STUDENT SEMINAR

and combined family newsletter

WEEK STARTING 19TH OCTOBER

THEME OVERCOMING BARRIERS TO LEARNING

Newsome Academy



Where hearts and minds connect.

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ACADEMIC CALENDAR

- **7 WEEKS** UNTIL CHRISTMAS BREAK

- **OPEN EVENING** 17TH SEP
- **COLLEGE PREDICTIONS** TBD (BE PREPARED)
- **Y7 SETTLING IN EVENING** 15TH OCT
- **Y11 GCSE MOCK EVENING** 22ND OCT

- **Y11 MOCKS** 2ND NOV
- **Y11 DC1 DEADLINE** 24TH NOV
- **Y11 PROGRESS EVE & MOCKS** 26TH NOV
- **DC1 (ALL YEARS)** 2ND DEC
- **REPORTS SENT HOME** 15TH DECEMBER

Where hearts and minds connect.

ACADEMIC CALENDAR 2026/27 INSET DAY HOLIDAYS BANK HOLIDAY LIKELY EID

WE ARE HERE

2026				2027							
September	October	November	December	January	February	March	April	May	June	July	August
1 Tu	1 Th	1 Su	1 Tu	1 Fr New Year's Day	1 Mo 5	1 Mo 9	1 Th	1 Sa	1 Tu	1 Th	1 Su
2 We	2 Fr	2 Mo 45	2 We	2 Sa	2 Tu	2 Tu	2 Fr	2 Su	2 We	2 Fr	2 Mo 31
3 Th	3 Sa	3 Tu	3 Th	3 Su	3 We	3 We	3 Sa	3 Mo Early May Bk. Hol. 18	3 Th	3 Sa	3 Tu
4 Fr	4 Su	4 We	4 Fr	4 Mo 1	4 Th	4 Th	4 Su	4 Tu	4 Fr	4 Su	4 We
5 Sa	5 Mo 41	5 Th	5 Sa	5 Tu	5 Fr	5 Fr	5 Mo 14	5 We	5 Sa	5 Mo 27	5 Th
6 Su	6 Tu	6 Fr	6 Su	6 We	6 Sa	6 Sa	6 Tu	6 Th	6 Su	6 Tu	6 Fr
7 Mo 37	7 We	7 Sa	7 Mo 50	7 Th	7 Su	7 Su	7 We	7 Fr	7 Mo 23	7 We	7 Sa
8 Tu	8 Th	8 Su	8 Tu	8 Fr	8 Mo 6	8 Mo 10	8 Th	8 Sa	8 Tu	8 Th	8 Su
9 We	9 Fr	9 Mo 46	9 We	9 Sa	9 Tu	9 Tu	9 Fr	9 Su	9 We	9 Fr	9 Mo 32
10 Th	10 Sa	10 Tu	10 Th	10 Su	10 We	10 We	10 Sa	10 Mo 19	10 Th	10 Sa	10 Tu
11 Fr	11 Su	11 We	11 Fr	11 Mo 2	11 Th	11 Th	11 Su	11 Tu	11 Fr	11 Su	11 We
12 Sa	12 Mo 42	12 Th	12 Sa	12 Tu	12 Fr	12 Fr	12 Mo 15	12 We	12 Sa	12 Mo 28	12 Th
13 Su	13 Tu	13 Fr	13 Su	13 We	13 Sa	13 Sa	13 Tu	13 Th	13 Su	13 Tu	13 Fr
14 Mo 38	14 We	14 Sa	14 Mo 51	14 Th	14 Su	14 Su	14 We	14 Fr	14 Mo 24	14 We	14 Sa
15 Tu	15 Th	15 Su	15 Tu	15 Fr	15 Mo 7	15 Mo 11	15 Th	15 Sa	15 Tu	15 Th	15 Su
16 We	16 Fr	16 Mo 47	16 We	16 Sa	16 Tu	16 Tu	16 Fr	16 Su	16 We	16 Fr	16 Mo 33
17 Th	17 Sa	17 Tu	17 Th	17 Su	17 We	17 We	17 Sa	17 Mo 20	17 Th	17 Sa	17 Tu
18 Fr	18 Su	18 We	18 Fr	18 Mo 3	18 Th	18 Th	18 Su	18 Tu	18 Fr	18 Su	18 We
19 Sa	19 Mo 43	19 Th	19 Sa	19 Tu	19 Fr	19 Fr	19 Mo 16	19 We	19 Sa	19 Mo 29	19 Th
20 Su	20 Tu	20 Fr	20 Su	20 We	20 Sa	20 Sa	20 Tu	20 Th	20 Su	20 Tu	20 Fr
21 Mo 39	21 We	21 Sa	21 Mo 52	21 Th	21 Su	21 Su	21 We	21 Fr	21 Mo 25	21 We	21 Sa
22 Tu	22 Th	22 Su	22 Tu	22 Fr	22 Mo 8	22 Mo 12	22 Th	22 Sa	22 Tu	22 Th	22 Su
23 We	23 Fr	23 Mo 48	23 We	23 Sa	23 Tu	23 Tu	23 Fr	23 Su	23 We	23 Fr	23 Mo 34
24 Th	24 Sa	24 Tu	24 Th	24 Su	24 We	24 We	24 Sa	24 Mo 21	24 Th	24 Sa	24 Tu
25 Fr	25 Su	25 We	25 Fr Christmas Day	25 Mo 4	25 Th	25 Th	25 Su	25 Tu	25 Fr	25 Su	25 We
26 Sa	26 Mo 44	26 Th	26 Sa Boxing Day	26 Tu	26 Fr	26 Fr Good Friday	26 Mo 17	26 We	26 Sa	26 Mo 30	26 Th
27 Su	27 Tu	27 Fr	27 Su	27 We	27 Sa	27 Sa	27 Tu	27 Th	27 Su	27 Tu	27 Fr
28 Mo 40	28 We	28 Sa	28 Mo Substi-tute day 53	28 Th	28 Su	28 Su	28 We	28 Fr	28 Mo 26	28 We	28 Sa
29 Tu	29 Th	29 Su	29 Tu	29 Fr		29 Mo Easter Monday 13	29 Th	29 Sa	29 Tu	29 Th	29 Su
30 We	30 Fr	30 Mo 49	30 We	30 Sa		30 Tu	30 Fr	30 Su	30 We	30 Fr	30 Mo August Bk. Hol. 35
	31 Sa		31 Th	31 Su		31 We		31 Mo Spring Bk. Hol. 22		31 Sa	31 Tu

