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April 2022  
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Spring Term  
Issue 32  
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**Skinner's**   
academy  
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# academy newsletter



hello  
spring

*Wishing you a restful & safe break*





It's been a very long wait but Skinners' are proud to announce that the 2022 Academy Production is...



TICKETS ON  
SALE FROM  
APRIL!  
£4.50 Adult  
£3 Concession

Performance Nights:

**Monday 23 - Wednesday 25 May 2022**

Starts at 7.00pm



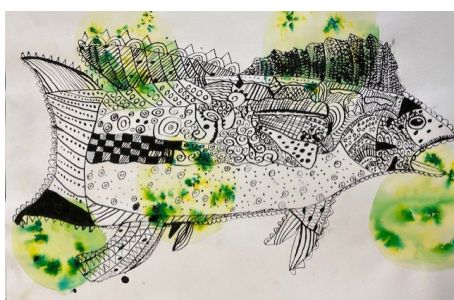
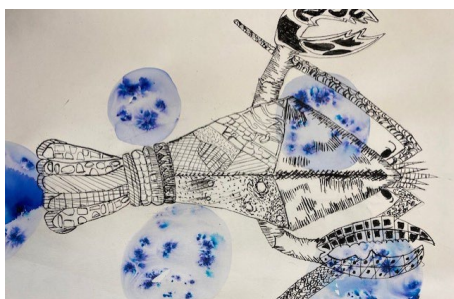


# Art & Design

## Mark Making

This term Year 7 have been exploring the theme of sea life using the techniques of mark making (stippling, hatching, and cross-hatching). Pupils created their pieces using dip pens and ink, this media is very challenging to use and requires a lot of patience. Here are some examples of their amazing work.

Ms Memish, Head of Art & Design



## Clay Club

Clay Club runs every Thursday from 3.00-4.00pm in S52. Club members have the opportunity to explore their creativity using the medium of Clay! So far pupils have made glazed tiles, pinch pots and more. If you would like to join Clay Club please speak to your art teacher.

Ms Biggs, Teacher of Art & Design/EAL

“““  
 Coming to Clay club helps me to develop my creativity. We learn lots of different techniques  
 Julia K, Year 8



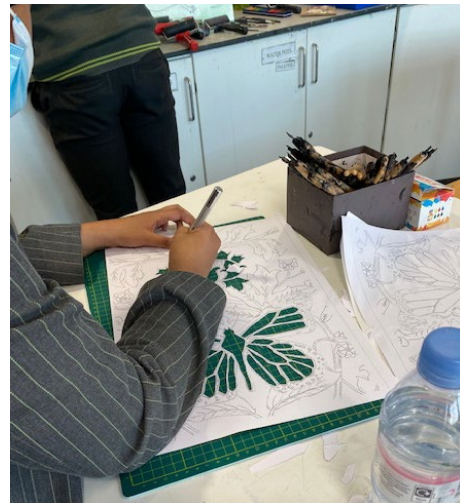
“““  
 Clay club is very fun, and we try many new things. So far, we have learnt how to recycle clay, glaze tiles, make pinch pots and we are now learning how to throw a pot on the pottery wheel.  
 Evelyn-Daisy H, Year 8



## GCSE Art

Well done to all Year 11 art pupils who are currently producing amazing pieces for their GCSE coursework. Keep up the excellent efforts.

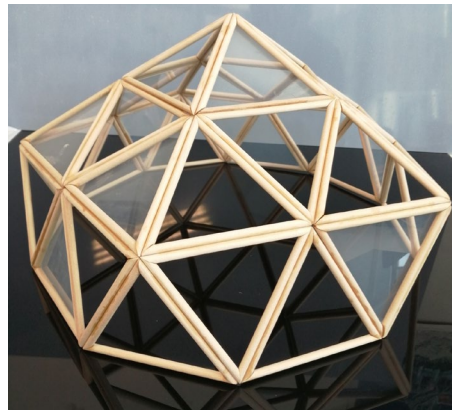
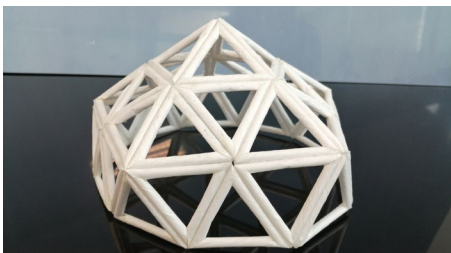
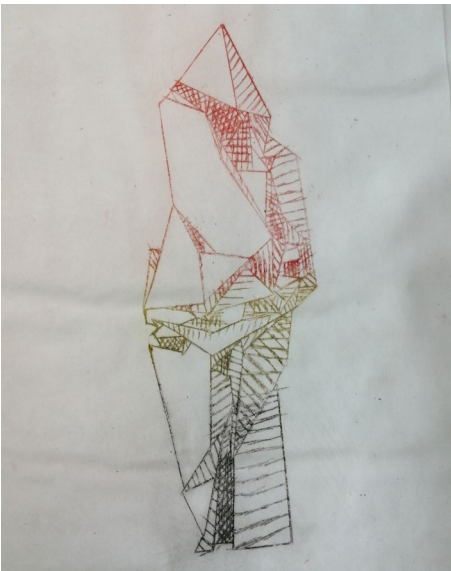
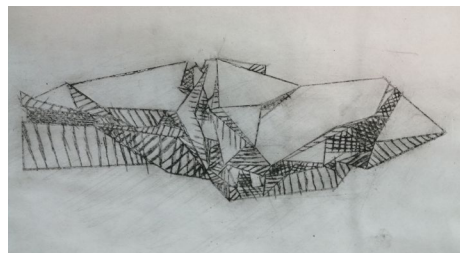
Ms Memish, Head of Art & Design



