



OBHS *Gazette*

Achieving Excellence Together

WELCOME

to the Spring Edition of the OBHS Gazette, focussed on our Habits. Academic qualifications are an important outcome for students and enable them to move on to further education and training, but many employers, sixth forms and colleges value other skills and attributes equally highly. To be successful academically, students need to develop a range of skills and attributes, so our five 'Habits of Mind' represent the following important areas:

Ambition * Resilience * Independence *
Collaboration * Creativity

Students do not have discrete lessons in the Habits - staff will ensure opportunities for their development are planned throughout the curriculum. They are encouraged to reflect on their own ability in each of the areas and are rewarded in the form of Habit Cards when teachers see them performing well in a particular Habit. Habit badges are being introduced and will give students a valuable reminder of the Habits in their day to day learning.

The following pages show how departments are developing and celebrating the Habits across the school.

With very best wishes.

Andrew Fell





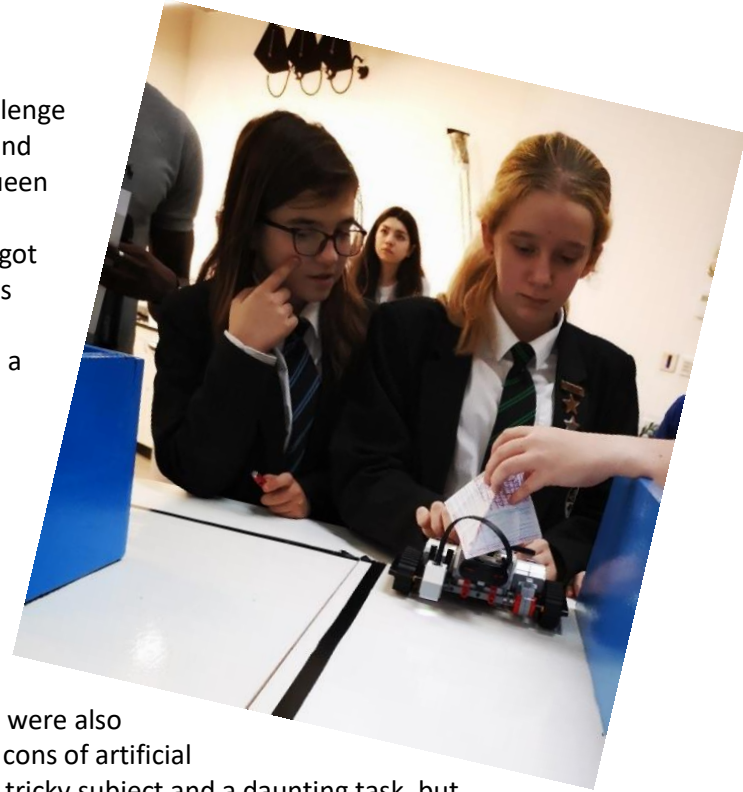
AMBITION

“having a strong desire, and self-belief to achieve a goal”

STEM Challenge (Science, Technology, Engineering and Maths)

Following on from a victorious day at the Norfolk STEM challenge in the summer, where they beat 20 other teams, Amy-Lou and Maddison L (Y9) were invited to the STEM finals held at Queen Mary University robotics department in London. After an incredibly early start catching the early train to London, we got on the tube and ventured to the university. The robotics labs were amazing, giving students an exciting taste of what university life must be like and what they could expect from a STEM based degree.

Upon arrival, students were paired up with another successful team from Notre Dame School in Norwich, and they then set about their task for the day; building a robot that could navigate a maze and perform tricks when it sensed certain colours! This task tested their programming, planning and teamwork skills, and Amy-Lou and Maddison represented the school brilliantly in the task, showing great resilience, creativity and teamwork. Students were also asked to prepare a 10-minute presentation on the pros and cons of artificial intelligence and how it will be used in the future. This was a tricky subject and a daunting task, but both girls did amazingly well, presenting their ideas in a clear and confident way.



Ultimately, the competition was fierce and our team finished outside the top 3, but this should not take away from the great achievement of reaching the finals and both Amy-Lou and Maddison agreed it was an exciting and interesting learning experience.