November Mock Exams

Wednesday 4 – Friday 20 November 2026

NOVEMBER 2026

MON	TUE	WED	THU	FRI	SAT	SUN
						1
2	3	4 START	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20 FINISH	21	22
23	24	25	26	27	28	29
30						

Make every day count.

- Attend every day.
- Engage positively in every lesson.
- Attend your A6 lessons.
- Follow a revision timetable at home.
- Know your exam boards, specifications and the topics to revise.
  Refer back to the information shared at last year's family sessions.
- Make full use of the support available at Newsome.

Prepare well. Ask for support. Give your best.

Year 11 November Mocks

4 – 20 November 2026

WEEK 1 · 4 – 6 NOVEMBER

Date	Morning	Afternoon
Wed 4 Nov	English Language P2	French or German Writing
Thu 5 Nov	English Literature P2	French Listening or German Reading
Fri 6 Nov	Biology P1	Health & Social Care

WEEK 2 · 9 – 13 NOVEMBER

Date	Morning	Afternoon
Mon 9 Nov	Maths P1	History P1 or Geography P1
Tue 10 Nov	RE P1	German Listening or French Reading
Wed 11 Nov	Chemistry P1	Business
Thu 12 Nov	History P2 or Geography P2	Computing
Fri 13 Nov	Maths P2	RE P2

WEEK 3 · 16 – 20 NOVEMBER

Date	Morning	Afternoon
Mon 16 Nov	Physics P1	Health & Fitness
Tue 17 Nov	Maths P3	Food & Cookery
Wed 18 Nov	Catch-up	Art practical Continues into Period 5
Thu 19 Nov	Art practical	Catch-up
Fri 20 Nov	Final catch-up	Final catch-up

Subject overview only. Follow your individual timetable for start times, paper durations and access arrangements.
Science papers include combined and separate science pathways.

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ATTENDANCE MATTERS

ATTENDANCE	SCHOOL MISSED	LESSONS MISSED
100%	0 DAYS	0 LESSONS MISSED
99%	1 DAY	5 LESSONS MISSED
98%	3 DAYS	15 LESSONS MISSED
97%	1 WEEK	25 LESSONS MISSED
96%	1.5 WEEKS	35 LESSONS MISSED
94%	2 WEEKS	50 LESSONS MISSED
93%	2.5 WEEKS	65 LESSONS MISSED
92%	3 WEEKS	75 LESSONS MISSED
90%	3.5 WEEKS	90 LESSONS MISSED



MAXIMISE YOUR POTENTIAL.

ATTEND SCHOOL EVERY DAY.

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HIGHLIGHTS AND UPCOMING EVENTS

Well done!

SENDIA Inclusion Award

WAS promoting emotional wellbeing and positive mental health

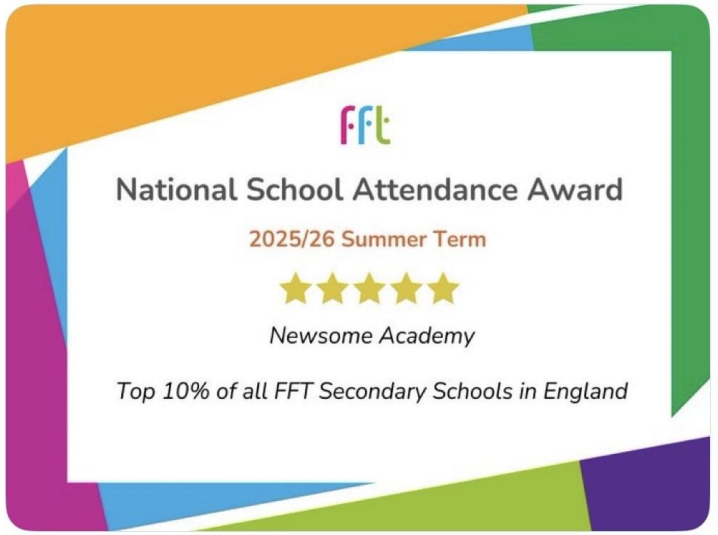
Where hearts and minds connect.

