

A ROUND UP OF THE WEEK AT LAUREL PARK SCHOOL

Headteacher's Message - Adele Christofi

Dear Parents and Carers,

As we approach the midpoint of this term, I'm delighted to share with you the vibrant tapestry of activities and achievements that have coloured our school life recently. Our pupils continue to impress me with their enthusiasm, dedication, and ability to seize every opportunity for growth and learning.

Our Year 10 pupils recently enjoyed a captivating visit to the Lyric theatre, where they watched 'Play on'. It was heartening to see their excellent behaviour and genuine enjoyment of the performance. This experience will undoubtedly enrich their upcoming mock exam for Component 3, where they'll have the chance to reflect on and analyse the play.

In preparation for their crucial GCSE choices, our Year 9 pupils participated in a GCSE taster day. This event, an integral part of their options process, provided valuable insights to guide them in making these important decisions that will shape their academic journey.

Our GCSE Graphics students from Year 11 embarked on an inspiring trip to the Tate Modern. This visit was strategically timed to spark their creativity just before the release of their art brief, setting the stage for them to develop innovative final products.

On the sporting front, our teams continue to showcase their skills and sportsmanship in various fixtures. The Key Stage 4 basketball team faced off against AIM Academy, while our Year 8 handball team is currently competing against Holland Park School as I write this. These experiences not only hone their athletic abilities but also foster teamwork and resilience.

I'm particularly proud to share some excellent feedback from our recent school improvement partner visit, which focused on our Humanities department. Our pupils spoke highly of their experiences in History and Geography, a testament to the engaging and effective teaching in these subjects. A special mention goes to Ms Anscomb, whose lesson on extended writing was particularly commended. Well done to all involved!

Looking ahead, I'd like to draw your attention to some important dates. Our Year 9 Options Evening and the Paris Trip Final information evening are both scheduled for 12th February. The half-term break will run from Monday 17th February to Friday 21st February, with Year 11 interventions operating during this time. Finally, the much-anticipated Paris Trip will take place from Monday 17th February to Thursday 20th February.

As always, I'm immensely proud of our pupils' achievements and grateful for the unwavering support of our staff and parent community. Together, we continue to create an environment where every pupil can thrive and reach their full potential.

Adele Christofi
Headteacher



Join us in supporting Hfasa as she represents Laurel Park School at the Jack Petchely Speak Out Challenge! This exciting event will take place on 10th February 2025 at St Ignatius College and we would love for you to be there to cheer on our talented speaker.
Free for all guests! No invitation needed, just come and show your support.

Next week is
Week 2

Headteacher's Award

At the end of each week, form tutors choose one student from their form for the 'Headteacher's Award'. In a special ceremony with Ms Christofi, she shares the 'story behind their success' with the winning recipients. The students also receive a special certificate and pin badge to commemorate the achievement.

Congratulations to the Year 9 winners from this week who received a great surprise to find out they had won this prestigious award!

Year 9

Kadir - Wins for **Integrity**, Kadir is well organised, always has his equipment. completes homework and behaves exceptionally.

Rumeysa - Wins for **Determination**, Rumeysa is one of the students who is always looking for an opportunity to establish her feet in the school. She always ready to get card sign and focus in her lesson. Never hesitated to ask questions in lesson .

Jakub - Wins for **Determination**, Always punctual and focused. He is conscientious and doing his best to improve. He has a positive attitude towards school.

Janero - Wins for **Ambition**, His homework is always excellent, he is very helpful and works hard in lessons



This term, our Year 8 students have been exploring the fascinating world of computer systems, learning about both hardware and software components. As part of their studies, they had the opportunity to examine key computer parts, including the CPU (the brain of the computer), Memory, and Hard Drive. This hands-on experience helped them gain a deeper understanding of how computers function, making the unit both engaging and enjoyable. It's been fantastic to see their curiosity and excitement grow as they discover the inner workings of technology! #Year8 #ComputerScience #HandsOnLearning #STEM #FutureTechLeaders"



As Y10 continues to fly the Performing Arts flag for LPS both inside and outside of the Drama & Music studios. On Monday 3rd February Mr. Hubbard and Miss O' Flaherty accompanied a wonderful group of students to the Lyric Theatre in Hammersmith, to see a Jazz musical based on Shakespeare's "Twelfth Night"

"Play On! is a family friendly musical from the Talawa theatre company with themes of romance and identity. Within the musical, other issues are explored: racism, misogyny and references to experiences of living within the Jim Crow era are expressed. To prepare students Y10 had a Jazz, Duke Ellington style workshop, using a Whoosh to tell the story, explore the plot and characters of the intricacies of Twelfth Night.



