



Word from the Head

CHANNING

23 June 2023

Dear Parents

Having been out of school at various meetings and conferences in the last two weeks, it has been an absolute joy to be back in school for the last part of this week and to experience just a little of the excitement of Enrichment Week. I am in awe of the variety of activities that our staff have devised and I am enormously grateful to all of them for their willingness to get involved in all sorts of new things - from walking with Year 9 on DofE or getting on the high ropes with Year 8 on the Isle of Wight, accompanying Year 7 to Battle Abbey, engaging with Year 10's discussions on conflict resolution or joining Year 12 in the Crystal Maze. Year 12 have also made a great start to their university applications this week and of course, every year group was involved in careers workshops or talks to stimulate their thinking about life beyond Channing. That's before even mentioning Sports Day on Monday - I'm exhausted just writing it all down!

Last night I was pleased to welcome back into school nearly 40 Channing alumnae, ranging from some who left the school in the early 1980s all the way up to those who left in the 2010s, along with a number of former teachers. It was really joyful to see the groups catching up on years of gossip and hearing the cries of recognition - "Look, it's Mrs Bond!" - from women who were suddenly transported back to their teenage selves. It was particularly lovely for me to welcome back two of my predecessors, Isabel Raphael (Headmistress 1984-1998) and Barbara Elliott (Headmistress 2005-2020). I have decided that the collective noun for a group of Headmistresses must be 'an assembly'!

One thing that really struck me is that everyone there - both former pupils and staff - talked about how special the school was and what fond memories they have of their time here. Interestingly, though, it seems that the Channing of the late '70s and early '80s was quite a different place - two alumnae told me that there was no suggestion back then that academic achievement was desirable or that girls should be speaking up for themselves. Quite a change, then, to the Channing of today: our students would be horrified if they didn't have a voice in school or the chance to share their views on the role of girls and women in society.

A case in point is the work of Esther, Grace and Summer, three of our Year 12 students. Last term they asked to speak to their year group on the importance of calling people out, specifically friends and family, when a misogynistic, rape or generally inappropriate joke is made. I must warn you that the next few paragraphs will deal with issues of rape humour and rape culture so please don't hesitate to scroll to the end if you'd rather not read this. Their assembly was so well done that we asked them to do it again for our teaching staff last week - and we're planning that they should do the same for Years 10 and upwards from September.

We all know that this is a significant and sadly still prevalent issue that our girls and young women face. You have heard me before on the topic - in the wake of Everyone's Invited and, most recently after the sentencing of Metropolitan Police officer David Carrick ([27 January 2023](#)). The girls were motivated to do their assembly after seeing a photo doing the rounds on social media which made them aware of very explicit rape jokes being made at another school.

They knew this wasn't a one off and they felt compelled to offer their peers suggestions of how best to deal with these situations. Their well-researched and thoughtful presentation was so good I thought you should also know about it. Indeed, I'm sure that many of you reading this have been in similar situations: it can be uncomfortable, upsetting or just difficult to manage, so I hope that it may help you too.

They started with an understanding of what rape humour is: any statement that promotes laughter through the mention of rape. They made the point that rape humour is not funny, it's not innocent and it's not neutral. Intentionally or not, it gives permission to aggressors and blames victims. Misogynist jokes send a message that the safety of women is unimportant, is trivial and indeed laughable. Jokes are rooted in ideas that society holds to be true, and they can and will perpetuate values that are sexist and dangerous. And jokes don't stop after everyone has stopped laughing, because we carry them and the messages they hold with us, whether we know it or not.