Teams from Y8 are already being sought for the next round of the challenge. If you are ambitious and are interested in finding out about a career in STEM and would like to get involved in this year's heats please see Mr Helsdon for a letter.

Stewart Helsdon
Teacher of Science





AMBITION

Modern Foreign Languages

An awareness of a foreign language is a life-long skill and you don't have to be fluent to make a difference. Having even just a little of another language gives you the freedom to travel and communicate with others, whether for business or pleasure, without seeming arrogant enough to expect them to speak English.

Learning a foreign language helps you improve and understand your own language better and once you have learnt one foreign language, it's much easier to pick up another so it really doesn't matter which one you learn at school.

The act of learning a foreign language reflects keen determination, outstanding communication skills and good organisational skills. In business it's great for public relations to be able to speak to different parts of a multinational company or its suppliers in their own language regardless of whether they can speak English fluently.

A language qualification says a lot about you as a person and your outlook beyond the place you live, having a language really makes you stand out from the crowd and can give you a competitive edge in future career choices – even if you don't know what those choices may yet turn out to be!

At OBHS we love travelling to France and Germany, last year we flew to Berlin with years 8 to 10 and this year we'll be spending 5 days in Paris. Look out for information about next year's Berlin trip which we'll be booking in July.

Gill Barrett
Curriculum Leader - MFL





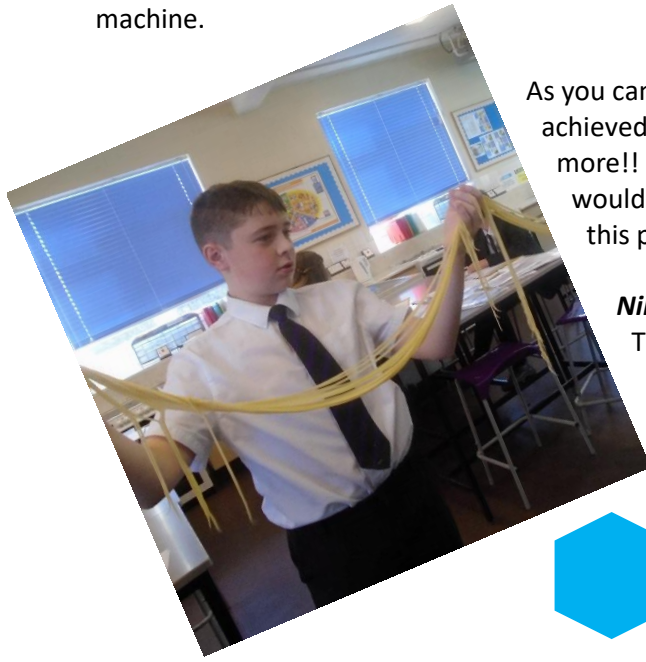
COLLABORATION

“working effectively with others so that learning is enhanced by these opportunities”

