

BE

AMBITIOUS

BE

KIND

BE

PROFESSIONAL

OASIS ACADEMY ARENA

SPRING TERM 1

2024 NEWSLETTER



A MESSAGE FROM OUR PRINCIPAL

Dear Parents and Carers,

As we near the end of a very short but wintery half-term, I wanted to take the opportunity to reflect on the past few weeks and update you on our school's activities and achievements.

Academic Progress

I am pleased to report that our students have made significant academic progress this term. Our dedicated team of teachers have worked tirelessly to deliver engaging lessons and provide support to students. In our year 11 cohort, we have seen notable improvements in student performance and a commendable level of effort and commitment as they approach their final exams. I would like to thank our students for their hard work and perseverance, and our teachers for their dedication to ensuring a quality education.

Extracurricular Highlights

Extracurricular activities continue and provide our students with opportunities for personal growth and development beyond the classroom. Additionally, our clubs and groups have encouraged students to explore new interests and expand their horizons. I am immensely proud of our students for their involvement and achievements in these diverse pursuits.

Parental Collaboration

I would like to express my sincere appreciation to all parents and guardians for their ongoing collaboration and partnership with our school. Your active involvement in your child's education, attendance at parents' evenings and contributions to the broader school community have been invaluable. We greatly value your insights, support, and feedback, as together we strive to create the best possible learning environment for our students.

Looking Ahead

As we prepare for the next term, we remain committed to continuous improvement and providing the best educational experience for our students. We will be continuing to adapt our curriculum, teaching strategies, and support systems to ensure that we are meeting the diverse learning needs of all our students. We appreciate your trust in our school and welcome any suggestions or ideas you may have to enhance our provision.

In closing, I want to express my gratitude to our students, teachers, staff, and parents for their collective efforts in making this term a meaningful and successful one. Together, we have continued to foster a vibrant and nurturing learning environment for our students.

Thank you once again for your continued support and I look forward to another rewarding term ahead.

With kind regards,

Jeanette Bell
Principal

STUDENT LEADERSHIP TEAM

We are excited to introduce our newly formed Student Leadership Team. This team is made up of enthusiastic KS4 students who have a range of skills and are dedicated to enriching our school community.

To get to know our new student leadership team, we encourage you to visit their detailed profiles on the academy website: www.oasisacademyarena.org/academy-life/student-leadership. Together, they stand ready to lead, inspire, and contribute to a positive transformation in the Oasis Academy Arena experience.

Introducing our Student Leadership Team 2024:



Kadidaiatou -
Head Girl



Chezon -
Head Boy



Viktorija -
Deputy Head Girl



Sashawana -
Deputy
Head Girl



Taylor -
Deputy Head Boy



Tianna -
Leader for Success



Kyran -
Leader for Success



Dilara -
Prefect



Godgift -
Prefect



Jessica -
Prefect



Milanya -
Prefect



Emmanuela -
Prefect

ACADEMY UPDATES

YEAR 7



We're thrilled to share the enthusiasm and creativity showcased by our year 7 students at Oasis Academy Arena in their recent dance lessons! Throughout the term, they've been creative to meet the set criteria, resulting in great performances.



It's been a joy to witness the students take part in extracurricular talents, such as gymnastics (demonstrated by Ellie, Sophie B, and Tegan) and cheerleading (represented by Bailey), into their dance pieces. Their dedication and passion have truly made this term a fun and rewarding experience for all involved.

Ms. Aldonza
Head of Year 7 and P.E Teacher

GEOGRAPHY DEPARTMENT

Here's an overview of what our KS3 students have learned during Spring Term 1:

Year 7:

During this term, students were taught about different continents and lines of latitude, scale, 4 and 6-figure grid references, distance and relief and the physical and human geography of the UK. Most recently, students have been exploring tectonic hazards, including the structure of the earth and the processes that cause earthquakes and volcanic eruptions. Next Spring Term 2 students will be studying weather and rivers.

Year 8:

Students have learnt about glaciers, cold environments like Antarctica, and the changing population trends across the world. More recently, students have been learning about globalisation and China as a superpower. In the upcoming term, students will be exploring climate change and coasts.