## Year 12 Showcase

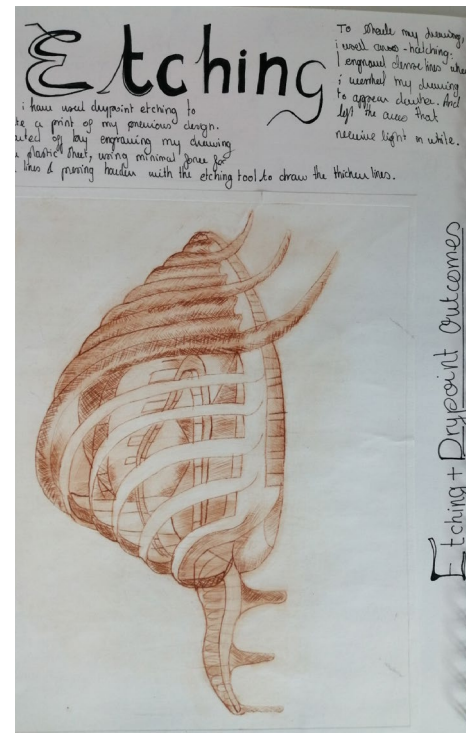
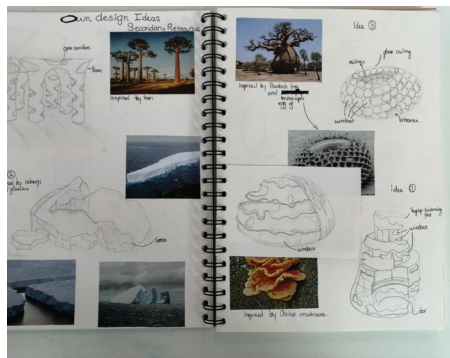
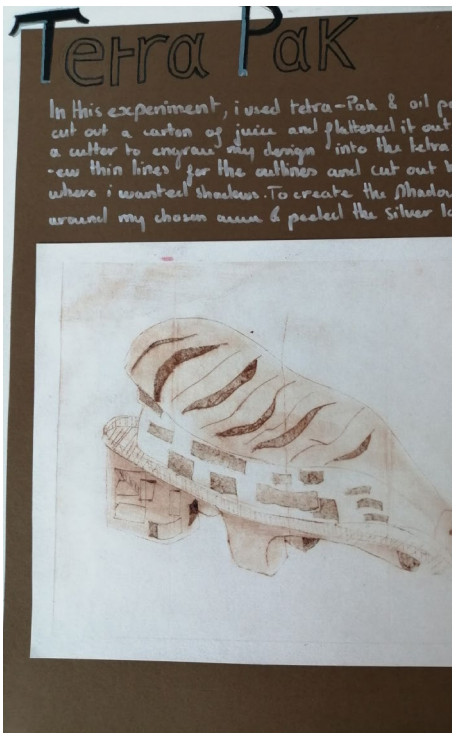
Year 12 art students have been working extremely hard to produce their final pieces for the art showcase. Here you will see work from three of our artists.

Ms Memish, Head of Art & Design

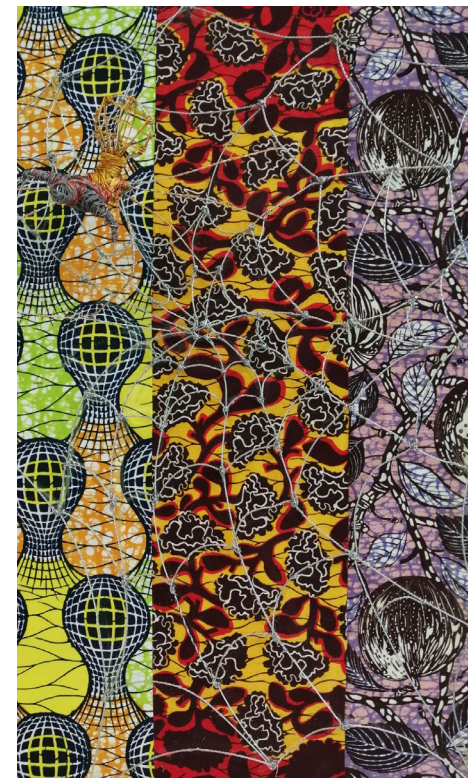
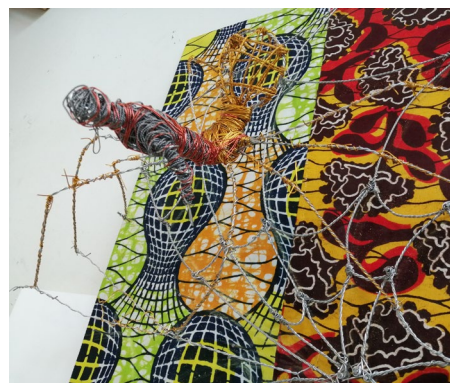
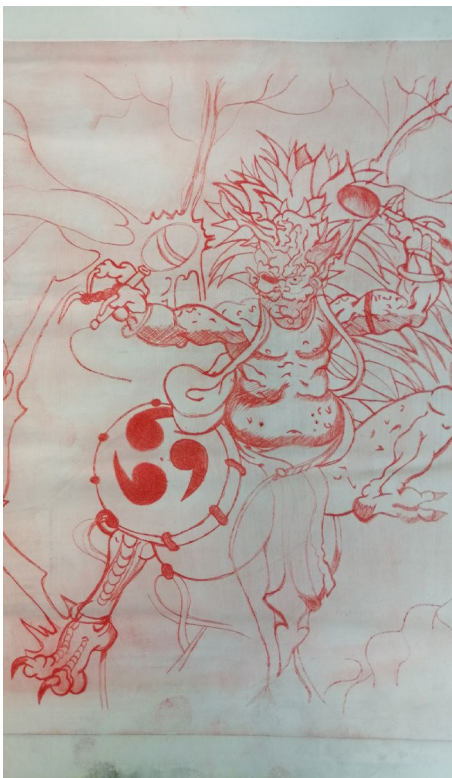


Jayed U - Geometric Architecture





Layla S - Organic Architecture



Willber Lina

Myth is a folklore genre consisting of narratives that play a fundamental role in a society, such as foundational tales of origin myths. myths and dreams were expressions of the collective unconscious, in that they express core ideas that are part of the human species. My theme is to explore the vast cultural inception of mythology that have transcended time and culture. "the universal characteristics of the collective unconscious of mankind takes a local form which is expressed in variety (Jung 1961)".



