



SBL Academy

On the Radar

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March 2021

This month at SBL Academy

Apologies for the delay to this edition: we wanted to ensure that we reported on the return to school for our students without any surprises from the DfE...

We are very excited to welcome our students back into their school and to normal lessons and I have previously sent you the return information. I wanted to start by thanking our testing team for their excellent work in ensuring that so many of our returning students have been tested quickly and efficiently. I would also like to pay testament to our brilliant student body who have attended when required and due to the fact we have not had (so far) any positive test results, we can assume that they have followed the rules of lockdown appropriately. We are looking forward to them making a great start when they return over the next few days.



A few things to remind you all of at this time:

- Students are required to be in **full uniform** from their first day back in school
- On days when students have PE they must come to school in their full SBL PE kit, not their school uniform. During term 4 most PE lessons will be outdoors so in the event of wet weather students should bring a spare t-shirt and bottoms (navy blue)
- Please ensure students bring a full set of equipment to school. Pen, pencil, ruler, calculator, glue stick etc...
- Students will continue to access remote learning until they return to school. They will follow their regular timetable in order to be able to engage in all lessons as teachers will upload lessons to our Student Site. Students will also participate in live lessons by continuing to follow the live lesson timetable we have already sent home. The live timetable is followed in conjunction with their regular timetable. Please follow a link to the most up-to-date live timetables published on the [homepage of our Student Site](#).

I will let you know at the end of next week how the return has gone. If in the meantime you have any questions, queries or concerns: please direct them to tutors via the normal channels.

D Anderson, Principal

Key dates

25th March: Years 12 and 13 Parent/Carer Evening

29th March: Year 9 MenACWY/DtP vaccinations

2nd April: Easter holiday begins

19th April: Term 5 begins

Routine school immunisations are in the process of being rescheduled and we will pass on details when we have them.

Could you make a difference?

The growth of our Trust means we need more inspirational and professional people to join our dedicated and passionate staff team. If you are planning your next career move, and think you could help make a difference for our students, please take a look at the [vacancies across the WMAT](#).



For the most up to date guidance for social distancing and self-isolation please go to the [government's Coronavirus website](#)

Year 10 Student Leaders

Despite being unable to physically attend school, the student leadership team has been busy building up a list of ideas including ways to improve school life for all students and ensure inclusivity for our community.

In our most recent meeting, we gave suggestions on the key changes that we would like to make to the school and after some deliberation these are the few that we have come up with:

- Allowing students to have input into lessons. From our own experiences, we acknowledge that we learn better and retain more on a subject when it is something we enjoy. The ability to give ideas would help to boost engagement and enthusiasm in lessons.
- Improve the mental well-being of students in a post-lockdown environment. We are all aware of the impact lockdown has had on each other and think it is important moving back to school that we recognise people may be struggling and require a bit more help with the transition.
- Increase the amount of shelter and seating available to students in the different zones.

With changes made to the school as a result of COVID-19 guidelines, we understand that students have wanted more seating and shelter for outdoor spaces. This is something we would like more feedback on for specific zones and encourage students to submit this through the student suggestion box we are launching this month.

We feel these things are a great foundation for improving the school for students and are willing to discuss and implement other ideas as the year progresses.

With students set to return to schools across the country over the next few days, we are excited to begin to make the changes we promised and encourage all students to submit any feedback or suggestions to the student suggestion box that has been emailed to you.

Stay Safe,

Year 10 Year Group Leaders



School Nurse Information

The school health nurse for SBL is Allie Fry.

Parents are able to contact the school nursing service for advice and information on 01454 862 202 for support around many issues including mental health, emotional wellbeing, healthy relationships, sexual health and healthy lifestyles. Please have a look at the [school nursing video on YouTube](#).

COVID-19

Please see the latest [NHS information on the symptoms of coronavirus](#).

If your child has these recognised symptoms, you must inform the school immediately and then arrange for them to be tested. Please notify us of the result of the test as soon as possible.