It's also quite obvious but equally necessary to say that rape jokes will be particularly harmful to survivors of sexual assault and rape. No one should have their trauma trivialised and made light of. And beyond being offensive and highly triggering, sexist and misogynist humor can desensitize both men and women to the reality of sexual violence. Esther quoted a study by the University of Iowa looking at the effects of sexist jokes on men 18-50 years of age, which concluded that men who were exposed to sexist jokes and then listened to different hypothetical rape scenarios were more likely to blame the victim in the story for the rape. The study also found that the participants were "more tolerant of a sexist event (e.g. sexual harassment) after they have been exposed to sexist humor". The men involved were less likely to view rape as a serious crime and suggested shorter sentences for convicted rapists. Finally, they had a harder time distinguishing whether specific scenarios were rape or not.

Rape jokes can create an environment where this sort of behaviour is often excused and tolerated and where prejudice against victims of sexual assault is seen as lighthearted. The girls know that it can be really easy in this situation to just sit silently and bite your tongue as it can often be awkward and intimidating to speak up. As Grace put it, it's natural to feel embarrassed in an environment where everyone else seems to be finding it funny except you, and it's hard to know what to say. However those are usually the most important situations in which to speak up, because there'll often be someone else who is thinking the exact same way as you.

The central point is that calling out this behaviour is a daunting task but an important one. It reinforces that sexism and sexual assault are not laughing matters and have no place in our society. There is no perfect way to call people out, and it can be difficult, especially if it is something you are not used to doing. Having done their research (please see the list of resources at the end) the group put together a list of things you could do if you are faced with these uncomfortable situations.

Their first piece of advice, which may seem simple, is don't engage. You could simply stop talking and even walk away. Often, people don't like silence and will speak up to fill the void, and hopefully they will feel awkward enough not to do it again. Another way to do this is tell them you don't understand and ask them to explain their joke: it's a lot less funny when someone has to spell out that they are joking about rape. Alternatively you can give them a direct response, for example 'Did you really just say that?', 'You need to be more careful with what you are joking about and who it may affect' or simply 'That wasn't funny'.

Secondly, they encourage being an active bystander - I've heard it referred to as being an 'upstander' rather than a 'bystander' - intervening in a situation where someone else appears uncomfortable can do a lot. Whether that is some form of harassment, or a rape joke being made, signals to the perpetrator that their behaviour is inappropriate and unacceptable may help someone stay safe and feel comfortable. Another way to address these situations is trying to turn it into a discussion topic. Instead of letting it be brushed over or awkwardly laughed off, point out how the joke contributes to rape culture. Start a discussion and educate them.

Their third suggestion is supporting others. There are plenty of people calling out this behaviour and it is important to support them, especially if they suffer some backlash for doing so. Sometimes all it takes for someone to listen is a second voice to back up the first. Often two is more impactful than one and especially in a group situation, the support of others makes calling out a lot less daunting.

The group acknowledged that as girls and young women it can be easy to feel powerless when it comes to these issues. Many women experience doubt when calling people out about rape humour; we question whether we are overreacting or being dramatic, we may believe the accusation of the perpetrators that we're being too politically correct or reading too much into the comment. However, as they pointed out, if you hear someone making a rape joke, or anything where the punchline is centred around prejudice against a marginalised group, you have every right to say something. Their reaction will tell you whether they have the maturity to handle a respectful conversation; they'll either be aggressive and ignore your confrontation, or they'll try to understand your point of view.

However, if you don't want to call someone out at all then that's also understandable. In fact their final top tip is to give yourself a break! It is not your responsibility to change a person with controversial or harmful views - you shouldn't feel pressured to do this when you don't feel confident or comfortable enough. It's important to acknowledge that it's okay to not call out every bit of inappropriate behaviour we encounter. We are only human and if you are not feeling up to it, don't put the pressure on yourself to do so, especially if you think that calling someone out will put you in a dangerous situation.

I was delighted with the really positive and mature approach Esther, Grace and Summer took to this difficult topic. I have no doubt that it reassured our Year 12s and gave them confidence that they are doing the right thing by calling people out, even if it might lead to awkward situations or if people still do not understand the severity of their words. These conversations are crucial in breaking down a toxic and harmful culture and I am proud of them for taking the lead here. After all, school is about education in the broadest sense.