Newsome Academy · 21/10/2026

A final performance from our students at whole school seminar, this time for Show Racism the Red Card. Please remember to wear red on Friday and please pay your £1 donation on Parent Pay 🙏



Newsome Academy · 19/10/2026



Newsome Academy · 21/10/2026

This Friday is our Halloween bake sale and tuck shop. 👻👻



Newsome Academy · 19/10/2026

The Year 7 and 8 Netball teams were in action against Colne Valley today. The Year 7 narrowly lost whilst the Year 8 team got another win under their belts! Well done to all teams today 👏👏👏

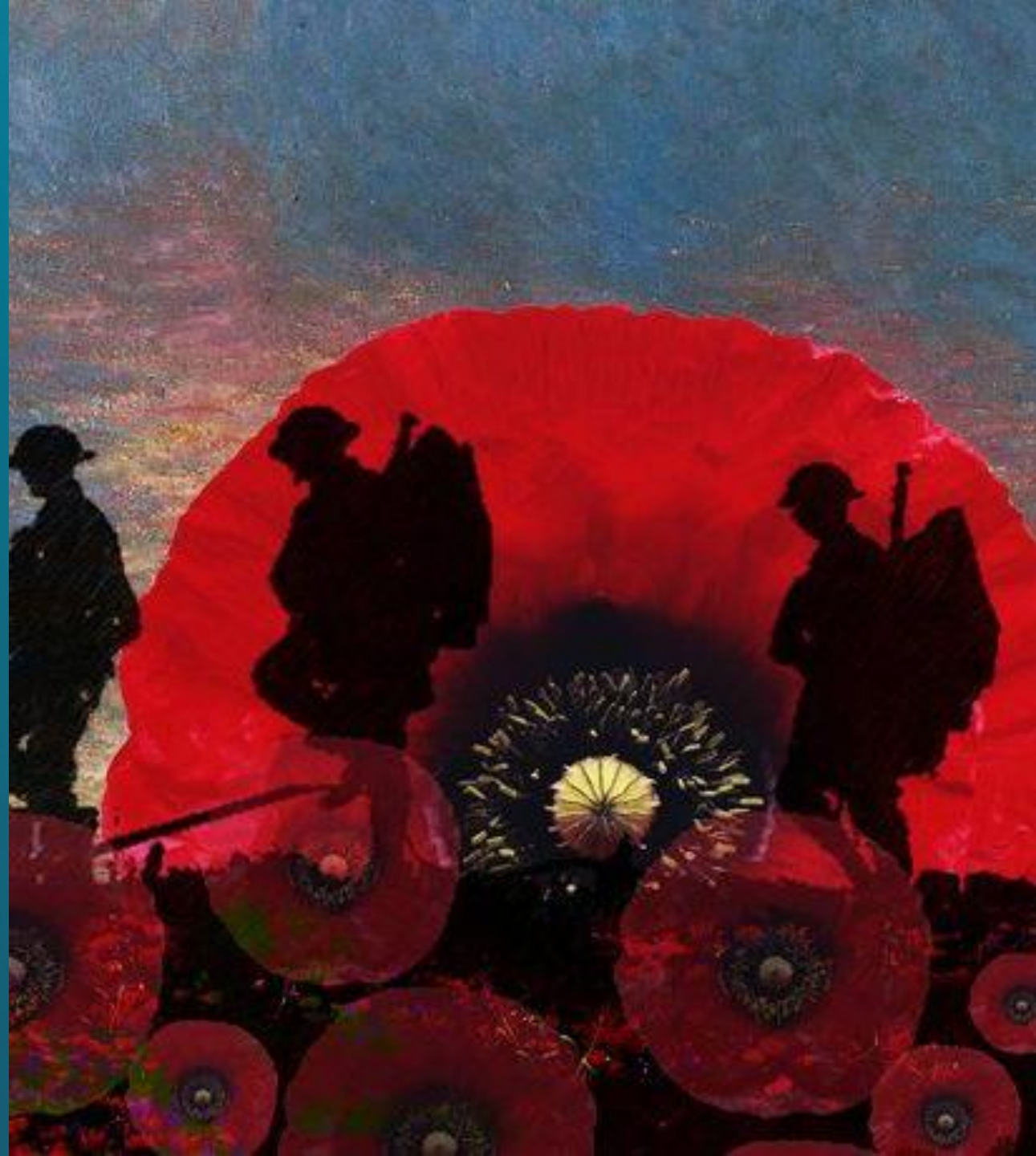




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HIGHLIGHTS AND UPCOMING EVENTS

Where hearts and minds connect.





VISION

WHERE HEARTS AND MINDS CONNECT.

MISSION

TO ENABLE EVERYONE IN OUR COMMUNITY TO ACHIEVE THEIR VERY BEST.

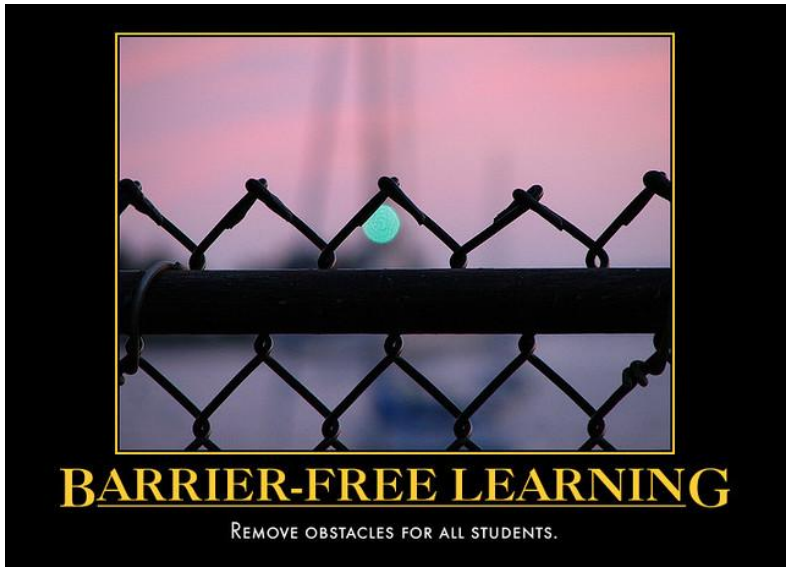
OUR VALUES

RESPECT | INTEGRITY | TEAMWORK | ASPIRATION



Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. These 5 values are: **Democracy, Rule of Law, Mutual Respect, Tolerance, Individual Liberty.**

Which FBV does the theme of 'Overcoming Barriers to learning' link with?