If you have been instructed to self-isolate **because you are a contact of a confirmed case, or in quarantine following return from foreign travel**, then a negative test result does not mean you can end isolation early.

The virus can take time to develop and so a test early on does not prove that you won't go on to develop the virus. That means you could still be at risk of spreading the disease to other people. Please keep us updated so we are able to keep our school and community safe.

For more information see the government's [Coronavirus Resource Centre](#).



The last year has brought about a lot of changes for everyone, and as your local NHS Charity, we've had to adapt our ways of fundraising so that we can continue to support our dedicated colleagues in providing the best possible care to patients throughout the pandemic and beyond.

We have just launched our new virtual baking event: the [10 Bake Challenge](#)

This is the chance for students to put their baking skills to the ultimate test through up to 10 exciting challenges and raise some dough for their local NHS in Bristol. The 10 challenges can be taken on individually or split between their class- the choice is theirs!

Egg-cited? Here's how to get involved:

- Parents can sign-up via our [website](#) to create their 10 Bake Challenge fundraising page
- Access the full challenge pack through the welcome email that follows – helpful tips, colourful cake flags and everything needed for recipe success!

Whether brand new to baking or master cake makers, we would love the school community to get involved, and your support will come at a critical time to our NHS. With your help, we can continue to fund state-of-the-art equipment, pioneering research and other vital projects that will have a huge impact our dedicated staff and the patients in their care during these incredibly difficult winter months.

Ian Riddell

Community Support Officer,
Southmead Hospital Charity
Registered Charity Number:
1005590



Raising a smile

On the first of February I started my second fundraising attempt. This time for the MND association a charity close to my heart. I have been running 5km everyday in February in fancy dress to try and raise money. After my success and the amount of joy that people got in the summer whilst seeing me running in fancy dress I thought it had to return. The second time round has been even more successful! With everyone going in to a lockdown I thought it was the perfect opportunity to try and put smiles on people's faces whilst raising money at the same time. The support has been unreal- with three days left I have raised £1798. This is completely beyond what I expected! Everyone in my local area has really got behind my running with people beeping whilst in their cars, shouting out their windows cheering me on and many people clapping. To be truthful I am shocked and can't thank the people who have supported me enough!

Callum Yeoman

Callum's Fancy Dress 5K Everyday In February

I'm running a fancy dress 5k everyday for Motor Neurone Disease Association because I lost my grandad to MND during the first lockdown

1798%

£1,798

raised of £100 target
by 148 supporters

Give Now

Share

In Memory of Grandad Arch

Wonderful Writing

Since January, students in Years 10 and 11 have been focusing on reading and writing non-fiction. At the end of Term 3, students were asked to write a letter or an article in response to this statement: 'Young people today are under so much pressure to look good and wear the right clothes that they have forgotten what it's like to be an individual. They just want to do the same things as everyone else and look the same as everyone else.'

We were so impressed with so many responses that we just had to share a selection of their wonderful writing with you all.

We hope you enjoy reading some of our students' incredible writing!

Miss Roberts and The English Department

'In my experience, if you are feeling pressured about what to wear, ignore them. Be you. No one can be you except from you and you only. If that means flying a wingsuit every day so be it. It's what you're interested in. Why try to be someone you aren't?' **Tom, Year 10**

'As a final point, I want to shed a spark of hope and a message for teenagers like me: the world is full of billions of people. Each having good days. Some bad. But we are all facing the same pressure and struggles overlooked by adults not exposed to the social media generation. Life is different from how it used to be and it is okay to not fit the expectations that have been placed on to you.' **Jack, Year 10**

We are not all identical dolls!

