



Bentley Wood High School

Newsletter April 2021



Students embrace creative challenges

Year 7 Geography students have been learning about weather. During virtual lessons, they created weather instruments using sustainable resources and creativity, they produced some fantastic wind vanes, anemometers, thermometer boxes, rain gauges, barometers and other devices to capture and collect data on weather conditions.

In the following pages we review the challenges and competitions that students in all years got involved in over the last term - including an impressive range of art in various media and photographic techniques in the Off-Screen Digital Challenge.

Years 7 and 8 studied how French culture celebrates the course of love and courtship through Saint Valentin combining design talents with cookery in a range of chocolat and pâtisserie sucrée treats!

The MFL department had fun decorating eggs for Easter. Even the Maths department appeared - at first - to get involved with A Taste of Pi when maths lovers worldwide celebrate the magical number of Pi (often approximated to 3.14 - the ratio of a circle's circumference) and Year 7 put their learning of ratio and proportion to good use by cooking a selection of sweet cupcakes!

Meanwhile Sixthformers met inspirational teacher and director of Shakespeare at Harrow School for the Jeremy Lemmon Drama Workshops leading to the possibility of future summer performances at the Globe Theatre.

Bentley Wood continues to support the learning of our students with inspirational events and activities.



Don't forget to check our website for regular news updates:

www.bentleywood.harrow.sch.uk



Message from the headteacher

Dear Parents, Carers

We have been so pleased that the girls have returned to school so well. Seeing them work hard in their lessons and then having great fun with their friends in the playground and quad has been a delight.

We have not had to send any students home to isolate due to COVID, which is also very pleasing.

The Spring break is going to be busy for Years 11, 12 and 13 with revision classes in preparation for their end of course tests. We of course also recommend that they take a break. We do hope that Years 7, 8, 9 and 10 manage to have some time where they can read, go walking and do their own hobbies.

In the newsletter you will see all the activities that the girls have been involved with during lock down and beyond. They have shown their creative literary and language skills. The girls have also enjoyed their experiences in virtual workshops and competitions.

We continue to be very proud of the girls equally we value our partnership with parents and carers.

We want everyone to stay safe. The rates of infection in Harrow have fallen. Please do continue to support your daughter with her lateral flow testing.

Our very best wishes to you all. Hope you manage to have a break.

Dr Janice Howkins

We would like to wish all our families a relaxing break.

End of term Wednesday 31st March

Children return to school on Monday 19th April

Happy Easter, Happy Holi and Happy Passover to all our families who will be observing these festivals.

Library and literacy news - Spring 2021

I'm so happy that the Library has reopened to students again! It's great to be able to loan you great (paper!) books to read. With all the madness of lockdown and coming back to school, I understand that some students might have forgotten to return their books. However, if you could please have a check at home over the holidays and bring back anything you find when we start back, that would be much appreciated! Please don't worry about getting in trouble because your book is overdue – we're just happy to have it back.

Ms Mortimer



Students with their free books

Winners	Runners Up
Usha 11HASa	Shyla 11CJGe
Sayida 7SASw	Isna 11MGRf
Zainab 8MSEf	Maryam 12EBw
Ayesha 9SZa	Taqwa 10EJw
Kelsy 9SSEf	Sana 9MCOf
	Meena 8MSEf
	Zannath 8LGe
	Nilofer 11AJf

Short Story Competition Winners

Congratulations to our Short Story competition winners! Everyone who entered the short story competition received a brand new book to keep. As we had 80 entries, from all different year groups, there are several winners and runners-up!

Please view some of the stories from our winning entry students

Journey by Usha 11HAS

He felt jubilant. After years of research and pain, he had realised his dreams. He ventured forth from the capsule and surveyed the surrounding area.

As he stood there, he thought back to his journey to this point. Of all the opposition he had received about his proposals for time travel, bending the laws of time and space to reach distant places in an instant. Oh, how they had ridiculed him, some even saying that his theories were dangerous and could have catastrophic consequences.

Yet, he had persevered and been triumphant. He had finally built his time travel capsule. Acquiring the necessary power sources for the engine had been particularly challenging. They might have been a bit unstable, but what could go wrong?

He wondered how many centuries or even millennia into the future he had travelled from New Year's Eve 2029. All around him the landscape appeared to be in ruins and deserted. Buildings crumbled into the ground, the trees burnt to a crisp, the land a mere shadow of what once was. Mixed feelings washed over him, joy at having travelled so far into the future, but sorrow at what had happened in the meantime.

The Mystical Forest by Zainab 8MSEf

I could hear myself breathing, faster and faster. I could not stop walking now – I had no choice. Cars raced past me as quick as lightning. This somehow encouraged me that I had to walk faster. I was walking and then I turned right, hoping that I could take a shortcut from there and suddenly I saw – dead end. The only other way to get home quick from where I was now was to go through the forest nearby.

Obviously, under different circumstances I wouldn't really want to go through there, since it is really muddy and there are broken branches or sticks here and there so you'd probably trip over them and maybe sprain your ankle. But for some reason now without thinking I ran towards the forest.

Please read the full stories written by the winning students on our website at: www.bentleywood.harrow.sch.uk

Spring Reads: Half Term book recommendations

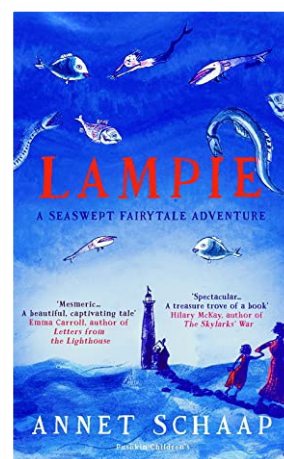
Snowglobe, Amy Wilson

When daydreamer Clementine discovers a mysterious house standing in the middle of town that was never there before, she is pulled towards it by the powerful sense of a mother she never knew. The place is full of snowglobes, swirling with stars and snow and each containing a trapped magician, watched over by Gan, the bitter keeper of the house. One of these is Dylan, a boy who teases her in the real world but who is now desperate for her help.



Lampie, Annet Schaap

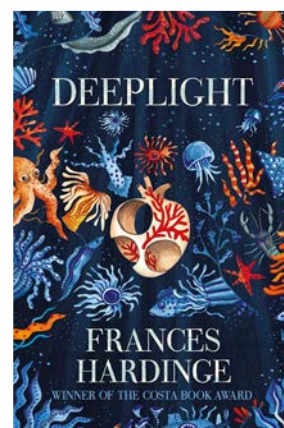
Every evening Lampie the lighthouse keeper's daughter must light a lantern to warn ships away from the rocks. But one stormy night disaster strikes. The lantern goes out, a ship is wrecked and an adventure begins.



In disgrace, Lampie is sent to work as a maid at the Admiral's Black House, where rumour has it that a monster lurks in the tower. But what she finds there is stranger and more beautiful than any monster.

Deeplight, Frances Hardinge

The gods are dead. Decades ago, they turned on one another and tore each other apart. Nobody knows why. But are they really gone forever? When 15-year-old Hark finds the still-beating heart of a terrifying deity, he risks everything to keep it out of the hands of smugglers, military scientists, and a secret fanatical cult so that he can use it to save the life of his best friend, Jelt. But with the heart, Jelt gradually and eerily transforms. How long should Hark stay loyal to his friend when he's becoming a monster—and what is Hark willing to sacrifice to save him?



Cinderella is Dead, Calynn Bayron

Sophia knows the story though, off by heart. Because every girl has to recite it daily, from when she's tiny until the night she's sent to the royal ball for choosing. And every girl knows that she has only one chance. For the lives of those not chosen by a man at the ball are forfeit.

But Sophia doesn't want to be chosen - she's in love with her best friend, Erin, and hates the idea of being traded like cattle. And when Sophia's night at the ball goes horribly wrong, she must run for her life. Alone and terrified, she finds herself hiding in Cinderella's tomb. And there she meets someone who will show her that she has the power to remake her world. An electrifying twist on the classic fairytale that will inspire girls to break out of limiting stereotypes and follow their dreams!



The Gilded Ones, Namina Forna

Sixteen-year-old Deka lives in fear and anticipation of the blood ceremony that will determine whether she will become a member of her village. Already different from everyone else because of her unnatural intuition, Deka prays for red blood so she can finally feel like she belongs.

But on the day of the ceremony, her blood runs gold, the color of impurity--and Deka knows she will face a consequence worse than death.

Then a mysterious woman comes to her with a choice: stay in the village and submit to her fate, or leave to fight for the emperor in an army of girls just like her. They are called alaki--near-immortals with rare gifts. And they are the only ones who can stop the empire's greatest threat.

Serpent and Dove, Shelby Mahuin

Two years ago, Louise le Blanc fled her coven and took shelter in the city of Cesarine, forsaking all magic and living off whatever she could steal. There, witches like Lou are hunted. They are feared. And they are burned. Sworn to the Church as a Chasseur, Reid Diggory has lived his life by one principle: thou shalt not suffer a witch to live. His path was never meant to cross with Lou's, but a wicked stunt forces them into an impossible union--holy matrimony.

The war between witches and Church is an ancient one, and Lou's most dangerous enemies bring a fate worse than fire. Unable to ignore her growing feelings, yet powerless to change what she is, a choice must be made.

