

# >THE HOCKERILL HUB>

## Hockerill News

17 November 2023

### College Timings – Information for Parents of Day Students

A reminder to parents that the College Day begins at 08:50 and ends at 15:40. Staff are on duty before College from 08:35 and after College until 15:55.

Day students should not be arriving in the morning before we have staff on duty and are expected to leave at the end of College unless they are attending a club.

Where early arrival and late departure is unavoidable students must be in the Library which opens at 08:00 and closes at 17:30. No day student is allowed on the Campus outside these times unless they are in an organised activity.

Families must have their own arrangements in place to ensure that students are not arriving too early and that use of the Library is not regular or relied on as a 'childcare' facility.

Thank you for your understanding and support in this matter.

### Attendance at School

We are hoping that the information detailed below will help you with matters relating to attendance.

#### Reporting Absence

Please ensure that you report your child's absence if they are unwell or have a medical appointment by 08:30 on each day of absence, using the 'Absence Reporting' tab EduLink One App. You can also notify us in the same way if your child is going to be late.

All other absences must be requested by completing an online [Absence Request Form](#) which can be found in the '[My Hockerill](#)' section of our website.

#### Should My Child Attend?

The NHS publish this helpful guidance document ([Is my child too ill for school?](#)) which we request you refer to when considering whether your child should attend or not.

There are occasions where parents have notified us that their child will not attend owing to concerns about their mental health. As a school we will not be able to authorise such absence, unless a medical professional has diagnosed the condition and being absent from school is part of the agreed plan to aid recovery. Please be aware that keeping a child off school can exacerbate anxiety and mental health problems. School provides a structured routine, social interactions, and a supportive environment essential for emotional well-being. Isolation from peers and the learning community can intensify feelings of loneliness and hinder the development

of crucial social skills. Additionally, the lack of academic engagement may lead to a sense of purposelessness, impacting self-esteem. The school setting acts as a protective factor, offering resources for early identification and intervention in mental health concerns. Keeping a child away from this supportive environment can contribute to the escalation of anxiety and mental health issues.

#### Health Care (Medical/Dental) Appointments

We encourage students to maximise their levels of attendance, knowing that research indicates a direct link between attendance and examination performance (see below).

Parents and carers can help their child achieve good levels of attendance (96% and above) by avoiding scheduling medical appointments for their child(ren) during the school day. We do, nevertheless, understand that this is sometimes unavoidable.

If your child has an unavoidable medical appointment and they miss registration in the morning (08:50 – 09:00) or afternoon (13:40 – 13:45) they will lose an attendance mark for half a day and their attendance that week will fall to 90%. Many of the appointment times mean that students can attend school first and return afterwards. This means they minimise missed lessons as well as keeping their attendance levels as high as possible and assisting us in doing the same. Therefore, we ask that parents send their child into school for morning registration, even if they have a medical appointment in the middle of the morning. They should sign out at the office after they have been registered in the morning reinforcing the importance of attending to students, and also ensuring that students receive their morning attendance mark.

Similarly, if your child has a medical appointment and does not sign back in afterwards for their afternoon registration mark, they will also lose half a day's attendance. Therefore, we encourage students to return to school after their appointment where possible or to schedule appointments for as late as possible in the afternoon, so they are present for afternoon registration at the start of period 4.

#### Punctuality

Morning registration is at 08:50 and all students are expected to attend at this time. A warning bell sounds at 08:45 and this is the time that students should make their way to their form room. If a student arrives after the morning register has been taken (as close to 08:50 as possible) by the form tutor they will be issued with a Late mark (code 'L') as long as they are registered before 09:10. The Department for Education guidelines states that students arriving after the morning register has closed (09:10) will be issued with an unauthorised absence (Code 'U') for the morning session unless the student (or parent) can provide a legitimate and reasonable explanation for their lateness and this reason is not used regularly.

All students who are late to school must sign in at Reception. If a student is late without a legitimate reason, or if a student is regularly late, we will issue a 'Lunchtime Supervision' detention which will be served on the same day from 12:45 – 13:10. Students and parents will be notified through the EduLink One App and where possible the student will be given a paper slip in Reception when they sign in.

#### Informing the Local Authority

The Government requires 'schools to inform the local authority of any pupils who are regularly absent from school, have irregular attendance, or have 10 or more consecutive school days absence without the school's permission'. We always follow this requirement but will have raised our concerns with parents first and where possible will have appropriate interventions in place to address the concerns.