You do you! If someone were to ask me whether I thought young people have forgotten what it is like to be an individual, my answer (unequivocally) would be "no they haven't". Be different! As a young person myself I know the pressure young people are faced with but we don't need to be the same as others. **Amy, Year 10**

'It's no secret that society is more accepting of people's differences and self-expression today than in the past. We all know about the tragic past events involving discrimination against different races, the LGBTQ+ community and people with different religious beliefs. Whilst this unfair judgement is still prominent in today's society, a harsh light is being shone upon it thanks to all the activism and awareness being spread. For these reasons, expressing yourself in the modern day is easier than it has been in the past, but there are still toxic and unrealistic beauty standards portrayed by the media that young people are exposed to daily that can shape their own self-perception and cause them to feel unworthy and desperate for change'. **Rowan, Year 11**

'Fortunately, the undeniable exposure we have to the internet does have some positive influence. Some may argue that social media platforms have aided in the redefining of beauty. It also spreads culture and diversity more than ever. Perhaps we should aim to use these outlets to embrace our imperfections and realise that individuality is beautiful in itself. Since when, do we listen to other people to gather an opinion of ourselves? Coco Chanel has said two things that I think you should remember: "Beauty begins the moment you decide to be yourself" and "A girl should be two things: who and what she wants"'. **Maddisen, Year 11**

'When I was 13, I bought a yellow Fjallraven Kanken. I'd seen pictures of them all over Instagram and loved how they looked, I assumed they were popular and although I knew that it was a bold look, I wore the bag to school thinking that no one would bring it up. I was very wrong. Now, up until this time, I was scared of individuality. Why would I take risks if people were going to poke fun at me, even if it was something I loved?? But that bag changed how I felt, if I loved something I would let everyone know about it, believe me. I felt empowered and united with people like me on the internet.'

Lucinda, Year 11

Holocaust Memorial Day: 27th January 2021

To mark Holocaust Memorial Day 2021, the Humanities Department held a competition for the best and most fitting memorials created by students to remember those scarred by genocide. The international day on 27th January provided an opportunity to remember the six million Jews murdered during the Holocaust, alongside the millions of other people killed under Nazi persecution and in genocides that followed in Cambodia, Rwanda, Bosnia and Darfur.

Two entries stood out for both their academic excellence and their haunting tribute to one of the worst human atrocities in living history. Congratulations to Natasha and Josie in Year 8, for their hard work they will each receive a prize on our return to school.

Please take the time to read their wonderful entries and remember those who have been affected by genocide all over the world.

Holocaust Memorial

Hitler was in power,
And lives were lost,
Gone by the hour.
It was a world of trauma,
A world of fear,
A world where all could be lost,
With the pull of a trigger.

The Holocaust cost lives,
But the Nazis held their knives,
For they persecuted many,
But they weren't just any.
For gypsies, Jews, the disabled and twins,
Were treated as though they belonged in bins.
Captured, taken, imprisoned and locked,
Starved, tortured, separated and killed.

It was dastardly,
It was deadly,
Some were part of tests,
And they tortured the rest.
Some suffered the gas,
Away from sweet lass,
Who was tattooed with a number,
But on she must lumber.

So we will remember you,
Not with our eyes, mouths,
Or even our ears.
We will remember you,
With our hearts,
That beat for you.

Josie, Year 8



Southern Poland, September 1942.

Auschwitz

Remember their Eyes

I remember. I remember a long line of people. My people. My neighbours. My friends. Me. I remember the men, devils in green uniforms, guards of hell. I remember them herding us forward, yelling words they knew we wouldn't understand. They yelled to strike fear in us. In the whimpering crowd, trembling, screaming. Women lined, side by side, sardines, our tears salty, our cries for help gurgled by the rain.

