



Dear Parents,

With the first day of Spring this week it has been lovely to enjoy some warmer weather and a whole host of activities around school during Goodwin's Charity Week and Wellbeing Week. The theme for this week has been 'A Sense of Belonging', something about which we care deeply here at Channing.

I'm well aware that some girls feel fully at home here, and have done so since the day they arrived. They've made friends, found the different clubs and activities they enjoy and feel able to make the most of their time in school. However I am also well aware that this is not true for everyone. Our pastoral team works hard with those pupils and you, their parents, to find ways to make school feel more accessible and inviting, and to give them that sense of belonging which is so important.

On Tuesday Mr Gittins, our Head of Wellbeing and PSHE, led an assembly on just this topic. He held the Sports Hall in total silence as he spoke (other than a chuckle of recognition here and there) and the place erupted in applause and the drumming of heels as he finished. I've not seen or heard a reaction like it in years, and to that end I reproduce here, with his permission, the text of his talk.

*Last term I went to see Channing's production of Chicago. I arrived back at school in the evening, in my 1930s hat, to find that the Founders' Hall had been turned into an Art Deco speakeasy, complete with a cocktail bar and live cabaret - which was absolutely amazing. However, nothing could have prepared me for what came next.*

*Now, I've been to many school productions before, but nothing like this. It was – quite simply – gobsmacking! I just couldn't believe how professional it was. The singing, the dancing, the choreography, the acting. The music, the costumes, the lighting, the set.*

*At one point I realised that I was sitting with my mouth hanging open in amazement. I looked to my side to see Mrs Hughes looking equally astonished. I looked to my other side to see Mrs Bhamra-Burgess and Ms Newman looking equally awestruck. It was incredible.*

*Afterwards, as I was walking home, still wearing my hat, I couldn't help thinking about what it must have been like to be a part of that production. The feeling of being part of an ensemble. The sense of common purpose and camaraderie felt during the rehearsals and performances. The cast and crew must have felt such a wonderful sense of belonging – and with a chance to create memories that will, quite literally, stay with them for the rest of their lives.*

*I was once in a school play myself a long time ago – but I was very much part of a crowd. In fact, I played a pirate. I remember it so clearly because I think it was the only time I actually enjoyed wearing my striped rugby shirt at school. Believe me when I say that it was not a production to compare with Chicago – by any means – but all this time later, I can still remember the feeling of being behind the curtains with my friends, waiting to go on.*

*When I first came to Channing, I had been teaching for a number of years at a girls' school in Berkshire. It wasn't a very academic school, but I liked it because it was small and I knew all my colleagues and pupils really well, and also many of the parents. It was a one form entry school with a wonderfully supportive environment. But, to put it diplomatically, it was a school where girls tended to end up if they didn't get into any other independent schools in the area.*

*However, when I worked there, I felt that I was really changing lives by helping girls, often without much self-esteem, to develop skills that could make a real difference to their feelings of self-worth.*

*After a number of years there, though, I wanted to try teaching in a larger school in London and to experience teaching brighter pupils in a selective school. So, I applied for a job advertised at Channing, got it and started the following September.*

*After a few weeks though, I started to feel that I had made an error. I felt that a lot of my new colleagues were quite serious academic types. I remember standing in the courtyard on lunch duty in early November and thinking, I've made a mistake.*

*And then something happened. Something quite small, and seemingly insignificant.*

*I was eating my lunch in the staff room one day – a room that we now call A10 – and some colleagues were talking about how fun it would be to put on a panto for the end of term. I joined the conversation and we all agreed to meet and write a script together, which we did. The script was very basic, just a few sketches, linked by the theme of a Beastly Bursar who was trying to empty the school so that he could sell off the land and run away with the profits.*

*By getting involved, I realised that I had made assumptions about my new colleagues, that they actually didn't take themselves too seriously at all, and that they were really up for having a laugh. We had such a fun time, and I got to know them much better.*

*And that was it. When I came back to school in January I felt that I belonged.*

*It made me realise that being involved in something creative with a group of people can really change your life. These thoughts were in my mind again when I was thinking about the incredible Spring Term Concert that was put on last week. I have never played in an orchestra, but it must be an absolutely brilliant feeling to be part of an ensemble – knowing that what you're playing is contributing to that incredible sound – live in front of an audience. It must be a bit nerve wracking, but I bet it also feels really exhilarating.*