Year 9:

Students have learnt about the interconnectedness and the threats facing our planet including the destruction of coral reefs, overfishing and rising sea levels. Since January students have been exploring biomes across the world, including the Amazon rainforest. Next term students will continue to look at some of the world's other biomes, as well as focusing on natural hazards, such as earthquakes and hurricanes.

Mr. Nash
Head of Geography



ACADEMY UPDATES

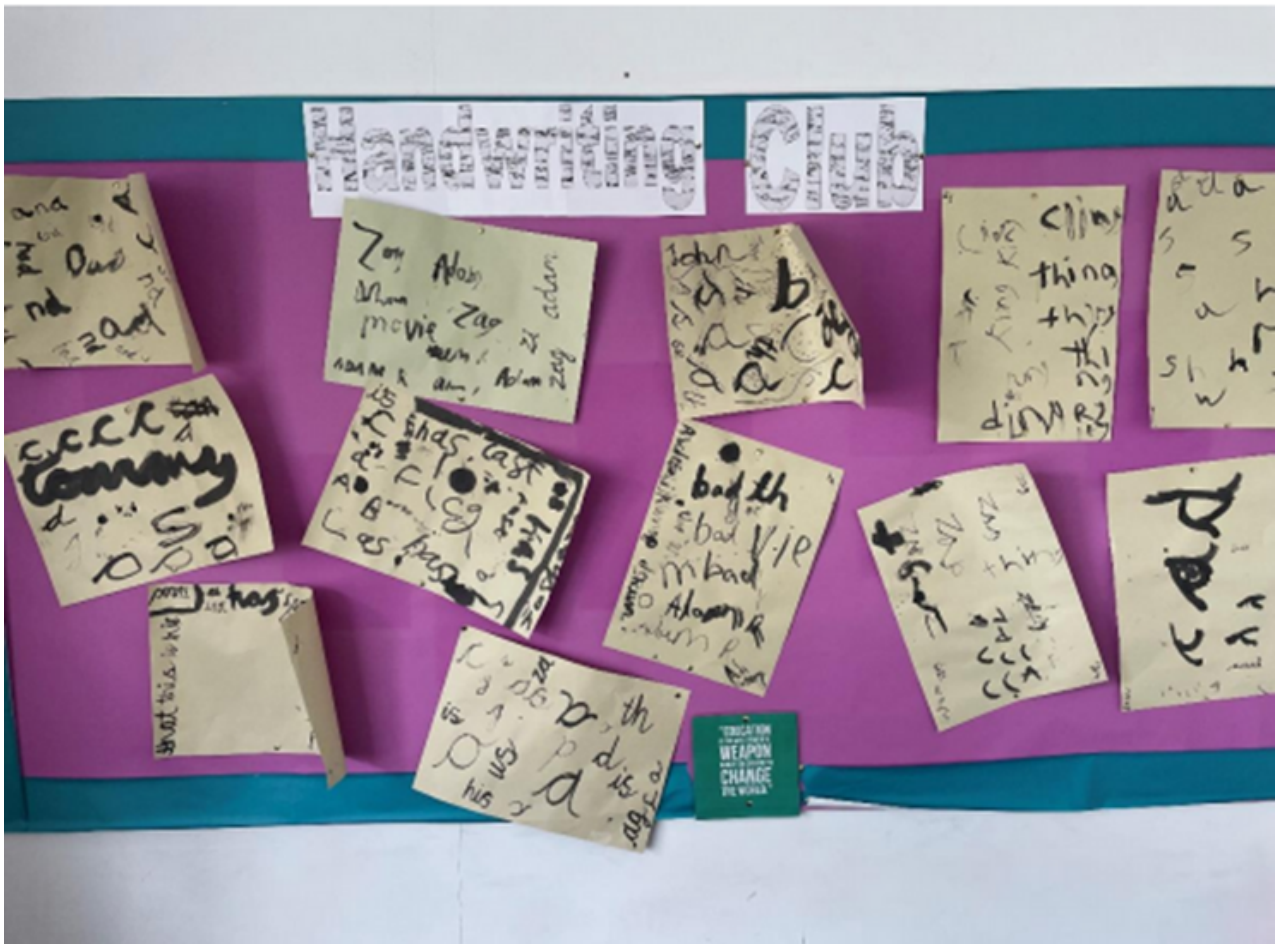
SEND DEPARTMENT

Handwriting Group

Why have a handwriting Group?