I remember being at home with my husband. We lived in Rue Coenraets at the time. We sang; we were happy. I remember then, from outside, a call of distress. We rush out to find our people, our neighbours, our friends, scattered, running. German soldiers lined and blocked off the streets. They hunted people like dogs. Tigers chasing their prey, their guns snarled and the thud of boots on cobbles, like thunderclaps sealing the fate of a barn in a storm, or a nearby wood, ready to catch alite. I remember them yelling, "Alle Judan Raus!" I remember seeing women, women I know, women I had shared breakfast with, or rode a bike down the country roads with, jump from balconies, their newborn children in their arms. I remember screaming to a woman I had been to school with. I remember telling her not to jump. I remember her child oblivious as she falls from a two-story house's balcony. I remember seeing her hit the pavement, back first. I remember seeing her eyes widen and her body thud down, a ragdoll, like the ones we played with together as children, at the mercy of some higher power. I remember desperation in the air, its taste bitter. I remember fear lingering heavy and thick upon the people. I remember being tugged onto a train, full of my people. My neighbours. My friends. Me. All sobbing. All dying. I remember halfway through the journey my husband being pulled away. I remember him yelling, a fierce tiger. Suddenly, the soldiers startle. I remember a look of worry crossing their eyes. I remember telling my husband I love him. I tell him it's OK. I didn't want him shot. Not here. Not now. He yields. He says he will come back. I remember him saying he'll come back. He'll fight for me. I remember him being herded off with the others.

We arrive to a place that stinks of death. Of families having been torn apart. Of mud, and decay and blood. I remember seeing a woman, jabbering and screeching in stuttered sobs, yank a German by the arm. The German pushed her, hard. I remember the life leave her eyes. I remember a little girl, no older than 6, stumble against me. She asks where her mother is. She looks me in the eyes. I recognise her eyes. I had seen them, worn by another person, fleeting seconds ago. I had seen them dead. I remember clutching her to my side. I remember telling her everything will be OK. I remember trying to distract her. I remember telling her about my dog. I remember her laughing and forgetting for a second. I remember me forgetting too. Forgetting the mud beneath our feet. Forgetting the rain lashing on our foreheads, and the men with rough hands and guns, black like death's cloak, and as deadly as his scythe. I feel the sun on my face and hear the girl's laughter, and for a second I am back. Then I remember. Remember being led into a metal room. Remember the door being closed. Remember thick gas filling the air. I remember crouching down, and hugging the little girl close. I remember the girl's eyes. I remember her mother's eyes. I remember my husband's eyes. I remember the woman, on the balcony, her eyes. I remember, I whisper, "Be brave," in the girl's ears.

And then I no longer remember.

This is a little story written in remembrance of the many thousands who were gassed in Auschwitz. I based most of the information on a true story from a survivor, Henri Kichka, who was led away before the women were killed, to work in labour.

Written by Natasha Year 8

NEWS FROM THE LIBRARY

Author visit

On Tuesday 2nd March, we were joined by the fantastic author and actor, Joseph Elliot. It was great to see our students asking questions and interacting with Joseph. Signed books are available to buy online from our local indie bookseller, Storysmith. They have kindly given us a 10% discount so get your last minute orders in now! If you would like to take advantage of this opportunity, please order your copies using the links below. Books and personalised bookplates signed by the author will be available for students to collect from Mrs Richards in school. If you would like a particular inscription on your bookplate, please fill out our [Google form](#) after placing your book order.

Buy [The Good Hawk](#) (book one) £7.19. Buy [The Broken Raven](#) (book two) £7.19.



Library Book Returns

We know that lots of you have library books from long before Christmas, and some from the start of this year. Don't worry about them being late back but please do return them as soon as you can. There are returns boxes in every year group zone, where books can be dropped off any time. Thank you.

For more news and events from the library, follow @SBLLibrary on Twitter and Instagram

Mrs Richards is currently reading *Amari and the Night Brothers* by B.B. Alston

Creative Competition (of a bookish kind)

We have been running a creative competition in the run up to World Book Day, and these are [our winners](#). Thank you to everyone who entered. Such great creativity from SBL! We will have exciting prizes to give out when students are back in school.



Census Day is almost here

Census 2021 is coming on Sunday 21 March. Everyone will receive a letter shortly with a unique access code, allowing them to complete their questionnaire online. Paper questionnaires will be available on request. By filling in your Census, you will help shape your community for the next 10 years – information from the digital-first Census will help decide how services are planned and funded in our local area. Your Census letter will be packed with information to help you but to find out even more, visit www.Census.gov.uk

Calling all year 7 and 8 students!
Enter our March prize draws for a £5 Greggs Voucher



Read a book and take an AR quiz to be in with a chance of winning!
There will be two draws in March. There will be a year 7 and a year 8 winner in each.
The winning names will be drawn on 11th March and 25th March.



