Dear Sixth Formers,

I hope that this week’s bulletin finds you and your family well. I believe that we are all becoming more accustomed to remote working and appreciate that this current mode of working, strange though it may be, is how we have to work to be able to stay safe whilst continuing with our education.

I appreciate that there is often speculation in the press, some of it unhelpful, about how and when the lock-down might end. At the time of writing, the government haven’t issued a date or process for how or when we will return to school, though of course, this will happen. It remains vitally important that we are all as productive as possible during this period, for as long as it lasts, so that the next time we are working in classrooms with each other again, this period of time hasn’t been ‘lost’.

I am impressed by many of the reports I receive about positive student engagement in their/studies and wider activities. For example, the group task submissions for the Student Leadership selection process have been particularly inspired, more from Mr Allum on that, below.

This week’s edition includes a range of online resources that you can all access for free, and the offer of support from Ms Lanham, LRC Manager, with regard to finding further resources, as well as the regular messages from the Head of Year 12 and 13.

A polite reminder, if you are experiencing any concerns or worries and you feel that we aren’t aware of this, please reach out to a member of staff to let them know. We are in very regular with students and we are always very happy to add more to our contact list. If you are unsure about who is best to reach out to, email me and I will point you in the right direction.

Best wishes

Mr Crowley

d.crowley@haaf.org.uk
Greetings from the Library,

I hope you are all well and enjoying your studies and finding time to read for pleasure.
I thought you may be interested some of the websites, below.

Please email me if you need any support or advice with finding resources and I’ll do my best to help you.

I hope you’re adapting to this new way of learning and living, and I wish you all the very best.

Ms Lanham
k.lanham@haaf.org.uk

https://www.gutenberg.org/wiki/Main_Page library of over 60,000 free eBooks
https://theconversation.com/uk trustworthy news site where stories are written by experts:
https://www.europeana.eu/portal/en Explore 58,024,364 artworks, artefacts, books, films and music from European museums, galleries, libraries and archives

http://badilishapoetry.com/ Badilisha Poetry X-Change is both an online audio archive and Pan-African poetry show delivered in radio format. Now the largest online collective of African poets on the planet, Badilisha has showcased and archived over 500 Pan-African poets from 28 different countries. It reflects the myriad of rhythms and rhymes, voices, perspectives and aspirations from all corners of the globe.

https://archive.org/details/medicalheritagelibrary&tab=collection The Medical Heritage Library (MHL), a digital curation collaborative among some of the world’s leading medical libraries, promotes free and open access to quality historical resources in medicine.

https://www.konserthuset.se/en/play/ Welcome to KonserthusetPlay – your online concert hall. View concerts with the Royal Stockholm Philharmonic Orchestra as well as other artists performing at Konserthuset Stockholm. Experience the music whenever you want, wherever you are. For free.

https://www.vam.ac.uk/collections?type=featured From ancient Chinese ceramics to Alexander McQueen evening dresses, take an incredible journey through 5000 years of human creativity with the Victoria & Albert Museum’s online collections.

https://www.bbc.co.uk/religion The BBC iWonder Religions page. An archived page of articles about Religion and Ethics
http://www.nationalarchives.gov.uk/
The UK’s National Archives. Part of the Public Records Office. The Government’s official archives containing over 1,000 years of British History.
Also on Flikr https://www.flickr.com/photos/nationalarchives and
YouTube https://www.youtube.com/c/TheNationalArchivesUK

https://reutersinstitute.politics.ox.ac.uk/
Exploring the future of journalism worldwide through debate, engagement, and research

https://designtraveler.wordpress.com/
Design Traveller
This resource is styled as a ‘diary of design history field trips’. Explore articles, videos and linked resources on topics as eclectic as the Preservation of India’s Libraries and Temples, Bauhaus design, Turkish calligraphy, Guatemalan printing and much more. Also explore an older sibling website at http://www.designhistory.org/

https://historyofphilosophy.net/
Peter Adamson, Professor of Philosophy at the LMU in Munich and at King’s College London, takes listeners through the history of philosophy, "without any gaps." The series looks at the ideas, lives and historical context of the major philosophers as well as the lesser-known figures of the tradition.

https://www.ourmigrationstory.org.uk/
Our Migration Story: The Making of Britain
This website presents the often untold stories of the generations of migrants who came to and shaped the British Isles.

https://philosophynow.org/podcasts
Philosophy Now aims to corrupt innocent citizens by convincing them that philosophy can be exciting, worthwhile and comprehensible, and also to provide some light and enjoyable reading matter for those already ensnared by the muse, such as philosophy students and academics. The magazine is by subscription, but you can access 4 free articles on the online site per month and the podcasts are free.