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1.Democracy
- 'Rule by the people'
- Making decisions together (voting)
- The right to voice your opinion

2. Rule of Law
- Understand and obey the rules set by the government to develop order

3. Individual Liberty
- The right to believe, act and express oneself freely
- The right to freedom of speech
- The right to vote

4. Mutual Respect
- To treat people politely and thoughtfully, to show we value them
- Seeing things from someone else's viewpoint

5. Tolerance
- Respecting different faiths and cultures
- Understanding that we don't all share the same beliefs and values and not imposing ours on others



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MAIN THEME

OVERCOMING BARRIERS TO LEARNING

Where hearts and minds connect.

MEMORY RECALL: MY CHILDHOOD STORY

Everyone has a story. Everyone faces challenges.



HOME & FAMILY

- Brought up by my grandparents
- My parents worked hard to get by
- Money was a constant worry
- Happy memories of fishing



MY SCHOOL EXPERIENCE

- I found learning and concentration difficult
- I experienced bullying
- My learning needs were not recognised or supported
- A part-time job became a turning point



THE WORLD AROUND ME

- Drugs and alcohol were common around me
- I often felt unsafe
- I lost friends along the way
- I knew I wanted a different future

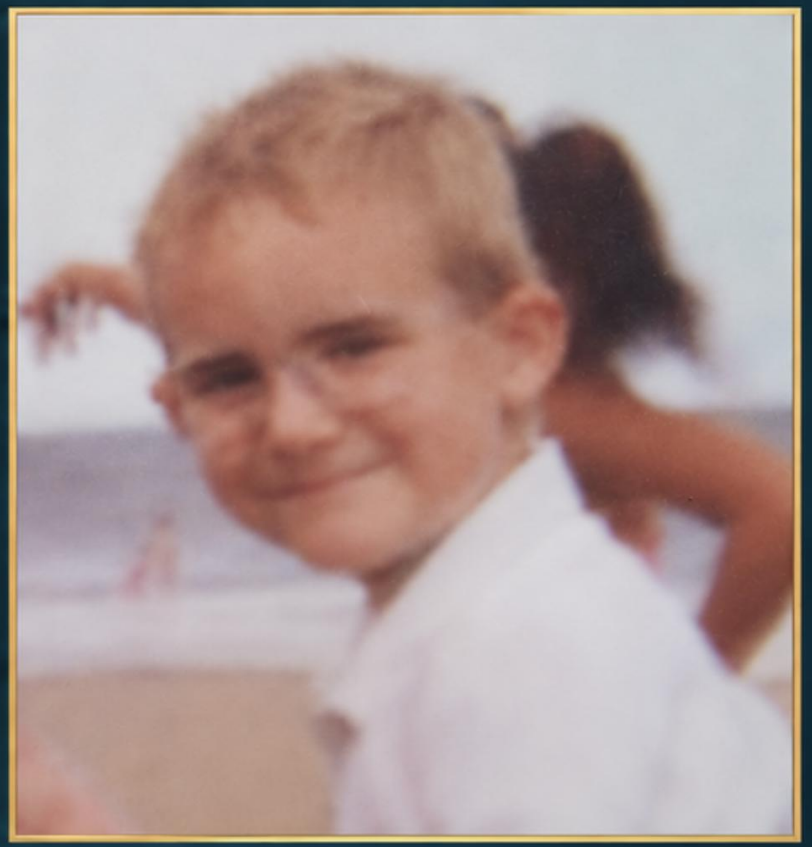
In week 3, I shared where I came from. Today, I want to explore the barriers to learning I faced.

Understanding our barriers can help us find support and move forward.

WHERE MY STORY BEGAN







Everyone has a story. Everyone has potential.

BARRIERS TO LEARNING

My story: the child behind the Headteacher

WHO YOU SEE TODAY

Your Headteacher: leading a school, making decisions and speaking to hundreds of people.

WHERE MY STORY BEGAN

I once sat where you sit now. I faced barriers to learning too.

