



## Mr Wilson's Weekly Message



It's been another busy week here at The Hurlingham Academy. Teachers have been working around the clock to mark all the assessments completed by KS3, and I have already observed some fantastic feedback lessons. Remember, though we may all be excited to find out our place in the rank orders next week, it is the feedback that we receive that is the most important. Only then will you know how to improve your work to ensure you continue to make progress. I urge all pupils to really take the time to look through all of their assessments when they are handed back and rather than simply focussing on the score, have a look to see where you could have improved. Next week during tutor time, all of KS3 will be completing an activity reflecting on their recent assessments, and setting themselves targets for the upcoming term. Reflecting on your own work and independently setting meaningful goals and targets can be tricky, so form tutors will of course be there for support. Once again I would like to say well done to all pupils for completing their assessments and a particular well done to year 7, for completing your very first assessment cycle at secondary school.

## The Hurlingham Mentoring Hub

### **Year 10 students mentor Year 7s to support them through their first year of secondary school.**

After a rigorous application and interview process, we are pleased to announce that the following Year 10 students have been appointed mentors to selected Year 7 students. The Years 10s will support their year 7 mentees through their first year of secondary school, offering advice, homework help, a listening ear and lots of fun along the way!

Well done to the successful mentors; Karim, Delia, Christina, Sasha, Madeleine, Marwa, Anissa, Nicoleta, Theodore, Annabella, Louisa and Luca.



## Home Learning

It is one of our school priorities to look for ways to ensure all students are provided with equal opportunities and support in their education. One way for us to do this is through an information gathering process to identify some key information about how students complete work outside of school.

Please can you complete the Microsoft form using the link below to help give us a better picture of any areas that we could look to offer support if possible: <https://forms.office.com/e/18ZKbfCSzq>



## Mr Wilson's Commendations

Congratulations this week go to the following pupils, who made it to the top of our Seneca and Sparx leaderboards.

Top pupils for Seneca are:

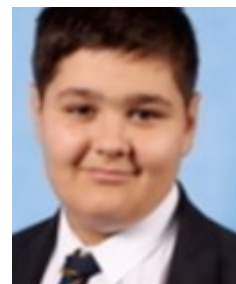
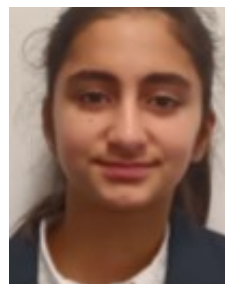
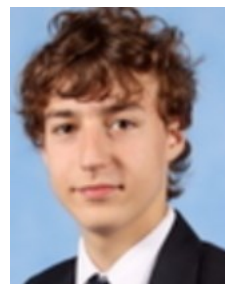
Year 7: Luis

Year 8: Dana

Year 9: Leo

Year 10: Sadaf

Year 11: Chris



Top pupils for Sparx maths are:

Year 7: Devon

Year 8: Kadean

Year 9: Justin

Year 10: Theo

Year 11: Sofia

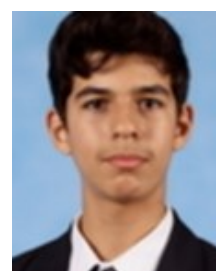
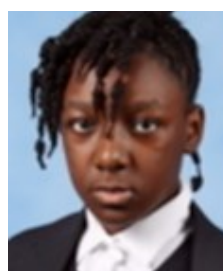


Top pupils for Sparx reader are:

Year 7: Annamaria and Esther

Year 8: Ollie and Chaunique

Year 9: Badis and Harun



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## Subject in the spotlight



This week's subject in the spotlight is Maths, with the head of department Mme Kramer.

### Year 7:

This past week Year 7 have been finishing up their unit on Multiplication and Division, which builds on their numeracy knowledge of times tables. They have been learning strategies to multiply and divide large numbers as well as numbers containing decimals. This is going to be incredibly important to become fluent in, as their next topic is Area of Triangles and Quadrilaterals!

### Year 8:

Year 8 have just finished up on the topic of Direct Proportion. This is an incredibly important topic that students will see throughout their maths career, and is applicable to daily life, such as calculating exchange rates and comparing prices for the best deals! The year 8s will then be using their multiplicative reasoning they have learnt in direct proportion and apply it to their next topic percentage calculations.

### Year 9:

Year 9 have just finished the Direct and Inverse Proportion unit; builds on their previous knowledge of proportion they learnt in year 8. The year 9s looked at different types of relationships rates can have and using logic decide if they would be directly or inversely related. The next topic year 9 will be looking at is Probability! This will be the first time they have used probability in maths, they will learn about Tree Diagrams, Sample Spaces and more!