*As mentioned earlier, I wasn't great at sport either, and so I can't speak from shared experience, but I can imagine a similar sense of camaraderie for those of you who enjoy being part of a team, and I can imagine it feels really empowering to get on that mini-bus and travel to other schools to compete in matches. It must be an incredible feeling to be part of a squad working together - and immensely satisfying on the occasions when you win.*

*I have an older brother, and at school he was very sporty. In fact, he was Mr Popular - gregarious, handsome and charming – and I was none of those things. Don't get me wrong, I had friends, but I was very shy and being good at Art didn't really cut it socially in a provincial boys' boarding school back then.*



*However, years later in our 20s, my brother and I both ended up moving to London at the same time. He got a job and moved to Putney, and I got the teaching job in Berkshire and moved to Chiswick. For me, moving to London was everything I had ever wanted, with so many different types of venues, people and communities.*

*I joined a number of voluntary organisations and very quickly found my tribe. My brother, on the other hand, who was used to being a large fish in a small pond, didn't settle. He was miserable in London and, well... lonely. I guess I should have reached out to him a bit more – but frankly I was too busy with my new friends – and I guess, if I'm being really honest, it felt a bit like karma. He moved back home after a couple of years in London and we get on better than ever now – partly because I no longer feel inferior to him - and mostly because I found my tribe. And I guess that's what this assembly is really about.*

***Find your tribes.*** *Join a club. If you feel a bit different, join a society that celebrates difference. Go on that trip. Continue with DofE. Audition for that play, practice so you can join that orchestra, go to netball tryouts so that you might get picked for a team.*

*And don't worry too much about being in a popular group. This is what I learned in my time as a Head of Year. A 'popular' group is not where you will find contentment and happiness. A 'popular' group is where you will find the most insecurity and, as we've discussed in *Girls On Board*, insecurities can lead to friendship turbulence.*

*Instead find a group with shared interests – this will happen naturally anyway when you move up the school and you pick your subject choices. You can be part of lots of different tribes. You like reading? Join a reading group or Creative Writing Club. You like looking after fish? Join Fish Club. If dancing is your passion – join Dance Club. Find your tribe.*

*Developing a sense of belonging is the key to happiness at school – but it won't fall into your lap. You have to put yourself out there – you have to make an effort - it won't just come to you. For role models, look towards the Sixth Formers, because this is what they have learned to do.*

*When I think of all the Year 12 pupils who have recently applied for Officerships in the school, and all those who applied to be Peer Education Project or PEP trainers, I want to applaud them. They show what Channing is made of. Now, not all of you Year 12s will get the positions you apply for – there just aren't enough of them, and that's hard. Sometimes you apply for things and you don't get them.*

*But remember, that the people who are not chosen can learn as much from the experience as those who are – whether it's for friendships groups or Officer roles.*

*So, to all of you who compare yourselves to others and sometimes feel that you don't belong, think of me in the 1990s partying in Soho with my new friends whilst my brother packed up his bags and caught that train back to Stoke-on-Trent.*

*And remember – life is a marathon, not a sprint.*

I'm not sure that there is much more I can add to that. I certainly agree wholeheartedly with the sentiment and would also reiterate that we are always here to support and encourage those who are struggling to find their tribe. Today our Head Girls, Flora and Imani, marked the end of their year in post with a final assembly for the school. In it they reflected on the ways in which they feel like 'Channing girls' and I hope that this, along with Mr Gittins' thoughts on Tuesday, will prove

useful for some of our younger pupils who might be finding this challenging. I know that it can feel overwhelming and intimidating sometimes, and we can help.

It just remains for me to say Happy Nanakshahi to our Sikh families celebrating last week, and Happy New Year or *Nowruz Mobarak* to our Iranian families celebrating this week. Likewise, *Chag Purim sameach* to our Jewish families for the coming weekend and a colourful and joyous Holi to our Hindu families for Sunday and Monday.