### Attendance and Examination Performance

It goes without saying that attending school is really important. Here are a few statistics to reinforce this point:

- 90% attendance is the same as half a day off each week – that is almost four weeks off school in a school year (which is the same as 106 hours of learning lost).
- If a student had 90% attendance throughout their secondary education (every year from Year 7 to Year 11) they would have missed the equivalent of half an academic year of learning opportunities.
- DfE research shows that 17 missed school days (attendance below 91%) a year can lead to a drop of one whole GCSE grade, per subject on results day.
- Punctuality matters – missing 5 minutes each day adds up to 3 days lost per year, missing 15 minutes each day adds up to 2 weeks lost per year, being 30 minutes late each day adds up to 19 days in a year (almost four whole weeks of learning lost) – arriving on time is as important as being in school every day.

If you are concerned about your child, please do contact their Form Tutor at the earliest opportunity.

Mr A Mackenzie  
Vice Principal

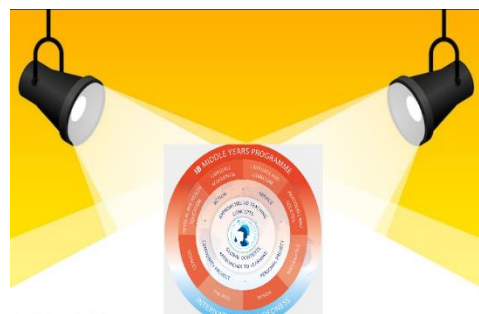
### **MYP Community Project in the Spotlight**

The Community Project is part of the Middle Years Programme and gives students in Year 9 the opportunity to experience the responsibility of completing a significant piece of work over an extended period of time.

The aim of the MYP Community Project is to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context;
- generate creative new insights and develop deeper understandings through in-depth investigation;
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time;
- communicate effectively in a variety of situations;
- demonstrate responsible action through, or as a result of, learning;
- appreciate the process of learning and take pride in their accomplishments.

Before half term, Year 9 students started the MYP Community Project during Enrichment Day 1. The day started by students identifying and researching a range of local, national and global



issues they were aware of and selecting one issue to base their project on. The chosen issue had to demonstrate a goal which would address the need within a defined community. Students then had 2 periods to create a poster to demonstrate the research they had carried out before sharing their ideas with their peers and reflecting on their experiences of the day.

Below are some examples of the amazing work completed by our students during enrichment Day 1. We look forward to seeing the developments they make to their projects during Enrichment days over the rest of the year.

Mrs A Lumby  
Assistant Principal

Mrs S Bennett  
Enrichment Day Co-Ordinator

By the end of this year we want to have raised the flyers and started to hand them out.

**Community, Goals, Context**

Our goal is to raise awareness for the very dangerous crossroads outside Hockerill school where multiple accidents have already occurred. Our communities are Hockerill students and teachers as well as local people. This will impact the safety of Bishop's Stortford (for the better). Our context is fairness and development.

Hockerill road (The unsafe road)

**675** Of Bishop's Stortford's people Have already signed this petition. You can too! Follow this link to sign it: <https://www.change.org/p/the-road-crossing-at-hockerill-junction>

**2.** About halfway through 2024, we would like to have gotten enough signatures on our petition.

**What is the problem?**

In Bishop's Stortford there is a road called Hockerill road that is very dangerous as many people have been hit there, including one of the students who attend Hockerill school. We are planning on making these crossroads safer for everyone using it.

**What are our solutions?**

To help us achieve our goal of making Hockerill a safer place for everyone, we plan on giving out flyers and persuading people to sign petitions and to email the Hertfordshire county council to eventually place a zebra crossing or a couple of speed bumps in order to make it safer.

**Why are we focusing on this?**

We are focusing on this as we believe it is a dangerous problem that might be fixed before anyone damage is caused to the pedestrians of Bishop's Stortford.

**HOCKERILL ROADS**  
**RAISE AWARENESS**

**The Great Pacific garbage patch**

For our community project, we have decided to focus on the Great Garbage Patch.

Our goal is to raise money so we can donate to a charity attempting to clean up the ocean (The ocean cleanup)

This ties in with our values as IB learners, as we aim to make a positive impact by being caring and principled.

It also relates to our role as Global Citizens, by trying to attain knowledge of and understand other areas of the world

**Why is the Great Pacific Garbage Patch an issue?**

Not only are the numerous tons of waste a constant threat to wildlife there, but there is also a possibility of the plastics affecting humans via bioaccumulation (A process in which toxins still left in animals can cause the same harmful chemicals to be transferred to their consumers) It is also far more cost effective to clean or prevent plastic from entering than it would be to continuously deal with the consequences overall.

**Who is this going to affect?**

Although it is mainly going to be targeted toward educating Hockerill students on this issue, we also aim to help the environment as a whole, as well as to conserve and protect the wildlife in the Great Pacific Ocean.