The Space We're In, Katya Balen

Frank is ten. He likes cottage pie and football and cracking codes. Max is five. He eats only Quavers and some colours are too bright for him and if he has to wear a new T-shirt he melts down down down.

Sometimes Frank wishes Mum could still do huge paintings of stars and asteroids like she used to, but since Max was born she just doesn't have time.

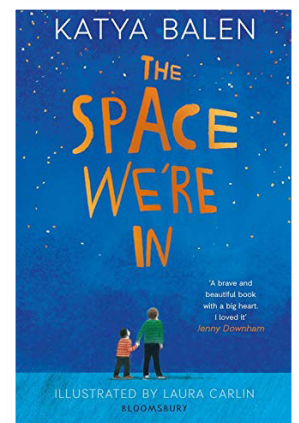
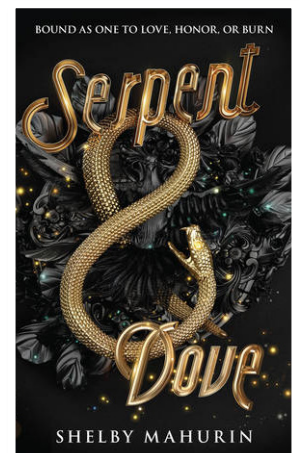
When tragedy hits Frank and Max's lives like a comet, can Frank piece together a universe in which he and Max aren't light years apart?

This jaw-dropping, heartbreaking and hopeful novel from debut author Katya Balen will remind you we are all made of stardust. For fans of thought-provoking, moving middle grade from Wonder to Skellig

When Secrets Set Sail, Sita Brahmachari

Secrets from the past are the keys to the future...if two children can find them. Bold adventure, timely themes and breath-taking writing from award-winning author, Sita Brahmachari.

Usha is devastated when her grandmother Kali Ma passes away. Then straight-talking Imtiaz arrives - her new adoptive sister - and the two girls clash instantly. They both feel lost. That is until Kali Ma's ghost appears...with a task for them.



World Book Day

On Thursday 4th March, we celebrated World Book Day. Obviously, during Virtual School, things were a bit different. However, some staff members on site still dressed up. Even a global pandemic can't stop Bentley Wood celebrating World Book Day!

Students watched Crowdcast video author talks with **Victoria Schwab** (City of Ghosts), **Liz Pichon** (Tom Gates) and **Lisa Thompson** (The Goldfish Boy)! Students have also received a World Book Day Book Token which entitles them to a free book!

Ms Mortimer



E-Libraries

Our two E-Libraries are still going strong, in addition to our physical library. Here's a reminder of the log in details:

E-Platform Library: bentleywood.eplatform

This is our website but you can also download the 'ePlatform' app onto your phones and tablets and select our school.

Your username will be your 4 digit admissions number (Year 7's will have 00 in front of it) and everyone's password will be Library1 until further notice.

VLE Library: www.vlebooks.com

The Best way to log in here is with your 365 account (with your school email and password)

New Library Times: To keep it fair, we've made slight amendments to the Library timetable. A reminder that the Library is currently open at lunch times only.

Library Access Lunch Only	Monday		Tuesday		Wednesday		Thursday		Friday	
Year Groups	7	10	9	11	8	10	7	11	8	11

Assemblies Spring term

Year 7 Assembly - Sunflower growing competition

On 16th March Dr Howkins joined a Year 7 Assembly where students were told about a new sunflower growing competition. Year 7 will be growing an army of sunflowers that will eventually be planted along the woods by the Sixth Form block

Year 7 had instructions to:

- Take home 10 Giant Sunflower seeds and to follow following instructions, using yogurt pots/ toilet roll holders or other sustainable containers.
- Keep your sunflower seeds very safe in your link book pouch
- Place your sunflower pots in front of a window, somewhere warm and wait...
- Little seedlings should sprout between 2-10 days later
- Remember to keep us updated by posting pictures of the growth on the enrichment channel in your form Teams!
- Once our seedlings have started to grow select the 2 sprouts that you think could grow the tallest.
- These will be the ones that are planted in to the grounds here and the competition will commence!
- Once in the ground, we will work out a system of watering them.
- To make sure you have labelled your sunflowers so we know who each of them belongs to!

There will be 2 competitions running...

- Inter form competition where we they can measure the height of each of the sunflowers and the form with the tallest sunflower wins!
- Individual sunflower award. The tallest = the winner!

Ms Osborn



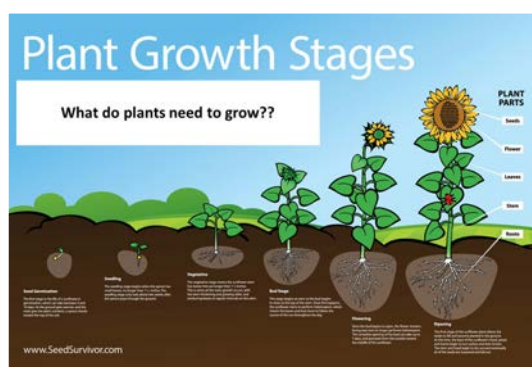
Place your sunflower pots in front of a window, somewhere warm and wait...

Little seedlings should sprout between 2-10 days later

Remember to keep us updated by posting pictures of the growth on the enrichment channel in your form Teams!



If you are using yogurt pots, you must poke some drainage holes!



The plan...!

There will be 2 competitions running...

1. Inter form competition where we can measure the height of each of the sunflowers and the form with the biggest height wins!
2. Individual sunflower award. The tallest = the winner!



Year 8 Assembly - International Women's Day

This year's theme was #ChooseToChallenge. A challenged world is an alert world and from challenge comes change. The women featured in this assembly chose to challenge people's perceptions of women.

Mrs Valambhia

Rosie Phillips Bingham

This year's theme is #ChooseToChallenge. I'm choosing to celebrate Rosie Phillips Bingham - she has served as President of the American Psychological Association and she has dedicated her career to counselling psychology and working with those who face conscious or unconscious prejudice. She is passionate about raising awareness of living well in a diverse society. In 1966, she was given the Pioneering African American Women Award.



Frida Kahlo

1907-1954

Female Mexican painter, one of the first female artists to question identity, gender, race and social class in art. Often portrayed herself as quite masculine and enhanced her 'masculine' features of square jawline, dark hair and facial scars to challenge people's perceptions of women in art at the time.

Kahlo's constant re-making and layering of her own identity was an important predecessor to identity politics, and continues to inspire artists today.



Zeina Nassar



Zeina is a 22 years old aspiring Olympic boxer who lives in Germany. She had many potential obstacles in wanting to be involved with a sport she loves. Initially due to existing rules, she was not allowed to participate in matches due to her hijab.

However, with support from her coach these were amended for her and other women - so they could spar professionally! I admire her because she is so young and driven. Also, her coach's decision.



Rachel Carson (1907 - 1964)

American marine biologist Rachel Carson published Silent Spring.

"Silent Spring" is widely considered one of the twentieth century's most influential works of non-fiction. The book describes the environmental problems of using pesticides (products to make plants/crops grow quicker by controlling pests) and the threats humans can impose on nature.

The publishing of her book led to the launch of the modern environmental movement.



Year 9 Assembly - International Women's Day

On 8th March Year 9 assembly focused on International Women's Day. Looking at women of sport with resilience like Eboni Usoro-Brown an English netball player who currently plays for England. Dame Jessica Ennis-Hill CBE a British former track and field athlete she is the 2012 Olympic champion, a three-time world champion. Serena Williams an American professional tennis player and former world No. 1 in women's single tennis. She has won 23 Grand Slam singles titles.

Students were asked **Which woman inspires you. Do you inspire others as a woman.**

Ms Bannon



Women with resilience

Eboni Usoro-Brown



Which woman inspires you and why?

Do you inspire others as a woman?

Year 10-11 Assembly - International Women's Day

On 8th March Year 10 - 11 assembly focused on International Women's Day. Teachers were asked to name who they thought were their inspirational women. There was a varied response with some teachers choosing famous women from history and some mentioning NHS nurses. Students were asked to complete a worksheet and share with their class at a later date.

Who is your female role model? Who is your inspiration?

Mrs BurrIDGE

Ms Jones - A woman I admire is...



Mary Wollstonecraft

Wollstonecraft was a philosopher and a feminist.

She has a really difficult childhood (her Father was abusive) but she overcame this and went onto write a book on women's rights in 1792, that covers stuff FEMINISTS ARE STILL TALKING ABOUT TODAY! (She was 200 years ahead of her time!)



Mr Butler - Bethany Meilani Hamilton
American professional surfer who survived a 2003 shark attack in which her left arm was bitten off and who ultimately returned to professional surfing.

She wrote about her experience in the 2004 autobiography *Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board*.

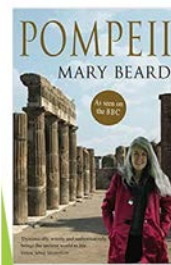
In April 2011, the feature film *Soul Surfer* was released.

She also has a 2019 movie, *Unstoppable*, where she shows the struggles and happiness of her family.



You're not alone, you don't have to live your life based on fear and uncertainty.