I will be back next week with an end-of-term round-up on Wednesday. Until then, I wish you all a very happy weekend, however you are spending it.

With best wishes

Mrs Lindsey Hughes  
Headmistress

# Notices

## Personal Details

Parents are asked to please check their personal details on the Parent Portal are up to date and correct. This includes addresses, emails and phone numbers.

<https://www.channing.co.uk/parent-portal/>

## Policies

As part of our regular review of school policies, we have recently updated the following policies, which can all be viewed on the school website [here](#).

- Curriculum Policy
- Discipline and Behaviour Policy
- Expulsion, Removal and Review Policy
- Parents' Complaints Policy
- Privacy Notice Fundraising and Development
- Risk Assessment Policy for Pupil Welfare
- Safeguarding and Child Protection Policy and Procedures
- Safer recruitment Policy
- Smoking, Alcohol and the Misuse of Drugs and Substances Policy
- Supervision and Before and After School Care Policy

Please note that the Privacy Notice Fundraising and Development gives you the opportunity to opt out of certain uses of your data should you wish to do so.

## Who Should I Contact?

Please see below updated contact information for the Senior School:

 Who should I contact - 2024.pdf

## The Big Book Swap is on Monday!

Students have been invited to participate in a school-wide book swap on **Monday 25 March**. Here's what you need to know:

1. Find a book that you really enjoyed. The book must belong to you (so, not a library book, an heirloom, or belonging to someone else in your family).
2. Wrap it up in whatever paper you have lying around (newspaper, old wrapping paper etc.)
3. On a Post-it, explain in a few words who might like this novel and the genre. **No spoilers. No book title.** For example: About four teenage girls, growing up in Civil War America. A classic.
4. Bring it to school on **Monday March 25** when our reading registration will be Big Book Swap time. Even better if you bring it to school asap and then you won't forget!
5. Monday March 25: swap your book with someone else's! Unwrap. Read. Enjoy.

## Channing Jazz Evening, Tuesday 26 March

The annual **Channing Jazz Evening** takes place on **Tuesday 26 March** at **6.30pm** in the

## Arundel Centre.

There will be a professional *Jazz Quartet* led by our own saxophone teacher and top class jazz musician, Theo Travis. The professionals will be supported by, and play with, our own pupils with performances from the *Channing Jazz Band* and vocal spotlight opportunities for singers. Our own pupils will also be playing and singing with the professionals, giving them a great opportunity to develop their talents.

Tickets are priced at **£10** (children under the age of 18 are FREE but do need tickets) and are available here: [Jazz Evening - Booking](#). Seating will be downstairs, informally around small tables in front of the stage and a finger buffet is included in the ticket price. There will also be a licensed bar. (*Seats will be available in the balcony upstairs as an alternative, but drinks and food are not permitted upstairs.*)

This event is always very popular: get your ticket orders in quickly!

## DofE Kit Donations


As part of our commitment to partnership activity in the local area, we are supporting other local state schools with their DofE programmes. A lack of outdoor equipment is a major barrier to participation and we would welcome the help of Channing parents in this. Please see below the details of what is needed and how to donate your unwanted items. Thank you in advance!

### Do you have any spare DofE kit you would like to pass on?

The Channing DofE department is starting an initiative to support pupils in other schools where lack of outdoor equipment is a barrier to them joining in the DofE programme.

We are asking families to donate any unwanted kit so that we can pass it on to those who need it. We would really appreciate your donations to make DofE accessible to as many people as possible.

#### Items we are looking for include:

- Sporks, cooking and eating utensils
- Hiking boots 
- Rucksacks 
- Gaiters
- Waterproof jackets and trousers
- Sleeping bags
- Sleeping mats
- Map cases 
- Compasses

If you have any kit to donate, we will be collecting it in **The Sixth Form Foyer from 1:00-1:30 on Tuesday, Thursday and Friday** during the week commencing **18th of March**. Please ensure that items are **clean and in good condition** before donating. Thank you, Erica, Livi, Lotte & Sophie-Y12



Any Questions please email - [myun@channing.co.uk](mailto:myun@channing.co.uk)

## London Landmarks Marathon, 7 April - Sponsor Ms Newman

Our Deputy Head (Academic), Ms Jacqui Newman, has been persuaded out of running retirement to complete the London Landmarks Half Marathon on **Sunday 7 April**. She and alumna Jessy Croghan (Class of 2012) are running in support of WAVE Hub, a local charity <https://www.wavehub.org.uk/> running events 'with not for' adults with additional needs.