### Year 10:

Higher and foundation tier classes are both finishing their Probability 2 unit, which extends their knowledge from year 9. This year they learn about dependent events, experimental probability vs theoretical probability and Venn Diagrams. The next topic for both tiers will be Statistics. Both higher and foundation classes will be looking at different types of data, averages, how to represent data and frequency tables.

### Year 11:

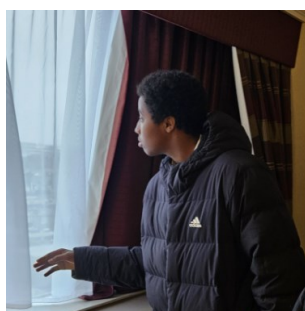
Year 11 have nearly finished all the content needed for GCSEs, now it is time to revisit and revise! Some higher tier classes have begun writing practice papers in lessons while their teachers give feedback and from this can see where their gaps are. Foundation classes have been revisiting the highest leverage topics, such as ratio and proportion, in order to give them the best chance of success in their exams! Now is more important than ever to be completing their homework and revising at home!



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## Hospitality and Catering Trip

Last Friday our year 10 Hospitality and Catering students had the opportunity to visit the Copthorne Tara Hotel in Kensington. Whilst we were there, we were lucky enough to have a tour of all of the facilities. The students were able to see behind the scenes in most areas of the business, the hotel rooms, kitchens, restaurants, function rooms, back office and reception area. This is really going to further their understanding on how hotels operate.



## Year 7 Parents Evening

A reminder that Year 7 Parents' Evening will be held on Thursday, 13th Feb, from 4.30-7pm. Thank you to all those who have already signed up using the online form. If you have yet to do so, you can find the form here: <https://forms.office.com/e/K5gK6HnK8s>

Students are expected to attend parents' evening with their parents. As this is a formal school occasion, they are expected to wear their uniform.

## Key dates for weeks beginning 10th February

Description	Date	Time
Whole school assembly	Monday 10th February	8:30-9:00
Drop down day	Tuesday 11th February	All day
Year 7 Synagogue Trip	Wednesday 12th February	11:00-13:00
Valentines day tea dance	Wednesday 12th February	13:30-15:00
Year 7 Parents Evening	Thursday 13th February	16:30-19:00
Half term	Monday 17th– Friday 21st February	All day
Year 11 revision program	Monday 17th– Friday 21st February	All day



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# Children's Mental Health Week

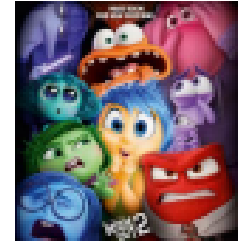
Student Bulletin no. 6 – February 2025








 **mind**  
Hammersmith,  
Fulham, Ealing  
and Hounslow












 3rd to 9th February is






 Children's Mental Health Week!



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'Know Yourself, Grow Yourself' means to understand our feelings

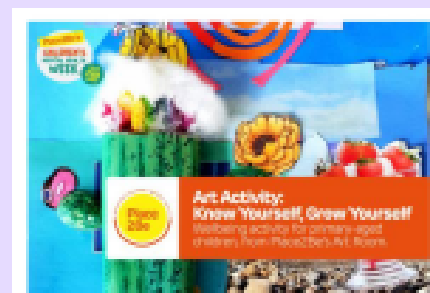
    +   
so we grow up happy, healthy and confident.

    +     
Find hobbies you're good at and enjoy that aren't just gaming or

   +   !!  
online. Be creative, sporty, and interested in other people too!

 Click here to do a creative activity.

 Click here for a video to help you.



 Click here to watch stars talk about understanding themselves.

        
Talk to a teacher or parent if you are worried, angry, or sad.

For blog posts, and to learn more about the support we offer, visit our website: [www.hfehmind.org.uk](http://www.hfehmind.org.uk)



North West London



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## 3<sup>rd</sup> – 9<sup>th</sup> FEBRUARY IS CHILDREN'S MENTAL HEALTH WEEK!



Children's Mental Health Week is a mental health awareness week run by children's mental health charity [Place2Be](#).



This year the theme is **Know Yourself, Grow Yourself** in partnership with [Here4You](#), supported by The Walt Disney Company and the *Inside Out 2* characters.

Childhood and young adulthood is when we learn how to make healthy friendships and cope with stressful situations. Sometimes this brings up difficult emotions that can affect our mental health. Learning about ourselves and noticing how we react to things helps us make healthy changes. Place2Be has put together some Top Tips for understanding ourselves.