How to read ebooks and listen to audiobooks in three simple steps

1. Download the ePlatform app from your appstore
2. Find our school library and login using your Insight username and the password library1
3. Borrow a book to read or listen to on your device

DON'T FORGET TO CHANGE YOUR PASSWORD AFTER YOU'VE LOGGED IN



Ebooks and Audiobooks

Don't forget, you still have access to SBL's fantastic ebook and audiobook collection via [ePlatform](#), and there are new titles being added every month. There is a link on RM Unify and a handy app is available to download.

Get in touch with Mrs Richards if you have any questions.

World Book Day Celebrations

Students will have received a via Insight or alternatively you can ask for a paper copy when back in school. This can be used to purchase one of the special £1 WBD books or in many shops can be used as £1 towards another book.

The book token is valid from Thursday 18 February – Sunday 28 March 2021.

The book token can be printed out and taken to your local bookshop (we recommend the lovely Max Minerva's and Storysmith shops in Bristol).

Booksellers such as Sainsbury's and Asda are unable to accept the voucher on a phone or tablet screen. For all other booksellers, please check before you visit.

Check out this mega [World Book Day video with hundreds of authors wishing you a Happy World Book Day!](#)

SBL Science – Science at Home Challenges!

The SBL Science Department challenges students in all year groups to conduct some science experiments at home... Submit photos of your results and answers to the questions via email to your science teacher and you could win a special prize!

Experiment 1 – Liquid Races

You will need

- Timer or stopwatch
- Thick card, plastic or wooden board to use as a ramp
- Different liquids, e.g. whole milk, orange juice, chocolate sauce, ketchup,
- cooking oil, treacle
- Plastic bowl/cups for each liquid
- Water and spoon



What to do

Set up a ramp by leaning the card, plastic or wooden board against the back of a chair. You might want to cover it with white paper so you can see the liquids more clearly, and it is a good idea to put a cloth on the floor under the ramp!

Put spoons of different liquids at the top of the ramp and time how long they take to run down to the bottom. Try to pour the same amount of liquid down the ramp each time.

WHAT DO YOU NOTICE?

Things to talk about ...

Which liquid reaches the bottom first? And last? What do you notice about the liquids that take the longest or flow most slowly? What do you notice about the liquids that flow most quickly? What happens when you change the angle of the ramp – does this affect how quickly the liquids flow?

WHAT IS THE SCIENCE?

All liquids have a property known as viscosity. This is a measure of how much the liquid resists changing shape, or flowing. A thin liquid like water has a low viscosity and flows easily. A thicker liquid like ketchup has a higher viscosity and so flows more slowly.

Experiment 2 – Rocket Launch

An outdoor activity!

You will need

- 500ml bottle (empty)
- Cork to fit the opening of the bottle
- Drinking straws
- Tape
- Kitchen roll
- 1 tablespoon of bicarbonate of soda
- Vinegar

What to do

- Tape 3 straws to the side of a 500ml plastic bottle so it will stand up, upside down.
- Pour about 2 cm of vinegar into the bottle, and wrap the bicarbonate of soda in the kitchen roll to make a little parcel.
- Choose a hard surface outside to be the launch site.
- Drop the bicarbonate of soda parcel into the bottle.
- Cork the bottle quickly and tightly, put the rocket down and **STAND WELL BACK!** Eye protection is recommended!



WHAT DO YOU NOTICE?

Things to talk about ... Try experimenting with different amounts of vinegar and baking soda to find the perfect combination. Remember you don't want the reaction to happen too quickly. What if you try lemon or lime juice instead of vinegar?

WHAT IS THE SCIENCE?

A chemical reaction takes place between the vinegar and bicarbonate of soda which produces a gas called carbon dioxide. This builds up inside the plastic bottle. When the pressure of the gas in the bottle is high enough the cork is forced out. The downward force of escaping gas causes an upward force on the bottle, making it shoot up into the air. This is an example of Newton's Third Law of Motion: for every action there is an equal and opposite reaction. The balloon rocket works on the same principle. The air rushing out of the balloon (the action) causes the balloon to move forward (the reaction).