If you are able to support Jacqui or Jessy please use these links to reach their just giving pages:

Ms Newman: <https://www.justgiving.com/page/jacqui-newman-1706352661085>

Jessy C: <https://www.justgiving.com/page/jessy-croghan-1706045372772>

## Upcoming TooledUp Events

[Expert online conference: Reaching Girls Early: Proactive Approaches for Mental Health, Appearance Anxiety and Body Dissatisfaction: 26 April 2024, 9.30am](#)

Guest speakers include Dr Sophie Nesbitt, Dr Lucia Giombini, Dr Amita Jassi, Dr Helen Ringrow and Dr Karri Gillespie-Smith.

## Ramadan

A room has been set aside for those who wish to pray during Ramadan. Please see Mr Meier for details.



# Girls Enjoying Success

CHANNING

## Music News

Last Thursday some 150 students performed a varied repertoire of music to a full St Joseph's church, and what a night it was! The Symphony Orchestra opened the evening with the most demanding work they have ever performed - the 1st movement of Sibelius' 2nd Symphony. The musicianship and technical prowess they showed during this performance of such an iconic piece of music was something else! The Chamber Choir followed with two delightful pieces, firstly acapella with Sarah Quartel's 'Songbird' and then with an orchestral accompaniment to Cecilia McDowell's 'Would like to

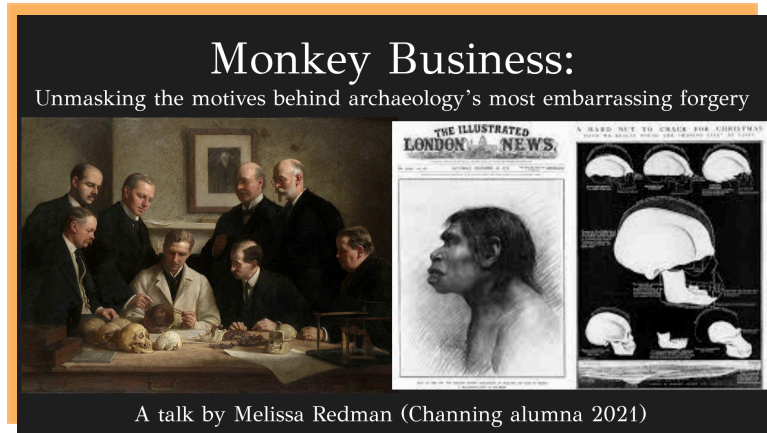


meet'. This is a cheeky little number that absolutely delighted the audience! Then back to Bach (CPE, the son of JS, that is) with the sublime slow movement from his flute concerto in D minor beautifully played by Emily B (Y13) with the Senior Strings who followed this with the gorgeous Prelude for String Orchestra by Finzi. Then followed a moving performance given by Ruby D (Y13) of 'Still Hurting' accompanied by a string quartet comprising, Natalia B, Elizabeth S, Zoe Q and Yutao W. Then came the main event of the evening, 'A little Jazz Mass' by Bob

Chilcott. This utterly delightful setting was accompanied by orchestra and drum kit and wow did the combined choirs of Cantemus Chorus and Conabor Choir really impress! The combined forces of choir and orchestra then gave a warming rendition of Christina Perri's 'Jar of Hearts'. The night's finale was a sparkling and dazzling performance of Robert Sheldon's 'Danzas Cubanas' - a fabulously exciting end to this musical extravaganza. If you could not make it to the church then watch the video [HERE](#).

## Classics News

For our final Classics Society of the term we welcomed back Channing alumna, Melissa Redman. She spoke passionately on the topic of archaeology's biggest forgery, the Piltdown Man, which deceived archaeologists for 40 years and seemed to confirm the theory of linear evolution. Melissa also talked about her experiences as an archaeology student at Durham University and her exciting theatrical plans for after she graduates. We hope that she has inspired some of our current students to think more critically about their source material and to consider a future in archaeology!



