

Calendar

- 10/2/16 – 6th Form Information Evening
- 15-19/2/16 - Half Term
- 25/2/16 – Y5/6 Primary Tag Rugby
- 3/3/16 – Y9/10 STOMP Music Workshop
- 8/3/16 – Y10 Jack Petchey Speak Out Challenge
- 9/3/16 – Y7-9 Careers Event
- 9/3/16 – Y8-9 MFL Competition at Alec Hunter
- 10/3/16 – Y9 Parents/Students Option Interview
- 10-11/3/16 – INSET Days

Wednesday, 10th February 2016

Welcome to Edition 150

Dear Parents and Carers,
I would like to draw to your attention the Safeguarding Alert which is later in the newsletter; this is an important piece of information and should you have concerns regarding this, please do not hesitate to contact school.

Last week our Year 7 and 8 students attended a presentation in school about E-Safety and their use of social media which was well received. Congratulations to our Year 10 students who participated in the Respect Project, and received awards for this at the recent ceremony. I was particularly impressed by their commitment during the final week long activity which took place just before the Christmas holiday and saw some very cold temperatures in the Lake District. Over the last two weeks students in Year 11 and 10 who are studying GCSE Art, Music, Drama and Photography have had the opportunity to visit the theatre and Tate Modern as part of their studies. I would like to commend them all on their behaviour during these trips.

During half term, we will be hosting a Study Centre for Year 11 students, and information about this has been posted home.

Thank you for your continued support this half term. I hope you have a restful break.

Kind regards

Elizabeth Robinson

Respect Project 2015

Alex, Megan, Millie and Wiktoria from Tabor Academy were recently treated to a specialist programme of activities and team building exercises as part of the 'Respect Project', run by the Essex Boys & Girls Clubs.

The students were chosen to attend two activity days to be assessed for an eight week evening course to enhance self-respect, personal relationships and the challenges that may arise, and gain an understanding of team work, leadership and communication skills amongst others.

Upon completion of the initial stages, they were then given the opportunity to attend a seven-day residential in the Lake District with their newly found friends and colleagues from Essex Boys & Girls Clubs, Alec Hunter Academy and Notley High School to encounter further challenges and activities including mountain climbing! All the students that completed the eight week course and residential were rewarded with a special graduation ceremony and were presented their Asdan certificates and a commemorative framed photograph.



Proud parents and staff attended the graduation ceremony on Monday 1st February to see the students receive their awards and hear their opinions of the course and what it meant to them. Congratulations.

Tabor goes to Tate, Creative Students Are Inspired...

On Monday this week our Year 11 Art and Photography students spent the day at the Tate Modern on the Southbank. It was a brilliant opportunity to see one of the best collections of modern art in Europe. Artworks such as Pablo Picasso's 'Weeping Woman' and Mark Rothko's 'Seagram Murals' to Roy Lichtenstein's 'Wham' and Simryn Gill's 'A Small Town at the Turn of the Century' were part of this vital visual experience.



With the Art and Photography GCSEs well underway, our students have started working towards achieving the best possible results, and to facilitate this, experiencing primary resources is a must. The Tate, the immediate vicinity, and the journey itself provided wonderful opportunities for our photography students to record landmarks and subjects not easily accessible. Inspirational compositions, the unusual, the well-known and the quirky were all around them, ready to be gathered and converted into useable resources. In the gallery itself, our Art students could record, analyse close-up, draw and compare the style of artists who are challenging and influential, whose work can go on to feed their own GCSE presentation and final piece.

Of the trip, our students said:

"Now I know how I'm going to approach my final piece."

"Successfully gathered plenty of images that could connect to the exam topics... it was great to gather research in a new way."

"I took tons of pictures."

"...can't believe I'm actually standing and staring at a real Picasso."

"Everything was very organised and efficient... It was useful to see art related to our projects."

"Really friendly atmosphere around the whole place."

"...new experience, could help inspire some aspects of my work and my exam."

Finally, our students were polite, keen, and a real credit to Tabor Academy, in turn, contributing to a feeling of pride, experienced by our art and photography teaching team. Mr Chaplin, Art Department

Safeguarding Alert

As part of our continued safeguarding measures, I wanted to alert you to two people recently using social media in order to contact our students in this school and other schools in the area.

The local police officers have raised concerns regarding the two individuals listed below. Please would you therefore check your child's social media networks (Facebook, Instagram, Twitter, Whatsapp, Viber, Oovoo, etc) for the following names:

- Donnie Clarke
- Mahmoud Emad

If you discover either of them attempting to contact your child in anyway, please contact the school and the local police. Please can I also ask you not to delete any messages as they can be used as evidence.

On 26th January 2016 BBC3 showed a programme about a boy called Breck Bednar who was groomed through gaming sites and subsequently murdered. This programme provided an insight into the risks of gaming and grooming via social media. The programme also offers advice and guidance on how we can keep our children safer.