Handwriting helps children with reading and spelling skills. It also helps with the ability to recall and remember information. Having legible handwriting is a life skill, needed for many tasks later in life, like filling in forms, signing important documents, and even writing Christmas/birthday cards.

At Oasis Arena Academy, we run a handwriting group primarily for our year 7's who have transferred from primary school and have not quite mastered this skill. We focus on improving pencil grip and posture, legibility, spacing and letter formation, using the cursive style of writing. Some of our students have been practising their handwriting by using old-fashioned quills and ink to practice their pencil grip and write in cursive. Below are examples of their work:



SEND DEPARTMENT

The TA's Role in providing support

Our teaching assistants (TAs) do a fantastic job of supporting some of our more vulnerable students who may have special needs.

Serena is one of our TAs who recently joined the department working with our year 7 students. As Serena has a child on the autism spectrum, she wanted to give insight into her role 'from the other side of the fence.'

Read Serena's experience as a TA in our department.

Teaching Assistant Role: 'Seeing things from the other side of the fence'



I am going to start this article off by saying that this role, the role of a teaching assistant is extremely varied, meaning that every day is different, and no two days are ever the same. I joined 'Oasis Academy Arena' in September 2023. It was the beginning of the term, extremely busy, and it's been all systems go ever since!

As a parent myself to three children who are at different stages of education (one with SEN needs), I am coming into this role, literally seeing things from the other side of the fence. Even with all my experience, nothing prepares you for the challenges or the emotional pull you feel when working with children, whose needs can at times be complex.

My belief is: "You really need to have a passion for not only education but for children".

My life as a teaching assistant starts at 8 am and ends at 4 pm. My day involves supporting year 7 pupils in and outside of lessons who have an Education, Health and Care plan (EHCP) and other students who may have SEND needs, such as dyslexia or moderate learning difficulties but no EHCP; who also require additional support, as well as updating learning plans, participating in meetings and leading and co-leading on SEND interventions, such as touch-typing classes, nurture groups, Reading Plus, to name a few.

"We should strive to ensure that we meet the needs of our students to give them the best chance of succeeding in learning" is firmly believed by all staff that work in the SEND Department at Arena. Working alongside the amazing 'SEND' team has been an eye-opening experience and it really is a privilege to not only see things from the other side of the fence but to be part of it.

Thanks, Serena, for providing such a heartfelt insight.

If you would like to contact the SEND Department, please send an email to:
beverley.manderson@oasisarena.org

Ms. Manderson
SEND Manager

ACCESS ARRANGEMENTS

Over the past year, OA Arena has been actively involved in a collaborative research project with the University College London. We have been focussing on assessing the effectiveness of Access Arrangements for students' GCSEs. Access Arrangements are special adjustments made for students with Special Needs or those with English as an Additional Language.

Please take a look at the below poster to assess if your child may benefit from these arrangements. If you would like more information, kindly contact jenny.aarons@oasisarena.org. We appreciate the participation of all students involved in this valuable research. Thank you!

Ms. Aarons
Assistant SENCO

KEY DATES

Spring Term 1:**Friday 9th February 2024**

Last day of Spring Term 1 -
3.00 pm finish time

Saturday 10th February:

Lunar New Year

Sunday 11th February

International Day of Girls and
Women
in Science

Wednesday 14th February

Start of Lent

Half-term holiday:**Monday 12th February to
Friday 16th February****Spring Term 2:****Monday 19th February**

First day of Spring Term 2 -
8.30 am start time

Friday 1st March

National Secondary Offer Day

**Monday 4th - Saturday 9th
March**

National Careers Week

Thursday 7th March

World Book Day

Friday 8th March

International Women's Day

Saturday 10th March

Start of Ramadan

**Monday 18th - Sunday 24th
March**

British Sign Language Week

Thursday 28th March

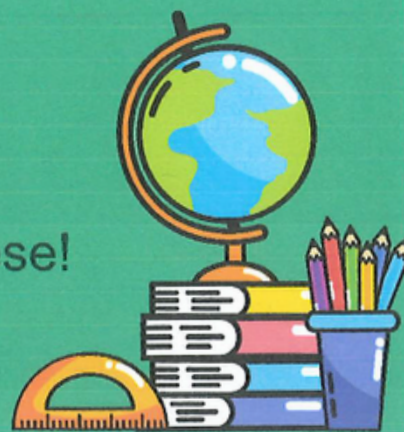
Last day of Spring Term 2 -
3.00 pm finish time