Food Technology

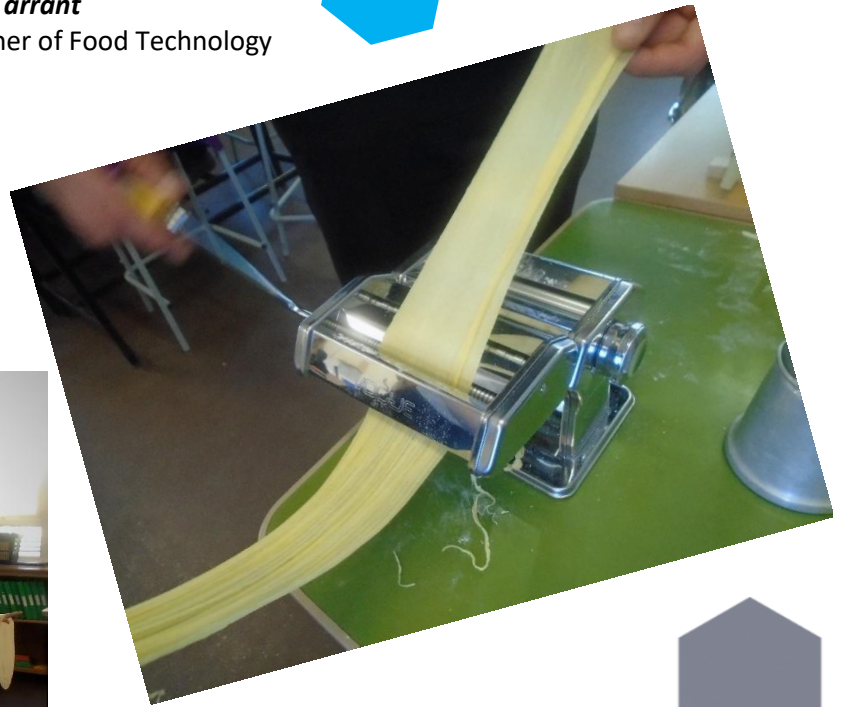
Year 10 GCSE Food and Nutrition students had been looking at the nutritional value of ingredients as part of their Nutrition Module. We were investigating starchy carbohydrates and their function in the diet. Pupils had to develop a dish using a form of starchy carbohydrate.

The challenge part of the lesson was for each group to have a go at making homemade pasta using the pasta machine.



As you can see they achieved it and more!! Though I wouldn't recommend eating this particular pasta!

Nikki Tarrant
Teacher of Food Technology





COLLABORATION

Physical Education

Over the last term year 7 have been working on a variety of sporting activities. They have had the opportunity to show how well they are developing the OBHS habit of collaboration. The most obvious activity to demonstrate this habit is OAA, the students have the opportunity to show their skills at problem solving tasks.

Many of the students showed they are good at working with each other to solve various problems as well as showing support to others and listening to all ideas and working through them to find the best solution to the task.

Year 7 boys are pictured here during their dance class. They have been working on the Haka in small groups, showing not only their choreographing skills but also effectively working together to produce some great performances.

When asked how they feel they are able to demonstrate the OBHS Habit of Collaboration, they said:

"You are able to show collaboration in PE by helping other people in your group to get better at the sport we are studying. Also when your teacher puts you into random groups, that you co-operate with them well and listen to what they say." **Teddy P 7Co**

"Working in teams which we wouldn't normally chose to get to know people better." **Amelie T 7Co**

"We are able to work in teams in many of the sports we have covered. We have also had the opportunity to solve problems such as the human knot." **Eleanor S 7Co**

Jo Cook
Head of PE





CREATIVITY

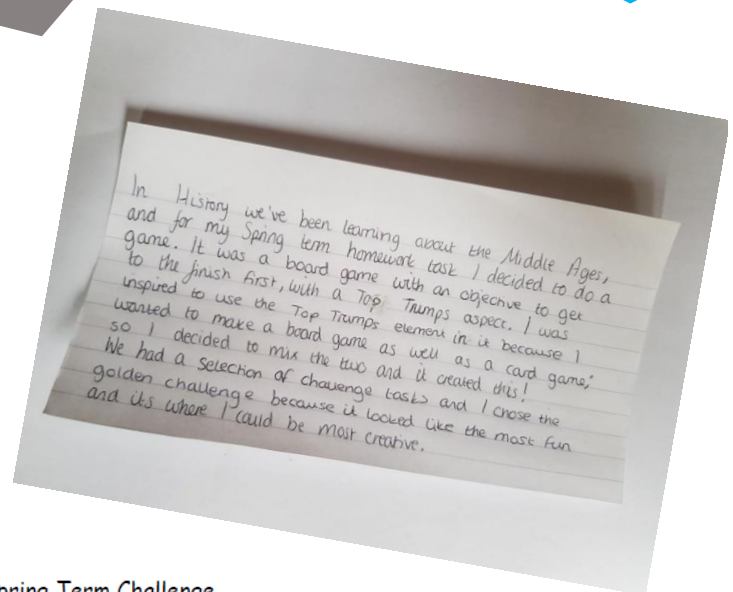
“using skill and imagination when completing a task; to look at, or present things in a different and original way”