- Murder Games: The Life and Death of Breck Bednar
<http://www.bbc.co.uk/iplayer/episode/p03cgtx5/murder-games-the-life-and-death-of-breck-bednar>

Thank you all very much for your continued support in regard to children's safety online.
Mr Chauhan, Assistant Headteacher

Attendance News

Top forms last week:

- 7DEM – 96.97%
- 8COU – 96.46%
- 9KEN – 96.27%
- 10LEW – 96.28%
- 11REN – 96.59%

Attachments:

- Option Choices; Languages in Year 9 – Information for Students

Until next time

If you have any questions or opinions on any of the items in this newsletter, please email us at: tabornews@taboracademy.co.uk. Thank you for reading this 150th edition of the Tabor News.

Languages in Year 9



It's not long until options evening and many of you will be considering continuing studying languages further at GCSE. Learning a language is a journey and you are constantly building on your previous knowledge but it is the next two years which will have a massive impact on your future. Despite what people say, not everyone speaks English; in fact 75% of the world's population doesn't know one word of English. You will stand out from the crowd with a GCSE in French or German. In the competitive world market it is inevitable that colleges, employers and universities will look for the very best candidates and a GCSE language will demonstrate that you have skills that others don't. Have a look at this link to find out more;

<http://www.whystudylanguages.ac.uk/teachers/video>

How cool is it to be able to say everything you can already say or want to say in your own language in a completely different language?

So that's the future but what about now?

Hitting Level 7 in Year 9 French and German

So in preparation for your GCSE language course have a look at the descriptors below for a Level 7 in each of the four skills. It's not too early to try out some of these in lessons. Talk to your teacher about how you

can start working towards a Level 7 in your lesson. You might find this tougher in writing than in reading and in speaking more than listening but don't worry at this stage. By far the best way to improve your overall confidence in a language is to listen to it over and over again and to mimic what you hear.



Listening and speaking is the key to success!

Youtube is a fabulous way of listening to real French and German people talking in real situations. Here's a few suggestions from me;

- watch the news
- listen to a song
- watch a recipe
- watch a make-up tutorial
- watch an episode of your favourite TV show
- watch a football match
- watch a film
- watch someone doing a magic trick

You can also find tutorials on learning French or German and if none of these interests you then grab your favourite film and change the DVD settings to German voice with English subtitles!

Once you have found something you want to watch, be prepared to watch it a few times. Take the time to pause the video and repeat what you have heard; practise the accent, pronunciation and the intonation and find your inner German voice. Don't be shy! The voice you have today in English was developed over time from the voices you heard as a child; you copied the sounds you heard. Your voice is basically lots of sound bites of all the people in your life when you were little! Your inner German or French voice needs to be created, too so you need to listen

to as many different voices as you can in those languages. It can start today...

If you have any questions about taking GCSE French or German as an option or activities you can take part in to really push yourself up a level then speak to me or your languages teacher.

Mr Pennington

skill	What does a Level 7 look like?
<p data-bbox="108 656 363 723">listening</p> 	<p data-bbox="427 656 1557 891">Pupils show that they understand longer passages and recognise people's points of view. The passages cover a range of material that contains some complex sentences and unfamiliar language. They understand language spoken at near normal speed, and need little repetition.</p> <p data-bbox="427 909 1557 954">http://www.whystudylanguages.ac.uk/ks3/listening</p>
<p data-bbox="108 978 363 1046">speaking</p> 	<p data-bbox="427 978 1557 1167">Pupils answer unprepared questions. They initiate and develop conversations and discuss matters of personal or topical interest. They improvise and paraphrase. Their pronunciation and intonation are good, and their language is usually accurate.</p> <p data-bbox="427 1184 1557 1229">http://www.whystudylanguages.ac.uk/ks3/speaking</p>
<p data-bbox="108 1247 363 1314">reading</p> 	<p data-bbox="427 1247 1557 1538">Pupils show that they understand longer texts and recognise people's points of view. These texts cover a range of imaginative and factual material that contains some complex sentences and unfamiliar language. Pupils use new vocabulary and structures found in their reading to respond in speech or writing. They use reference materials when these are helpful.</p> <p data-bbox="427 1556 1557 1601">http://www.whystudylanguages.ac.uk/ks3/reading</p>
<p data-bbox="108 1617 363 1684">writing</p> 	<p data-bbox="427 1617 1557 1964">Pupils write articles or stories of varying lengths, conveying opinions and points of view. They write about real and imaginary subjects and use an appropriate register. They link sentences and paragraphs, structure ideas and adapt previously learnt language for their own purposes. They edit and redraft their work, using reference sources to improve their accuracy, precision and variety of expression.</p> <p data-bbox="427 1982 1557 2027">http://www.whystudylanguages.ac.uk/ks3/writing</p>