## Sports News

### Netball: Year 7 London School Game Finals

Our first match was against Lewisham where we beat them 16 - 1. We were the stronger team and even though we beat them by quite a lot there were still things we wanted to work on. We then went on to beat Bromley 11-3 and Ealing 9-3. This meant we won our group and could go forward into the top half of the competition.

After lunch we played Bexley and Wandsworth. We knew that winning these games would get us into the quarter finals so we really had to give it our all. After an even start, we went on to beat Bexley 10-4. We then watched Bexley play Wandsworth and picked up some things from the way they played meaning we could create more turnovers and score more goals. We beat Wandsworth 9-4. After a break, we found out that we would be playing Hammersmith and Fulham in the quarter finals. We knew they were a strong side and that maybe planted some doubt in our minds that we wouldn't be able to make it to the semis. Even though we lost to Hammersmith and Fulham it was still a good performance, however I think we were a bit disappointed because we could have possibly won the game. Overall, we all found it a really enjoyable experience as well as a good learning experience for when we get older and play in similar competitions.



*Thomasina R, Year 7*



## Football: UI4 V City of London

Yesterday, the Year 8 and 9 football team played a friendly fixture against City of London School for Girls on our Junior School pitches. It was a very tight and exciting match. Channing started off strong as Scarlett sprinted up the wing and crossed it into Bayla who got the first goal of the game. Shortly after, City went on to score. They then scored another goal to make it 2-1, however, that didn't stop us as we had many more chances and we knew a goal was coming. We won a free kick in a dangerous position, Neve went for goal but hit the post! They had a few more close chances but Grace was a wall in defence and kept us alive. We kept fighting and kept our heads up. In the last few minutes, GG won the ball back in our half and played it to Neve who dribbled up the pitch and put it in the corner to make it 2-2! Everyone played exceptionally well and most importantly nobody stopped until the final whistle.

*Neve C, Year 9*

## English News

8.5 made their own #bookstagram videos for English this week. Students utilised their creative skills in scriptwriting, camera work, directing, performing and editing to share their thoughts on the novels they have been reading in their book groups. Head over to the Channing Instagram page to see their work and get inspired to read!

## Art News

On Thursday 21 March, the Year 12 History of Art students visited Kenwood House to deliver their own guided tour of the local Highgate masterpieces. They had researched and compared key artworks in the collection to portraits investigated in class, speaking eloquently to the group about their findings and observations. They also had the opportunity to listen to a presentation on Joshua Reynolds led by one of the guides. Unfortunately only a copy of the famous portrait of Kenwood residents Dido Belle and Elizabeth Murray remains in the collection. However, despite being usually in Scotland, the iconic work is temporarily on display in the RA.



## Sixth Form News

### Lecture Series: 'The Law and Young People'

This week, as part of the Enrichment lecture series, Years 12 and 13 were given a talk on 'The Law and Young People' by Solicitor Advocate Russell Robinson. Alongside his work as a solicitor,



Russell has given talks to many schools over the past 20 years. The talk confronted a number of misconceptions about the law and Russell drew on his extensive experience to advise the students on how to avoid falling foul of the law. For instance, did you know that carrying CS spray, pepper spray or anything else capable of doing harm to others even if for 'self-protection' is actually illegal?

The talk fell into three main parts. Firstly Russell discussed the common pitfalls for young people that can lead them into conflict with the law.

Beginning with the surprising fact that it is an offence to be drunk in a pub, and how easy it is to commit a public order offence. There were discussions of common traps including sleeping in a car outside a party after drinking alcohol, and causing damage or 'acquiring' things on the way home from the pub.

Russell went on to deal with how easy it is to commit an assault. Many people, for example, are unaware that some assaults don't even require physical contact. He also comprehensively explained self-defence, and from there discussed weapons.

Harassment, on-line bullying and trolling were highlighted, together with aspects like the racial or religious elements that might aggravate an offence.