History











Students have been developing their creativity through the Spring Term Homework Challenges. They get to choose the level of challenge (bronze, silver or gold) and the task they undertake, linked to the topics they have been studying in class. Year 7 submitted a variety of creative tasks, including quizzes, songs and card and board games. Abigail and Lily-Mae created a brilliant ‘Horrible Histories’ style song about medieval knights: Abigail wrote the lyrics with Lily-Mae writing the music, performing it on the piano and recording it. Charlie designed a wonderful game about medieval warfare and weapons and explained his rationale for its creation.

Philippa Dawson

Curriculum Leader - History



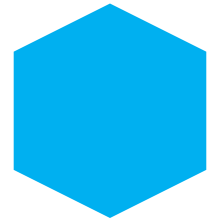
Year 7 History Homework Spring Term Challenge

 <p>Each gold activity will take at least 1 hour to complete</p>	<p>Create a game (board game, card game) to teach others about the changing nature of weapons, warfare and/or knights in medieval times.</p> 	<p>Watch the Horrible Histories song 'I'm a knight' here: https://www.youtube.com/watch?v=C_PeITqS_CO. We think it's a bit rubbish! Can you write a better one on weapons, warfare or knights? You can even record it if you wish.</p>	<p>'Thomas Becket was to blame for his own murder.' Dazzle us with your response to this statement!</p> 
 <p>Each silver activity will take at least 30 minutes to complete</p>	<p>Create a 'Horrible Histories' style factsheet on medieval weapons, warfare and knights. Remember to include the most fascinating facts.</p> 	<p>Create a tourist guide to countries that Crusader knights would have travelled through on their way to the holy land.</p> 	<p>Create a cartoon strip or storyboard: A day in the life of a peasant.</p> 
 <p>Each bronze activity will take at least 20 minutes to complete</p>	<p>Design a quiz (10 questions) on the Crusades.</p> 	<p>Create 3 tweets summarising the Crusades. These must be informative and contain no more than 140 characters each.</p>	<p>Design a crossword (with cryptic clues??) on the topic of Henry II and Thomas Becket or King John.</p> 

Will you take on the Gold, Silver or Bronze challenge? Don't forget to hand work in to your teacher for OBHS Habits cards and positive points. The very best will get points towards the OBHS Award on Go 4 Schools.



CREATIVITY



English

There are many opportunities for students to think and work creatively in their English lessons at OBHS. Below are a few examples

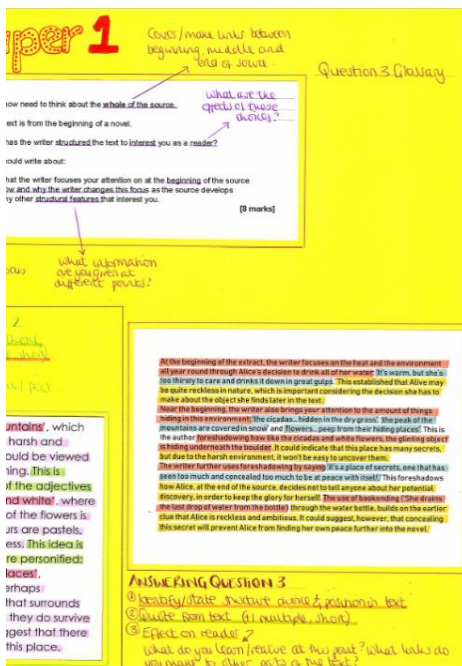


Year 7

Year 7 have been developing their analysis skills throughout the Crime and Punishment unit. To demonstrate their ability to write a paragraph in which they use multiple pieces of evidence to answer a question, they created paper chains. This example was made by Oli M, who successfully showed that he could include 3 short, related quotes to support his ideas.

Year 9

During their study of the Witchcraft unit, Miss Eden's class were challenged to think creatively through this task. Students worked in pairs, and had a picture on the board that only one of them could see. The person with their back to the board had a whiteboard and pen and needed to get as close to the picture as possible based on what their partner described. They had to rely on thinking creatively about how they could get as much detail as possible using information they had learnt about the context of witchcraft in previous lessons.