Easter Holiday:**Friday 29th March to
Friday 12th April****Summer Term 1****Monday 15th April to
Friday 24th May**



EXAM ACCESS ARRANGEMENTS

Let's talk about the importance of these!



WHAT ARE ACCESS ARRANGEMENTS?

1 What are access arrangements?



Access arrangements are reasonable adjustments designed to give equal opportunities to all students to demonstrate their skills, knowledge, or understanding in exams.

2 Do access arrangements give an unfair advantage?



Access arrangements do **not** give students an unfair advantage. They are intended to help students showcase their knowledge, expertise, and comprehension during exams.

3 Does everyone receive the same access arrangement?



Access arrangements aren't one-size-fits-all. Each student has unique needs, so it's essential to find the perfect fit.

4 Types of access arrangements



The most common types of access arrangements are:

- extra time
- separate invigilation/small group room
- word processor/laptop
- reading pen
- human or computer reader
- supervised rest breaks
- prompt
- modified papers (e.g., larger font)
- human scribe
- Assistive technology such as voice-to-text software

WHO MAY QUALIFY FOR AN ACCESS ARRANGEMENT?

1 Who is eligible for an access arrangement?

Any student is eligible for consideration, but your learning support team will assess individual needs to determine which students qualify for access arrangements.



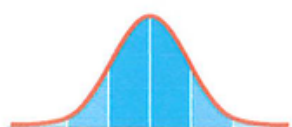
2 Do I need a diagnosis to get an access arrangement?

Here's the deal: you don't need a diagnosis of a learning difficulty to get an access arrangement. But, if you do have a diagnosis, it's not an automatic ticket to access arrangements either.



3 Do I need to be assessed?

To get an access arrangement, the learning support team might need to assess you. Don't sweat it, though; they will lead the way. Just remember, only an assessment coordinated through the school will count as valid. So, no solo detective work, please!



4 What else is needed to qualify?

To ensure you're getting the best support, access arrangements will be tailored to your specific needs and classroom routine. For instance, if typing on a laptop is your go-to instead of jotting down notes by hand, your teacher or other school staff can show evidence of your typical in-class practices.



HOW CAN I USE MY ACCESS ARRANGEMENT?

1



Understand why you qualified.

Unlock the full potential of your access arrangement by understanding why you qualify for it. Chat with your learning support team to get the scoop on when and how to use it like a pro!

2



Talk to the SENCO at your school.

Track down your school's expert on Special Education Needs - the SENCO! They hold the key to all the details about access arrangements and can share tips on how to make the most of your access arrangement.

3



Take initiative!

Got an access arrangement? Put that baby to work! Keep it in motion and take a moment to reflect on how it's making a difference in your work. Don't be afraid to speak up, let your teachers know how they can best support you.

ONLINE PARENT/CARER WORKSHOPS

Jointly run by Off The Record and Croydon Drop In

Join us online for the following workshops. Sign up via Eventbrite by scanning the QR code below. Cameras and microphones can be turned off.



Helping your Child's Behaviour (Primary age)

Wed 21st February 5-6 pm

Helping your Child with Anxiety and Worries

Wed 28th February 5-6 pm

Looking After Yourself for Parents

Wed 6th March 5-6 pm

Introduction to Autism

Wed 13th March 5-6 pm

Introduction to ADHD

Wed 20th March 5-6 pm



Off The Record also run workshops for parents for support with **Self Harm** and **Emotionally Based School Avoidance** scan the QR code to the left to find out dates, times and how to sign up.



TALK TO US

OFF THE RECORD



Are you **OK**
Croydon?



You Talk,
We Listen
Croydon Drop In

ONLINE PARENT/CARER WORKSHOPS

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TALK TO US



Are you OK
Croydon?