One month after the shark attack, she returned to her board!



Ms Illingworth - Mary Beard (Classicist)

Mary Beard is a wonderful professor at the University of Cambridge.

She has produced many incredible documentaries, which make the ancient world come alive. She has also written many books which are full of detail but also delightful to read.

My favourite is *Pompeii: The Life of a Roman Town*. Her scholarship has increasingly made the study of the ancient world less focussed on elite Romans, and more on how the non-elite would have lived.

Sixth Form Assembly - The Chimp Paradox

The Sixth Form assembly looked at the The Chimp Paradox. The human brain has two primary ways of thinking that easily come into conflict with one another.

It doesn't take a neuroscientist to know that people don't always act rationally. In fact, even when people know what the most rational response should be, we often end up doing something entirely different. But how come?

Because our brains are divided into two distinct parts. The first is the "human," or rational, part, which is located in the frontal lobe. This part of the brain thinks and acts based on facts.

The second part, which lives in the limbic system, is known as the inner chimp. The functions of this section of the brain are more primitive and immediate. In other words, the chimp part of the brain acts based on feelings and emotions.

Ms Rothwell

Ask yourself...

- Do I want to be doing this? **No?**
- Did I want to say that? **No?**
- Do I like feeling like this? **No?**
- Do I obsess about failing...or things going wrong? **Yes?**

Your chimp is in charge!

So....

Learn better self-talk

'I can only try my hardest.'

'I want the highest grades I can get so I need to work today.'

'I got that wrong...never mind...let's learn from that.'

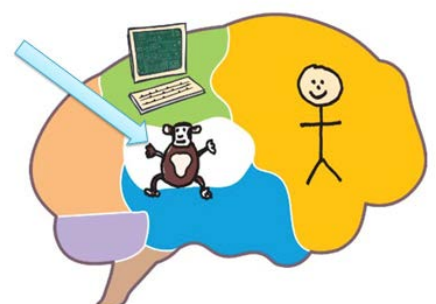
'My life doesn't depend on this.'



Chimp Management

The Chimp Paradox

Limbic brain = your Chimp



Year 7 students create impressive weather instruments in geography

Year 7 students have been learning about weather in geography. During virtual lessons, they have created weather instruments. Using available resources at home and creative ideas, they have produced some fantastic wind vanes, anemometers, thermometer boxes, rain gauges, barometers and other brilliant devices to capture data on weather conditions.

Ms Gaunt

Here are some quotes from Year 7 students on how they made their weather instruments:

"How I made my rain gauge: I found an olive jar, a ruler and a funnel. Then I aligned the ruler to the bottom of the jar and I stuck it down with sticky tape. I then put the funnel in the top!"

I decorated my rain gauge with aqua beads and 2/3 pipe cleaners! I really enjoyed making the decorations because lots of ideas came rushing to my head and I just had to pick out the best ones .

I learnt how to use it and how it is used by scientists! I even tested it out and I collected 2cm of rainfall in 3 days! How to use it: first , you need to dig a small hole or just press the jar into the soil. Then, just leave the jar out on rainy days and see how much rain you collected. You can even keep a record over a certain amount of time and then you can use that record for science experiments!

Mina 7SG



"Making the instrument made us understand more about how weather instruments helps us today and it also helped us educate ourselves too. I enjoyed this experience and it has given me more knowledge. I hope in the future we do some more exciting projects."

Manasika 7IR

"By creating the weather instruments I was able to learn more and expand my knowledge. I studied the thermometer in greater detail and found out that it measures the air temperature in degrees Celsius and that it contains alcohol on the inside. The hotter it is outside the higher the line of alcohol will go. I really enjoyed making this project."

Anna 7IR

I got an average size plastic bottle and cut the top half and you will have just the bottom and cut part of the bottle. Then if you don't have a funnel you can use the top of the plastic bottle and plot that in the middle. If it is wobbly you can add Sellotape around it. Then after that you can either add a 15cm ruler on your bottle with Sellotape or you can draw one. Once you have done that mark a point of 2cm of your ruler line all the way until your line has finished. I did decorate mine to give it a bit more of an edgy look. I also tested it out and 3cm of rain had be recorded. This was very fun and a good way to experiment with the weather"

Reshmi 7SG



MFL Cooking Challenge

Many students took part in the MFL Cooking Challenge during Virtual School and demonstrated outstanding cooking skills. Students prepared dishes from all around the world and posted photos in the Student Enrichment channel on Teams of their culinary delights over the five-week challenge. Congratulations for all those who took part in the challenge! The winner was Maryam Abdalla of 10RB and here is a sample of her winning entries.

Ms Graham



Maryam, 10RB

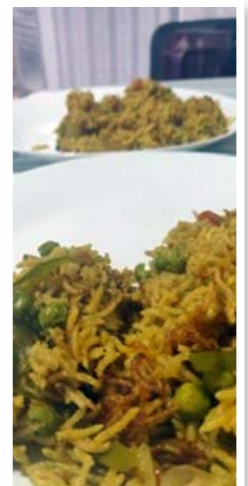
French macaroons
Mexican Chicken chimichangas
Italian pasta bake



Runners up were
Sohana 10RB (who
made the most dishes!),
Habibah 8PT, Nayathi
10SH and Basklona
9SZ.

Basklona, 9SZ

Afghanistani vegetable patties



Nayatha, 10SH

Spanish vegan paella



Sohana, 10RB

Jamaican chicken with stir friend rice



Habibah, 8PT

Turkish bread rolls

Year 8 French Mini Food Project

During February Half Term, our Year 8 took part in a mini food project. First of all, they learnt how to write recipes in French. After they had to cook or bake either one typical French dish of their choice. Students thought that this project was very stimulating considering it was conducted in our virtual school. Students commented:

"In our lockdown half term holiday, we did a mini food project in French, as we were learning about the topic on 'Manger et boire' (Food and drink) which was really fun. We had to bake or cook something that we want and write 'les ingrédients' (the ingredients) in French. Then, we had to write a 'étape par étape' (step by step) 'recette' (recipe). I baked a rainbow cake and, best of all, eat it. I was really proud and I really enjoyed doing it".

Mithra 8LG

"I really enjoyed the food project because I learnt how to make French food. I also learnt new words to describe cooking utensils. It was an interesting experience".

Kabissa 8MSE

"This project was fun because I cooked French food that I had never tried before. It was also a great opportunity to get together with my family".

Ayesha 8LG

Ms Sambo



Niva 8HJG



Kabissa 8MSe



Mithra 8LG

Year 7 French Valentine's Day Project

In the week leading to Valentine's Day, our Year 7 took part in a creative project in virtual school. Students learnt French vocabulary to describe feelings and how people celebrate this festival in France.

They designed their own chocolate boxes, to include names of different chocolates in French, as well as write a card in French to someone they care about.

It was a chance for them to express their creativity through a cross-curricular lesson combining the French language, design and art elements together. Students found this project very creative and enjoyable, some of them commented:

"The Valentine's project was very interesting. I learnt lots of words in French, such as 'une rose', 'des chocolats' and 'un cadeau'".

Reshmi 7SG

"Even though the Valentine's project was online, the teachers still found different ways to make it fun for us. First, we learn different vocabulary, like 'un cadeau' which means a present or 'un gâteau'. Then we made our chocolate boxes. It was great to come back to school and see everyone's amazing creations!"

Sahida 7SG



"I loved this project because it was very creative and I could use my art skills. I also learnt lots of new words in French, like 'une carte' (a card), 'l'amour' (love), des bonbons (sweets)..."

Vibha 7SAS

"During our French lessons, we studied the topic 'Valentine's Day' (La Saint Valentin). As part of this project, we got the opportunity to create our own chocolate boxes".

I really enjoyed making my box because it allowed me to have fun as well as learning the French translation of different words that are related to Valentine's day. I was also able to express my creativity in my work. Overall making the chocolate box was a wonderful project to complete and I hope I get more of these in the future".

Anna 7IR

Ms Sambo



Maths challenges

IMC UKMT competition

Year 8s, 9s and 10s participated in Intermediate Mathematical Challenge in February 2021. The maths challenges are an exciting way for gifted mathematicians to showcase their abilities, compete against other able mathematicians across the UK and have the possibility of gaining an award which is recognised by colleges, universities and employers.

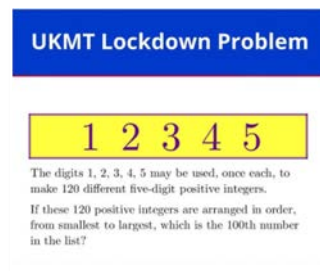
Well done to all of those who took part, it was a tough paper!

Ms Vagi



Maths at Home

The girls have been busy with creative maths activities to try at home. They've explored fun maths activities, such as: Quizzes/maths drills/Maths Parallelogram project and The Daily Rigour maths newspaper tasks:



A taste of Pi

Year 7s were putting their learning to good use when learning how to use ratio and proportion when cooking these delicious cakes!



HOMEMATICS project

Why? Because working on challenging and engaging maths puzzles is more than just a recreational activity.

In fact, studies show that working on maths puzzles has several educational benefits including boosting interest in mathematics, improving problem-solving skills and algebra skills, and cultivating reflective learning abilities.

