identified at the end is dangerous as it can access private data/information.

- Mysterious
- Fiction
- Secretive
- Hidden message
- Unnoticeable
- Untraceable

**Task 2**  
Choose one of the performance ideas you have come up with to develop further into a piece of Theatre in Education.

Performance idea from Task 1	Use flashbacks from the victim to give effect of what happened before. It's useful as it cuts through back in time.
Why have you chosen this as your performance idea?	I should use this as my performance idea as it gives a useful message to all the viewers/audience to be safe or careful online.
Aims and intentions of your performance	My aims are that my performance should have a clear message so the audience can understand what is expressed and my intentions are that the audience should be warned for their children due to the message.

Skill	Definition of skill	Description	Explanation
Body Language	It's how your body controls or reacts.	Arms crossed.	Anxiety or lonely.
Facial Expressions	The way your face expresses something.	Frown or up-down smile.	Something wrong with their life and have an issue.
Hand Gestures	Your hands movement	Hands in fists or cracking your bones.	Scared or uncomfortable.
Tone of Voice	The nice or rude way your voice is.	"Hi" in a very thing boring way.	Having so much going on your life and no time to concentrate on your voice or other things.
Pace of Voice	The fast or slow your voice is.	Hello how are you in a very quick voice.	If quick probably because you are fluent or excited and if slow probably very tired.
Volume of voice	The high or low your voice is.	"HELLO MATE" very high voice.	High voice sometimes it's natural or just happy and relaxed or low voice probably don't want to talk.

**Task 1 – Hot seating Mrs Dumphon**

Mrs Dumphon has just been told that her son has died. I think she would be feeling...

- Disconsolate
- Down hearted
- Inconsolable

I would like to ask Mrs Dumphon the following questions:

- Why didn't you tell anyone when you thought your son was being bullied?
- How did you feel when you found out your son died?
- What was your relationship with your son?
- Why do you think that your son was being targeted by the bullies?

Answer the questions you have created above as if you were playing the character of Mrs Dumphon.

- I didn't tell anyone because I knew he was being bullied but I wasn't completely sure the only person I could tell was my husband what's the point of telling police as they needed evidence they wouldn't do much.
- I think he was targeted by the bullies because he was easy to bully he was a quite child no one knows what happened at school m/ but I know for a fact he's easy to bully.
- My relationship in my opinion with my son is close but isn't close enough for him to tell me what's happening at school.



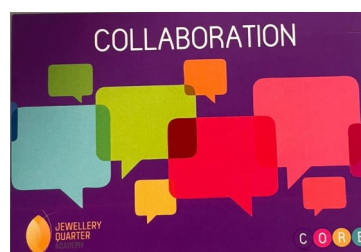
**You do – (Independently)**

1. In each of these right angled triangles find the missing longer side.

a)	b)	c)	d)
e)	f)	g)	h)
a) Answer box: $16+9=25$ Square root = 5	b) Answer box: $64+36=100$ C=10	c) Answer box: $144+25=169$ C=13	d) Answer box: $6.25+36=42.25$ C=6.5
e) Answer box: $144+81=225$ C=15	f) Answer box: $49+576=625$ C=25	g) Answer box: $64+225=289$ C=17	h) Answer box: $81+1600=1681$ C=41

Praise postcards are being sent to our students who are representing the CORE values within live lessons.

How will YOU get a postcard sent by our pastoral team for excellence in your live lessons?



## REWARDS AT JQA

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

Points are from 05/01/21 to 29/01/21

Year 7: Aaron Hoang— 124 points

Year 8: Mohammed Zaid Khan— 118 points

Year 9: Robert Wild—84 points

Year 10: Azaylia Francis—96 points

Well done to these students. Can you catch them?

Year 7 have earned 561 points so far this half term. Year 8 are not far behind...