From there the talk moved to the right to free legal advice in a police station if arrested, and what happens there, and finally dwelled on the importance to students of all this: the effect on their record for jobs, travel and higher education entry from a DBS system which has recently been described by the House of Lords as 'arbitrary and unjust'. The talk was well received and gave the students much to discuss afterwards.

### Year 12 Springboard Day

On Tuesday we held our 'Springboard to the Future day' for Year 12 students and those at our partner school, St Aloysius. The day started with talks about life as a university student and how to move successfully from school to undergraduate level study, given by representatives from Manchester, Exeter and Lancaster universities. A recap of all the factors that should be considered when choosing a university and course was then given by the University of East Anglia, and students asked excellent further questions of a panel of all the speakers.

After break students had a choice of talks from visiting academics, organisations and alumnae which included the pros and cons of a gap year; studying abroad; art foundation courses; what an IBM degree apprenticeship involves; how to make competitive applications for medicine and Oxbridge and what studying a range of subjects from Mathematics to



Liberal Arts via Art History, Politics and Engineering involves. The day concluded with the Futures Fair in the New Sports Hall with stands from around 30 universities and other organisations keen to engage with the students, and later their parents.

This student summed up the aim of Springboard perfectly in their anonymous feedback form: "I enjoyed the Springboard Day and had a better insight into what uni life is and how to go about making decisions on what university would suit me."

### Young Enterprise News

Thank you to those of you who visited Tealightful and All About The Bow in Brent Cross Shopping Centre last Saturday. The teams had a very productive day selling their teacup candles and hair bows.



Congratulations to both teams who won awards on the day from the Brent Cross judges. **Tealightful** won the “**Best Trade stand**” prize for their eye-catching stall and **All About The Bow** won “**Best Customer Service**” for their excellent approach to the many and varied customers who visited their stall.



All About The Bow will be selling at the **Junior School after school on Monday and Tuesday** next week, and are also busily making as many bows in house colours as possible in advance of House Singing next Wednesday. These will be on sale in the senior school during Monday lunch time. **Don't go without your bow!**

Follow the teams on their social media:

[All About The Bow](#)



Mrs R Williams  
YE Centre Lead

[Tealightful](#)



## Ellery Programme

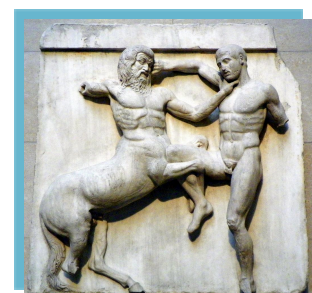
All Year 7 students were invited to participate in this year's Ellery Programme of Extended Learning. They had a marvellous time deepening their learning about areas that interest them.

### Archaeology

In the Archaeology Ellery Programme, students discovered ancient artefacts from Greece, Egypt, Rome and Britain. We considered how the female form has changed in art over time, looking at Mycenaean and Egyptian sculptures of women, and comparing them to sculptures through the ages, ending with Henry Moore. Students also learnt about the Parthenon marbles - what they depict and how they came to London. We debated if the marbles should be returned to Greece, and the implications of this.

Audrey, Roop and Edore on their favourite aspects of the course:

*We particularly enjoyed the thought-provoking questions asked whether foreign artefacts should be taken out of museums and be given back to where they originated from. These types of questions were very engaging and we even got into a few debates about it. We really found it captivating and intriguing to learn about the Celts and how the Romans used*



to live, based on the artefacts left from long ago, and to deduce the use of these objects. Overall we all thoroughly enjoyed archaeology and were able to get a better understanding of what it is like to be an archeologist and now we are able to distinguish all the small details of artefacts and come to a conclusion of what it might be.

### London Heritage

In the London Heritage Ellery Programme, students have been learning about the city's rich cultural history. Pupils drew on their analytical skills to compare Charles Dickens' depiction of London in *Bleak House* with Peter Ackroyd's vision of London as a body in his exceptional tome, *London: The Biography*; they sang along to *London Calling* and *A Nightingale Sang in Berkeley Square* as we explored London in song. Inspired by the city's cultural past, students created their own song and music video about London.



### Languages

In the *French Rocks* Ellery programme, Thomasina, Beth, Holly, Millie and Naomi had great fun with Madame Romero-Wiltshire creating their own pop music video for a competition run by the Institut français. They have written a song about the weather in French and put their singing skills to the test as well as their creativity for the video.