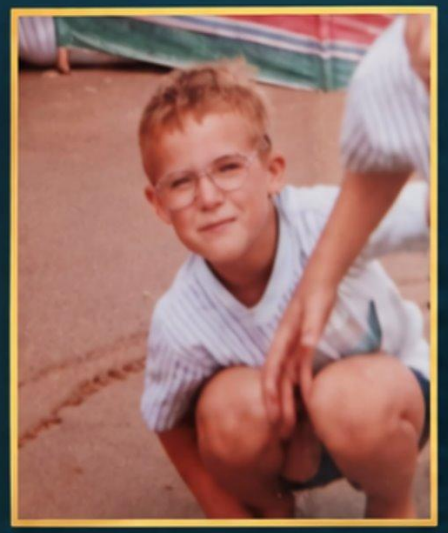
WHAT YOU COULD NOT SEE

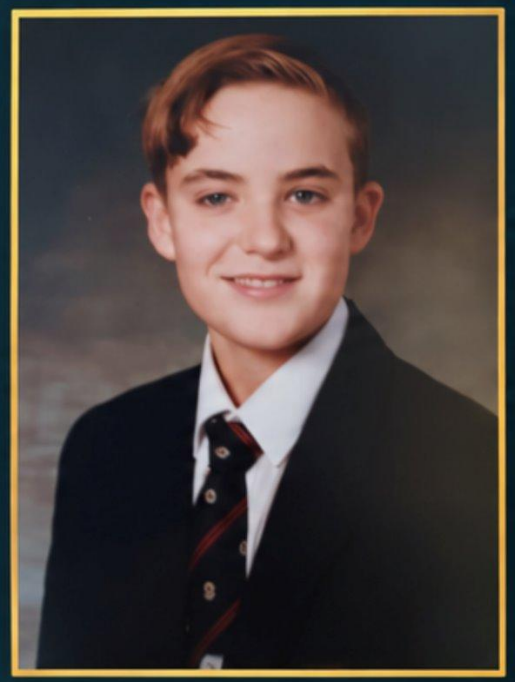
Some barriers were obvious. Others were invisible—even to me at the time.

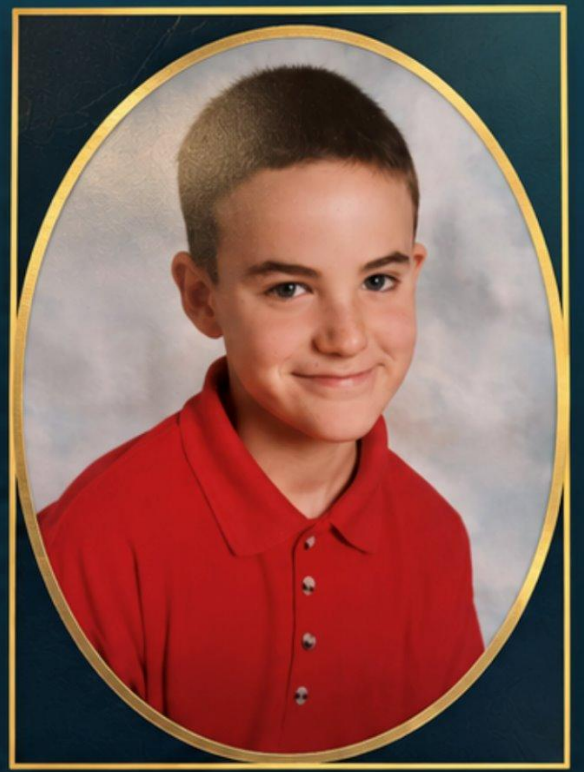
THE NEXT CHAPTER

Last half-term, I shared my childhood story. Today, I want to share the learning barriers I faced at your age.

Growing up, I had less understanding and support available, and often felt I had to manage on my own.









You see the Headteacher today. These photographs show where my story began.

Friendships

- Friends at school are not necessarily life friends.
- Some friendships are harmful and can be a barrier to your chance of success later in life.

- **We all know who these are...**
  - The ones who don't care and stop others from learning.
  - The ones who think it's funny if they drag you down with them.
  - The one's you'll probably see spending more time out of school and roaming the streets.

It's interesting to look back at these when you are my age and see what they are doing now...

Learning Needs

I struggle to...

- Understand new knowledge.
- To concentrate for long periods of time.
- to sit still for long periods of time.
- Have consistent energy – I'm either 'full on' or 'lack energy full stop'.

Each day consists for me of...

- Anxiety.
- Stress.
- Feeling of 'I'm not good enough'
- Worry that I'm not prepared.



I didn't know I had a 'barrier' when I was your age because 'learning needs' wasn't really a thing – you were simply 'able' or not...

Lessons often involved sitting in silence answering questions from a book. Little class discussion and not much interest from the Teacher.

I was regularly in trouble because I often drifted and lost attention quickly.

MY JOURNEY –
AND THE BARRIERS YOU DON'T SEE

What I manage every day
Learning can take more effort

- Understanding new knowledge
- Concentrating for long periods
- Sitting still for long periods
- Managing changing energy levels

What you may not see

- Anxiety
- Stress
- "Am I good enough?"
- "Am I prepared?"



My barriers travelled with me. So did my determination.

Teacher → Assistant Head of Department → Head of Department → Assistant Headteacher → Deputy Headteacher → Headteacher

WHEN I WAS A KID

INSIDE MY HEAD

The thoughts and feelings you may not see.



This is my experience. It is not always visible from the outside.

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INSIDE MY HEAD

The thoughts and feelings you may not see



Anxiety

Trying to take it all in

Stress

Am I good enough?

Am I prepared?

Why can't I concentrate?

I need to move

So much energy

Feeling drained

This is my experience. It is not always visible from the outside.

2 years ago, I was diagnosed with ADHD

Why?

Because as you get older, you want to learn more about yourself and have more of an interest (hopefully) in self-development.



THE CHALLENGES WERE NOT NEW

I had already been living with them throughout school and adult life.



I WAS STILL THE SAME PERSON

My abilities, ambitions and achievements had not changed.



AN EXPLANATION, NOT AN EXCUSE

Understanding my difficulties did not mean I should stop applying myself.