Willber L - Cultural Inception of Mythology



# English

## English Language

For the first time, we are delivering A level English Language at Skinners' Academy. In the course, we explore how the English language has changed over time, as well as people's attitudes towards language diversity and development. Here, Rimshah and Yagmur in Year 12, share their thoughts on whether too much technology is leading to a decline in the language use of young people.

### The Decline of Language? by Rimshah A & Yagmur Y, Year 12

Teenagers are becoming increasingly dependant on technology, and this can be seen to influence their language use. There appear to be fears that the "incorrect use of grammar" on social media is leading to a decline in the communication skills of young people - but is this really true?

To fully understand such a bold assumption, let's go back and see how the English language has developed.

William Caxton is credited with the standardisation of the English language since he introduced the printing press to England in 1476. This technological advancement allowed for books to be printed in a much quicker and efficient way. As new books were being produced a lot faster, there was a significant need for standardisation and agreement on how words should be spelt. Despite this, it is important to note that the typesetters that Caxton bought with him were from Belgium; this often resulted in miscommunication and spelling alterations that ended up becoming the "new" accepted forms of how something was spelt after it had been printed. From this, we can see how language change is a natural, ongoing process, and that English has been developing through centuries, just like in the present day, thanks to technology.

If that doesn't convince you, what about one of the most acclaimed playwrights in the history of the English language: Shakespeare? It is often overlooked that he spelt his own name in about 80 different ways during his lifetime, and he is celebrated, rather than criticised, for the coinage and introduction of over 1700 new words and phrases into the English language. In fact, he is lauded as one of the greatest innovators of English in institutions such as schools and universities up and down the country. Why then, are teenagers disparaged for also developing a new vocabulary?

Fast forward to the modern day and phones are a necessity - there is no way out of it. Email, video call, YouTube, music, banking - the list can go on forever. Teenagers cannot be blamed for being so reliant on devices that were born before they were. The first iPhone, for example, came out in 2007, that was 15 years ago. Now we have the latest iPhone X, iPhone XS, iPhone XS MAX and they just keep on coming. They even belong to different generations, just like us.

"I need help with maths" - "Use YouTube"

"How do I spell that word?" - "Ask Siri!"

"I don't know how to write my essay" - "Google it"

Is it any wonder young people are glued on to technology? It seems to be the something that we are constantly being exposed to. The education system itself has recently become heavily reliant on technology, from setting homework on Microsoft Teams to using Zoom for remote learning and emails for parent communication. In fact, schools seem to be using these devices just as much as children.

We can't deny that language is changing but why do we assume that is in decline? And why do we fret so much for the younger generation?

Firstly, we all have an attachment to the language that we have grown up with and seeing slang terms being accepted as the 'new normal', can lead to people feeling socially excluded. According to Howard Giles, social groups will always use shared language to unite with each other (convergence) and distance themselves from others (divergence). Could it be that adults just find it hard to accept that they are not 'down with the kids' and so criticise instead? Perhaps that's harsh, but the one thing we can all agree on is that their parents would have expressed the exact same concerns when they were young.

And it's not just teenagers. Once upon a time, there were fears that Cockney Rhyming Slang was encouraging criminality and should be stopped; now, it has been so seamlessly integrated into common parlance, that some are concerned it will die out and are calling for its preservation.

Ultimately, there is nothing to worry about when it comes to young people's language use. In fact, we should view language as a living organism which requires change if it is to survive. All these changes do not show decline, but instead are part of its incredible evolution.

## Love is a Cup of Tea

We LOVE a metaphor!

Inspired by an extract from Louis de Bernières' famous novel, Captain Corelli's Mandolin, pupils in the Learning Centre recently practised writing extended metaphors about love. They have been working hard to develop their creative writing this term and have made phenomenal progress! We're so impressed with how creative, original, and insightful their writing is.

Some pupils chose not to share their names, but they were keen to share these samples below.

Ms Hardy, Head of English

### Micah, Year 9

Love is like a lit match. You can see it when it sparks and the bright light represents passion in love, but the fire can also be a danger. If the fire gets too hot, it could suddenly get out of control, and you might have to put out the fire. After that, you would see the smoke coming from the match, and that could make you remember all the memories from start to finish and all the good and bad times.

### Anthony, Year 9

Love is a mystery slide, leading into a black tunnel. When you go down the slide, you don't know what could happen next. You don't know what obstacles may get in the way until you reach the black tunnel. You could look back and think: "I had a fantastic time. I wish it lasted forever" or your opinion could be: "This experience was terrible and a waste of time."

## Group Piece

Love is a cup of tea. There are many different types: the sweet, the refreshing, the comforting. Love, like making tea, starts with heat. The kettle boils, just like our emotions when we meet an admirer. But this stage of love could be dangerous because you could get scalded. Over time, the warmth of a good cup of tea reflects the calmness of the body and mind when we are in love.

### Yusra & Yusra, Year 9

Love is like hair because relationships grow, and if you nourish hair, it gets stronger and healthier which represents that if you look after a relationship, it gets healthier and stronger.

### Kay'Jhan, Year 7

Love is an ocean that never ends because the person you like you can never stop loving. If there's a tsunami, then your love is very rough but if the waters are calm then your love is smooth. Love is also a volcano - if it erupts, your heart opens and you might never stop loving them.

### Anonymous

Love is a clock. It's everlasting and doesn't stop ticking. The ticking is reminiscent of a heartbeat - every tick is a reassuring presence. Love also feels safe, like the glass protecting the clock. The two hands of the clock represent two people, forever moving in the same direction. Just like with the hands of the clock, love can sometimes fall, but if love is true, it will always rise again.

# Mathematics



## Senior Maths Challenge

On 9 March, four Year 12 students (Mohammed K, Haaruun M, Zafar S and Nicholas L) visited The Academy of Excellence at Tottenham to take part in the Senior Maths Challenge hosted by AMSP (The Advance Maths Support Programme). The students were extremely well behaved and had a lovely afternoon of competitive problem solving ending up 'mid table'. Later, students participated in the 'Shuttle round' placing in the top three. It was nice being able to get out again and experience extra-curricular activities outside of the Academy in the post-Covid world.