Before I end this week, let me say many thanks to those lovely families who wrote after last week's appeal to offer their homes to our new Transylvanian scholar, Timea, in September. I am delighted to say that we have a host family lined up for her and I know that she will really enjoy all that life at Channing has to offer her.

Speaking of which, I cannot wait to welcome you all to the celebration of Founders' Day next Saturday. This is a glorious occasion and it's wonderful to see the school looking at its sparkling best, while your children show you all the things they have been up to over the course of the year.

Next week's Word from the Head will necessarily be a shorter one than usual as a result - but I look forward to seeing you all in person on Saturday.

For now, my best wishes for what promises to be a sweltering weekend - whatever you're doing, I hope you manage to stay cool!

Mrs Lindsey Hughes
Headmistress

Resources:

<https://www.empoweredtogether.com.au/calling-out-sexist-jokes-and-behaviour/>

<https://rapecrisis.org.uk/>

<https://www.unwomen.org/en/what-we-do/ending-violence-against-women>

<https://www.everyonesinvited.uk/>

<https://www.l1thprincipleconsent.org/>

<https://rhetorikos.blog.fordham.edu/?p=755>

Notices

Extended Learning

As exams draw to a close, students in Years 10 - 13 are invited to enter the [Massolit competition](#), creating a short video lecture on any academic topic. Our alumna, Emily Kamata, won this in 2021 with her video lecture on the lives of working women in the 19th Century Ottoman Empire. The deadline for entries is 30 June 2023.

Mrs Williams' Sponsored Walk for Wave Café, Muswell Hill

Mrs Williams (Assistant Director of Sixth Form, Head of Year 13, YE Centre Lead & Maths teacher) is participating in a sponsored walk on 24 June (a warm up for dancing the night away at the Year 13 leavers do!) in support of WAVE café based in Muswell Hill. (WAVE = We're All Valued Equally) A charity promoting inclusion, of which she is a trustee. Every Thursday the charity runs a pop up cafe with inclusive yoga and art events and other activities. Some of our Channing students volunteer weekly there after school, as part of their DofE programme.

The inclusive sponsored walk, on 24 June, is to raise awareness of what they do as well as to raise funds so, if you are interested in finding out more, or sponsoring Mrs Williams, or coming along to participate, please see the [website](#) or the [fundraising page](#) for more details. Thank you for your support!

Chatting with Channing - Technical and Creative Manager, Simon Gray

In our exciting new podcast episode, we have the pleasure of interviewing Simon Gray, the Technical and Creative Manager at Channing. Join us as we delve into the depths of his role, discovering what it truly entails and exploring his journey that led him to this position. We explore the rewarding aspects and the hurdles he faces in his multifaceted role. Simon also generously shares invaluable advice for aspiring students interested in pursuing careers in lighting, stage and theatre design and how they can get involved and gain experience in these roles at Channing School in our professional theatre, the Arundel Centre.

Listen on [Spotify](#), [Apple Podcasts](#) or the [Channing Website](#).

Forthcoming Events

Year 7 Concert - Monday 26 June, 4.15pm Arundel Centre

Everyone is warmly invited to the Year Seven Concert on Monday afternoon at 4:15pm in the Arundel Centre. 26 musicians from Year 7 will be performing a variety of pieces from the Backstreet Boys, Billy Eilish, Bernstein and The Greatest Showman, finishing with a really catchy number called 'Earworm' sung by all 26 students. No tickets are required for this event and it will be good to see plenty of support for our young musicians.

Channing Music Revue - Wednesday 5 July

The Channing Music Revue has proved very popular and tickets have sold out. If you have tickets that you can no longer use, we would be grateful if you could contact music@channing.co.uk so that we can reallocate these tickets. If you are looking for tickets, please check the [school website](#) regularly. If we receive any returned tickets, these will be processed and seats will become available via the link above, so please check back regularly.