MY RESPONSIBILITY

Seek support. Use strategies. Learn from mistakes. Keep trying.



SUPPORT & AMBITION

I can recognise what is harder for me and still work towards progress.

MY ADHD STORY

Understanding my barriers. Taking responsibility for my next step.



WHAT I FIND DIFFICULT

- Taking in new knowledge
- Concentrating for long periods
- Sitting still for long periods
- Managing energy: sometimes full on, sometimes drained



WHAT YOU MAY NOT SEE

- Anxiety and stress
- Feeling I am not good enough
- Worrying I am not prepared
- The effort behind what others see



MY RESPONSIBILITY

- Be honest about what I find difficult
- Ask for and use the right support
- Practise strategies and build routines
- Learn from mistakes and put things right

ADHD helps explain my difficulties. It does not remove my responsibility to work on them.

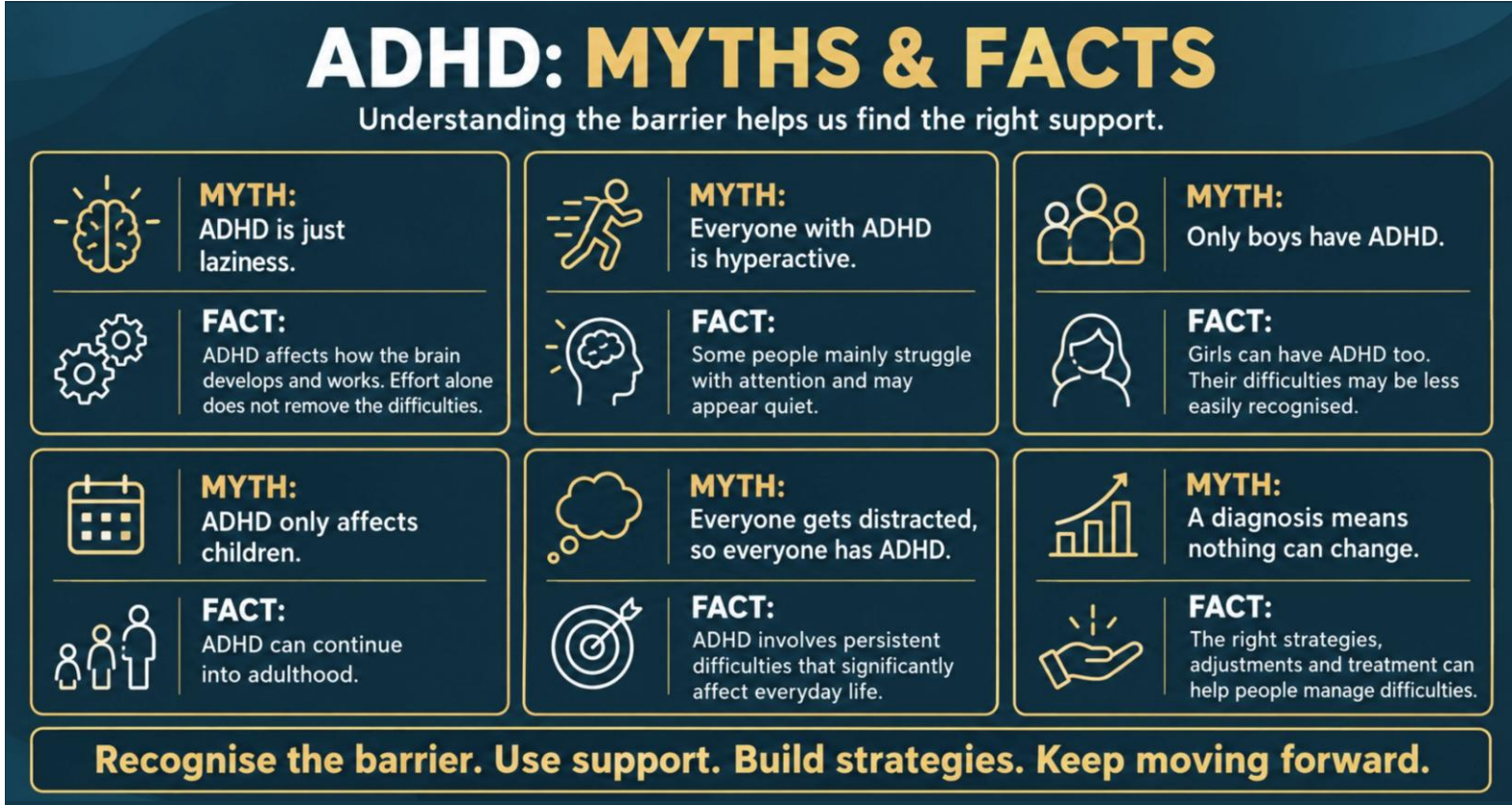
2 years ago I was diagnosed with ADHD. Nothing new, nothing life changing because I knew who I was and knew that this made no difference to my life whatsoever.

My diagnosis meant more work and effort from me

- My diagnosis helped me understand why some things were difficult. It also meant I had work to do.
- I needed to understand my ADHD, recognise where I struggled and find strategies that worked for me. That meant being more deliberate about preparation, organisation and how I approached tasks.
- It meant asking for help, accepting support and practising routines—even when they did not come naturally.

- I still have difficult days. Taking responsibility does not mean getting everything right or doing everything alone. It means being honest about what I need and continuing to work on it.

For me, diagnosis brought understanding—and a responsibility to turn that understanding into action.



"It's because they have ADHD!"

