



Connaught
School for Girls

Dyers Hall Road
Leytonstone
London E11 4AE

Headteacher — Alexander Silk, MA

seize the day

Friday 26 January 2024

Dear Parents/Carers,

It was great to see so many Year 11 parents/ carers on Wednesday evening in school this week. We had an excellent turnout and the school was buzzing with feedback from staff about progress in classes and the recent mock examinations. Our Year 11 students now have only **57 school days** until their first written exams and I will be sending out letters in the next week about the additional lessons and studying opportunities I will be putting in place to support our students. There will be many opportunities for study in and around the school day, at weekends and in school holidays.

Drama production

A number of our students have been involved in drama rehearsals for 'Mehndi Night' an immersive play by Fin Kennedy, which will be performed on Thursday 8th February 6:00pm-8:15pm. The school production is a comedy drama about a family navigating what it is like to be Bangladeshi Muslim East Londoners. There will be music, food, drink and henna 6 -7pm in the dining hall with the play beginning at 7pm. We have sent out details on how to purchase tickets to be at the event. It is great to get another production going at the school and the teachers and students are all very excited to show off their talent and hard work.

Student voice

Since taking over the role as Acting Headteacher in January I wanted to have more opportunities to hear back from the students what they want to see happening in school and to find out what would make a difference for them. They have been discussing current school rules and are working closely with the senior leadership team to bring about updates to some of the school rules on uniform and appearance at school. We have agreed to trial the following modifications to the school uniform policy starting from next Monday 29th January:

Uniform

There are no changes to the expectations on the school uniform. Blazers must be worn at all times in the school building. There are no changes to the school uniform.

Piercings

Jewellery worn to school should be safe and appropriate and the school is not responsible for any jewellery brought to school. Students may wear up to **two small stud earrings** in each ear and **one small nose stud may also be worn**. Hoop or drop earrings of any size are not permitted. No other body or facial piercings should be displayed. If students have new piercings, they will need to provide their own plasters/micropore tape to cover their piercings for PE. The school office will not be supplying these. Students will not be able to participate in lessons if these are not covered (health and safety).

Make-up

Make-up needs to be subtle and no nail varnish can be worn. Heavy make-up, false eyelashes and fake nails are considered inappropriate for school, and a distraction from the purpose of school, they are not permitted at all.

Adoption of the HALO code:

The school has formally adopted the Halo Code. This means our school supports the right of staff and students to embrace all Afro-hairstyles. We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs and headscarves, as long as they are in line with school colour rules (natural hair colours, as per uniform policy). This does not include durags or bonnets which are not appropriate in school. Adornments and beads in hair are not allowed as this would breach health and safety rules.

Clubs and enrichment

Please encourage your child to get involved in lunchtime clubs where they can. There are an increasing number of clubs available and I have asked as part of the student voice feedback to get more information on what other clubs students might like to have the opportunity to participate in.

Pain relief medication

Please note that the school is unable to provide and/or administer pain relief medication to students. If parents wish to attend the school office to provide and administer this they can do so however please remind your daughter that students must not contact parents during the school day using their mobile phones. If a student is unwell they must attend the school office where suitable arrangements will be made by school staff.

If a student is/has been diagnosed with a medical condition including severe menstrual symptoms or migraine where medication has been prescribed and may be required to be taken during the school day, parents, should arrange to meet with Ingrid Blanc (Office Manager) to complete an Individual Health Plan (IHP). During this meeting you will be asked to provide, and sign for, the medication to be kept in the school office.

Parents are reminded that 'over the counter' pain medication such as paracetamol, may not be purchased by children under 16 years of age and students must not bring any medication onto the school site.

Yours faithfully,



Mr. Silk
Acting Headteacher

Spotlight on...English!

Each week I will share a spotlight on a subject area and share some student work. This week I am sharing with you some student work in English. Students in Yr11 have been making revision guides to help them prepare for the exams, looking at conflict poetry:

[illegible][illegible]

* Dialect throughout the poem
 mixed individual
 Half-caste term used as an insult for people of mixed race
 the idea of summing up the modelling of racial identity
 standing on one leg = humour (sarcasm)
 Half-caste aggressive but she is imperious
 Explain yourself repetition
 5 who you mean directly addressing
 when you say half-caste when you mean picasso
 mixed in a green = contrasting
 10 half-caste canvas/ explain yourself repetition
 when you say half-caste when you mean when light an shadow juxtaposition
 mix in de sky contrasting
 15 is a half-caste weather/ well in dat case
 England weather contrast
 nearly always half-caste in fact some o dem cloud
 20 half-caste till dem overcast so spiritual dem want de sun pass
 insinuating that they don't care about it
 Accusation that is used as a sweet way to dismiss what someone is saying
 Allusion mentions the person who called him a half-caste
 25 when you say half-caste you mean (chalkovsky)
 sit down at dah piano an mix a black key
 30 an mix a white key is a half-caste symphony
 uses a slash to separate each sentence
 explores the theme of racism through the dialect
 Caribbean dialect to demon show racist opinions
 structural argument stanza of varying length
 begins with 3 stanzas, dramatically introducing the topic of the poem
 35 Ah look at you yid de keen half of mile eye and when I'm introduced to you I'm sure yid'll understand why I offer you half-a-hand consequently when I sleep at night I close half-a-eye I dream half-a-dream
 40 I an when moon begin to glow I half-caste human being, cast half-a-shadow but yu must come back tomorrow de whole of yu eye an de whole of yu ear an de whole of yu mind
 50 tone is sarcastic and biting change your view on things
 an I will tell yu de other half of my story
 stop being narrow minded and you can discover what I really am
 giving a last John Agard
 * repetition emphasises his view that 'half' is derogatory
 doesn't have opportunities to dream a full-dream
 water gives a sense of the dual voice that the poet possesses
 The middle stanzas are much longer, suggesting that there isn't as much of a passive group of characters as there is anything else, unrestricted by the speaker
 Themes
 * Discrimination
 * prejudice
 * Influence
 * Inequality
 * Isolation
 Context
 Poem is about asserting your identity against others
 - He move to Britain and people called him a half-caste