Unfortunately, we are unable to operate a waiting list and to avoid disappointment, we would ask that you do not come along on the night without a ticket. The concert will be recorded and shared via Word from the Head at the end of term. With apologies for any disappointment this may cause and thank you in advance for your help.

Girls Enjoying Success

Music News

Mostly due to everyone being on exams until Wednesday of last week, last Friday's recital was a select trio of 'acts'. Renata R-A started the recital with a stunning performance of Kuhlau's Allegro from his Sonatina. Great finger work displayed here! We then had a delightful duet from Issy P and Myla S of 'When I grow up' from Tim Minchin's *Matilda*. This was really well communicated and culminated with an excerpt from the song 'Naughty'. Nuha then closed the short recital with a performance of Mozart's Fantasia in D Minor. This is a huge piece and Nuha played superbly capturing the various mood changes as the piece progresses. You can listen to our four wonderful performers [HERE](#).



Art News

GCSE Exhibition

The first full end of year exhibition for GCSE students for four years was again a highlight of the school year. The studios were transformed to showcase creative, ambitious, challenging, diverse and idiosyncratic work, demonstrating the students' individuality and artistic maturity, each demonstrating individual and original responses. These exhibitions are a pivotal moment in the school year and the Art department has continually attempted to create professional-looking exhibitions to showcase the talents of the cohort.

The evening was especially well attended and the enthused and enthralled reactions attested to the outstanding and compelling nature of the student's visual achievements.

Art Trip

On Tuesday of this week a group of Sixth Form Art, Art History and Classics students led by Mr Haworth and Ms Ward visited the Royal Academy to see the R.A. Schools exhibition and the Summer Show. We found the Schools exhibition rather underwhelming yet were enthralled by

the Summer Show. We then progressed to the National Gallery, where Ms Ward presented a tour of paintings of female saints and entertained us by describing the content behind the images in great detail. We concluded by visiting the exhibition of art work inspired by the life of St. Francis of Assisi.



English News

Debating

It has been a pleasure to work with our partnership school St Joseph's this year. A group of six pupils have been coming to Channing on Thursday afternoons to learn debating skills with Leila, Yeva and Daisy in Years 7 and 8. The pupils have learned to make an argument, research examples and precedents, unpick evidence and case studies and make points of information. We have covered whimsical topics such as, 'This house would move to the moon'; however, we culminated with a serious debate on the motion, 'This house would ban medical animal testing'. Both teams argued with passion and made persuasive arguments, but the motion was carried in favour of the proposition. The parents and teachers who watched could not have been more proud of the confident and articulate Year 5s and 6s!



The British Library

On Tuesday some of Year 12 English students visited the British Library where they attended a fascinating workshop on Black British Literature. They were particularly taken by the poetry of Warsan Shire; an extract from her very moving poem 'Home' is below.



Home

*no one leaves home unless
home is the mouth of a shark
you only run for the border
when you see the whole city running as well*

your neighbours running faster than you [...]

*no one leaves home unless home chases you
fire under feet
hot blood in your belly [...]
and even then you carried the anthem under
your breath
only tearing up your passport in an airport toilet
sobbing as each mouthful of paper
made it clear that you wouldn't be going back.*

*you have to understand,
that no one puts their children in a boat
unless the water is safer than the land
no one burns their palms
under trains
beneath carriages
no one spends days and nights in the stomach of a truck
feeding on newspaper unless the miles travelled
means something more than the journey.*

Warsan Shire

Careers News

On Tuesday, in Enrichment Week, Year 8 took part in the Channing Skills Challenge. We were tasked with designing and marketing our dream university.

After watching explanatory videos, we carried out a series of tasks in small groups. These included: deciding on the focus of the university and its location; identifying the ideal student to attract; choosing a name, slogan and logo. We created an advertisement in poster format and an open day timetable to promote the university. In addition, we had to write a letter to a company to propose setting up a degree apprenticeship programme, so that students could gain valuable skills and experience.