Year 10

At the end of their study for Language Paper 1, year 10 students have been tasked with creating their own knowledge maps. This involved students annotating the exam questions; writing their own carefully crafted models; using colour-codes to highlight where their writing has demonstrated the key skills; and collating a glossary of key terms needed for each question. Students were given free reign over how they presented the necessary information. These knowledge maps can now be used to revise Language Paper 1 for the summer mocks.

Christie Greenacre
Curriculum Leader - English





RESILIENCE

“the determination to recover from and cope with difficulties or problems”

Computer Science

“It’s not that I’m so smart, it’s just that I stay with problems longer.” **Albert Einstein**

Year 10 Computer Science students have now begun to build on their Key Stage 3 coding knowledge and are coding solutions that are more complex. As most Year 10 students will tell you, coding is tough, but they are mindful that perseverance, combined with a little trial and error, will bring good results.

With coding, resilience isn’t taught – it’s a natural by-product of the learning process. When students encounter errors in their program code they are encouraged to self-troubleshoot, stepping and checking the code at each stage. Debugging of their own code becomes a learning opportunity as the recognition of errors instils a determination to solve problems and create working solutions.

Year 10 students are also encouraged to talk through their code, line by line. Each student has their own very patient listener, a rubber duck. In software engineering, rubber duck debugging is a method whereby the programmer works through their code explaining it to an inanimate object. This process slows down the thinking process, and helps the programmer decompose the problem. It sounds odd, but it works!

Claire Hilton

Curriculum Leader - Computing





RESILIENCE

Mathematics

What is resilience?

Have you ever wondered why some people seem to remain calm in the face of disaster while others appear to come undone? People that can keep their cool have what psychologists call resilience, or an ability to cope with problems and setbacks.

Resilient people are able to utilize their skills and strengths to cope and recover from problems and challenges. These problems may include job loss, financial problems, illness, natural disasters, medical emergencies, divorce, or the death of a loved one. Instead of falling into despair or hiding from problems with unhealthy coping strategies, resilient people face life's difficulties head on. This does not mean that they experience less distress, grief, or anxiety than other people do. It means that they handle such difficulties in ways that foster strength and growth. In many cases, they may emerge even stronger than they were before. (Verywell mind)

Why do we need to be resilient in Maths or any other subjects?

It is perfectly natural to make mistakes but sometimes it is more difficult to try again and learn from your mistakes. In order for us to make progress in education, life, gaming, sport or anything else the key is to keep trying.

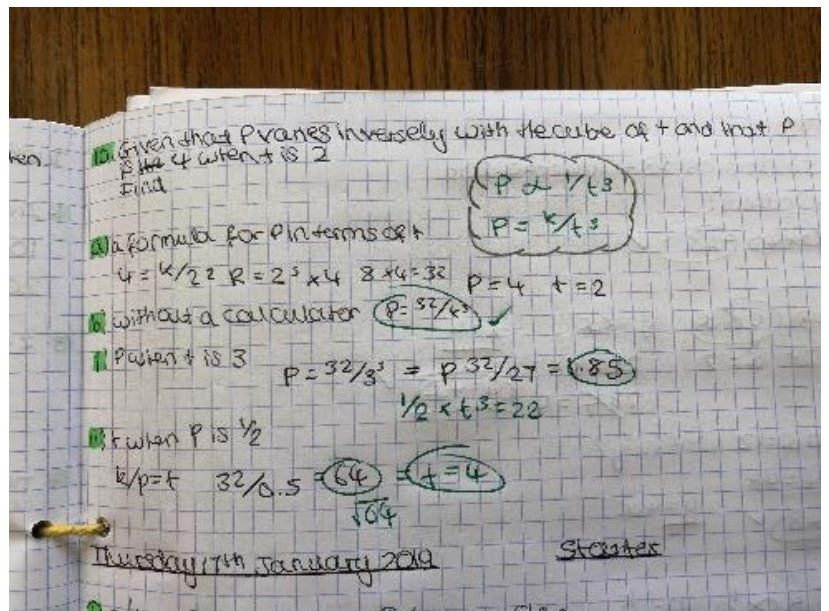
What makes this a good piece of work?