Keep logging those rewards from home at:

[www.mystickers.com](http://www.mystickers.com)

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# COLLABORATION

## Seacole Testing Centre

Our Covid-19 test centre is now operational. On the 27th January 2021, the British Army visited the “Seacole Centre” and were very impressed with our testing facility and procedures. It was great to get such validation from the British Army for our work to keep all staff and students safe.



## Helping the Community

Some of our key worker ‘bubble’ students took part in helping the community by planting snowdrops at Key Hill cemetery and Warstone Lane cemetery in collaboration with [JQBID](#) and [JQCemeteries](#). Over 500 snowdrops were planted and we will revisit the cemeteries later in Spring to see them in bloom.



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Email: [enquiry@jewelleryquarter.academy](mailto:enquiry@jewelleryquarter.academy)

# COLLABORATION–Year 9 Parents' Evening

Year 9 Parents' Evening will be on the 4th February between 4 and 6.30pm. Appointments can be booked through [SchoolCloud](https://jewelleryquarteracademy.schoolcloud.co.uk/). The guide below will show you of how to book an appointment for next Thursday.

## Parents' Guide for Booking Appointments



Browse to <https://jewelleryquarteracademy.schoolcloud.co.uk/>

### Step 1: Login

Fill out the details on the page then click the *Log In* button.

A confirmation of your appointments will be sent to the email address you provide.

### Step 2: Select Parents' Evening

Click on the date you wish to book.

Unable to make all of the dates listed? Click *I'm unable to attend*.

### Step 3: Select Booking Mode

Choose *Automatic* if you'd like the system to suggest the shortest possible appointment schedule based on the times you're available to attend. To pick the times to book with each teacher, choose *Manual*. Then press *Next*.

We recommend choosing the automatic booking mode when browsing on a mobile device.

### Step 4: Choose Teachers

If you chose the automatic booking mode, drag the sliders at the top of the screen to indicate the earliest and latest you can attend.

Select the teachers you'd like to book appointments with. A green tick indicates they're selected. To de-select, click on their name.

### Step 5a (Automatic): Book Appointments

If you chose the automatic booking mode, you'll see provisional appointments which are held for 2 minutes. To keep them, choose *Accept* at the bottom left.

If it wasn't possible to book every selected teacher during the times you are able to attend, you can either adjust the teachers you wish to meet with and try again, or switch to manual booking mode (Step 5b).

### Step 5b (Manual): Book Appointments

Click any of the green cells to make an appointment. Blue cells signify where you already have an appointment. Grey cells are unavailable.

To change an appointment, delete the original by hovering over the blue box and clicking *Delete*. Then choose an alternate time.

You can optionally leave a message for the teacher to say what you'd like to discuss, or raise anything beforehand.

Once you're finished booking all appointments, at the top of the page in the alert box, press *click here* to finish the booking process.

### Step 6: Finished

All your bookings now appear on the *My Bookings* page. An email confirmation has been sent and you can also print appointments by pressing *Print*. Click *Subscribe to Calendar* to add these and any future bookings to your calendar.

To change your appointments, click on *Amend Bookings*.