The main myth I see used is branding this condition as though it is a ticket to excuse responsibility for not putting in effort or acting like a responsible citizen in society.

I rarely mention my ADHD

My actions, effort and personality should speak for themselves.

MY DIAGNOSIS MEANT MORE WORK FOR ME

Understanding was the starting point. Action was my next step.



UNDERSTAND MYSELF

Learn about my ADHD and recognise where I struggle.



PREPARE MORE DELIBERATELY

Put thought into my organisation, preparation and approach to tasks.



BUILD & PRACTISE STRATEGIES

Find what works for me and practise routines, even when they do not come naturally.



ASK FOR & USE SUPPORT

Be honest about what I need, accept help and keep working on it.

EXPECTATIONS

VISION

WHERE HEARTS AND MINDS CONNECT.

MISSION

TO ENABLE EVERYONE IN OUR COMMUNITY TO ACHIEVE THEIR VERY BEST.

OUR VALUES

RESPECT | INTEGRITY | TEAMWORK | ASPIRATION



Final thought…

- ✓ Our Academy **expectations and routines all support people** with a variety of needs – not just those that share mine.
- ✓ These need to be **respected and used** so that we (all) can learn and grow with respect from everyone – regardless of need.

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There are key lesson expectations to ensure everyone learns to the best of their ability. Ensure you know these.

What you need to know

KNOWLEDGE ORGANISERS

OUR LEARNING MODEL

ACTIVATE › MOTIVATE › DEMONSTRATE

EXPECTATIONS

LESSON ROUTINES

LEARNING SKILLS

All this information is in your **Knowledge Organisers** and will be referred to ensure **absolute clarity and understanding.**



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Having pride in your work is important and shows your teacher how well you are progressing. Independent work is also important so you have time to demonstrate your learning and understanding.

Pride in your work

- Book stickers explain how EVERY student in EVERY lesson should set out their work.
- Regular checks will take place to ensure there is understanding.
- These include your GCSE target grade that you are aiming towards based on your tests at primary school.

PRIDE IN YOUR BOOK

EVERY LESSON

Your book demonstrates how much you value your education. Take pride in every page.

STUDENT BOOK

NAME	
SUBJECT	
CLASS	
YEAR GROUP	
TEACHER	
ROOM	

PRIDE IN BOOK GUIDANCE

- Date in top left of page
- Title in centre of page
- Underline with a ruler (KO)
- Teacher response in green
- Student response in purple
- No loose sheets
- Errors to have a neat line through
- No doodles or graffiti

TARGET GRADE



Student version

XXX

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WHERE HEARTS AND MINDS CONNECT

OUR STRATEGIC PRIORITIES

STRATEGIC DEVELOPMENT PLAN



OUR FIVE WHOLE-SCHOOL PRIORITIES

01 QUALITY & CONSISTENCY OF LEARNING

We attend all lessons ready to learn.

02 READING, WRITING, LITERACY & ORACY

We commit to reading, writing and speaking in lessons and at home.

03 CONSISTENT ACHIEVEMENT

We know and understand our targets and ensure we challenge ourselves.

04 ATTENDANCE & INCLUSION

We are on time and attend all lessons. When we don't, we catch up.

05 VALUE & OWNERSHIP IN LEARNING

We take responsibility for our learning and value the power of education.

AMBITIOUS ABOUT ACHIEVEMENT

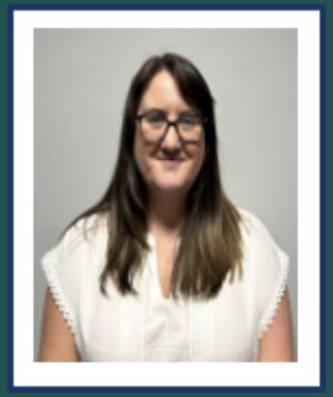
The Designated Safeguarding Leads @TNA

Miss Hall is the Designated Safeguarding Lead

How can you keep safe?



Miss A Hall
DSL



Ms T Loggenberg
Safeguarding Lead



Ms R Leroy
Deputy DSL



Ms H Baxter
Deputy DSL



Ms E Carter
Deputy DSL



Ms J Brook
Deputy DSL



Ms H Sykes
Deputy DSL

CPOMS

EVERYONE EXCEPTIONAL EVERYDAY

ChildLine 0800 1111



EXTRA-CURRICULAR TIMETABLE

AUTUMN TERM 2 2026-2027

Where hearts and minds connect.

Extra-Curricular Activities: Autumn Term 2 26/27 (3-4pm)

Day	Club	Location	Staff Lead	YR11 P6 WK A	YR 11 P6 WK B
MONDAY	• Girls Netball All years • D of E • YR7 Boys Football • Level 3 Algebra (Invite only) • STEM on Track (Invite only) • Sparx • Anti-Bullying club (Ambassadors only)	• Sports Hall • 402 • Fields • 407 • Lecture theatre • 402 • 103	• HRA/SMT • JDA • GEA • MAS • BMU • EBU • BRO	Option C Art Business Computing Heal th& Social Science (Triple) Springboard	Option B Humanities Geography and History
TUESDAY	• Wheelchair sports club • Music Club (Invite Only) • KS3 Coding Club • Year 10 Careers club (CV/Work experience • Languagenut club French	• Gym • 401 • 608 • 102 • 103	• SCU • AMC • BSU • HDU/LCA/KST • LDE/ GAU	Science	Science
WEDNESDAY	• Student council • 7/8/9 Girls Football • BSL Club • Music Club week B- debate club • Computer Science (invite only) • STEM on Track (Invite only) • Textile Club • Art Club	• 302 • Astro • 805 • 401 • 302 • 608 • 607 • 609	• CBR • HRA/SMT/HH • ABU/ OTO • AMC • CBR • OMO • EGA	Maths	Maths
THURSDAY	• Reading/HW Club (KS3&4) • Choir • Drama Club • 8/9/10 Boys Football • Cooking Club • Design and Technology club	• Library • 401 • Lecture Theatre • Fields • 602 • 610	• KST • ECO • LAB • JDA/GEA/DH/ • BRO • AME	English	English
FRIDAY	• Basketball 3.10 - 4.10	• Sports Hall	• External	Option A Frech German Health and Social	Option D Art Media Food Tech Health &Fitness