Dyslexia or Literacy Difficulties?



Croydon's 'Children Will Shine' Workshops

- **Where – Christ Church, Purley**
- **When – Saturday mornings during term time**
- **Cost – £25 per session – a free taster session**

4 teaching groups:

KS2 Yr 4-6 & KS3 Yr 7-8 - 9.15am to 10.45am

KS4 Yrs 4-6 & KS4 Yr 9-11 - 11.00am to 12.30pm

Croydon Dyslexia Association

Helpline: 0333 111 00 66

Email: croydon.shine@gmail.com

<https://www.croydondyslexia.org.uk>



Parents/carers – please discuss this with your child before contacting CDA

Teaching is offered for children with dyslexia and literacy difficulties - a diagnosis of dyslexia is not needed to register.

The sessions focus on:

- Maths – key concepts and rote learning
- Reading – improving sight word recognition and phonic decoding - fluency and accuracy - comprehension
- Writing skills – spelling, punctuation and grammar, descriptive writing and literary devices
- Memory – retention and recall of information
- Memory and Learning strategies
- Confidence – developing and improving confidence levels and attitude to learning

The primary aim of 'Children Will Shine' is to provide an enjoyable and positive learning experience where children feel well-supported and safe; up to 10 students per class.

All staff are trained teachers, working in local schools, and include Level 5 & Level 7 Specialist Dyslexia Teachers/Tutors.

Some comments from students and parents:

"My teacher says my spelling is improving."

"My son's levels in English are now those expected for his age."

His teacher said he has made the most progress in his class and I attribute this to his attendance at Shine."

"CWS has helped me by making learning fun, helping me to memorise what I'm taught which makes learning easier for me."

"I wait all week for Saturdays, so I can go to Shine."

YOUNG ARCHIVISTS

Croydon Archives is looking for 10 'Young Archivists' to participate in a 15-month paid programme exploring the diverse experiences of young people and underrepresented histories in Croydon. In addition to participating in workshops with an exciting selection of sector professionals and organisations, you will work alongside us to co-create an engagement programme which could include exhibitions, events and digital content showcased to a public audience - leaving a permanent legacy in Croydon Archives.

Your ideas will be essential to reinterpreting and highlighting archive material relating to the past, present and future of Croydon – including historic collections and the record of Croydon's exciting year as London Borough of Culture.

Together we will think about:

- How archives can represent the diverse experiences of young people, and foreground their voices.
- How our archives can be more reflective of Croydon's community, and celebrate Croydon's culture.
- What people, places and stories are important to past, present and future Croydon residents.
- What an inclusive archive could look, feel and sound like!

The deadline to apply is 6PM on Wednesday 21st February.

The Young Archivists programme offers a fun and supportive space to develop your research skills, creative talents and work experience – as well as discover new passions, collaborate with other young people and see whether a career in the culture and heritage sectors is for you!

You will gain:

- Training in archiving, producing events and exhibitions
- Creative workshops with industry professionals
- Research and digital skills
- Mentorship in your future career or study ambitions
- Connections with sector organisations

Young Archivists will be paid London Living Wage (£13.15 per hour) for their time.

The programme involves a commitment of 4-5 hours per month between March 2024 and May 2025. Young Archivists sessions will take place in-person in Croydon, outside of your school or college attendance hours.

We are planning to hold the first Young Archivists introduction session on Saturday 23rd March. If you are making an application please save this date!



WHO ARE WE LOOKING FOR

To be eligible to apply **you must be aged 14-18 years old at the start of the programme**. You do not need any prior work experience or knowledge of archives for these roles - we are looking for people who are passionate, inspired, creative and enthusiastic to learn new things!

We will be providing training, mentorship and support to allow you to fulfil the role successfully, developing your ideas with confidence. If you are interested in a future in museums, archives, arts or culture - this is an opportunity for you!

Collaborative – You should be enthusiastic about meeting new people, sharing ideas, working together and bringing projects to life as part of a team.

Curious – People who feel inspired by investigating people, places and their stories. You don't need lots of knowledge, just to be keen to develop your research skills, learn about local history or gain a deeper understanding of an issue you care about.