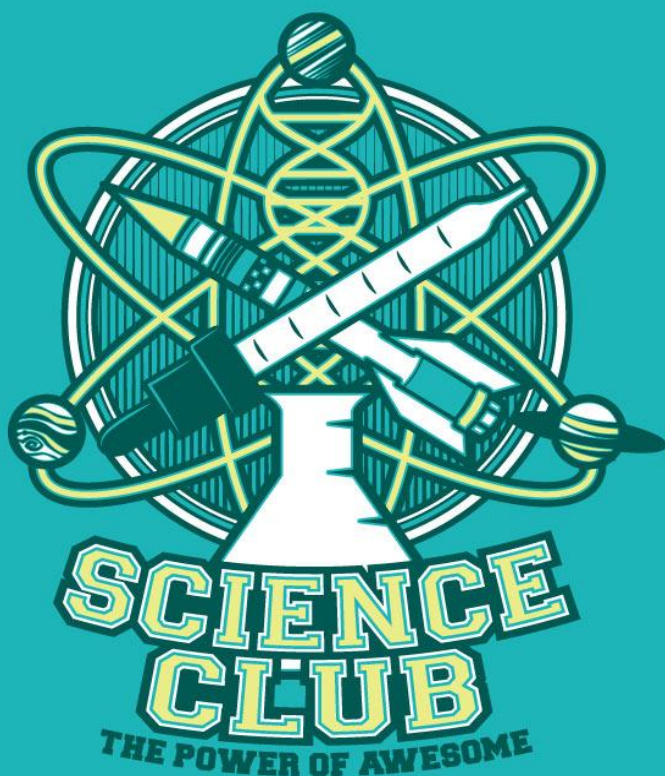
Mr Barnes, Teacher of Mathematics

# Science

## Science Club

This half term in Science Club, we have built and launched parachutes for eggs, we have looked at combustion reactions, and we have used Bunsen Burners to test the flame colours of various elements.

Science Club is all about discovery and trying something new. We encourage you to think outside the box and experience what it's like to feel like a scientist. If you would like to try some experiments, please join us in F14 on Week A Mondays from 3.00-4.00pm. If you have any questions, please email or speak to Ms Siab ([zsiab@skinnersacademy.org.uk](mailto:zsiab@skinnersacademy.org.uk))



Are you interested in Science?

Are you keen to try some experiments?

Are you in Year 7?

Then join SCIENCE CLUB!

Week A Mondays ONLY

3.00 - 4.00pm

F14

Open to ALL year groups

“”

Science Club is amazing for people who love science, like me! My favourite practicals were when we put different salts on a Bunsen Burner and it created lots of amazing vibrant colours. I also enjoyed when we investigated a real sheep's heart because I could explore and feel like a real scientist. It was very fun and exciting.

Yagmur I, Year 7

“”

Science Club has helped me to further develop my analytical thinking with various practicals from dissecting organs to making crystals. It is a good introduction for those with a passion for science and even for those who don't. It has helped everyone to be more curious and confident. I look forward to future practicals and experiments.

Olivia A, Year 8





# Careers

Find out more about activities, events and opportunities by [clicking here](#) for the 'Careers & Employability Skills' page of our Careers Portal

## Osborne Clarke CV Workshop

Osborne Clarke is an International legal practice, with offices situated around Europe, Asia and the USA.

On 7 February, volunteers from Osborne Clarke (OC) delivered a masterclass on 'What makes a good CV?' for our Year 12 students. The masterclass was designed to equip all students with the knowledge and skill of building a CV which will stand out to an employer, focusing on how you can create a good CV which highlights the skills and experiences you have.

OC worked with students to highlight how to create an engaging and impressive CV with limited or no work experience. Following on from this, all students have the opportunity to send their own CVs to a group of volunteers at Osborne Clarke, who will be able to critique and feedback on each.

Students interacted with OC volunteers from the finance team including a Trainee Solicitor, Senior Associate, and Associate.



**Name:** Emma Wigmore

**Current Job title:** Senior Associate (Solicitor), Real Estate, Osborne Clarke

**A mini bio of your journey into your current job:**

I studied Law at university and then completed my post-graduate Legal Practice Course and training contract at Osborne Clarke in Bristol. I moved to Osborne Clarke's London office when I qualified into the Real Estate team in 2018. I now work with a range of Real Estate clients, with a particular focus on residential development



**What advice would you give your younger self when completing your first CV?:**

Don't undersell yourself! Be proud of your experience and skills and think about what qualities you have that will make you a great employee.

## Top 10 Tips for your CV

1. Capture the reader's attention with a clear, punchy and informative personal statement at the beginning of your CV
2. Get the basics right! Make sure your CV is grammatically correct with no spelling errors, and in chronological order
3. Make sure your CV is laid out in a way which is clear, easy to read and makes the most of the space on the page. Headings and bullet points can be really helpful to breakdown information and make it easy for the reader to follow
4. Have a look at the CV templates on Microsoft Word here. They are free to use and there are lots of different templates for different industries. These are a great starting point for building your own CV and they include prompts to help you draw out some of the key points that we discussed in the session
5. Get someone you trust to proof read your CV if possible (e.g. family, friends, teachers). It can also be helpful to print your CV off and go through it line by line or come back to it a few days later to double check spelling/grammar
6. Read the job description carefully and reflect this in your CV. The job description will set out exactly what the employer is looking for and you can use it as a checklist to tailor your CV
7. Ask family/friends if they can share their own CVs with you. It can be really useful to have as many examples of CVs as possible to help prepare your own
8. With each statement you write about yourself, think about an example of how you can show this and add it to your CV – back up everything you say with experience
9. Think about what job/placement you are applying for before you design your CV. Should it be formal or more creative in how it looks to an employer reading it?
10. Always think about whether you can update your CV each time you apply for a job or work experience





## Year 10 Get Ready for Work Experience Drop Down Day

In preparation of our Year 10 pupils embarking on the world of work, Inspire! (the company assisting the Academy with Work Experience) delivered a drop down day for our pupils on 8 February with the aim to build their confidence and develop their skills in preparation for their upcoming one week work experience (25-29 April).