https://www.nasa.gov/offices/education/about/index.html
NASA’s journeys have propelled technological breakthroughs, pushed the frontiers of scientific research, and expanded our understanding of the universe. These accomplishments, and those to come, share a common genesis: education in science, technology, engineering, and maths

https://www.oxfordsparks.ox.ac.uk/content/discover
The website of the Oxford University Science faculty. Explore hundreds of resources, from DNA extractions in your kitchen to superconducting trains.
Our History Extra podcast comes out twice a week, featuring interviews with notable historians talking about topics ranging from crusading knights to Tudor monarchs and the D-Day landings.

Language Landscape is a tool for mapping where languages are spoken around the world. Click on the markers to hear recordings of languages spoken in those locations.

The Cornell Lab of Ornithology is a world leader in the study, appreciation, and conservation of birds. Our hallmarks are scientific excellence and technological innovation to advance the understanding of nature and to engage people of all ages in learning about birds and protecting the planet. The camera page is particularly interesting [here](http://cams.allaboutbirds.org/)

This collection of freely available literary resources is aimed at students from sixth-form to university, their teachers, and at lifelong learners. It contains lectures, eBooks and contextual essays for reuse by individuals and the educational community.

Postcolonial Writers Make Worlds is a hub of free resources on reading contemporary Black and Asian British writing.
Letter From The Principal, Friday April 24th

Dear Parents/Carers,

Re: GCSE and A-level Pre-Public Examination Results

This is not the conventional way that I would expect to address or warmly welcome children back to the College in the first week after the Easter holidays. However, it is important that we are able to share information about our routine tracking and monitoring of students in Years 11 and 13.

Since Mr Gardner, Vice Principal, recently wrote to yourselves, some students have enquired about the results from the Pre- Public Examinations (PPEs). These took place before the full scale and wider implications of the epidemic were fully apparent and the PPEs were carried out as part of our planned curriculum calendar. I had reassured parents and families at the start of the year, that we would enable pupils to take exams in realistic conditions to best prepare them for their final public examinations. These took place in harmony with the JCQ examination board guidelines. Years 11 and 13 were marvelous in their efforts, concentration and attitudes at the time. We should congratulate them. As the Principal of the College, given the amount of dedication and hard work by the staff and students since September, I can at least share with you that we have seen marked improvements in pupils’ learning journey and performance.

The government guidelines have stated that the College (or any other school across the country) is not able to provide any information regarding predicted grades or the rank order of students being awarded grades when these are submitted to Ofqual at the end of May 2020. In order to protect the integrity of this process and due to the sensitivity of the timing of our own internal results publication and these new predicted grades processes, we have taken the decision as a College and Federation, not to release the PPE results for Years 11 and 13 examinations. I appreciate that this is difficult and I can only apologise for any disappointment caused.

We should be transparent that when we submit predicted grades, the College will consider a range of work and results, including results in mock examinations, any relevant controlled assessment (coursework) that students may have completed and of course pupils’ overall progress over the two year course. To send you the PPE results at this time could provide an unfair representation of the predictions, which we feel would be inappropriate and possibly misleading. Alongside the exam boards, the government will standardise grades across all schools, to make sure that, as far as possible, results are fair and students are not advantaged or disadvantaged based on their school being more generous or harsh than others when making judgements. The latest PPE grades are one of the numerous data sets taken into consideration and as such they are not singularly important enough to determine an overall predicted grade or calculated grade.

To reiterate previous messages delivered by the College, our advice remains the same; it is important that your child does not dispose of any notes or revision materials and, where possible, they should complete incomplete coursework. Your child should plan to be completing some learning at home so that they are at least ready for the next phase of their education or ready to sit exams at the first opportunity in order to guarantee their desired grade should they wish to appeal the calculated grade.

We wish for our children to be Sixth Form-ready and/or prepared to enter into the next phase of their educational journey. If you have any further questions about courses, homework or preparation, please do not hesitate to contact Mr Deane (Assistant Principal) for GCSEs, Mr Crowley (Head of Sixth Form) for Key Stage 5 or Mr Gardner for any other queries related to the curriculum. I must reiterate that students, parents, carers or families should not speak with staff about predicted grades. Please support us in getting this right. We will ensure that we are serving our children the best that we can.