Creative – This could mean those who are interested in making and experiencing any kind of art or culture (visual arts, music, theatre, dance, film, poetry, fashion, design, architecture etc). However, you might also be an imaginative person who wants to get involved in behind-the-scenes production, or find out more about how these industries work.

Committed – We understand young people have lots of responsibilities to juggle, and sometimes unexpected changes in circumstances can happen. However, to make sure we offer this opportunity fairly to those who will make the most of it, we ask that you are reliable and able to commit to most sessions for the full duration of the programme. The programme schedule will be arranged according to the availability of the selected group, and we will do our best to accommodate everyone.

This project is about preserving the diverse history and culture of Croydon for future generations. It's important to us that these stories are recorded by and for the communities they relate to, through the perspectives of young people who don't currently feel their voices are being heard enough.

For these reasons, we are also looking for young people who are from, based in or with a connection to Croydon. We will be prioritising applications from those who are facing barriers to accessing these kinds of opportunities, in particular recognising that BIPOC audiences are currently underrepresented in our services - and the wider heritage sector.

We encourage everyone to apply, as applicants who are not selected to be one of the 10 Young Archivists will still have access to opportunities to participate in a free programme of workshops and mentorship to build their skills, experience and knowledge.



HOW TO APPLY

To apply for the Young Archivists programme, fill in the online application form.

<https://forms.office.com/e/k78vNVbmcG>

There are three sections, where you will be asked to fill in your personal details, provide some access and diversity information, and answer some questions. **Please answer all the questions, maximum 150 words per answer.**

You may want to draft your answers in a separate word document first.

These questions are intended to help us get to know you, and understand how you would benefit from being a Young Archivist. We will also use your answers to shape and adapt the programme according to the interests and goals of all the participants, to ensure you get as much out of the experience as possible.

We will not be assessing you based on your spelling, grammar or writing skills. We don't expect you to know lots about archives, we want to hear what you are passionate about, what makes you unique and how we can support your future ambitions. Use the word limits as a guidance, it's OK to write shorter answers or in bullet points if you find this easier.

There is also an option to submit an audio or video response, if this is more accessible for you.

To do this, **complete and submit all sections of the application form**, selecting the 'Audio/video response' option under 'Application questions'. Please **include your answers to all the questions as one video or audio file, maximum 10 minutes long.**

Send your file as an email attachment or WeTransfer link to francesca.telling@croydon.gov.uk. Save your file as 'NAME_SURNAME' using 'Young Archivists application' as the email subject.

The deadline to apply is 6PM on Wednesday 21st February

If you have any questions about the programme or application process, are experiencing any barriers to making an application, or have alternative accessibility requirements, please contact francesca.telling@croydon.gov.uk

If you are feeling stuck, ask your school or college careers advisor or a teacher for help!

There will **not** be any interviews as part of the selection process.

We look forward to reading your application!



APPLICATION QUESTIONS

Why do you want to get involved with the Young Archivists programme? (Max 150 words)

For example, tell us how being a Young Archivist might relate to ideas you have for your future career or study plans.

Or, if you are not sure about this yet, how does the programme connect with your interests and background?

Tell us a bit about what you are interested in or what is important to you at the moment. (Max 150 words)

This could be something creative or a hobby; an aspect of your identity or a community you are a part of; a social or political issue you believe in; something you have read, watched or listened to recently that inspired you; your favourite subject at school, or anything at all you are passionate about!

What parts of this opportunity are you excited about, and what would you like to get out of this experience? (Max 150 words)

This could be anything from building confidence, connecting with other young people, meeting professional creatives, or gaining a new skill.

Let us know if there is anything you want to try but haven't had the opportunity to experience yet. Do you feel there are any barriers to your future growth and success which we can help you overcome?

Tell us about your strengths, achievements and experiences so far. (Max 150 words)

This could be a project you have done inside or outside of school; extracurricular activities or a club you are part of; volunteering, mentorship or work experience; or something you have made or completed which you are proud of.

What did you learn in the process, and what skills or qualities have you gained from these?

Tell us about a time when you have worked collaboratively with others, or as part of a team. (Max 150 words)

What did you enjoy about collaboration or teamwork, and why do you think this is important?