Inspire!'s drop down day consisted of the following:

- Full day workshop for the whole of Year 10 to help pupils maximise the impact of their placements
- Interactive group activities facilitated by business volunteers in the classroom, and performances from Stand-Up Theatre
- Topics included: benefits of work experience, transferable skills, mock interviews, workplace scenarios and employer expectations
- Pupils encountered a range of employers to be better prepared for their work placements

Ms Jackson, Careers Lead

**Name:** Anna Swain

**Current Job title:** Head of Programmes, Inspire!

**A mini bio of your journey into your current job:**

I took a gap year to gain some more work experience before going to University, but when I graduated, I still had no idea what I wanted to do! I started working as a Teaching Assistant in a secondary school, as a lot of my experience was working with young people. Then I changed direction and moved into HR (Human Resources) where I was working in recruitment, hiring people for summer jobs. I worked my way up to managing the summer recruitment project, but I really started to miss working with young people, so I then applied for a job at Inspire! and here I am today!

At Inspire!, I started working as a project manager and then began to work my way up again – now I oversee all our programmes as well as our fundraising at the charity.

**What advice would you give your younger self just before you started your Year 10 Work Experience?**

Keep an open mind and ask as many questions as you can, it's your chance to do something different and learn a lot. If it's not for you, that doesn't matter! At least you will have narrowed down your options.







# YEAR 12 WORK EXPERIENCE

**MONDAY 20 - FRIDAY 24 JUNE 2022**

Due to the Covid-19 pandemic the current Year 12 cohort wouldn't have had the opportunity to undertake work experience in Year 10. Therefore we require all Year 12 students to find a work placement that will add value to your future career aspirations.

It is compulsory that all Year 12 students attend work experience.  
**IF** you do not secure a placement, you will be expected to attend school.

## **How to contact an employer:**

- telephone the company
- send them a letter or email
- visit the company in person

## **Own Find Form**

Once a company agrees your placement, the employer needs to fill in an 'Own Find Form' (without a completed form, placements will not be able to go ahead).

We have now made it easier for employers to complete the form and submit it to the Academy.

All students have been sent the link via email  
or you can scan the QR code below to access the form.

**The deadline for completing the 'Own Find Form' is Tuesday 3 May 2022**



Questions or concerns about the work experience process?  
**contact Ms Jackson – [cjackson@skinnersacademy.org.uk](mailto:cjackson@skinnersacademy.org.uk)**  
**or visit her at break or lunchtime in room S08**



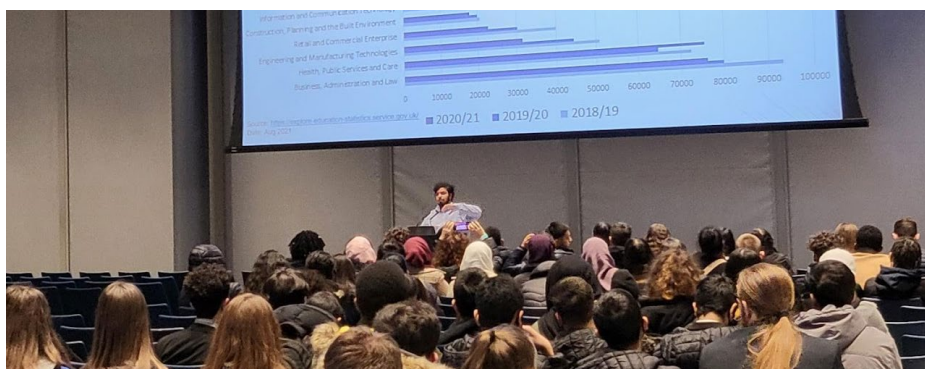


## National Apprenticeship Week (#NAW2022)

National Apprenticeship Week took place between 7-11 February. On 9 February, Year 11 pupils joined Year 12 & 13 students to take part in a virtual panel discussing all things Apprenticeships! The panel included speakers from ASK, New City College, Hackney Council and a current Apprentice from Hackney Apprenticeships.

The panel discussed:

- ♦ What is an Apprenticeship?
- ♦ Apprenticeship levels and progression
- ♦ Entry Requirements
- ♦ Where to apply?
- ♦ Employers offering Apprenticeships
- ♦ What Apprenticeships New City College offer
- ♦ Hackney Works
- ♦ Hackney Apprenticeships
- ♦ Current Hackney Apprentice Talk



## University & Apprenticeship Careers Fair

On 3 March, a group of Year 12 students visited the Tottenham Hotspur Stadium to experience meaningful encounters with university and apprenticeship representatives at the University & Apprenticeships Careers Fair. The aim of the event was to inspire and motivate our students who are starting to make decisions about their Post-18 education and career choices.

Students were able to attend seminars throughout the day which included:

- ♦ Russell Group University Seminars
- ♦ Student Finance – Loans, Scholarships and Bursary Information
- ♦ Careers and Employability
- ♦ UCAS Personal Statement and Application Advice
- ♦ Higher and Degree Apprenticeships
- ♦ Life at University – Inspirational talk about the benefits of a university education

Thank you to all Year 12 students who attended the University & Apprenticeship Fair. For any students who missed a seminar please find the recorded seminar [here](#).



**Name:** Sarah-Jane Marcello

**Current Job title:** Hackney Apprenticeship Network Manager

**A mini bio of your journey into your current job:**

I worked for the NHS looking after University training for clinical professions, and gradually moved towards developing apprenticeships and encouraging a shift towards work-based learning across many different NHS settings. Following a brief spell at the Financial Conduct Authority managing their internal apprenticeship programmes, I joined Hackney Council. This role is perfect as it allows me to bring my expertise of apprenticeship creation to employers and match this with the amazing but unfulfilled talent of many of our residents.

**What advice would you give your younger self if you had the option of studying an Apprenticeship?**

Take every learning opportunity that you can. The chance to do an apprenticeship will be the best way to afford the qualifications you need, it is the best way to gain directly relevant experience as you learn, with the support of people around you to help and guide you.