In order to complete the tasks, we brainstormed ideas in our groups and also divided up the work. We stuck all the materials we produced onto an A0 poster and then presented it to the teacher and other groups. The performances were recorded and sent off to be judged.

I enjoyed having a change from the normal school day and having an assignment that gave quite a free rein to be creative. It was interesting to create an identity for a university and then to consider different aspects of marketing it to the outside world, in addition to learning about apprenticeships. Some tasks were harder than others and required more persistence and it was definitely an opportunity to practise our teamwork skills. The day involved lots of negotiation and persuasion to get ideas heard and accepted!

Zoe L, Year 8

Maths News

KPMG and Bank of England Trip

Mrs Wootton and Mr Matjilla took a group of Year 12 Maths and Economics students to discover what working in the financial sector was like. They were very fortunate to have a morning planned for them at KPMG's offices in Canary Wharf. They met a variety of financial consultants and professionals. Maja C describes the trip below:



On Tuesday we were given the incredible and eye opening opportunity to visit the KPMG offices. We learned a wide variety about the specifics of KPMG through our tour of the building where we were shown everything from the firms adjustments made for their employees who are neurodivergent to their pride month themed dining room. Later we were given the interesting experience of listening to different members of the firm explain their university degrees and how their career progressed to where they are today. We discussed topics such as the challenges of working in the ESG department and the emergence of tech and computer science roles within the finance industry more broadly. We were able to speak to so many inspiring female bankers and consultants who really helped us visualise what is achievable in what is often considered a male dominated industry. After that we changed locations from Canary Wharf to Bank as we explored the Bank of England museum. We walked

through an exhibition that chronologically details the founding of the Bank of England right up to its roles in modern society, which gave us not only an appreciation from the complex interplay between economics and history but also a greater understanding of how economics functions practically in the modern world. Overall it was an interesting and worthwhile experience for all the maths and Economics students.



UKMT Junior Maths Challenge

Emma, Angie and Milla are the champions in Year 7 and 8! Straight after their exams last week they completed the follow on rounds for the UKMT Junior Mathematical Challenge. Emma did the 2 hour Olympiad. It was tough, especially in the heat - well done!



Year 8: My Environment, My Future Competition (in collaboration with Geography, Maths and Art)

The whole of Year 8 entered the 'My Environment, My Future competition' where they had to redesign and improve a local space, focusing on sustainability and improving the area for the local community. Pavi G's entry was chosen from 850 entries countrywide as the winner in the I1-I4 category.

Site 3: New Dragon

Where is it?
The site I have chosen is site 3 which is called New Dragon it is located slightly north to the heart of London. It is north east of Leopold Road in East Finchley. It is 1,154 m².

What will I use it for?
The site was just plain rectangular concrete with not much use. Although the government is planning to build something here already, it is very spacious and it could be used well to make a more comfortable community refuge. I am planning to do the hall on the right side of the concrete area and on the left side would be a small garden circular area with a mini golf and a natural pond. The shrubs will be tended to more often.

Before:

The first fence is made out of metal bars and plastic. These materials are not good for a secure community refuge. Plastic is not a sustainable resource for the planet.

In the first picture you can see that the concrete ground is dirty and covered with small bushes. Concrete production makes around 2.5 billion tonnes of carbon dioxide per year. This is why...

The gate is made out of rusted metal bars and some cemented plastic sheets. The plastic sheets would not be good for the environment and they could easily fly away and could harm many birds, or animals. Metal production causes fuel air emissions.

After:

I have decided to change it into a composite fence. Made out of 90% of recycled materials, it is extremely long lasting and secure. After it's the cycle it can be recycled.

For the flooring I'm going to use Carbonfibre concrete which is better for the environment and produces less carbon dioxide.