ACTIVITIES

RESPECT | INTEGRITY | TEAMWORK | ASPIRATION

BSL Club - Every Wednesday!

Interested in learning British Sign Language (BSL)?

Come along to our BSL Club, where you can learn new signs, develop your communication skills, and have fun with friends.

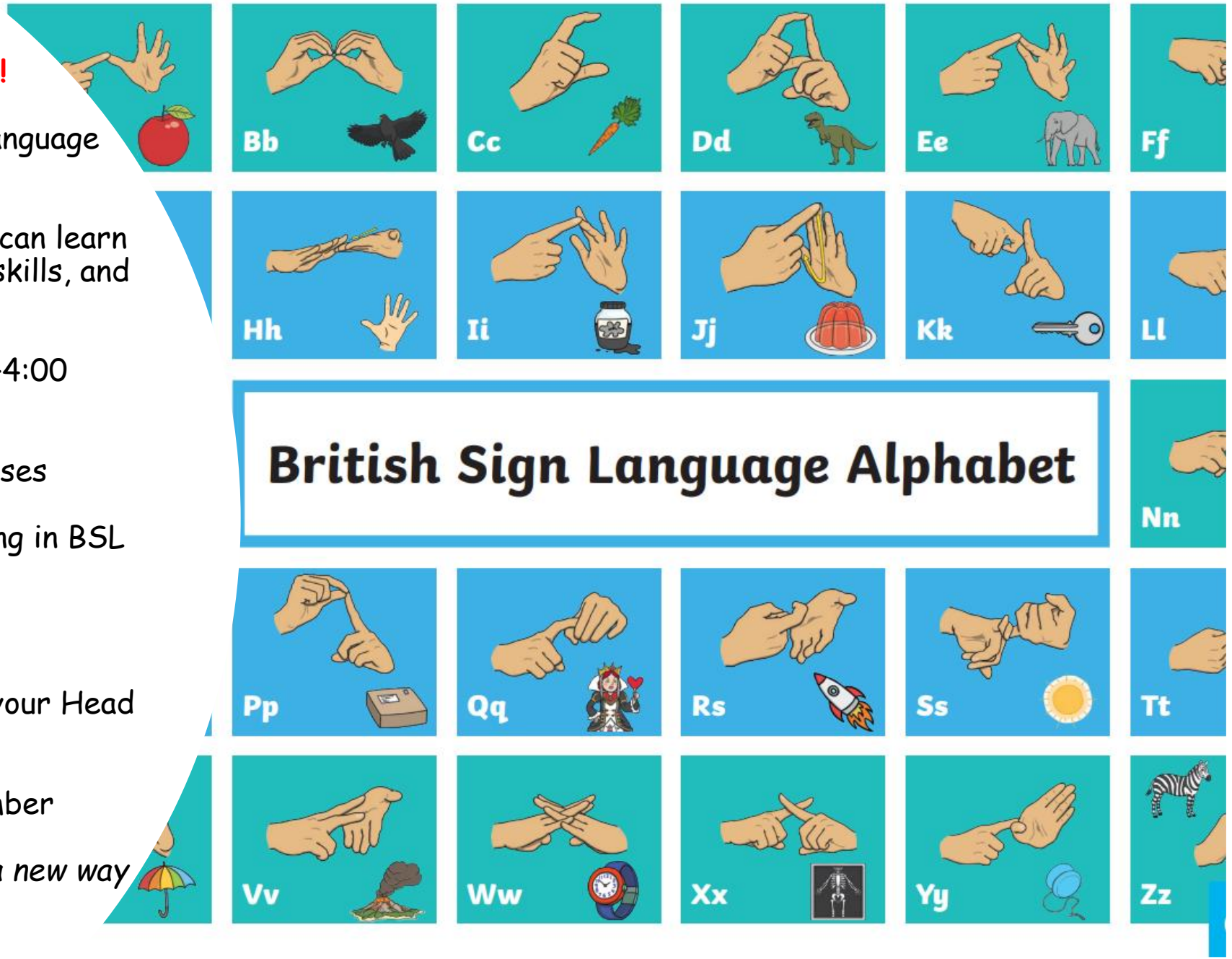
🗓️ When: Every Wednesday 3:00 -4:00
📍 Where: HI Base
⏰ Time: Lunchtime
✅ Learn everyday signs and phrases
✅ Make new friends
✅ Build your confidence communicating in BSL
✅ Open to all students

Everyone is welcome!

👉 If you would like to join, please let your Head of Year know.

Starting Wednesday 23rd September

Come and discover a new language and a new way to communicate! 🤟💙



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HIGHLIGHTS AND UPCOMING EVENTS

Just have a go!

Where hearts and minds connect.





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