Category	Select one task from each section		
Mathematical	1. Write 2 word problems for your teacher to solve that must involve money- you must know the answer! (5 Points)	2. Using the letter only once, what are the largest and smallest numbers that you can write down in words. E.g. 'Ninety' is a no because you have used N twice. (10 points)	3. If A is worth of 1p and B is worth of 2p and so on Z being worth of 26p. a. Find a word worth of 88p. b. Find two words that add to 99p. (10 points)
Written	4. Create a maths themed word search using all the keywords from topics you have covered this year. (10 point)	5. Write a maths themed poem, or a short story. (10 points)	6. Find out what a haiku is. (5 points) Can you create one of your own? (10 points)
Languages	7. Find, write and learn how to say numbers in a language you have never studied before. Number 1-10 (5 points) Number 1-20 (10 points)	8. Find and write out the name of three 2D and three 3D shapes in a language other than English. (10 Points)	9. Research a variety of maths vocabulary in a language other than English. Write 10 words and translations. (10 points)
Practical	10. Adjust a recipe to change the amount it will produce - cook/bake using the adjusted recipe. (10 Points)	11. Find at least five 2D and 3D shapes in your house - draw them and describe their shape and properties using mathematical terms. (10 points)	12. Make 3D model of one of these shapes: Cube (5 points) Cuboid (10 points) Triangular prism (10 points)
	13. Make a graffiti wall or word cloud of maths terminology you have used this year. Correct spellings essential! (5 points)	14. Research and make the fastest paper aeroplane. (10 points) Can you work out it's speed? (10 points)	15. Create a piece of photographic art (your phone and pic Collage is fine) using Rotations and/or reflection. (10 points)

Sixth formers take part in Royal Institution Maths classes

The Royal Institution Masterclass programme opens young people's eyes to the diversity of mathematics, engineering and computer science. Through series of hands-on extra-curricular workshops, students all over the UK meet to explore these subjects in new and exciting ways.



The Masterclasses are led by inspiring workshop leaders, from a variety of STEM (science, technology, engineering and maths) backgrounds. Speakers shared their enthusiasm and experience with the students, nurturing their curiosity. The programme allows students to gain a deeper understanding of the scope, creativity, relevance and potential applications of these far-reaching subjects. Throughout a Masterclass series, students meet a range of speakers and volunteer helpers, giving them insight into possible careers and helping them to see that the STEM subjects are for everyone. The aim is to inspire students to continue their interest and engagement into the future.

'We are so proud of our further maths girls who have attained these classes.'

Testimonies:

"I enjoyed last week's session the most because it was interactive and well explained."

"Thank you for teaching me maths in a new light and enhancing my knowledge and self-esteem about maths."

Maths students take part in challenges for Pi Day

On March 14th, Pi Day is when mathematicians and math lovers around the world celebrate pi, often approximated to 3.14, which is the ratio of a circle's circumference to its diameter. The ancient Babylonians and Egyptians used approximations for pi when calculating the area of a circle.

Students have participated in daily UKMT Pi problems, quizzes & challenges and made Pi sweets. A 3D Pi pencil case, was made by a Year 7 student due to her love of Maths and Pi day celebrations!!! A Year 8 student made a Pi digits colour chain.

But how many pi digits exist??? Pi is famously calculated to trillions of digits.

How Many Digits of Pi Do We Really Need? Finally they've explored that NASA's next lander depends on pi!!!

Ms Vagi

NASA ONLY USES AROUND 15 DIGITS OF PI TO SEND ROCKETS INTO SPACE

3.141592653589793

NASA's next lander depends on pi



Off-Screen Challenge: projects created by 10RBe during Digital School

10RBe have been busy during digital school. Students were asked to do an 'Off-Screen Challenge' and they created lots of amazing artwork, photography, cooking and wrote short stories. Here are some examples of their work.

Ms Manzi

Language Evolution

Although language divides us, the origin of all languages is the same, gestures. We use language in our daily lives, on average a human speaks 7,000 words per day, but where did all the languages we speak today come from and has language always been the same?

My families' primary language is Urdu, a language gone through several modifications mostly driven by colonialism and modernisation in the country. My grandparents, who were raised in Kenya and migrated to the UK, had to communicate with the native Britons using a simplified mixture of their languages, known as pidgin language (Urduish). For instance, 'Aaj bohat sunny hai' which translates to 'It's very sunny today'. This was then adapted by their children into a language significantly different to my grandparents' dialect mostly consisting of English. The language continues to progress and is passed down generations so that, parents and children can communicate with one another. With the exceptional advancement of technology, new words such as 'selfies' and 'clickbait' have evolved recently to describe things that didn't exist before and words like 'crapulous' and 'morrow' have fallen out of common use. You wouldn't hear an ape saying 'Let's take a selfie!'

Sometimes, the invented words are the fusion of two existing words for example; 'brunch' is a portmanteau of 'breakfast' and 'lunch'. Languages evolve as old words acquire new meanings; take the modern word 'nice' for example. Derived from the Latin 'nescius' meaning an ignorant person, in the 14th century, it was referred to a shy person and by the 16th century, 'nice' was used in a positive manner. Languages borrow words from one another. Many English speakers use loanwords like, 'pyjamas' from Hindi and 'karate' from Japanese due to imperial expansion and cultural interaction.

Shakespeare had a greater influence in the English language through the invention of over 1,700 words, many of which are household phrases today. During the 1400s, the word 'alone' was shortened to 'lone', from which he created the adverb 'lonely'. Texting which used to be known as 'text messaging' is another major example of language evolution. We abbreviate words for our convenience to get our messages across shortly and simply. For instance, 'Good night' was shortened to 'Gn' and we use slang such as 'Gimme a chance!' instead of 'Give me a chance!'. American influence on English has been profound, as American literature and Hollywood films became increasingly popular in England. Therefore, Americanisms and phrases have been adopted into the English vocabulary like, 'sitting on the fence' and 'skyscrapers'.

Short story by Sohana 10RBe

Please read the full article on our website at: www.bentleywood.harrow.sch.uk

Heldneya





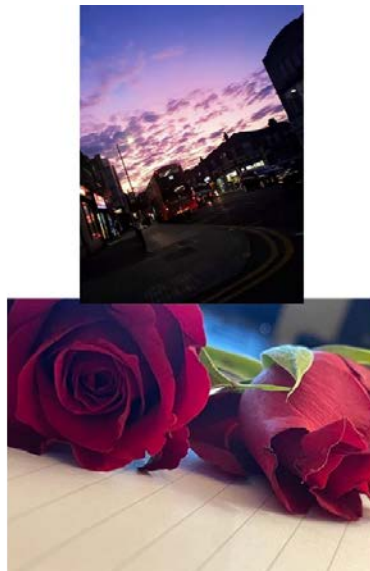
Shabnam's art



Kira's art



Khawla's art



Sohana's photography



Spring walks and blooms in 2021

Bentley Priory walk

Dr Howkins went for a walk with keyworker students to Bentley Priory before students returned to school. The land south of Bentley Priory house now forms the nature reserve. It is open all year round and welcomes all visitors, human and wild. There are two hard surfaced paths; the Deer Path, which runs north from Old Lodge way gate to Priory Drive gate, and the Weald Path that runs west to Weald gate. These paths form part of the Bentley Priory Circular Walk.

The reserve is a patchwork of woods and open grassland within which lie two bodies of water, Summerhouse Lake (named for Queen Adelaide's lakeside gazebo) and Boot Pond. Heriot's Wood is ancient, that is, it has certainly been a wood since 1600 and probably ever since the last glaciers retreated. Many of the trees here are hornbeam, a species that is characteristic of ancient woods. To the west of Summerhouse Lake stands the "Master", a mighty oak at least 500 years old.

Ms Chesters



Daffodils signalling the start of Spring

Along the path from Clamp Hill there is a beautiful display of daffodils nodding in the breeze.

The spring flowering bulbs were hand-planted by every student 6 years ago as an outdoor challenge. In the spirit of improving the local community, our neighbours - the Jacques Amand International Nursery and Flower Bulb Specialist in Clamp Hill - had generously donated approximately 5,000 Spring-flowering bulbs to plant in the grounds of Bentley Wood High School.

Students were asked to think of a loved one who, perhaps, is no longer with us, or simply a new year's resolution as they planted the bulbs and staff and students alike were full of enthusiasm for the project.

Every year they reward us all with a lovely display of Spring and the promise of sunny weather to come.

It's also a reminder of the importance of investing a little time now in the present for future reward - an appropriate thought for all our students studying hard at present!

Ms Fletcher



Students planting bulbs in 2015



John Jowers Awards Winners

John Jowers worked at Bentley Wood for 39 years. During this time he inspired so many young people both as a MFL teacher, Head of Year and Assistant Head.

He has taught generations of the same family and past students always ask about him when they visit the school.

John is someone you never forget both in the classroom as an inspirational teacher and we are very proud to have John's name associated with a staff award.

Congratulations to Ms Gardee, Ms Samawe and Ms Sangha who have won The John Jowers Award, as nominated by our Bentley Wood community.