### 1 Be curious about your emotions

You're fascinating! Take notice of your emotions and thoughts, either as they come up or maybe later on that day. You can use techniques like meditation or journaling to help you make sense of what is going on inside of you.

### 2 What matters most

Our values are often what make us tick, so reflect on what really matters to you. Are you ambitious, funny, kind, creative? Similar to Riley, our beliefs can evolve as we grow older and have new life experiences. If you're feeling lost or confused, take a moment to think about what drives you. It may help you understand yourself better and make choices that feel right for you.

### 3 Feedback, feedback, feedback

Other people we know can often see things about us that we miss. Sometimes these can be areas for us to develop and sometimes they can be our strengths. Either way it's great to have a friend, family member or teacher that can help us with our blind spots

### 4 Get creative expressing yourself

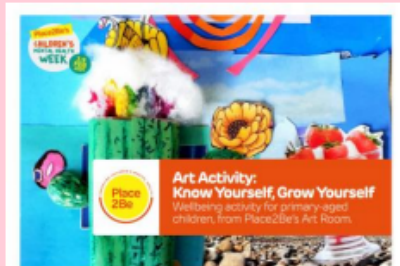
Creativity can often help us express emotions and show parts of ourselves that are sometimes hidden. If you are feeling blue like Sadness, painting might help. If you are feeling bright and happy like Joy, song and dance could be the creative outlet for you. Whether it's painting, music, dance, drama or something else, find your creative outlet and share it with others.

[Click here to watch stars open up on what self-awareness means to them!](#)

**A great way to grow confidence and resilience is by doing things we enjoy.**

Many of us love being on our phones and gaming devices, but it's mentally and physically healthy to do other activities alongside tech. Are you sporty? Artistic? Interested in a particular topic? Try lots of different things to find out what you enjoy the most.

**Click on the picture** to try a creative activity that explores the things that make us who we are, and how we can grow and build on our strengths. You can watch a video to guide you through it [here](#).



**At HFEH Mind we support children and young people with their emotional and mental wellbeing.**

Click [here](#) or use the QR code to refer yourself to our service.  
Or find out who your school's **Designated Mental Health Lead (DMHL)** is – they know our team really well and can contact us for you!



For blog posts, and to learn more about the support we offer, visit our website: [www.hfehmind.org.uk](http://www.hfehmind.org.uk)

**NHS**  
North West London



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You can find the official webpage for Children's Mental Health Week [here](#).

It contains plenty of resources including [this school pack](#) full of activities and lesson plans. It also includes Place2Be's Top Tips for supporting students' mental wellbeing, as shown below:

**1 Help children recognise and express their emotions**

It's important that children feel comfortable talking about their emotions at school. Encourage children to label and share how they are doing with daily check-ins, poster-boards, conversations, and through lessons. Once children and young people start feeling more connected with their emotions, they will feel more comfortable opening up.

**2 Reflect on emotions, especially after challenging situations**

This really helps to create safe spaces for children and young people who are experiencing difficult emotions and thoughts. It can give them the chance to share what is going on inside of them and develop healthy ways to navigate life.

**3 Setting goals**

Setting goals for our future helps us get to know ourselves and each other. It helps us focus on our hopes, dreams, and what we believe we can achieve. During this process, it is key to keep the student at the centre and understand what matters most to them.

**4 Active listening**

Active listening involves fully focussing on what a child is saying, and showing you understand by responding thoughtfully. Often, this is all we need to do. School staff will often have competing priorities, and the pressure to have solutions to the problems students share can be overwhelming. At Place2Be, children and young people tell us that what helps them most is knowing someone is truly listening.

**5 Working with others**

After students have taken part in group activities, encourage them to reflect and share what they have learned about themselves. This can be a great way to connect with others, get feedback and get to know ourselves better, exploring our strengths and areas for development.

**6 Creativity**

Embracing and developing creativity in learning environments is a fantastic way to help your school community grow. Whether through art, writing, playing an instrument, or computer coding, creativity helps children express who they are and the emotions inside of them.

There are also 3 sets of assembly slides.