## Emperor Rise Apprenticeship Programme

Emperor is an employee-owned creative consultancy specialising in creative reporting, digital, engagement and brand communications. Based in London, Edinburgh, Manchester, Warwick & Dubai. Their clients include:

- ♦ Premier League
- ♦ BBC
- ♦ Hotel Chocolat
- ♦ BT
- ♦ Channel 4
- ♦ Muller

On 15 March, Year 13 students interested in undertaking a Post-18 Apprenticeship took part in a group workshop about the importance of the client partnership. Students were asked three questions, read their answers below.

### Why is it important to have a strong partnership with the clients?

- ♦ Repeat Business
- ♦ Good, Concise Communication
- ♦ Loyalty
- ♦ Honest & Trustful Lines of Communication
- ♦ Referrals & Recommendations

### How would you go about developing the partnership?

- ♦ Regular Meetings
- ♦ Clear Line of Communication
- ♦ Proving Expertise

### What could go wrong if you don't have a strong partnership?

- ♦ Lose out on Potential Clients
- ♦ Bad Reputation
- ♦ Miss Out on Referrals
- ♦ Bad Communication
- ♦ Incorrect Information Recorded
- ♦ A Push Back from Stakeholders
- ♦ Fines

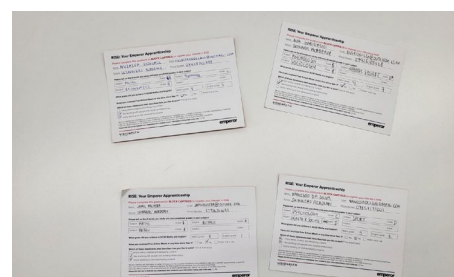
Emperor have created six apprenticeships across their business to start in September 2022, based in their London offices. At the end of the workshop, our students were encouraged to register for a place on the Emperor's RISE scheme.

The Emperor's RISE scheme is offering a 15 months Level 3 Apprenticeship in the following roles:

- ♦ Account Managers
- ♦ Project Managers
- ♦ Consultants

Each role starts with an £18,000 salary (Living wage) with opportunities to progress.

The deadline for applications was 28 March, however, if you are interested in similar opportunities please speak to Ms Jackson, Careers Lead.



Check out our new **CAREERS PORTAL** for pupils, parents, staff, and external agencies.

The Careers Portal is your hub for information including:

- Post 14 & 16 Pathways
- Apprenticeships
- Current Opportunities
- Careers Interviews
- University Guidance
- and more...

**CLICK HERE** to access our Careers Portal.

It can also be accessed via our website's  
Careers Provision page

([www.skinnersacademy.org.uk/careers-provision](http://www.skinnersacademy.org.uk/careers-provision))





## National Careers Week (#NCW2022)

National Careers Week took place between 7-12 March. This year's focus was Empowering Positive Change through Careers Education. We kicked off the week at Skinners' Academy with an assembly delivered by Ms Jackson, our Careers Leader. Ms Jackson covered the following:

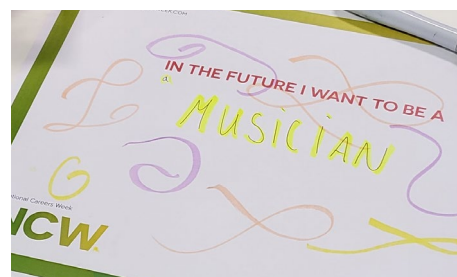
- The definition of the word 'Career'
- What is National Careers Week?
- Introduced Skinners' Academy's new Enterprise Advisor - Joey Ng
- Encouraged students to watch the NCW short film about Hope.
- What does Careers Education and Guidance look like at Skinners' Academy?
- The Six Learning Areas of The New Career Development Framework - How can students meet the learning areas at different Key Stages?

Pupils were encouraged to think about what type of career they would like to have in the future. They were encouraged to walk around the Academy and keep an eye out for posters detailing what career paths some of our Academy staff have taken which lead to their current career. Staff career pathways included being a Waiter, Video Game Developer, Construction Worker, Midwife, and a Fishmonger.

**WHAT DOES YOUR CAREER PATH LOOK LIKE?**

**Name: MRS C BENJAMIN**

Previous Jobs:	Skills Developed:
Hair dresser	Attention to detail
Care Assistant	Empathy
Nursery Manager	Patience
Paediatric Nurse	Time management
Midwife	Emotional endurance
Science Teacher	Systematic teaching
Head of Year	Resilience & Communication
Head of Science	Organisation
Head of Health & Social Care	Diligence
Head of Childcare	Administration
Designated Safeguarding Lead	Ability to work with conflict & distressed people



**WHAT DOES YOUR CAREER PATH LOOK LIKE?**

**Name: Mr McCrory**

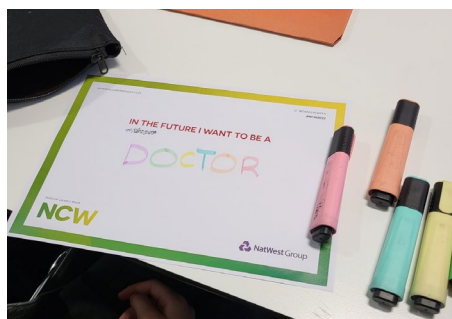
Previous Jobs:	Skills Developed:
Paper round	Time management
Clothing retail	Customer Service
Convenience retail	Money Handling
Construction site	Following instruction
Library Assistant	Orderly record keeping
Examiner	Timekeeping
	eye for detail
	precision
	annotation



**WHAT DOES YOUR CAREER PATH LOOK LIKE?**

**Name: MR LYONS**

Previous Jobs:	Skills Developed:
FISH MONGER	FOOD SAFETY
	CUSTOMER SERVICE SKILLS
	QUICK MATHS
	1b and 0s to g and kg



**Name:** Ms Jackson

**Current Job title:** Careers Lead

**A mini bio of your journey into your current job:**

I worked for a Pupil Referral Unit & Mental Health Alternative Provision. I started as a Learning Support Assistant and progressed to teaching Employability Skills. I enjoyed that I was able to teach pupils fundamental skills that they would need Post 16.

I took the opportunity to complete another degree however this time it was a Degree Apprenticeship as a Careers Development Professional. Skills I learnt enabled me to advance to Careers Lead of three secondary provisions within the organisation. Now I am the Careers Leader at Skinners' Academy.