Special thanks to the students in Yr11 English for producing this incredibly useful revision guide. Students worked in pairs to analyse and annotate each poem in forensic detail to produce a full set of revision notes. By working together collaboratively and supporting each other, they have all now got a full set of really useful notes to revise from!

Conflict

POET'S INTENTION: The poem describes a disastrous battle British cavalry and Russian forces during the Crimean war.

The Charge of the Light Brigade → British cavalry charged a battle in 1854, during the Crimean war

they celebrate the self-sacrifice of cavalry men showing that bravery consists of doing ones duty even when it leads to almost certain death

STANZA 1: obediently following their orders

→ dynamic verb imposing violence, death and action
 point of length
 Half a league, half a league → repetition: rhythm/power
 Half a league onward,
 All in the valley of Death → emphasises the 'Valley of Death' metaphor
 Rode the six hundred → emphasis on the approach
 'Forward, the Light Brigade!' → exclamatory sentence
 Charge for the guns! he said → commanding officer is speaking
 Into the valley of Death → emphasis on the 'Valley of Death'
 Rode the six hundred → dehumanised
 Russian soldiers had guns, defenceless against enemies
 'Forward, the Light Brigade!' → exclamatory sentence = command + power
 Was there a man dismay'd? → break down of courage completely
 Not tho' the soldier knew → interrogative sentence

STANZA 2: emphasising the soldiers' obedience

Some one had blunder'd → gross, stupid or careless mistake
 Their's not to make reply,
 Their's not to reason why,
 Their's but to do and die: → rhyming triplet
 Into the valley of Death → they knew they were going to die
 Rode the six hundred → repetition on approach
 Cannon to right of them, → repetition = hopelessness
 Cannon to left of them, → no escape
 Cannon in front of them
 Volley'd and thunder'd → loud, explosive, resounding noise
 Storm'd at with shot and shell,
 Boldly they rode and well,
 Into the jaws of Death, → visual imagery
 Into the mouth of Hell → personification = death + hell
 Rode the six hundred → ongoing/continuous approach

discharge of a number of missiles

STANZA 4: the violence and chaos slowly disintegrates as many people are left after they've died in the war

Flash'd all their sabres bare → repetition = powerful imagery
 Flash'd as they turn'd in air → heavy, one edged sword, usually curved
 Sabring the gunners there, → they only had swords against Russian
 As many people are left after they've died in the war

FORM OF POEM: Many lines are written in dactylic dimeter (having 2 stressed and 4 unstressed syllables). This gives the poem a plodding and somber sound.

Conflict

Collection B

Background: Not Jewish
 Assyrian - ethnic group of people from the Middle East; Sennacherib's Empire was between Iraq and Syria.
 Carthage - a sea power near middle east

The Destruction of Sennacherib

Like the leaves of the forest when Summer is green,
 That host with their banners at sunset were seen:
 Like the leaves of the forest when Autumn hath blown,
 That host on the morrow lay wither'd and strown.
 For the Angel of Death spread his wings on the blast,
 And breathed in the face of the foe as he pass'd;
 And the eyes of the warriors were dead, and chill,
 And their hearts but once heaved, and for ever grew still!
 And there lay the steed with his nostril all wide,
 But through it there roll'd not the breath of his pride;
 And the foam of his galling lay white on the turf,
 And cold as the spray of the rock-beating surf,
 And there lay the rider distorted and pale,
 With the dew on his brow and the rust on his mail;
 And the tents were all silent, the banners alone,
 The lances unlifted, the trumpet unblown.
 And the widows of Ashur are loud in their wail,
 And the idols are broke in the temple of Baal;
 And the might of the Gentile, unsmeared by the sword,
 Hath melted like snow in the glance of the Lord!

Rhyme scheme: = AABCC
 regular rhythm = represent sounds of horses galloping in battle

Context: retelling of a biblical story from the old testament. God destroys the king, king as 'thunder' the holy spirit.

The failed Assyrian: Siege of Jerusalem. He accuses more on the victory of the Jewish people rather than the suffering and despair.

The Assyrian Empire: was between Iraq and Syria.

Christians believe: 1 God, no idols are allowed to be worshipped hence why broken.

Lord Byron: was in a group called 'The Romantics' their artistic intention interest were history of middle east. Bad for poets, importance of history and supernatural.

Created poem during times of 25 wars: mainly 19th century war.

Other notes: sea described their pride and beauty but the waves reduced to foam. Lines 15: 185000 Assyrian were killed. Super natural reference to God killing. Sennacherib's army was 185,000. Sennacherib was killed by his own sons. Sennacherib's army was 185,000. Sennacherib was killed by his own sons. Sennacherib's army was 185,000. Sennacherib was killed by his own sons.