Y9 have all completed their A03 performances for the Introduction to Brecht's Political & Epic Theatre project. Where each group explored the mighty, Verfremdungseffekt (V-effekt), translated as alienation/ disconnect effect which is a Theatrical concept developed by the German poet, playwright and Dramaturg. Students used a variety of techniques to create & convey the V-effekt. Which must underpin a serious political message to educate and empower the audience. Some of this year's themes were: systemic racism, negative effects of knife crime, drugs and alcohol on society, also domestic violence to mention just a few.
Bertolt Brecht (1898- 1956)



Mr Vassiliou and Mrs Joseph took Year 11 students to their first lecture on Decline and Death in Macbeth. Whilst it was not a cheerful subject, it gave the students a deeper understanding of the role of death, time and Macbeth's attempt to control his ultimate demise.

'The first Lecture was engaging and interesting , as we gained an undergraduate insight into the theme of death in Macbeth. The second lecture was very useful in helping me expand my analyses skills for English Literature'
Diamond

'It was very fun and exciting to see the UCL Campus and explore the buildings. The lecture on Macbeth was full of interesting points of view about Macbeth's character, which helped us with our essay writing and our ability to further our analysis.'
Brielle



'On our trip to UCL, we went to two lectures: one on Macbeth, the other on language techniques. The former consisted upon the deconstruction of the theme, 'denial of death'. The latter explored the use of language techniques and quotations. It was a pleasant trip, where we experienced our first lecture.'
Tom

This week we celebrated Internet Safety Day which is next Tuesday 11th February. Keeping ourselves safe online is an ever changing and evolving issue for our students and something that parents need to be aware of.

Mr Minors put together an important assembly for all year groups which reminded students about how to ensure they are keeping themselves safe online, from not falling for scams to ensuring you are not endangering yourself by speaking to strangers. Thank you Mr Minors for putting together and presenting this important message.



Year 10 participated in their GCSE Geography trip to Epping Forest last week. It was a fantastic opportunity for students to put their theory from the classroom into action and see it in real life. This experience will support students in their upcoming GCSE.



Y11 ART & GRAPHICS TRIP

TATE MODERN



We were fortunate to have a beautiful, sunny—if crisp—day for our trip to Tate Modern. Our journey began with a tube ride to St Paul's, where we paused to capture photos of the iconic cathedral before crossing the Millennium Bridge over the Thames to the gallery. This was one occasion when students were actively encouraged to use their phones to collect first-hand evidence for their exam theme, 'Gathering'.

Inside Tate Modern, we explored the installation in the Turbine Hall before heading to the permanent collection. Here, students sketched and photographed artworks that resonated with their areas of interest, forming the foundation for their artist research—an essential part of their sketchbook work.

Some of the artwork challenged expectations, sparking discussions around 'What is art?' and 'Is this art?', making for a thought-provoking and enriching experience. We hope this will be the first of many gallery visits for our students. A big thank you to the group for their maturity throughout the trip—both during the journey and inside the gallery—and for their patience while we took all the group photos!

Ms Haddon, Mr Marston, and Mr Mandrides

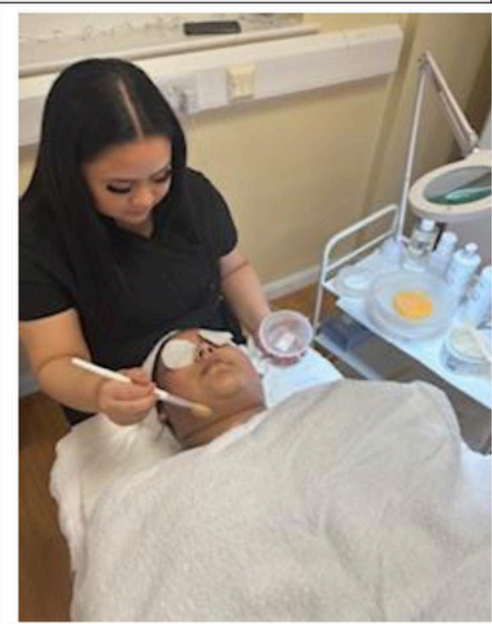
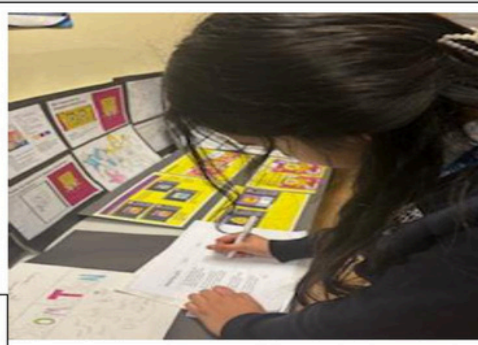
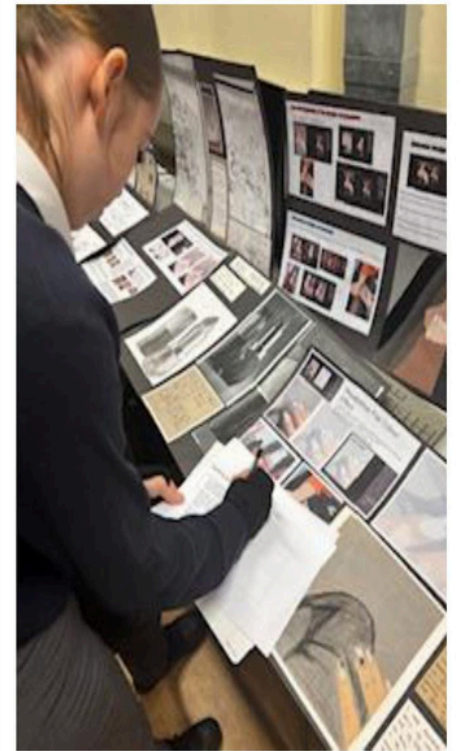
Teaching and Learning **F**OCUS