**Why do you think it's important to have a Careers Programme in schools?**

It is vital that Primary schools right through to Universities should deliver Careers Education & Guidance. I deeply believe that we live in a world where education is fundamentally a key path in a child's life however it is just as important to provide a careers programme to support pupils to aspire and achieve a skill set that will enable them to succeed post education. A good quality careers education will raise the aspirations of all young people.





# Student Services

## Our New Counsellor, Ms Hunte

I wanted to take this time to introduce myself. My name is Ms L Hunte and I'm the new counsellor here at Skinners' Academy.

I provide counselling support to pupils to empower them as individuals, build their resilience and to support them through their personal developmental concerns. My counselling sessions may involve art, drama or play to help pupils to express themselves.

I'm here at the Academy every weekday. I mainly work on a one-to-one basis. However, if necessary, I may work with small groups. I also offer a drop-in service during break and lunch times which last between 20-30 minutes. Pupils can self-refer for this service should any worries crop up.

I want to be clear in stating that I am not here to judge anyone. I am here to work with pupils to help them find their way and to support them through what is troubling them.

I would like to thank parents/carers in advance for your support and understanding as I support pupils at Skinners' Academy.

Ms Hunte, Academy Counsellor



## Year 9 Immunisations

The immunisation team Vaccination UK will be visiting the Academy on Wednesday 4 May 2022, they will be here to deliver the scheduled immunisations for all pupils in year 9.

These immunisations complete the vaccine program started in infancy, and ensures our young people are protected as they move forward into adulthood, further education, future travel and future occupational health requirements etc.

### Td/IPV – Teenage Booster

- Diphtheria: a serious disease that can damage the heart and nervous system
- Tetanus: will affect the nervous system leading to muscle spasms and breathing problems
- Polio is a serious viral infection that was common in the UK and worldwide. It's rare nowadays because it can be prevented with vaccination. The polio virus causes temporary or permanent paralysis, which can be life threatening. There's no cure for polio.

### Meningococcal C meningitis Men ACW Y

Signs and symptoms of Meningococcal disease:

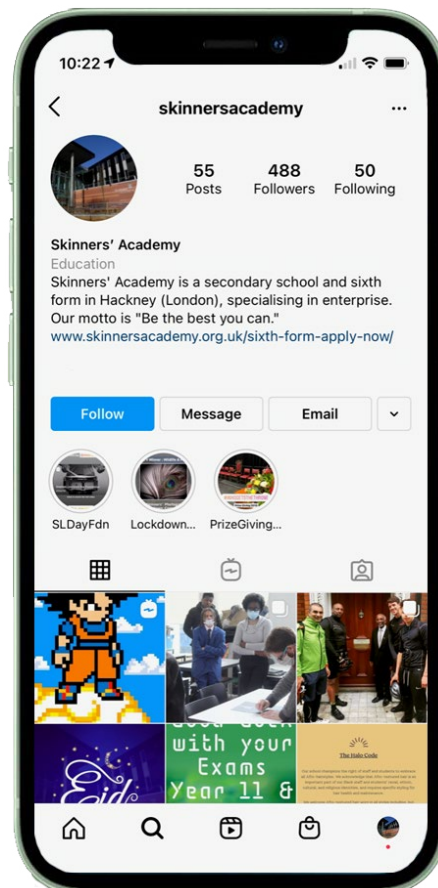
- Vomiting
- Severe headache/photophobia
- Confusion and irritability
- Neck stiffness and muscle pain
- Pale blotchy complexion and / or rash which won't disappear when pressed with glass.
- Drowsy or loss of consciousness.

Information, including the consent form has been emailed to parents/carers.

Please make sure you have read the information with your child and ensure the consent form is completed by Friday 22 April. You must complete the consent form and state yes or no to your child having the vaccines.

If you have any questions, please contact Mrs Carroll, Academy Nurse.

Click here to follow us on Instagram





## Does your child suffer with Hay fever (also known as seasonal allergic rhinitis)?

Then it is time to take control, especially if your child has exams coming up.

### Causes of Hay fever

Seasonal rhinitis (hay fever) is caused by an allergy to pollen and spores.

- Pollen is the tiny, dust-like particles given off by some trees, grasses, weeds and flowers.
- Spores are given off by some plants as well as fungi and moulds.

### Symptoms of Hay fever

- Sneezing
- Itchy, blocked or runny nose
- Red, itchy or watery eyes
- Itchy throat, inner ear or mouth
- Headaches
- A loss of concentration and generally feeling unwell
- Disturbed sleep

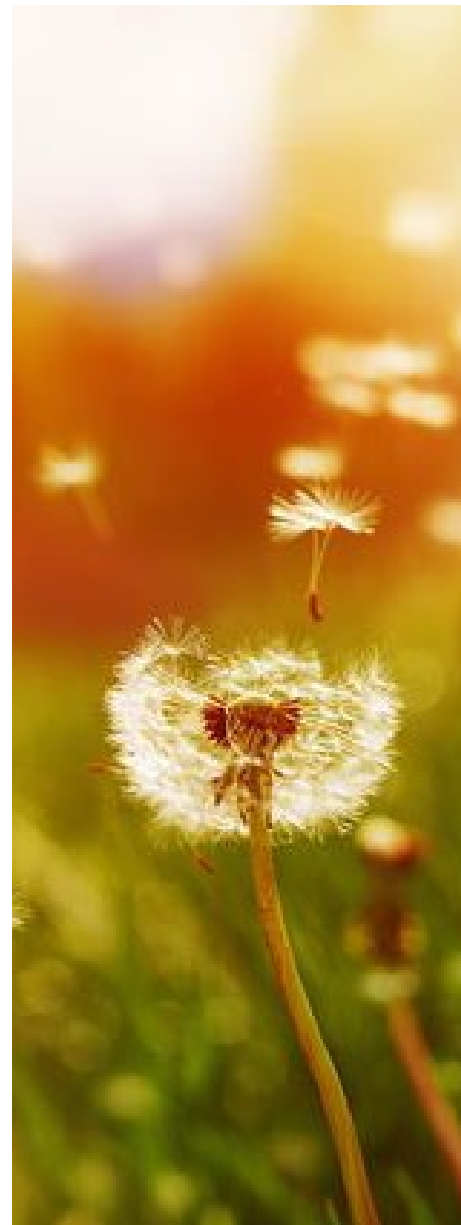
### Be Prepared

- Seek early intervention
- Pharmacies can advise on over the counter medication
- Ensure medication is taken regularly everyday
- If symptoms do not improve speak to your GP

### Top tips for Hay fever sufferers

- Check the pollen forecast
- Hay fever nasal spray
  - o Take two squirts in each nostril, twice a day
  - o Don't sniff when you take it, remember to take it every day.
- Non-sedating antihistamine tablets (ones that don't make you sleepy)
  - o Take one every day (or according to the instructions in the pack).
- If you have very itchy eyes, eye drops
  - o Four times a day (or according to the instructions in the pack).