The student has added extra information in green pen to help with revision in future. Corrections have been made rather than just leaving the piece of work unmarked or incorrect.

'The secret of life, though, is to fall seven times and to get up eight times'. Paulo Coelho

Dave Foreman

Curriculum Leader - Mathematics

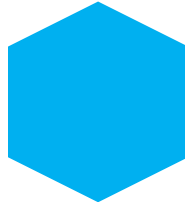
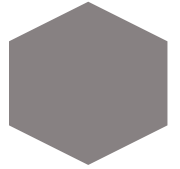
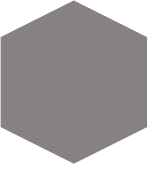


Courtesy of Millie L Year 10



INDEPENDENCE

“taking responsibility for learning, being confident and capable of making choices with the intended outcome being that they achieve a goal”



Photographs
courtesy of
Maria Cooke



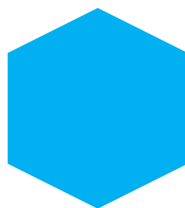


INDEPENDENCE

Expressive Arts - Hairspray

After months of preparation Hairspray finally hit the stage the week of 25th March. Students had been working tirelessly in their after school rehearsals and even gave up a day during the February half term to rehearse. Each evening the atmosphere on stage was electric and audiences were treated to outstanding performances from all the cast, showing how dedicated they all were in creating another fantastic show at Old Buckenham. We are incredibly proud of our students both on and off the stage and would like to thank everyone who supported them and us during this time.

Lizzie Balmer and Peter Jay
Expressive Arts Department



Photographs courtesy of
Maria Cooke





SAPIENTIA EDUCATION TRUST

The Sapientia Education Trust works with each of its schools to further improve the quality of education and experiences our children receive, which is done through training staff and bringing together our excellent practitioners to pave the way towards a World Class education for all. Below outlines a flavour of some of the work we have done this academic year:

OBHS students have done some fantastic work with our Primary school children, including music workshops, Art and Technology days. Our older students are proving to be role models that our younger children look up to. Relationships with Wymondham College Sixth Form are also developing to give OBHS students an insight into further education and what their life after OBHS could look like, within the Trust.

To complement OBHS' Easter revision programme, Framingham Earl High school have offered OBHS students the opportunity to attend their English Literature conference in Easter with a focus on working towards grades 7-9. Our secondary schools are also looking at combining overseas trips so that our students benefit from the opportunities to travel and learn beyond the classroom.

Literacy is at the heart of our students' learning, we have set up a Literacy Network, which includes teachers from each of our trust's secondary schools. The team is led by one of our Education Advisors and made up of English teachers from across the Trust, including Old Buckenham's Head of English, Christie Greenacre. They have been devising a research informed approach to a whole school literacy strategy with a focus on developing resources to create a culture of inquisitive readers amongst our students. Initial pilots of the scheme are currently underway and receiving great feedback.

Our students are why we do what we do and we especially love seeing our students getting involved in school life. We had the privilege of being in the audience of Old Buckenham High's stunning school production of *Hairspray*. Hard work and sheer talent were in abundance and we were extremely proud of the confidence and stage presence of each performer. The orchestra and backstage crew were fantastic, it was an evening that celebrated a whole school success.

World Book Day and Comic Relief have also been standout days; The imagination that went into costumes for WBD was fabulous. For Comic Relief the students' charity spirit was second to none. OBHS was a buzz of activity at lunch time with nail painting, live bands, cake sales, soak the teacher and an auction of promises in which £180 was bid to be Headteacher for the day!

We are proud of Old Buckenham High School staff and students and the important role they play in our family of schools.

Zoe Fisher

Director of Safeguarding and Secondary Improvement



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HIGH SCHOOL

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Achieving Excellence Together...