Developing good learning habits is essential for academic success and lifelong personal growth. Good learning strategies also promotes self-discipline. By cultivating strong learning habits early on, students can enhance their problem-solving skills, and achieve great success in both their personal and professional lives.

Here is an excellent example of students developing good learning habits.

Year 10 Graphics students have been getting to grips with how their work will be assessed. By using official coursework criteria to evaluate year 11 projects, they have gained valuable insight into what is expected in their own coursework, helping them to plan and improve their work effectively.

Mr Marston has established a learning environment where talents are nurtured and students develop their evaluative skills.



Year 12 Beauty students have been perfecting their facial techniques, using upwards strokes to promote good circulation. This hands-on approach helps them understand the importance of professional skincare methods while developing their practical skills for future treatments.



History students have been delving into the realities of life on the Western Front. They have explored the armour worn by soldiers, the injuries they endured, and the diseases they faced and how they were treated.

This immersive learning experience has deepened their understanding of the harsh conditions of World War I.



Our Year 7 students have been developing their badminton skills, focusing on key techniques such as serving, positioning on the court, and holding the racket correctly to return the shuttlecock. They became quite competitive once they began to master the necessary skills. Their growing confidence and technique are setting them up for future success in the sport.

Character Education focus of the week

The vision of Laurel Park School is to develop well rounded students who have the ambition and determination to excel in life whether this be through academic study, vocational training or employment.

Alongside this, we have a commitment to developing character and integrity across the school and wider community. Opportunities are provided outside of the taught curriculum to develop core life skills, preparing our students to be proud global citizens.

Finally, Laurel Park is a school where all members of the community are treated with care and respect, whilst supported both with their well-being and their academic aspirations.

This is achieved through our Core Values of **Integrity, Determination, Excellence** and **Ambition**

Each month we will see a Skill and each week we will try to link this Skill to one of our Values.

This month's Skill is Staying Positive!

"Education is the key to unlocking the world, a passport to freedom"
- Oprah Winfrey



This week's value is Integrity

How can Staying Positive us achieve Integrity

- **Encouraging Honesty:** A positive attitude makes it easier to have open, honest conversations with peers and teachers, which is key to maintaining integrity.
- **Respecting Others:** When you're positive, you're more inclined to treat others with respect and fairness, which builds trust and strengthens your integrity.
- **Taking Responsibility:** A positive mindset encourages you to own up to your mistakes and learn from them rather than blaming others or making excuses.

Students will be presented this in assembly each week but please also speak to them at home

STAY
POSITIVE

Member of the



NOMINATIONS FOR HEADTEACHER'S COMMENDATIONS ARE NOW OPEN

Anyone can nominate a student for a
Headteacher's Commendation.

Staff, parents, other students -
complete this nomination form:



Criteria

Integrity - for hard work, honesty, making good choices, representing the school

Determination - for motivation, overcoming barriers, effort, self-discipline

Excellence - for Character Points, personal excellence, sporting / musical excellence

Ambition - for high aspirations (mock) exam results, assessment results



Bronze Award
Awarded 1st time



Silver Award
Awarded 2nd time



Gold Award
Awarded 3rd time



HEALTH FOR TEENS

GET HELP WITH ALL KINDS OF THINGS LIKE...