**woodgreen**  
Helping pets and their people

**our goal:**  
our goal is to spread awareness about animal mistreatment and share ideas about how to help.

**our timeline:**  
we are planning to complete a powerpoint including all of our process throughout the project, we are also hoping to make a visit to the Woodgreen animal center to help out the charity and learn more about the animals stories.

**why did we choose this:**  
we chose this because both of our dogs have been mistreated by their past owners. We want to spread awareness of the issue.

**global context:**  
identity's and relationships

**animal abuse**

**our community:**  
we have chosen to focus on Woodgreen animal center. this center is based in Cambridge and is home to many neglected animals who are looking for a fresh start. the website includes some of the animals stories. ways to help and an option to adopt and give pets. the website holds lots of information as to how they rescue there animals and keep them safe. and many stories about neglected animals they have saved.

**definition:**  
Cruelty to animals can also be called animal abuse. this is when animals are neglected or not given proper care by there owners.

**COMMUNITY PROJECT**

**our goal:** IT TO RAISE AWARENESS FOR THE SITUATION OF WATER IN SOME PARTS OF THE WORLD AND SHOW YOU THE DIFFERENCE YOU CAN MAKE

**PERSONAL INTERESTS:** ALL OF OUR GROUP MEMBERS HAVE BEEN TO AFRICAN COUNTRIES AND HAVE SEEN SOME OF THE COMMUNITIES AFFECTED BY A LACK OF POTABLE WATER

**THE COMMUNITY:** THE COMMUNITY WE HAVE CHOSEN IS KILIMINDO SECONDARY SCHOOL. WE CHOSE THEM BECAUSE THIS SCHOOL CURRENTLY HAS TO RATHER THAN WATER AS THEY DON'T HAVE ENOUGH

**Did you know?**

**OVER 2 BILLION PEOPLE ACROSS THE WORLD DON'T HAVE ACCESS TO CLEAN WATER!**

**WAYS TO SOLVE THE PROBLEM:** WE COULD EASILY HELP THE SCHOOL BUILD A WATER TANK IF WE ALL DONATED JUST 10P!

**OUR PLAN OF ACTION:** WE PLAN ON ORGANISING 100 2 BAKESALES TO GENERATE ENOUGH FUNDS.

**IN GLOBAL CONTEXTS:** OUR PROJECT FOCUSES ON THE IB CONTEXT FAIRNESS AND DEVELOPMENT

**The water problem**

- 1 barrel of water is equal to 168 litres of water that is enough to fill a swimming pool and also enough to make:
- Almost a kilogram of cheese
- Two and a half kilograms of pizza
- To grow approximately 150 kilograms of potatoes
- To grow 1000 kilograms of animals

**Meat is murder**

Some people believe that meat is murder and anyone who eats products or is even associated with meat is a murderer. that's a fair point, for the people who make and process the meat, but the average person is just trying to get by and eating how they were raised to eat.

In the wild an average 2 billion animals die every year and the average lifespan for an animal (like any cows or sheep) is 10 years when domesticated is 21.4 years and only 290 million die to agriculture a day that is almost 8 times less deaths but their lives are shorter because we don't need them to be long in conclusion, you need to be better than the genocide that is provided by mother nature

**Carbon hoof print**

**why animal agriculture is killing the planet and how we can cut down**

**Cows farts are melting the polar ice caps**

the carbon and methane that cows produce accounts for 20% of climate change emissions this comes from burps and farts which produce methane mostly but not all and not all methane is a even worse greenhouse gas this soil and

**The future**

It has been shown that the majority of all grain an crop is going to feeding animals for meat when we only get roughly 37 percent of our daily nutrients and energy from them so if we just stop what we do to livestock and we produced more beans and other crop with protein and we also had to solve disagreements and come to compromise

**what skills we learnt from this project**

We learnt how to use canvas and how to do calculations and estimates of how people behave and we also had to solve disagreements and come to compromise

**what are we going to do to help hockerill cut down**

we need to reduce the amount of meat in our school, because by my calculations even with meatless monday we are still producing around 14 and a half thousand kilograms of CO2 a WEEK, accounting for borders and some of the non-meat

we think that when we make our food we do fake meat like impossible burgers or beyond meat these alternatives look, taste and smell like real beef and is also safer since it can be eaten raw it could also encourage people to cut

**SAVING ENDANGERED ANIMALS**

Our goal is to help endangered animals and be able to save the ones that are still here before their species

We have picked this topic because we all own a pet and we believe that all animals should have a home and shouldn't be unfairly treated

The need we are addressing is animals homes being wrecked and then needing help

We will be creating a funding page on Facebook and Instagram and we will also place posters around the poster to raise awareness for the endangered animals

We know that a lot of animals are losing their home due to global issues such as climate change, pollution and deforestation

We have collected our sources from WWF and National Geographic

The community we are choosing to help is WWF. We have chosen them because they do a lot to help endangered animals

Our context relates to global issues as animals are endangered worldwide

By Chloe Jennings, Darlie Johnson and Antonia Benvenuto

# Sports News

## Junior Boys' Cross Country

On Saturday 11 November the Junior Boys Cross Country team competed in the English Schools Regional Final (London and Northern Home Counties) at Verulamium Park, St Albans. The team qualified for the Regional Final from the Hertfordshire and Middlesex Round 1 in October.