They have been acknowledged for their kindness, dedication and commitment to our students and staff.

Ms Ferrer

Year 9 student wins Jack Petchey cartoon competition

Congratulations to Fatima 9SZa who won a cartoon competition organised by the Jack Petchey Foundation.

Every year the Foundation runs a cartoon competition for those aged 11-25.

The winning cartoon entries get featured in the school planners offered by Penstripe and The School Planner Company that will go out to students across London and Essex.

Laura Rumbles at Jack Petchey said:

"The theme for this year's cartoon competition was Empower. We had some incredible en-tries this year but I am delighted to let you know that one of our three joint winners for the competition was Fatima Iftikhar from Bentley Wood High School."

"We have contacted Fatima separately to let her know we wanted to make her aware as their coordinator of her fantastic achievement. Over the next week or so we will be officially an-ouncing our winners publicly on our social media platforms."

We look forward to nominating more students and staff leaders for Jack Petchey Awards next term. Any questions about Jack Petchey please speak to Ms Ferrer.

Ms Ferrer
Assistant Headteacher.



Language students create traditional Easter decorations

Year 8 French Easter Project

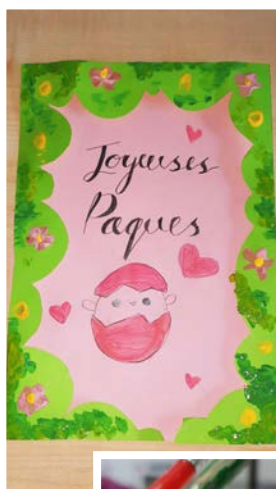
This month, our Year 8 took part in the “Easter project” conducted by the French Department. Students could discover French Easter traditions, as well as specific vocabulary to describe this important celebration. Then they created their Easter eggs and wrote Easter cards in French.

It was an opportunity for them to express their creativity through a cross-curricular lesson combining French and Art together.

Ms Sambo

‘Today in French we had a very fun lesson. We first learnt some Easter vocabulary and then we made some fun Easter eggs and Easter cards in French.’

*We really enjoyed it! It was so fun knowing and learning new things about Easter in France!’.
Ritika 8PT*



News from the German department March 2021

In our German lessons we have been looking at Easter. In this lesson we have followed the German tradition of der "Osterbaum"; also known as Easter bouquet in English. In Germany, the Easter bouquet is kept in the home during the holiday season and tends to have blossom branches, which are beautifully decorated with colourful eggs. We used eggs, blossom branches, decorations, and bottles or vases to fully complete the bouquets.

"Making it was extremely fun and I really enjoyed myself!"

Jayna 7JCT

"The lesson was really different to other lessons and it was really fun."

Daksha 7JCT

"It was really fun, and I enjoyed helping out other people."

Rawaan 7JCT

Overall, our class had a blast making these and they turned out beautifully as you can see in the picture here. We all hope that we could have lessons like this more often...

Nishka 7JCT

Internationaler Frauentag

To support International Women's Day Year 7 read about Ann Frank and then researched Cornelia Funke, a German author who writes children's books and then a few pupils produced some really nice posters which are on display in the German room:



Sixthformers take part in online drama workshops and Friday fitness

Year 12 students attend Jeremy Lemmon Project

The Jeremy Lemmon project was established to support drama training, creative collaboration and access to higher education across secondary schools in the Borough of Harrow. Jeremy was an inspirational teacher and director of Shakespeare at Harrow School.

Students from four schools across the Borough of Harrow (along with their teachers and Globe Education team) came together during the Coronavirus crisis to embrace a challenging situation and continue with important workshops and career-development work. Three of our Year 12 students have started with this project this year. They will hopefully perform this summer at the Globe theatre.

Mr Maric
Assistant Headteacher

Funky Fitness Fridays!

Sixth Formers and staff have been gathering on Friday afternoons for Miss Jones' amazing Funky Fitness Friday sessions! This week we had our first socially distanced session in the gym after school. Miss Jones put us through our paces by starting with a round of burpees before leading us through a series of leg, arm and core exercises. All the way through we were motivated by energetic music and Miss Jones' encouragement.

It was the perfect activity for letting off steam after a long first week back at school and it was great to release some endorphins together before we headed into the weekend. We hope that more staff and students will join us in the coming weeks so that they too can walk into their weekend feeling funky and fit! Each week we will be doing another sport or activity that will keep us fit.

Ms Rothwell,
Head of Sixth Form



Year 12 students taking part in Jeremy Lemmon Project



Year 8 Anthropology Club

Anthropology is the study of what makes us human. A group of Year 8 students have been attending an Anthropology Club every week and we have explored a range of topics such as: evolution, racism, languages and subsistence patterns so far.

This is a great opportunity for students to develop their discussion skills and to learn about similarities and differences between cultures. At Bentley Wood High School we have 37 different languages spoken. Anthropology club will continue throughout the year and go on to explore further what makes us human.

Mr Maric



Bentley Wood Walk all over Cancer!

Throughout March the Bentley Wood Staff have been taking part in the 'Walk All over Cancer' challenge, raising money for Cancer Research UK.

Every day each member of staff has walked a minimum of 10,000 steps!

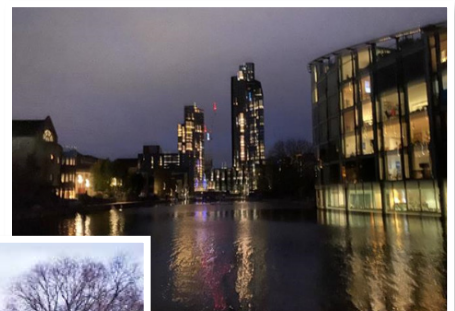
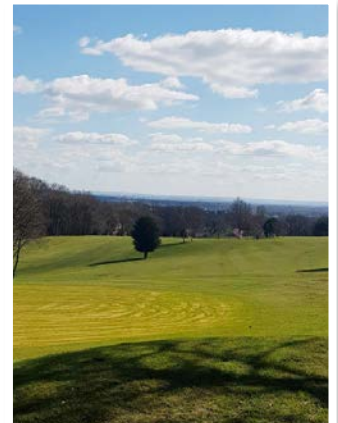
Thank you to everyone who has donated to this amazing cause and for all of the support we have received.

Please see below some of the photographs we have taken on our walks

As a collective we have raised a Grand Total of:

£1781.00

Ms Jones



Computing, competitions and workshops



CyberFirst girls Semi-finals

This half term, 4 students in Year 8 took part in the NCSC CyberFirst Girls Competition semi-final. Team ZAMS competed against 21 schools in the London region for a place in the Grand Final. Throughout the day, they completed a series of challenges in the following areas of the National Curriculum for **Computing: Coding and logic, Networking, Cybersecurity, and Cryptography.**

Unfortunately, the girls did not reach the semi-finals but have made Bentley Wood very proud as they are the first team in the school to ever get this far in the competition! Over 6000 students, around 1200 teams took part in the qualifying round and only 124 teams made it to the semi-final which has put Bentley Wood in the top 8%!

Here are some reviews from the team members, with some advice for future participants:

Zannath - My experience in the Cyber First Competition was great. I have realised just how much of an impact technology has on our lives and managed to investigate the complicated concepts of computer science. I would recommend it to any young girls who are looking into the STEAM universe.

Arthika - My experience with the CyberFirst girl's competition was very interesting. The semi-final round was fun as we were all together and talking to each other. I learnt how to work as a team and how to use google more efficiently. It was very nice, and I would recommend it to others.

Mithra - The CyberFirst Challenge was an exciting experience and I learnt lots of new things. Also, it was a fun day to enjoy with friends. It might have been challenging however it was fun.

Sanah - My experience in the Cyber First Competition was incredible. I have learnt to never give up and always be determined to solve the challenges with my teammates. This event has inspired me to work as a computing engineer and hope to make a change amongst the female workers in the computing industry.

I look forward to the 2022 competition series to see if future teams have what it takes to make it through to the Grand Final and take the first-place trophy.