In the *Discover German* Ellery Programme, students have prepared an artwork labelled in German for the Oxford University German Olympiad, invented tongue twisters (pfiffige Pfauen pfeifen pfiffig), learnt to introduce themselves and participated in a German treasure hunt. Lili and Dahlia on their favourite aspects of the course: *'it had really fun activities and I got introduced to German'*.



*Fancy a Flamenco?* Students learnt about the culture and history behind Flamenco, as well as practising their dance moves with Señora Hernández Campillo.



### Advanced Practical Skills

In the Biology Ellery Programme, Year 7 students investigated the use of enzymes in the production of fruit juice. Using apple pulp, they added pectinase, cellulase and a mixture of both enzymes and none to measure the volume of juice produced. Students competently followed the procedure and accurately predicted that the combination of enzymes would give the largest volume of apple juice; pectinase causes the separation of the plant cells, providing a larger surface area of cellulose cell wall for cellulase to digest. The juice

produced still contained the enzymes at the end, and so next week we will investigate how we can retrieve the enzymes at the end of the investigation.

### Computer Science: Micro Bits

Year 7 used their programming skills to create games such as a maze game and rock, scissors paper. The pupils also made electronic badges. They also programmed the microbits with sensors to measure water pollution. This week they worked on how to measure temperature.



They first tested their programming by comparing readings with their body temperature. Next week they will test light and pH levels in water.

### Maths Alien Invasion

Year 7 used their problem solving skills when they investigated speed, compass directions and loci to locate the position of the space ships and have started to plan an escape route for the school students who are stranded at Manford! They used formulae and kilometre/mile conversions to identify the average speed of the students... will they succeed in beating the Aliens?



### Sustainability News

The Eco Reps have been working very hard to produce packets of wildflower seeds for all pupils in Years 7-11. Sustainability Officers Grace and Lola, Year 13, wanted to promote the importance of wildflowers and insects as one of their final acts before they step down from the role.

According to the WWF “Wildflowers provide bees, butterflies and other pollinators with food throughout the year. On a single day in summer, one acre of wildflower meadow can contain 3 million flowers, producing 1 kg of nectar sugar. That’s enough to support nearly 96,000 honey bees per day.”

**Wild Seed**

Packaging design by Isabella in Year 9

**SOWING INSTRUCTIONS : March - June**

1. Prepare the soil by removing any stones, weeds and debris.
2. Rake the soil, to create the perfect growing area.
3. Mix the seeds well.
4. Distribute the mixture evenly over your chosen area.
5. Rake the surface lightly to ensure the seeds have good contact with the soil. Flowerbed can be firmed down.
6. Water well and ensure the soil is kept moist, and water daily during hot and sunny weather.

Production line

THANK YOU  
FOR PLANTING TREES  
Channing School

This is to certify that your school has planted 430 trees to help plant in JUST ONE Tree Day 2023-2024. This takes your total forest to 1150 trees.

Using the most eco friendly materials, these 430 seedlings will be delivered to your school by school bus, where they will be planted and nurtured over the coming year. We have already planted 1000 trees in 2023-2024. All 430 trees of carbon dioxide from the atmosphere over the next 10 years.

With this certificate you will be able to display your achievement in your school. We will be happy to see the trees we have planted, and how they are growing. Please contact us if you have any questions.

CONGRATULATIONS TO THE ECO REPS FOR THEIR HARD WORK

All students will bring a packet home next week - so happy holiday planting!

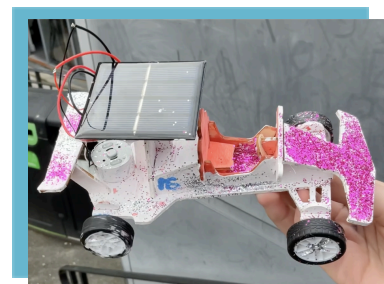
### STEM News

#### KS3 Science Question of the Week

This week’s Science question of the week asked pupils to answer the following: ‘Could an aeroplane fly into space?’. As always, we had several excellent answers submitted, but the winning entry who gained a commendation this week was Ella L. The runner up who received a merit was Natalie L. Well done everyone!