Yours sincerely,

Seema Solani
Principal
UCAS Reminder

UCAS are extending the May decision date (the date by which you have to accept your offers), to ensure that students aren’t making rushed decisions; also, to ensure that no student is disadvantaged during the application process. May dates are below:

<table>
<thead>
<tr>
<th>Original date</th>
<th>UCAS Undergraduate deadline</th>
<th>New date</th>
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<tbody>
<tr>
<td>5 May 2020</td>
<td>The deadline for applicants to reply if they received decisions from all their choices by 31 March 2020.</td>
<td>19 May 2020</td>
</tr>
<tr>
<td>6 May 2020</td>
<td>The deadline for universities and colleges to make decisions and reply to applications received by 15 January 2020.</td>
<td>20 May 2020</td>
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</tbody>
</table>

Use Show My Homework (SMHW) and Stay Home

Your teachers are posting work for you on SMHW… so stay busy and University/future ready.

There are helpful notices from Mr Shenbanjo on the SMHW noticeboard; have you checked out his videos? This might help you stay motivated:

[https://www.youtube.com/watch?v=MJnVbxGUzyE](https://www.youtube.com/watch?v=MJnVbxGUzyE)

This one helps you understand the difference between firm and insurance choices:

[https://www.youtube.com/watch?v=3zcvolStf_Q&feature=youtu.be](https://www.youtube.com/watch?v=3zcvolStf_Q&feature=youtu.be)

Furthermore, I will continue to publish subject specific opportunities and competitions on SMHW. I have published these in subject areas; for example, the Financial Times essay competition was published for Year 13 Economics. Therefore, all economists will be able to see this on their SMHW space. Winners can win up to £1000 and be published!

Here is something you can all consider: Go to the SMHW noticeboard, look to Monday 27th April 2020 and read:

- The Gift...
- A Mother...

Choose one and submit a 100 word summary about what you have learnt from this story/what has it taught you? Email me your summary. I will publish my favourite in the next bulletin. Stay safe!

Mrs Choudhury,

[scoudhury@haaf.org.uk](mailto:scoudhury@haaf.org.uk)
Sixth Form Student Leadership Application Process

Thank you for the incredible entries for sixth for Sixth Form Leadership. They have been incredibly innovative and resourceful, considering the restrictions that are in place for everyone.

The brief for the group task was to produce an event that promotes distance learning, and all of the groups produced excellent work, ranging from online resources, to motivational timetables that incorporated physical activity and brain training.

Mr Crowley and I are assessing the submissions and will be in touch with the applicants about the next stages of the process.

The final two stages will remain the same: hustings and interview with the Principal and/or Head of Sixth Form. Hustings will take place as a recorded speech and the interview will be conducted via a video call.

UCAS

Your tasks set over the last three weeks have to been to shortlist courses that you are interested in studying using www.whattuni.com. This means that you should now have a list of five courses that you would be interested in applying to study. This does not mean that this will definitely be the final five courses that you eventually apply for, but it does mean that you are putting yourselves ahead of the competition for places on desired courses by engaging with this decision making process, early on.

This week’s task: Sign up for one of the amazing opportunities listed, below:

An enormous range of opportunities, provided by UCAS: webinars, virtual tours, Unibuddy ‘chats’ with current undergraduate students; a real wealth of materials and opportunities here to help answer questions about university life and to help you make your course choices.

Please do make sure that you are making use of contacting your tutors, as well as the incredible resources and opportunities that Mr Shenbanjo has in place for you all.

If you are looking at an alternative route post year 13, you need to make this clear to your form tutors, Mr. Shenbanjo or myself as soon as possible.

The UCAS handbook will be sent out on the week beginning Monday May 4th to you so that the process is familiar to you.
Key UCAS dates for your diary

- 5 May – UCAS search tool will display 2021 undergraduate courses.
- 19 May – Apply 2021 will go live allowing students to register and start their applications.
- 8 September – completed applications can be sent to UCAS.

Remote Learning

I have been in contact with many students with regards to accessing online resources, and there have been some students who are not completing all the work that has been set. Please make sure that you are contacting the relevant teachers if you are having problems accessing work, or you need any further support. No question is too big or too small! Remember, the work that you are completing now is the continuation of your A levels, it is not a stop-gap, so do not let your tasks slide as you will make it much harder for yourself in the long run. We are here to help, so if you have been falling behind or worrying about how to complete tasks or for any other reason you need help, get in touch.

You are a priority moving forward in the academic year, and we need to make sure that you are in the best possible position when face-to-face teaching commences.

I hope that you and your family are keeping safe, and that you are preparing yourself as well as you can for the return to year 13.

Mr Allum

c.allum@haaf.org.uk