Miss Terraza- Teacher of Computing

Electronics and Robotics – Promoting STEM in Computing

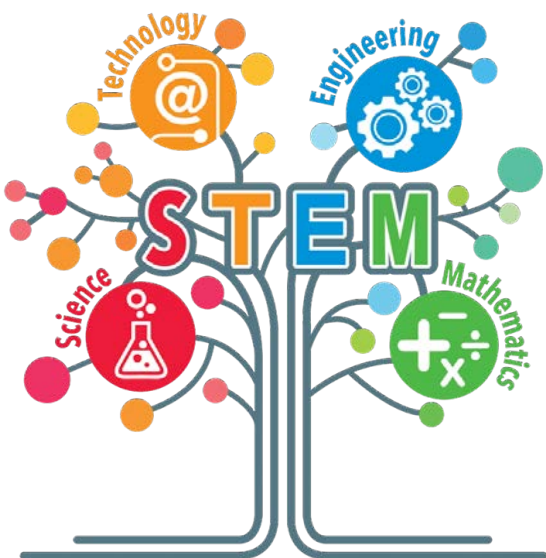
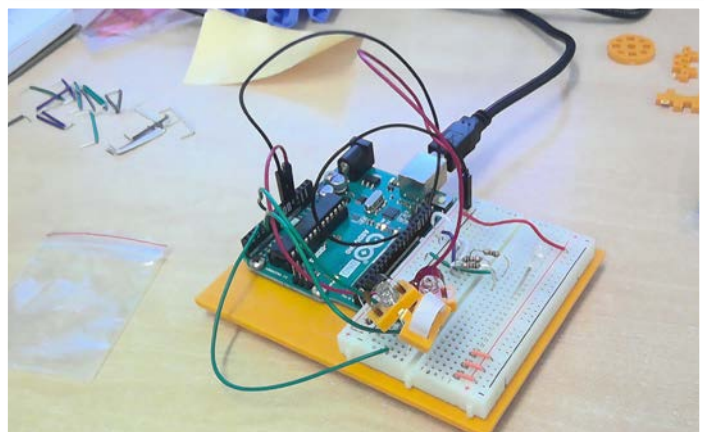
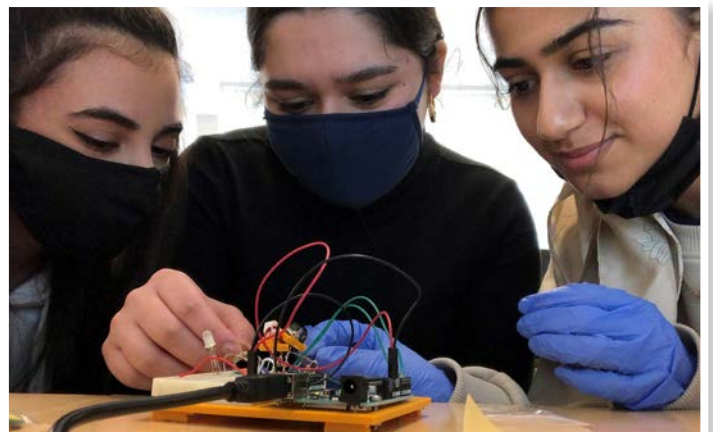
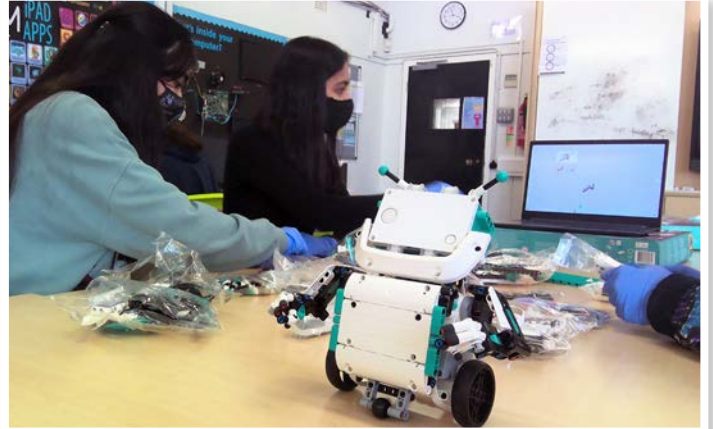
In Computing this term students have been learning about physical computing using electronics and robotics to bring their learning to life. Students used Arduino electronics boards to create a light sensitive musical oscillator allowing them to control the pitch of a sound using movement and exposure to light.

This was achieved by creating a circuit using an Arduino microcontroller, a small speaker and a light sensor as well as some code written in C++ to control and coordinate the different devices. By varying the amount of light exposed to the sensor they were able to pull off a fairly faithful rendition of 'Mary had a little lamb'!

Students have also been building and programming their own robots to boost their STEM skills. Their first creation was nicknamed 'Charlie', a miniature robot who was programmed to dance and play the drums! Following this, students built a quadruped named 'Gelo' – a walking robot on all fours who can avoid obstacles using its built in depth sensor.

Students had great fun learning how to use the equipment and coming up with their own creations. The Computing department are looking forward to bringing Arduino electronics and coding lessons into the Year 9 curriculum next year.

Mr Burnaby
Head of Computing



Oxbridge and Medicine Programme at Bentley Wood Sixth Form



Over the past few years several Bentley Wood High School students have gained a place at 'Oxbridge' (a term used for the Universities of Oxford and Cambridge) or at a Medical School. This is due to the fantastic day to day teaching that takes place at the school, but also, in part, due to the increasingly popular 'Oxbridge and Medicine Programme' run by Ms. A. Jones (Head of Philosophy and Religious Studies).

Autumn Term in Year 12

The programme begins in the first term in Year 12. Students are selected to be a part of the programme because they ranked in the top 10 performing students at GCSE or because they have been referred to the programme by their A-level teachers. Self-referrals to the programme are also possible, but rare.

Every student on the programme has a meeting with Ms. A. Jones and the Head of 6th Form in December and a personalised plan is created. At this meeting Ms. Jones dispels myths around common misconceptions such as the Universities of Oxford and Cambridge are more expensive than other universities. Quite the opposite is true! Although Oxford and Cambridge University fees are the same as all other universities in the UK, they offer much more financial aid. Both universities guarantee that any British student accepted on to an undergraduate degree course will never have to drop out due to financial reasons. In addition, Ms Jones explains that a successful application to Medical Schools, or Oxford or Cambridge University requires:

- Excellent GCSE results (usually this means attaining grades 7-9 in all subjects)
- Excellent AS Level results (4 As at AS Level in subjects that are relevant to their chosen degree course)

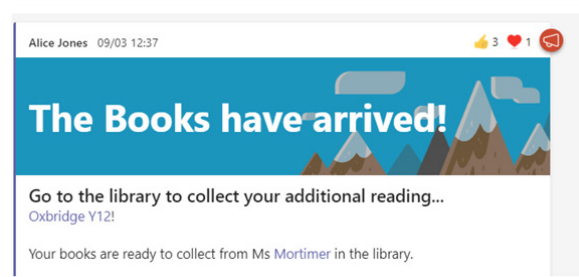


- Lots of additional research that can be written about in their personal statement: reading (students are encouraged to read at least three academic books), listening to podcasts, watching documentaries etc.
- A high score in any additional test (for example the BMAT for Medicine or the LNAT for Law)
- Relevant work experience

Spring and Summer Term in Year 12

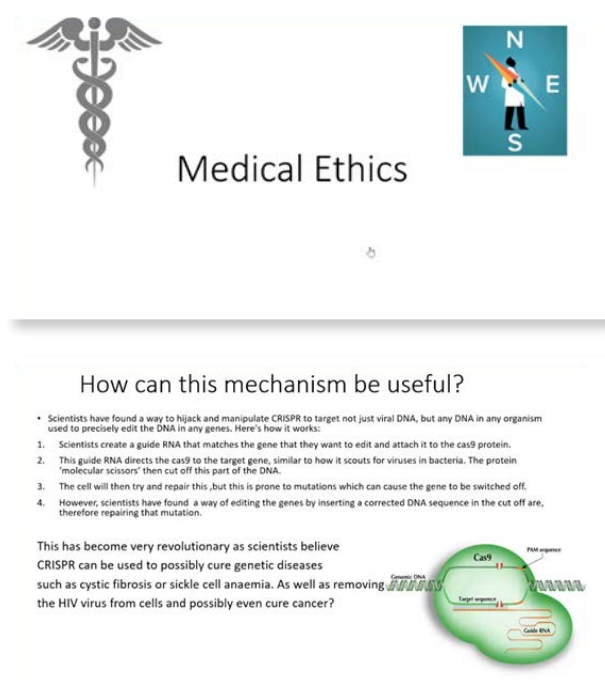
Once students have a personally tailored plan, by January they begin to research the subject they wish to study at university. Students look at reading lists from Oxford or Cambridge for their subjects online and choose at least three books to read before they submit their application in October.

If the school library does not already have the book the students want to read, the librarian, the brilliant Ms. Mortimer, orders it into the school library. An academic book can generally be defined as one that is written by a lecturer or professor at a university. Furthermore, students are encouraged to speak with the subject specialist teachers for recommendations of podcasts to listen to, articles to read from subject specialist magazines, documentaries to watch etc.



This research forms the basis of the students' weekly presentations. By February most students on the Oxbridge and Medicine Programme will be meeting with a subject specialist teacher either online or in person each week. The student presents to that teacher on an area linked to their chosen degree subject that goes beyond what they have learnt within the classroom at school. They may choose to

present on the ideas they came across in a chapter in an academic book they are reading or a concept they discovered in one of their A-level lessons and chose to explore further. It is an opportunity for them to discuss academic concepts in their own words to a subject specialist: something they will have to do if they are selected for an interview.



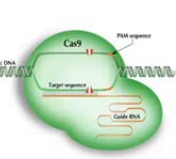
Medical Ethics

How can this mechanism be useful?

- Scientists have found a way to hijack and manipulate CRISPR to target not just viral DNA, but any DNA in any organism used to precisely edit the DNA in any genes. Here's how it works:

- Scientists create a guide RNA that matches the gene that they want to edit and attach it to the Cas9 protein.
- This guide RNA directs the Cas9 to the target gene, similar to how it scouts for viruses in bacteria. The protein 'molecular scissors' then cut off this part of the DNA.
- The cell will then try and repair this, but this is prone to mutations which can cause the gene to be switched off.
- However, scientists have found a way of editing the genes by inserting a corrected DNA sequence in the cut off are, therefore repairing that mutation.