Can you think of any examples of when group conversations, different perspectives or sharing skills have helped you develop, and inspired new ideas?

Are there any people, places or stories from Croydon you are interested in or care about? What particular art forms, or subjects in culture and history do you want to research and learn more about? (Max 150 words)

If you engaged with any of the projects and events from Croydon's London Borough of Culture year, tell us about which ones you enjoyed and why.

Can you think of any museum exhibits, art galleries or performance events you have seen recently that were memorable? Is there a specific creative output, such as a musical genre, or a topic you learnt about at school that you are drawn to?



WHAT IS AN ARCHIVE?

Archives are collections of 'records' which communicate information. These records can come in many forms including letters, reports, registers, maps and newspapers - as well as photographs, films, digital files, sound recordings, artworks, pamphlets, flyers, posters and more.

Some archives are created by organisations, for example governments, universities, hospitals, businesses or charitable organisations. Others might be private collections and personal archives - ranging from those relating to a well-known person, to a collection of family memorabilia.

Archive collections might focus on a local area, or specialise in a particular theme or community. This could be anything from railways or theatre; to activism, Black history or youth culture.

Records in an archive are primary sources, and people use them for research. A primary source comes directly from the time period you are studying, so archives provide important first-hand evidence relating to history.

WHAT IS AN ARCHIVIST?

Many of these records are unique, old and fragile - so it is important they are taken care of properly by archivists, so they can continue to be accessed in the future. It is also important that archivists collect records for their archives in the present, so that generations to come can study and learn about our time.

Because of historic inequalities, some stories and communities have not been given the attention they deserve and are missing from archives. So, archivists also have a responsibility to collect, preserve and celebrate histories which have been underrepresented – and to learn from individuals and organisations who have been involved in doing this work.

It is essential that these stories are recorded through the voices of the communities that they represent. The archives and heritage sector must work together to platform marginalised identities, and confront barriers which prevent these people from accessing archive services and careers.

ABOUT THE PROJECT

Young Archivists is made possible with The [National Lottery Heritage Fund](#), with thanks to National Lottery players. The roles are part of the 'Digitally Transforming Croydon Archives/London Borough of Culture Legacy' project.

[Read more about the project here!](#)



CROYDON ARCHIVES

The London Borough of Croydon Archives contain over 1000 archive collections relating to the London Borough of Croydon, its predecessor bodies and the diverse community it now serves. It also holds a wide range of local history material including books, photographs, maps, newspapers and other items that illustrate and reflect the wide and varied history of Croydon, invaluable resources for the study of the past, present and future of Croydon.

Croydon's archives date from our earliest deed in 1466 right through to the present day. Highlights of the collection include school admission and log books for over 150 schools, and the archive of Samuel Coleridge-Taylor - a composer and conductor who lived in Croydon, and the first black person to be the recipient of a Blue Plaque.

Following Croydon's year as London Borough of Culture, a large influx of digital material from the wide range of creative activities will be recorded in our collections. Croydon Archives will be responsible for capturing this important year and its cultural significance for future generations.

[Click here to read about our collections!](#)

THIS IS CROYDON, LONDON BOROUGH OF CULTURE

'This is Croydon' is a big, bold, celebration of the communities of Croydon through a year-long programme of culture from April 2023 - March 2024.

The programme showcases Croydon's extraordinary communities, featuring world-leading artists through to Croydon's young emerging talent across music, dance, spoken word, theatre, street art, exhibitions, fashion shows, interactive installations, workshops, debates, food festivals and carnivals.

Created, directed and presented by local people, this grassroots programme explored the borough's unique identity, communities and heritage, culture and creativity.

[Click here to take a look at some of the events from the Borough of Culture programme!](#)

MUSEUM OF CROYDON

Croydon Archives works closely with the Museum of Croydon to recognise its communities, cultures and citizens as experts in their own histories.

Our mission is to provide a radical space to celebrate our diversity and to explore how Croydon unites us. Our collections and spaces will represent every aspect of Croydon; as a place, a culture and an identity in its own right. We challenge perceptions through empowering communities to answer that all-important question 'What's Your Croydon?'

[Click here to read about some of our past exhibitions!](#)