The combination of nasal spray, antihistamine tablets and eye drops really work for the vast majority of people, but if you're still having symptoms or not feeling well speak to your GP or Practice Nurse.



## Physical Education (PE)



### Futsal Festival Day

This term the girls took part in the Girls' Futsal Festival Day at the SCORE centre in Leyton. The Year 7s & 8s ended up placing fourth and although they may have felt like they should have gone further in the competition, they did themselves proud in their first futsal tournament. The Year 9s were excellent but unfortunately came up short in the final and finished as runners-up in their competition.

The girls will now be involved in a Futsal League with other teams in Hackney, which will be taking place over the next few months.

Ms Bell, Teacher of Physical Education/AHOY11

## Judo Champions!

Congratulations to our future Olympic Judo hopefuls Samir K (Y9), Bilal K (Y11) and Henry F (Y9) who recently competed in two Judo competitions resulting in all three bringing home multiple medals. The competitions were held at UEL (University of East London) and Moberly Judo Club.

Samir K (Red Belt) has been training in Judo for 7 years. These two events are the first time he has ever competed. He did incredibly well, earning a Silver at UEL and a Gold at Moberly.

Bilal K (Yellow Belt) has been training for 7 years and has enjoyed developing his Judo techniques. He earned a Gold at UEL and a Silver at Moberly.

Henry H (Yellow Belt) has been training in Judo for almost 9 years. As well as the competitions at UEL & Moberly, he also competed at Faversham Judo Club. Henry won three Golds! One at each competition.

All three boys have truly dedicated themselves to Judo, training 3-4 times a week after school with their sensei at Hackney Judo Club, and sometimes travelling to other clubs to train. They hope to represent Skinners' Academy at the 2023 British Schools Championships. Their ultimate goal is to represent Great Britain/Algeria at the Olympics someday.

Samir, Bilal and Henry should all be extremely proud of themselves. We as an Academy are definitely proud of them and look forward to seeing what the future holds for these young athletes.



## Basketball

This term both Year 7 & 8 pupils have been taking part in the Jr.NBA Competition.

Our most successful team so far are the Year 7 Girls who are not only undefeated with one more game to play but have got the best record we have ever seen at Skinners' Academy. The league leaders have already secured their spot in the playoff rounds meaning regardless of the result of their last game the Year 7 Girls will still go through to the play offs seeding top spot.

The Year 7 Boys are also currently standing as league leaders with four more games to play, they have won all their games so far and are on course to also join the Year 7 Girls in the Jr.NBA Playoffs.

The Year 8 Girls are currently third in their league, they have won one game and lost three, with four more games to go. There have been some good rhythms of play, but they have fallen short on three occasions, they still have a good chance of progressing further but a lot more work will need to be done in order to get there.

The Year 8 Boys currently sit bottom of their league, they have had very hard games with a squad that is always rotating, which has forced the decision to now allow Year 7s to play up whilst the Year 8 team focus on training and getting a consistent group of players together to compete again next year.

Mr Williams, Teacher of Physical Education



## Year 9 Football

The Year 9 Boys continued their excellent season with several more wins in the London Cup, Inner London Cup and local league.

In the London Cup, Skinners' played away to Deptford Green School and after a good all-round performance and an exciting game, came away 4-3 winners to book their place in the quarter finals.

In the Inner London Cup, Skinners' hosted West London Free School at Market Road. An even first half with chances at both ends ended with Skinners' 3-2 up. This was backed up with an outstanding second half performance from every player, and meant Skinners' cruised to a 10-2 victory and into another cup quarter final! The 'Man of the Match' was goalkeeper Jacob S for some important saves in the first half.

In the local league, Skinners' secured an excellent comeback win against City Academy. On a windy day at Hackney Marshes, Skinners' were slow starters and soon found themselves 3-0 down to a well organised and strong City team. However, two goals in two minutes from Kymani SD changed the momentum and Skinners' fought back with an excellent second half performance to win 6-4. Kymani SD was announced 'Man of the Match' scoring five goals.

Mr Legge, Teacher of Physical Education/HOY7



19 APR Staff PLD Days	20 APR Term Starts All year groups
25 APR to 29 APR Year 10 Work Experience	25 APR to 02 MAY Guadeloupe Trip Select Pupils
02 MAY Bank Holiday Early May	16 MAY to 27 MAY Public Exams
23 MAY to 25 MAY Footloose Academy Production	30 MAY to 03 JUN Half Term
06 JUN to 28 JUN Public Exams Continue	13 JUN to 17 JUN Year 10 & 12 Assessment Week
20 JUN to 24 JUN Year 7, 8 & 9 Assessment Week	20 JUN to 24 JUN Year 12 Work Experience
04 JUL to 05 JUL Year 10 - DofE Bronze Expedition	07 JUL Transition Day Academy Closed to Pupils
11 JUL to 15 JUL Year 12 & 13 - DofE Gold Expedition	19 JUL Term Ends at 1.00pm

## Keep up to date with news from the Academy here!

**Our website:** [www.skinnersacademy.org.uk](http://www.skinnersacademy.org.uk)

**Instagram & Twitter:** @skinnersacademy

**EduLink One:** Download the EduLink One (Overnetdata) app

Parents have been sent a username and password via email. Please note to access the Site Code (App only) use: skac