This has become very revolutionary as scientists believe CRISPR can be used to possibly cure genetic diseases such as cystic fibrosis or sickle cell anaemia. As well as removing the HIV virus from cells and possibly even cure cancer?



For some students hoping to read Mathematics, Engineering, Computer Science, or Economics, the focus is on the students' Mathematics ability. Students applying to these courses must all have a Mathematics level that goes beyond that in the Maths and Further Maths A-level courses.

So instead of presenting each week, these students must solve an especially difficult Mathematics problem (from brilliant.org). This is put up by a Maths teacher each week on the 'Oxbridge Team'.

The Team is a hub of activity, it is where students arrange their weekly meetings, discover competitions, and discuss ideas.

Oxford, Cambridge and many other Russell Group Universities offer Year 12 essay competitions.

Students are encouraged to enter one of these competitions; this encourages them to focus their research and looks great on a personal statement particularly if they are commended for their efforts, come in as a runner up or even win.

In the Spring term, students begin to organise any work experience they may need to gain over the Summer holidays.

Ms. Jones helps read and edit cover letters and can act as a reference for students.

Over the Easter holidays, students may begin to practice the additional aptitude tests they need for their chosen course. In many cases, past tests are available online so students will do these questions at home and hand their completed tests in to teachers with the relevant subject expertise for feedback. The students know that practice makes perfect. Students work at these tests for months until they attain a high enough score to apply. Bentley Wood is an official exam centre so students can book any test they require at school through the exams officer.

Autumn Year 13

After a Summer of reading, gaining relevant work experience and practising for any additional tests, students come back with a draft of their personal statement. The personal statement is a short essay written to universities about why you want to study the degree you have applied for.

For Oxbridge, the personal statement must emphasise supra-curricular activities rather than extra-curricular activities (although the latter can be mentioned as evidence of good time management and an ability to manage stress). Supra-curricular activities are anything done to deepen or extend academic knowledge.

Once the personal statement has gone through numerous drafts, it is sent off to the universities through UCAS, before the early deadline for Oxford, Cambridge and Medical Schools of mid-October.

Once the application is sent off, students who have applied to Oxford or Cambridge Universities will need to fill out a supplementary questionnaire. This is an opportunity for students to explain why they have applied for the Oxford or Cambridge course in particular (you can't apply to both!).

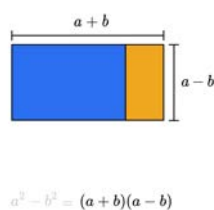
Throughout November, students will be preparing for their interviews. Students will all be given at least one mock interview, and may have up to three. Ms. A. Jones and other members of the 6th form team have built up an extensive network of contacts to ensure that every student can be interviewed by someone who did the course they are hoping to gain a place on.

Last year the mock interviews (and for that matter the real interviews) took place on Zoom. But, in previous years Ms Jones tries to arrange students to experience an interview in an intimidating setting; so that the real interview is not so daunting. Previous mock interviews have been held at barristers' chambers in Grey's Inn, Harrow School, and Finance firms in the city of London.

By early December students will know if they have been offered an interview or not. There is, of course, no magic formula that guarantees a student will be successful in their application. Students are told that if their dream is to study at Oxford or Cambridge University they are much more likely to get in if they apply for an Arts or Humanities subject, rather than Law, Medicine or Science.

Ms Jones

**Learn key ideas
through
problem solving**



$$a^2 - b^2 = (a+b)(a-b)$$

Competitions helps sixthformers engagement with their subjects

Philosothon

On Wednesday 3rd March 2021, some of Bentley Wood's finest Philosophy AS Level students took part in a Philosothon. The event was organised by Northwood College for Girls and the Bentley Wood Team was set up by Ms Jones. The Philosothon was a chance to participate in a collaborative philosophical enquiry, discussing issues of great importance with students from a range of schools.

A Philosothon enables students to examine concepts together and practice using analytical skills. You don't score points for "winning" a debate, but for your use of reason to question others, your use of collaborative thinking to build on and support ideas, and your ability to clearly put forward ideas.

The event took place virtually in Google Meet rooms. All schools were provided with a stimulus material – something which will get students thinking and provided the basis for the discussion.

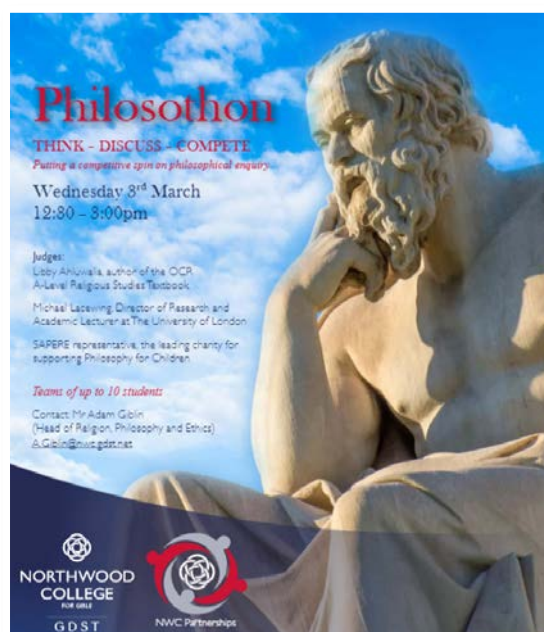
Members of the Bentley Wood Sixth Form team were all scored on the quality of their contributions, and also for their ability to help others to contribute. Those who forwarded the thinking of the inquiry in each breakout room scored well. Furthermore, those prepared to say controversial things scored well because it helped everyone to agree some principles. The aim was not to point score off each other but to work creatively with ideas as a group.

After two fantastic discussions, students received feedback from the judges.

On the day there were three prestigious judges listening to the students' discussions including Michael Lacewing a notable figure on the Philosophy A-level scene! (Students had recently attended a virtual webinar hosted by Lacewing.)

Although Bentley Wood did not win this time, all the students thoroughly enjoyed the experience and are excited about upcoming Philosophy competitions.

Ms Jones



UK Chemistry Olympiad 2021, Royal Society of Chemistry

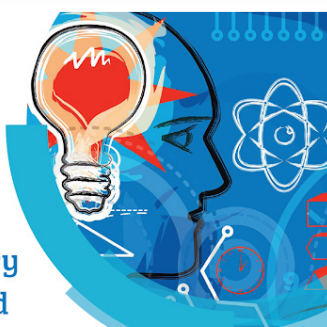
Congratulations to Zohar Nassery in 13LBHa for completing this year's Chemistry Olympiad. This stimulating challenge is the UK's leading chemistry competition for secondary school students. It provides a unique opportunity for pupils to enrich their chemistry knowledge and to creatively tackle scientific problems at a more university level.

Zohar Nassery completed the competition this year and was amongst only 23.2% of candidates to achieve a Silver Award. A truly exceptional result – well done!

Ms Robson



Chemistry
Olympiad



Why students should consider studying a degree in Arts or Humanities

What can students do with an Arts or Humanities degree?

If a student applies for one of these subjects, they are much more likely to gain a place, but students are often deterred from applying for these subjects because they do not know what career it can lead to.

The answer to the question: 'what can I do with an Arts or Humanities degree?' is an endless list of options!

But to name a few: students can join the civil service (the government body that implements policy), they can join a Management Consultancy firm at a starting salary of £60K. They can become a journalist, or do a fast-track Law conversion course (this route into Law is often preferred by some Law firms), they can get on one the many graduate scheme offered by city firms such as Deloitte, KPMG, Barclays etc. They can stay at Oxford or Cambridge for a

fourth year to study Business and Management and start their own business. They can enter diplomacy or trading or advertising or television production. They can become a lecturer at a university, a novelist, a researcher, an editor at a publishing house. Many Humanities Graduates work in Public Relations, others go into Politics- at a local or a national level. They can work in translation or the travel industry.

Students should play to their strengths, 4 As in Arts and Humanities A-levels and a degree from Oxford or Cambridge University is much better for job prospects than 4 C/D borderline Science A-levels and a degree from a non-Russell Group university.