HEALTHY EATING

RELATIONSHIPS

SMOKING

EMOTIONAL HEALTH

BULLYING

SELF HARM

ALCOHOL & DRUGS

ANXIETY

SLEEP

PUBERTY

SEE VIDEOS, FIND HEALTH INFORMATION, TAKE QUIZZES,
AND FIND OUT THE TRUTH BEHIND THE RUMOURS

VISIT:

WWW.HEALTHFORTEENS.CO.UK/ENFIELD

OR SCAN THE QR CODE:



CALL YOUR SCHOOL HEALTH SERVICE FOR CONFIDENTIAL

HEALTH ADVICE AND SUPPORT:

020 3988 7300

What Parents & Educators Need to Know about SCAMS AND FAKE NEWS

WHAT ARE THE RISKS?

"Fake news" refers to falsified or misleading material presented as a legitimate account of events. It's often used by malicious actors online to push an agenda, or even by criminals as a way of making scams more persuasive. Scammers can trick us into handing over personal information, security details and even our hard-earned cash.

"CLICKBAIT" PHISHING SCAMS

A message arrives saying "Have you seen this video of yourself?" or you might be sent an attention-grabbing headline about a celebrity that's been shared on social media. This kind of "bait" is produced by scammers to drive us to click on an unsafe link, where malware could be downloaded to our devices. These scams rely on our curiosity and our "need-to-know" instinct.

Have you seen this video of yourself?

SALES, DEALS & DISCOUNTS

Some scams appear as adverts, offering a chance to buy something – such as designer products, expensive gadgets or tickets to a popular show – at a reduced price. Such plays often include a time limit or countdown, urging us to hurry so we don't miss out on the deal. This pressure encourages us to input personal details or payment information before pausing to check if it's legitimate.



YOU'RE A WINNER!

This kind of scam involves fake giveaways, opportunities or freebies. It could be a message saying we've won a prize draw or competition. Or it could be a gift, free trial, bonus credit, and suchlike. It might claim that a package or refund is waiting. All these techniques are used to prompt us to share our personal information, thinking that there's something to be gained by doing so.



FALSE FRIENDSHIPS

Scammers often pretend to be someone they're not to gain their victims' trust. They might attempt to convince any children they connect with that they're a child of similar age with shared interests. Warning signs include a high volume of messages (often with an intense tone), secrecy, inappropriate levels of intimacy, guilt tripping, emotional manipulation, threats or blackmail.



PANIC MODE

To trigger a sense of panic, scammers may claim that a child's account has been hacked, or a virus has been installed on their device, or any number of other scary scenarios. They may claim to be able to fix the problem or offer a solution – if the child hands over control of the device or sensitive information. Similar scams involve impersonating a friend or relative, claiming that they're in trouble and need help.



FAKE CELEBRITY ENDORSEMENTS

Impersonating influential people online is a common tactic for scammers, who can use technology to create fake photos, audio and even videos that look authentic. These can be used to convince us, for example, to buy products, sign up for so-called "business opportunities" or invest in cryptocurrency schemes – all of which are fake or otherwise malicious. Many scams also involve the impersonation of popular companies' social media accounts, as well as those of individuals.



Advice for Parents & Educators

STAY INFORMED

Stay up to date with the latest information and best practice on cyber-security. See what scam stories are reported in the news and make note of what tactics were used. Keep up with young people's digital lives: talk about what they're doing online and use properly endorsed resources to learn what risks certain sites and apps pose to their younger users.



TALK TOGETHER

Chat often and openly with young people about fake news, online scams and how they both work. Encourage them to talk to you about anything they're unsure of or worried about online. If a child claims to have been scammed, don't pass judgement. Blaming the victim may deter young people from asking you for help. Remember: adults are scammed just as often, if not more.



ENCOURAGE HEALTHY SCEPTICISM

Most scams rely on emotional or psychological manipulation, tapping into our human instincts – whether that's to keep ourselves safe, help others, find answers, make friends, avoid losing out or to secure something we really want. Encourage children to recognise that pressure to act and to always consult with an adult – especially if what's on offer sounds too good to be true.



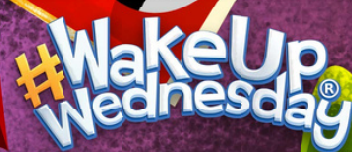
BE PROACTIVE

Children increasingly use digital devices for education, socialising, shopping and play. Don't wait for a problem to arise before you discuss the risk of scams, false information and fake news. Highlight what to look out for and clearly communicate under what circumstances the child ought to speak to an adult. Finally, ensure that they're aware of the support services that are available to them (such as Childline).



Meet Our Expert

Dr Holly Powell-Jones is the founder of Online Media Law UK and a leading expert in digital safety, media law and young people. Her PhD investigates children's understandings of risk online. She works with schools, businesses, and universities to provide award-winning education on the criminal, legal and ethical considerations for the digital age. Visit OnlineMediaLaw.co.uk for more.



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