I have wanted to make the gate more natural but also keeping the size of the gate the same. It would be made out of fallen tree branches and would also have a secure lock making the place safe to walk.

Economic Benefits

By making my community refuge economically sustainable I made sure that the materials would last for a long time and tried to make it not negatively impact the environment for future generations. For example, I decided to make wind turbines at the bottom of the site because they do not release carbon emissions and can last for an extremely long time.

To contribute to economic growth I put solar panels all around the main hall and the meeting place because energy is harnessed from the sun, a solar system power source can last forever as long as the sun exists. This reduces resources like coal, oil, and natural gas, which are contributing to global warming.

This is a closer view of the circular garden area. It has:

- A sustainable water system
- A garden with many different plants
- An open roof for the sunlight
- Circle shape to prevent noise pollution
- Glass windows all around

This shows the top view of the site. It has:

- A main hall
- A meeting place/hotel
- A natural pond
- A circular garden area
- Mini golf course
- Outdoor seating area
- Windmill
- (First page for bigger view)

The main hall includes:

- Minimalist tables and chairs
- Wall flowers
- Indoor trees (freshen up air)
- Many recycling bins
- Cafe counter (vegetarian food)
- Sustainable materials (bamboo, tiles, willow wood)
- (Next page for bigger view)

Pavi says: *I enjoyed participating in this competition because it gives you an opportunity to incorporate Maths, Art and Geography all into one project. I also think that it was enjoyable*

because we got to learn much about sustainability and its importance. We also got to experiment with our own ideas for what sustainability means to us individually.

Social Benefits

One of the reasons why I have chosen a community refuge is because it unites a community and makes people feel safe and in harmony with others. It encourages teamwork and people are valued by their own individuality.



Having a community refuge like this impacts young peoples lives in a positive, healthy way. Especially people who have suffered trauma throughout their lives. This opportunity will boost their mental health.



It enriches peoples lives and brings together larger diversities. Certain kinds of social interactions help trauma survivors control their emotions of fear, anxiety, and mistrust.

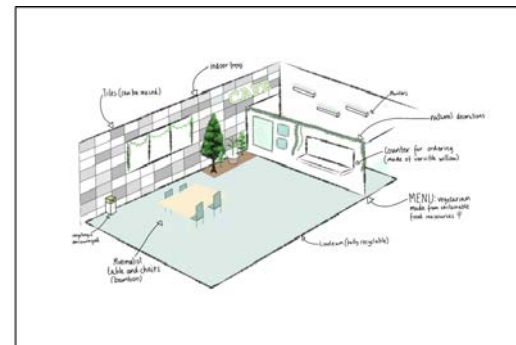
Environmental Benefits

I tried to make my community refuge as sustainable as possible. Instead of there being taps as a water source, I have changed it to a filtered water barrel which takes some of the water from the pond after it rains. Then the barrel filters the pond water making it clean sustainable water. And what is even better is that the water is collected after it rains so the pond will never dry out or overflow.



The reason why I have made a small circular garden area is because gardens help to reduce traffic and other noise pollution by absorbing sound. Plant leaves, bark and stems absorb sound at different levels because of their surface dynamics, created a peaceful and quiet environment.





The Chartered Surveyors Training Trust, who ran the competition were blown away by the standard of entries from Channing and were especially interested in the cross-curricular approach to the competition.

Ms Mackie, Ms Gilbert and Mrs Wootton said: *We are proud to have played a role in creating opportunities for young women in the sustainable built environment space. By opting to deliver this design project with a cross curricular approach, we encouraged the students to view the project brief from the contrasting perspectives of Geography, Art and Maths. This made the project engaging and relevant to them and elevated the quality of their work.*



Duke of Edinburgh News

Year 9 took significant steps towards completing their Duke of Edinburgh Bronze Award this week. On Monday all of the year group took part in a First Aid training course, followed by a Practice walk in the Chilterns on Tuesday. On Wednesday they began their assessed expedition and after some initial trepidation, they set off on their first day's walk.