Ms Jones

Arts and Humanities includes the following subjects:

Anglo-Saxon, Norse, and Celtic
Archaeology
Architecture
Asian and Middle Eastern Studies
Classics
Education
English
Geography
History
History and Modern Languages
History and Politics
History of Art
Human, Social, and Political Sciences
Land Economy
Linguistics

Modern and Medieval Languages
Philosophy
Theology, Religion, and Philosophy of Religion

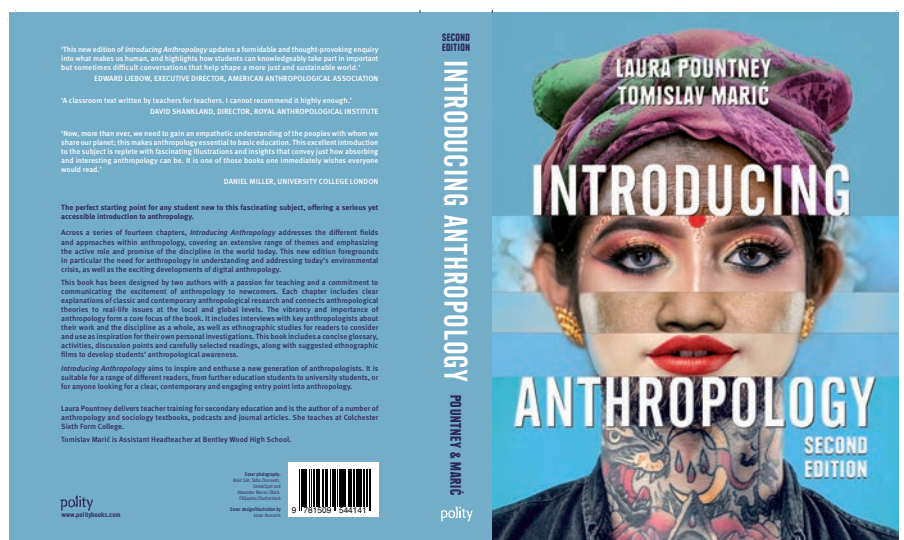


Introducing Anthropology

Social Science teacher and Assistant Headteacher, Mr Tomislav Maric, has a new book *Introducing Anthropology: What makes us Human?* published in April 2021. The book has been well received by critics and both teachers and students have been impressed.

This second edition of the book is aimed at A level students as well as first year undergraduates. It is also of general interest for anyone fascinated by anthropology. This edition is published by Polity, leading publisher for social sciences.

Mr Maric



Information and advice for students and parents

Parent to School App

View your child's information on your mobile phone! An exciting new service is now available for parents to ensure communication between the school and yourselves is easier and more effective. The app is completely free of charge to you and can be installed on your mobile phone or tablet. It currently supports both Apple iOS and Android devices (with Windows mobile to follow) and you'll be able to see information for your children.

What do I need to do now? Please ensure we have your correct mobile number and email address on our school database to ensure you can use the new app as soon as it is available. Forms are available from the school office to check and update your details or simply email them to the school. You'll need to make sure you keep these details up to date in future to maintain access to the service.

What happens next? Download The Xpressions app onto your phone. The app will go through a step by step registration with you. You will be asked to enter your email address and your mobile number. You must ensure the details you enter at registration are the same as the information we hold on the school database. When you have entered details correctly you will receive a text message to your mobile phone containing a 6 digit code. Enter the code and login.

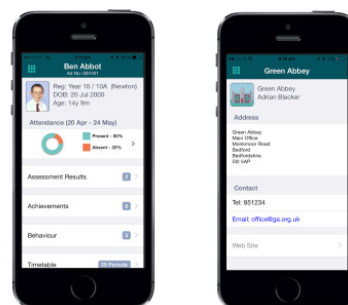
More information on registering can be found at <http://parents.groupcall.com/setup/account-registration/>

Once installed and set up you will be able to see some or all of the following information.

- Attendance records and absences.
- Achievement records.
- Behaviour incidents – eg Lack of homework.

If you have any problems with registering it will be likely the details we have on our school database do not match to the details you are entering. You would need to inform the school immediately of these changes.

Please let the school know your up to date: email address, Mobile Phone number



Please can parents/carers email the school office at schooloffice@bentleywood.harrow.sch.uk with their up to date contact details including mobile numbers and email addresses to be sure that they are receiving all the information being sent to parents from the school.

Keeping in touch - ensuring we have your accurate information

It is vital to check that we hold your most current and accurate data.

Please ensure that you inform the School Office/Data Office of any changes such as student name/address/contact details/mobile number & email address.

These must be kept up to date otherwise you may not be able to receive important information.

When informing us of an address change, please provide proof of address such as Council Tax or Tenancy Agreement.

Ms Ramsay, Data Manager



Parents Evening Guidance

We have introduced a new and easy online appointment booking system for Parents Evening

This allows you to choose your own appointment times with teachers of your daughter. Appointments may be made by clicking the following link

<https://bw2020.schoolcloud.co.uk/>

A short guide on how to add appointments and access the video appointments is on our website.

[Parents Evening Guidance](#)

Parents Evening Guidance

We are introducing a new and easy to use online appointment booking system for Parents Evening. This allows you to choose your own appointment times with teachers. Appointments may be made by clicking the following link <https://bw2020.schoolcloud.co.uk/>

Below are two video guides on how to add appointments and access the video appointments.



School Cloud

Head Teachers drop in virtual surgery

Please book an appointment if you would like to meet with the Headteacher on a Wednesday 5:30 - 7:30

Free School Meals eligibility

Children are entitled to receive free school meals if they or their parents or guardians receive any of the benefits below.

- Universal Credit, provided they have an annual net earned income not exceeding £7,400 (£616.67 per month)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit, provided they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by HMRC
- Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit

I don't currently claim free school meals – what does this mean for me?

If you think you might be eligible for free school meals, please see instructions here on how to check and apply.

I am currently claiming free school meals – what does this mean for me? Most people won't be affected by the new criteria. If you're currently claiming free school meals, but do not meet the new criteria, your child will continue to receive free school meals until the end of the Universal Credit rollout period.

This will apply even if your earnings rise above the new threshold or if you stop being entitled to Universal Credit. The rollout period is currently scheduled to end on 31st March 2022. Once Universal Credit is fully rolled out, your child will keep their free school meal until the end of their current phase of education, i.e. primary or secondary.

Where can I get more information?

<https://www.gov.uk/apply-free-school-meals>

If you need any further information, please speak to a member of school staff in the Data Office or the local authority. You can also visit the free school meal website:



School News

Information and advice for parents and students

Parent Voice, Bentley Wood's PTA with a difference

We would like to introduce ourselves as the Parent Voice group at Bentley Wood. We are a friendly proactive group who support the school. We meet once every half-term, approximately six times a year with Dr Howkins and Ms Ferrer. We have agreed that we will represent parents/families and we will raise funds for the school. This will benefit all of our daughters. To raise funds we sell refreshments at school events, for example concerts and drama productions.

Please come and join us from
7.00pm-8.00pm on the dates below:

The group is open to all parents. If you wish to join please contact Ms Howkins the Headteacher

Email: JHowkins@bentleywood.harrow.sch.uk

Phone: 0208 954 3623

Parent Voice meetings 2021

- 9th June 2021
7th July 2021



New Parent Governor

We are pleased to announce that Mr Syam Thommandru has joined our Local Governing Body as a Parent Governor, as from 24th March 2021. Our Parent Governors play an important part in the strategic leadership and development of the school. They promote the best interests of all children at the school, ensuring they get the best possible education and they have a duty to maintain good relations with, and be available to, all parents. Syam joins our two existing Parent Governors as valued members of our Governing Body. Please see the school website for full details of our Governing Body.

Woodlands School donation

Dr Howkins received a letter from Woodlands School thanking her for her kind donation. Head Teacher: Caroline Day-Lewis at Woodlands School commented:

"We are aware that these funds were raised to help Woodlands School purchase a school minibus. We had managed to fundraise enough to enable us to make this purchase. For the financial year 21/22 our project is to furnish an empty room into a 'Harmony Room'. When pupils feel anxious and the classroom environment is overwhelming for them, it will give them a place to alleviate their anxiety. We are also hoping to teach our pupils throughout the school some meditative skills to help them with positive mental health. We have commenced fund raising for this project and our hope is that you will agree to us using the donation towards furnishing this room. Once the room is furnished we would love for pupils and staff of Bentley Wood High School to come and visit us on a mutually convenient date."

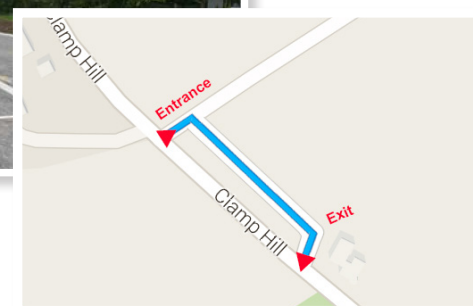
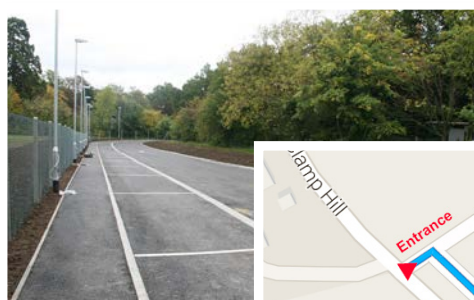
"Please pass on our heartfelt thanks to everyone who contributed towards raising the funds"

Dropping off and collecting your daughter from school

For student safety only use the Clamp Hill entrance to drop off and pick up your daughter from school. We would like to remind you that our Bridges Road gate is no longer in use for dropping off or collecting students from school by car.

We wish for all parents/carers to use the Clamp Hill entrance and the designated safe road/drop off point. Please note if the drop off point is full, parents should drive through the drop off area and park on Clamp Hill Road, on the left hand side facing Brockhurst Corner/Uxbridge Road.

For any parents who are unsure where the drop off is please use postcode HA7 3JW. Details can also be found on the school website under the 'Contact Us' section.



Don't forget to check our website for regular news updates:

www.bentleywood.harrow.sch.uk