Download by clicking on the picture featuring your relevant age group here:



[Click here to add your school to an online map and let everyone know you're celebrating Children's Mental Health Week!](#)

**Our team at HFEH Mind is always on hand to deliver assemblies and class workshops throughout the year. Speak to your school's Designated Mental Health Lead (DMHL) to book us in!**

For blogs and to learn more about the support we offer, visit our website: [www.hfehmind.org.uk](http://www.hfehmind.org.uk)

**NHS**  
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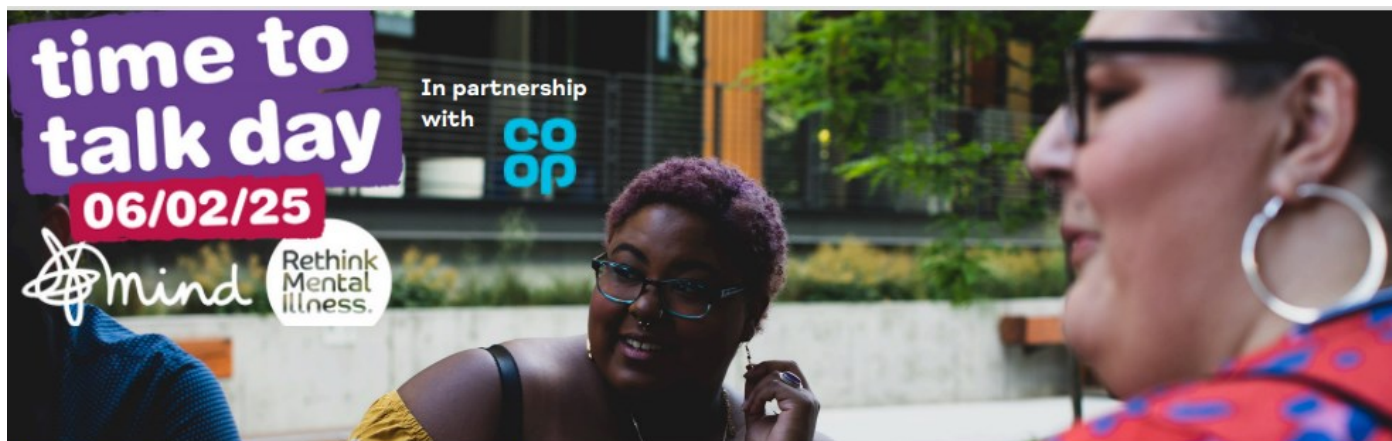


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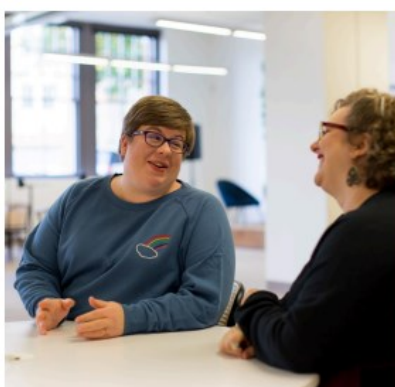
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## What is Time to Talk Day?



Time to talk day is a nationally recognised day run by a partnership of Mind, Rethink Mental Illness and Co-op. The aim of the day is simple - to create the largest conversation about mental health in the UK.

Mental health can look different for everyone, and everyone will have different ideas and beliefs about it. Time to talk day's core goal is to create a time where people, workplaces, communities and families can sit down, listen to one another and talk about mental health and what it means to them.

By doing this, we can help break the stigma around mental health and make everyone more comfortable to talk more about it.

## How can I have a conversation about mental health?

The thought of discussing mental health can be daunting - especially amongst colleagues and students. There is often a fear of judgement or not knowing what to say. But conversations can be made to be less scary and more fun.

Quizzes and coffee meets in the staffroom can be great way get colleagues to start discussing mental health. For students, assemblies, workshops, true or false games or even showing a film that highlights mental health (and pausing to discuss scenes) can be a great way to engage students and let them share their ideas about mental health in school.

Whatever the day looks like for you, here are some tips to help you have the conversation.



### Tip 1: Listen and ask

- Asking non-judgemental questions can show that you are interested in discussing mental health. Being the first to ask a question, or creating a space where people feel that they are able to ask questions, can also show that it is okay to talk about mental health and make it easier for others to share.
- Listen to others and allow them to have their time to share.

### Tip 2: Body language

- Body language can be very useful in creating a space where people can talk about mental health.
- Small non-verbal signals, such as nodding or facing towards someone who is talking can show that you are paying attention and care about what they are saying.

### Tip 3: You don't need to fix it

- Sometimes just having a conversation, whether it is about a positive or negative experience of mental health, can allow us to feel supported. Unless someone explicitly asks for advice, simply listening is enough.

### What support is available?

After we start a conversation around mental health, it may be clear that other support is needed.

HFEH Mind can offer workshops for students as well as whole-school training. Many schools may also have a member of HFEH Mind's MHST working within them who can provide 1:1 sessions for students who may require further support.



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