In the New Forest the groups quickly learned the importance of teamwork and working together towards a common aim. Fortunately, the weather was kind and after learning to negotiate herds of native ponies and vegetation of all kinds, the groups quickly got used to the walking and navigational challenges.

By the end of Thursday all groups completed their expeditions and many lessons had been learned on the way. All of the pupils faced their challenges and many will return more resilient and better at dealing with and managing adversity. The sense of achievement was palpable and we are so pleased that every pupil managed to pass their expedition. Well done.





A paragraph from the group, Motor Liability Insurance Good Little Rabbit:

On our practice trip we didn't do as well as we hoped, which enabled us to develop stronger tactics on our real trip such as teamwork, communication and navigation. On our real Duke of Edinburgh we progressed significantly and worked extremely well as a group to overcome setbacks. Overall, we have bonded well as a group and developed key life skills.

Partnership News

German Fun Club

On Thursday 15 June most of our Year 7 German class and a few of our St Joseph's German Fun Club members joined our wonderful kitchen staff to make traditional Deutsche *Kekse* (German Cookies)! We enjoyed learning the recipe and how to decorate and create our very own designs on the *Kekse* with jam, cream cheese, sprinkles, icing sugar and delicious chocolate. The results were incredibly *köstlich* (delicious)! Sadly, the club ended after half an hour. But we would love to do more of these fun activities!



Edlyn and Yasmin, Year 7



Congratulations to Enitan from St Joseph's, the Joint Winner of the Oxford German Olympiad, Year 5 and 6 Category. Our partnership German Fun Club encouraged Enitan to create a menu entirely in German for his restaurant '**Almdudler**'.

Communithea

I've volunteered at two of Channing's Communitheas so far as I love volunteering, especially when I get to meet new people. For just an hour or so a month we get to have tea with, and provide an informal pop up IT clinic for older members of our community. I know everybody, whether they're a volunteer or someone who just popped in for some company, goes home with a smile!

Ella-Marie, Year 10

Junior School Sports News

The School Games Mark is a Government-led award scheme launched in 2012, facilitated by the Youth Sport Trust to reward schools for their commitment to the development of competition across their school and into the community, and we are delighted to have been recognised for our success. We are delighted to



announce that the Junior School has been awarded the '**GOLD** School Games Mark' for the third year running. What a fantastic achievement and a great way to end an exciting year of Junior School sport.

T&L News: Talking to your child about their examination results

Next week the students will be receiving their school summer examination papers and results. You may remember getting back examination results yourselves and possibly the trepidation as you waited for your paper to be handed back. We will be talking to the students about the attitudes of fearless learners to tests, feedback and mistakes. We will be reminding them that doing exams is important for increasing their motivation for learning, developing effective revision strategies, getting used to exam pressure and learning where their strengths and areas for development lie.

As parents, you might like to ask your child about the exams they felt were most successful and what they think were the ingredients for success so that they can replicate them in the future. Celebrating their successes is a good way to start the conversation about their examination results. You could also ask if there were any results they were surprised by, whether positively or negatively, and help them to think through the feedback they received: what do they need to do to improve and how can they act upon that in the last few weeks of term and at the start of the next academic year? Teachers will give students 'DIRT' or 'Directed Improvement and Reflection Time' and it is important that the students make the most of this.

It is also worth talking about the mistakes that they made: fearless learners understand that making mistakes can help them by prompting them to ask for help, increase their resilience and determination and, ultimately, make the final accomplishment more rewarding. Developmental Psychologist Andrea Bastiani Archibald also suggests that parents, teachers and students value effort as well as the result: perhaps a mark that was lower than the others but in the subject they found hardest is the mark of which they are most proud. We hope that the students will take their results in their stride as fearless learners and look forward to the new academic year equipped with the knowledge they need to improve in their learning.