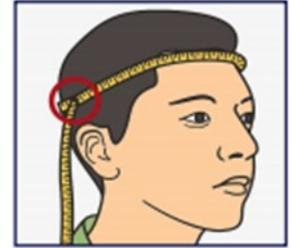
Experiment 3: Body Fact or Body Fiction?

You will need

- Tape measure
- Your body and maybe some household volunteers!

Use a tape measure (or string and a ruler) to find out if these statements are body facts or body fictions:

- The circumference of your head (picture 1) is 3 times the length of your foot.
- Your arm span (picture 2) is the same as your height.
- Your height is 10 times the length of your hand (from your longest finger to your wrist).
- Your height is 5 times the length of your thigh.



1. head circumference

WHAT DO YOU NOTICE?

Things to talk about ...

Can you find any body facts of your own? Are the body facts the same for adults and children?

Who has the widest arm span in your family? Who has the widest hand span?

Is the oldest person in your family the tallest?



2. arm span

WHAT IS THE SCIENCE?

Everybody is different and you will find variation between individuals and notice differences between adults and children, but generally: arm span is roughly the same as height, which is also about 10 times the length of the hand. Thigh length is roughly 4 times height, and foot length is roughly half of head circumference.

More Wonderful Writing!

The English department has been so impressed with the excellent writing that students in Years 10 and 11 have been producing whilst learning at home that we wanted to share some more with you.

Students were asked to respond to various tasks, in the form of a non-fiction text. Here are some excellent examples below:

The task was to imagine the last doughnut in the world and to write a short speech arguing that you should be the one who eats it.

One singular doughnut. It's all that is left of the bounty we have enjoyed for all of 5 minutes. I know we all want the final heavenly piece of our banquet but diplomacy is out of the question. Bickering will get us nowhere: I am the only possible person who can physically finish this doughnut. We all know that I am the smartest person in the room, the most physically fit and the best at satisfying their ego (and a pathological liar) which puts me in good candidacy to eat this confectionary. We all know that I am not a big fan of doughnuts as I just can't stand them. If you've all had your fill of doughnuts, then the person who has had none should finish the box. Isn't that fair? Well, I certainly think so and that is why you should let me end the vicious war of the kitchen. Are we going to keep letting brain-cells die for no reason as we argue over a doughnut? That will be all from me. Vote Enan!

Enan, Year 10

How to pretend you're listening, when really you're not...

Not paying attention is an art form that I have mastered over my 11 years of schooling (sorry to all of my teachers, I'm just not interested in rock formations, or vectors, or the Haber process). I'll break it down for you. Firstly, you must always look interested, but not suspiciously so. Personally, a blank or bored expression will do, but always nod along if there is a question, or raise your hand every now and then to remind everyone of your full presence. Secondly, body language is a dead giveaway for a non-listener. For example, being too slouched in your chair will make you stand out from the crowd. Instead, I opt for leaning my head on one hand – never two!

Katie - Year 11

A Giant with huge problems

Write three day's worth of diary entries for the giant who wishes he was small.

11/4/2034 Dear Diary, Today has been very frustrating. I have hit my head on the door frame 15 times and now I have a red swollen bruise on my head. Actually, I'm struggling to write this right now, as my head feels like it's being pounded by a hammer. A big, metal hammer, trying to break down my thick skull. You know, if I was small, life would be so much easier. I could run around my garden like a little pixie without causing an earthquake in the town. I could actually play hide and seek properly, instead of just hiding in my own house. Anyways, I'm going to sleep now, in hopes that I'll wake up and be five times smaller than my bed.

12/4/2034 Dear Diary, You know, I thought life couldn't get any worse as a giant, but today I didn't wake up as a normal little man. I woke up as I was yesterday. A sad, lonely giant. To make things even worse, everyone was making fun of me in class today. They thought it was funny that I broke the bench. All I did was sit next to it, and it just snapped clean in half. I'm so fed up. I just desperately want to be normal.