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# COLLABORATION

## Vaccination Facts

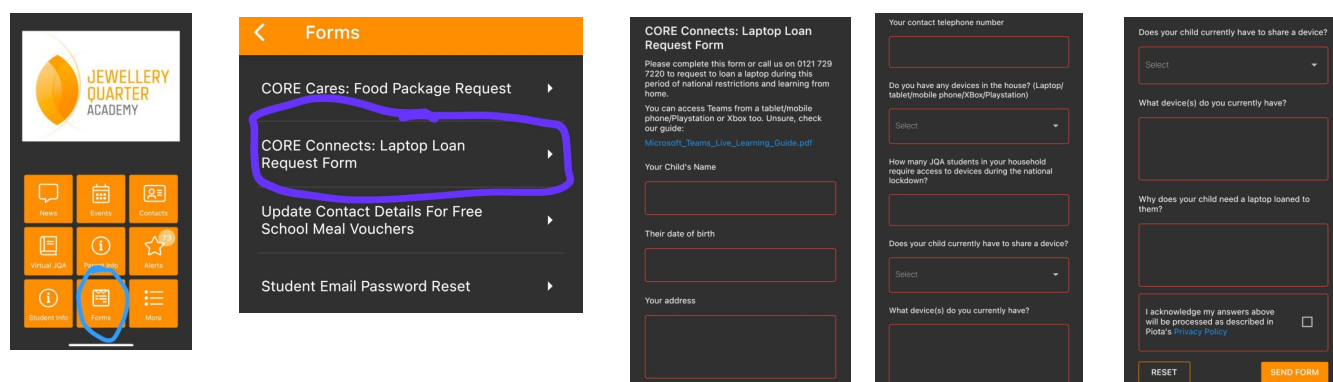
The vaccination programme in the UK began on 8th of December 2020 and the total number of first dose vaccinations given to date is just over 7 million. The total number of people who have received the second dose of the vaccine is nearly 500,000.

There are many myths about the vaccine, spread by fake news, and this is giving doubts to many people. The diagram to the right gives clear facts about the vaccine.

COVID-19 Vaccines		SANFORD HEALTH
DEBUNKING THE MYTHS		
VACCINE MYTH		VACCINE FACT
 It was rushed and isn't safe		Researchers took no safety shortcuts. Large studies show the vaccine is safe.
 It changes your DNA		It's impossible for the vaccine to change your DNA
 It can give you COVID-19		The vaccine doesn't contain a live virus strain
 It contains egg protein		It doesn't contain egg proteins and can be given to people with egg allergies
 It causes severe side effects		For most, the vaccine causes mild side effects that resolve in a few days
 It makes women infertile		There is no evidence that the vaccine causes infertility

## Laptop Loan Request

If your child is in need of a laptop, please complete the request form on the Piota APP which will alert our senior staff.



The screenshots show the Piota APP interface. The first screen is the home screen with a grid of icons. The second screen shows the 'Forms' section with a list of forms, including 'CORE Connects: Laptop Loan Request Form'. The third screen is the 'CORE Connects: Laptop Loan Request Form' itself, which includes fields for contact information, device details, and a consent section.

## ATTENDANCE TO LIVE LESSONS

**We expect all students to attend ALL live lessons at Virtual JQA from 0830 onwards.**

We would like to congratulate the following form groups for excellent attendance so far:

**10C** - 92.1% of all live lessons attended in the last two weeks

**11R** - 90.9% of all live lessons attended in the last two weeks

**100** - 88.6% of all live lessons attended in the last two weeks

Attendance to live lessons is improving everyday. We send out daily alerts to parents and carers if their child is marked absent for a live lesson and also recognition of 100% attendance each week.

**A reminder that if your child is ill and cannot access live lessons, please call the Academy and let us know by calling 0121 7297220 and selecting Option 2 to leave a message for Miss Sparg.**



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Email: [enquiry@jewelleryquarter.academy](mailto: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 can we 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](mailto:mseleshe@jewelleryquarter.academy)

Year 8 Mr M Morton: [mmorton@jewelleryquarter.academy](mailto:mmorton@jewelleryquarter.academy)

Year 9 Mr C Kyffin: [ckyffin@jewelleryquarter.academy](mailto:ckyffin@jewelleryquarter.academy)

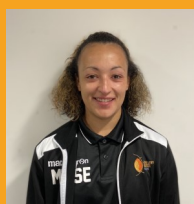
Year 10 S Ivey [sivey@jewelleryquarter.academy](mailto:sivey@jewelleryquarter.academy)

Year 11 Mr S Campbell [scampbell@jewelleryquarter.academy](mailto:scampbell@jewelleryquarter.academy)



If you would like to contact the Well-Being team, email [safeguarding@jewelleryquarter.academy](mailto: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

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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