The standard of running was extremely high and the Hockerill team of six runners finished in 9<sup>th</sup> position out of 17 schools. Whilst they will not progress to the English Schools Final the boys (pictured left to right) Alex Dimitrov, Eddy Cheng, Isaac Leigh, James Skinner, Nigel Nyika and Ewan Jennings represented the College superbly and enjoyed participating in such a high-profile event.



Any student (regardless of ability) who would like to improve their running is welcome to attend Friday Running Club, meeting at the Sports Hall at 7.20am each week.

Mr A Mackenzie

## District Cross Country Competition



This week Hockerill College hosted the Bishop's Stortford Schools' District Cross Country Competition at Grange Paddocks playing fields. Despite the determination of the rain to dampen the day, spirits were very high across all students from 14 different schools. Almost 1000 students competed throughout the day, and Hockerill students as always did us proud, with many coming in the top 10 of their race.

Two year 8 boys Alex Dimitrov and James Skinner came 2<sup>nd</sup> and 3<sup>rd</sup> respectively. Full results will be published soon. A huge thank you to the PE team who battled through the rain and mud to ensure a smooth running of the event, to all the students who took part, and the very wet year 10 sports leaders for their first event.

Miss J Perry  
Head of PE, Sport and PSHE

## District Hockey Competition



On Thursday 16 January our year 8A and 8B girls attended the District Hockey Competition at JFAN. The A team came third and the B team came second. Captained by Sithavi Sabesan and Grace Schneider, the hockey players fought well in the cold and scored some fantastic goals.

# Boarding News

## Weekends in Boarding

Last Saturday was a very eventful day. After school, some of the boarders chose to relax by signing out to town or staying on campus. Later, many boarders decided to make delicious chocolate, where we had options of milk, white or dark chocolate. Afterwards, lots of us were able to set up some Christmas decorations in our Houses and put up the tree for Christmas.



For our weekend excursion on Sunday, we went to Jump Street in Chelmsford, but first, we enjoyed a fantastic brunch from the Refectory. When at Jump Street it was up to us to decide whether to jump or climb! Even though we each did something different, everyone left feeling they had had a fun time and were exhausted.

Greta Osmond (Year 10, Winchester) and Ryan Ratanshi (Year 10, Durham).

## Winchester House



Last Friday, some fellow students and I proved that Black history can be celebrated outside of BHM. We started off the evening with a presentation about unconscious bias. The topic was chosen because of a lack of knowledge about it even though it is one of the driving forces of racism, and other social problems such as bullying.

After the presentation Winchester House enjoyed plantain chips, ginger beer, malt and cloudy lemonade! Later on, jollof rice was brought out whilst afro beats filled the common room.



Overall, it was a great evening that couldn't have been done without the following people: Ava Robinson for her outstanding work on the PowerPoint presentation, Nyla Korsaa-Acquah, Lola Nykanen, Matipa Kapota, Unoka Ejembi and Mrs Ejembi, Renae Ijeoma and Mrs Corrigan for her help with food, drinks and overall help with organisation.

Adetoun Osiyemi, Year 9

## Library News



A reminder that you can place Scholastic orders until 27<sup>th</sup> November using [this link](#).

Further details can be found in last week's Hub.

Please place your **order online or with the College Library**.

For further details, please email [library@hockerill.com](mailto:library@hockerill.com)

## Bookbuzz books



All Year 7 students have now received a book, gifted to them by the College Library, as part of the Booktrust's subsidised scheme to encourage literacy and a love of reading. The students were able to choose from a list of 16 titles, representing a range of genres and formats,

during their Library lessons. They will have the opportunity to take part in the Bookbuzz Challenge over the Christmas holidays and will all write a review of their chosen Bookbuzz book in their Library lesson next term. Happy reading!

The Booktrust is a charity and if you would like support their Christmas campaign to provide books for vulnerable children, please use this link. [BookTrust: Getting children reading | BookTrust](#)

Mrs S Bruce  
College Librarian

## CCF News

### Remembrance Parades



Hockerill CCF (Combined Cadet Force) took part in two Remembrance Parades one in College on Saturday 11 November on Armistice Day and the second in Bishop's Stortford town centre on Sunday 12 November.

The Cadets and students on both occasions were a credit to Hockerill. Demonstrating self-discipline and showing respect to our fallen.