13/4/2034 Dear Diary, I've finally had enough of this. I've had enough of hitting my head every day. I've had enough of the snarky comments and I've had enough of not being able to play hide and seek. I just want a bit of happiness. So today I went to the doctors and guess what they did! They took a good 10 minutes to climb a ladder just to look at me and laugh at me. They said there was no cure. I was so tempted to flick that little human over to Saturn. I just don't know what to do anymore.

Kacey - Year 11

We hope you enjoyed reading these examples of wonderful writing from some of our students. We're sure that they made you smile too!

The English Department

Careers

Hopefully, you would have picked up that we are very passionate about the importance of careers education at SBL Academy. We want to support all parents and carers to be able to work with their children to understand the options available post 16 and post 18 so that you can make the right choices for you. In order to support you with this we have put together a resource that we hope you will find really helpful.

We believe that there is a great deal that can be achieved by individual students when they benefit from attending a helpful and informative careers event or read and/or hear about outstanding opportunities that are available locally. The information and motivation that students gain from such an experience is incredibly important as students head towards life Post 16 and Post 18. What will our students learn today that will put them ahead of others? It's never too early to begin to understand what is available - today is a great day to begin.

Our careers leader, Ms C Murray, has put together an exceptional [resource to help students](#). Parents and families can gain access to crucial information on what is available currently for their children. There is a wide range of information here for students who are interested in apprenticeships, university, college, jobs and information on the current UK job market.

All students in all year groups are strongly encouraged to take a look at what is available - make sure that you don't miss out by clicking on the links in the presentation.

Please also see [our website](#) if you would like to see the wide range of careers help which is available from SBL Academy.

I am pleased to share some of our recent successes! We held a further two virtual apprenticeship sessions during National Apprenticeship week where students, parents and carers enjoyed presentations from the experts and the opportunity to ask any questions. Please remember that if you were unable to attend, the recordings of the sessions will be available to view on our [Careers Website](#) at and on our [SBL Assembly YouTube page](#).



I was so excited and happy to hear of some more successful virtual work experience placements! During February we had 7 placements confirmed for students with some taking place during the February half term. Jasmine, Year 10, enjoyed her experience with Tesco in their marketing creative campaign department. Jasmine commented; 'The work experience was good. I got to learn about presentation skills, being innovative and interview skills. Creating my own food love story challenge was really fun, as was presenting with confidence and I learnt about Tesco. It gave me some ideas for what I want to do for a job in the future.' Many congratulations Jasmine and we are so glad it was a really positive experience for you!

Sasha, Year 12, was successful in gaining two placements with both Fidelity International and top international law firm ReedSmith LLP. Sasha enjoyed her first experience with Fidelity International saying; 'It was actually really good; everyone was really friendly and I feel like I actually learnt a lot from it! We had different people come on throughout the day, and it was very interactive as there was always Q&A sessions and we kept being put in breakout rooms of about 4 students to chat to each other and ... it wasn't actually that awkward!' Huge Congratulations Sasha and we hope the next placement is also beneficial and enjoyable!

Well done to all the students who have applied for and enjoyed these virtual work experience placements. These are updated on our website and advertised to students so please follow in the brave footsteps of your fellow students and apply!

We have recently had National Careers Week. In the absence of the usual physical activities normally enjoyed, organisations and companies have been very proactive in distributing as much information and help as possible and these have been put on our career's website for all to access. Please check these out!

Not only has Sasha, Year 12, managed to gain two virtual WEX placements but she is also doing a charity skydive for St Peter's Hospice who she works for part time. Sasha was moved to do this after seeing the effect of the pandemic and closed shops was having on the hospice where 5 beds had to be closed. Please see here for [Sasha's Just Giving page](#) and donate if you are able to.

Well done Sasha - this is absolutely fantastic! We wish you all the best of luck and you have proven yourself to be very brave. The sky's the limit! (sorry!)