#### Build a Car Competition

As part of the STEM passports, Year 7 and 8 students had fun putting their engineering and design skills to the test as they worked individually and in teams to try and assemble a motorbike





or car. There were some excellent entries and the winners will be announced in Mark Reading!

### Computer Science

On Tuesday Year 7 pupils built model network rail systems. They had to apply computational thinking skills, working scientifically using Maths to make sure their trains did not collide into each other and followed the specific route. The Year 13 pupils had the opportunity to apply all their computer network knowledge and create their own model network. The workshops were expertly led by Allen Tsui who is a Digital Schoolhouse Leader. At the end of the day, there was a competition to get the chocolates out of the tunnel and bring the wagon to the finish point. Congratulations to Tabitha Jackson from Year 12 and Alice Rogers from Year 11 who won the competition.



### Bletchley Park and The National Museum of Computing

Bletchley Park was definitely more thrilling on the inside than it was on the outside. We did many different activities such as coding on ancient computers that you definitely would not be able to squeeze in your bag, completing a challenging Quizizz, completing another quiz where we had to look around the museum, and find hints and clues to help us with questions we had to answer ; it was very hard but we managed to get them all right and my team JAM ( Jemima, Aria and Minnie) came in first place drawing with another team. Finally, we watched a slideshow about artificial intelligence and then went on to modern day computers, to see if we could realise if who we were having a conversation with was either a person or a bot. This was not my strong suit. However, it was quite funny because everyone was trying to type like a bot to trick the other person they were talking to. This tactic wasn't very successful. Bletchley Park was an experience that will never be forgotten and I am very glad that I now know how to use one of those dial phone things.

*Jemima C*



Last Friday Year 9 attended the world renowned Bletchley Park alongside the National Museum of Computing. Bletchley Park is known to be the home of the groundbreaking work of several decoders who worked tirelessly during WW2 to intercept vital information throughout the course of the war. It was an incredible opportunity and we were lucky enough to view the fascinating works of Alan Turing, Bill Tutte and C. Lorenz. All of whom either created or broke the world's most difficult and dynamic codes. We also were shown the Enigma machine, alongside the colossus and of course the

unforgettable "Turing Bombe". Our activities included coding our own games such as snake on computers from the 1980s, a walking tour where we gained understanding on what each machine's responsibility was as well as an educational briefing on the development of AI and technology. It was truly inspirational to be standing on the same ground of those over 70 years ago who helped

Britain in a time of need and brought the nation to victory through admirable and heroic work. It was a thoroughly enjoyed trip by the whole of Year 9, as well as an incredibly educational and valuable one.

*Minnie M*

Once arriving in Milton Keynes, we entered The National Museum of Computing and started our adventure with a quiz. We were then given tablets and worked in teams to answer a range of questions. In my team of three, we explored the museum hunting for any clues - this got very competitive! Through this challenge, we were able to learn the skill of decoding messages in Morse code and messages in Teleprinter Code. Next, we went on a tour and were educated further on the history of various machines including: the Enigma, the Bombe, the Heath Robinson, the WITCH, the Lorenz and the Colossus (the world's first ever electronic computer, designed to decipher The Lorenz's



encrypted messages). Later on, we had an interactive session based on the evolution of Artificial Intelligence (AI) and robotics where we were presented with information and videos based on technology from the 1940s-1980s. Afterwards, we walked into a room filled with older computers and sheets of code to programme our own snake game - it was very interesting using these computers compared to the ones we currently use in ICT. We ended the day by playing games with joysticks, using arcade machines and spinning the dials on the telephones to call each other. Overall, it was an educational and memorable experience and I'm so grateful we had this opportunity!

*Isabella N*

## Channing Archive



### **My Garden** (author aged 8)

I have a little Garden  
With grass as green as trees  
With flowers simply everywhere  
And hives of buzzing bees  
And when I want a flower or two  
I just go out and pick a few.


I have a little my Garden  
With grass as green as trees  
With flowers simply everywhere  
And hives of Buzzing Bees  
and when I want a flower or two  
I just go out and pick a few



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