

From the Headteacher

Dear parents and carers,

A parent contacted the school this week to report a potential accident in Doncaster Close, near to the school. One of our students, whom we haven't been able to identify, walked out into the road, wearing earphones and completely oblivious to the danger. I am sure you will have had similar experiences if you are a motorist, and this parent was quite shaken by the incident – it obviously could've resulted in injury or worse.

It seems a good time, therefore, to remind you all that 20-26 November is Road Safety Week. Road crashes remain one of the biggest causes of death and serious injury among children and young people. This makes it so important to develop everyone's awareness of the risks and that we must work tirelessly to make our roads safer. We can really help by cutting down on traffic that comes and goes to the school; please encourage your children to walk, cycle - using the excellent network of cycle paths and wearing a helmet – or use public transport to get to school. We need to encourage our young people to be active and to take the more sustainable option on their journey to school; schools and cars really don't mix and it would really help us if you didn't drop your children off and pick them up after school.

My final point on this is to ask you to refrain from dropping off at the bus stop, in the driveways opposite or on the zig-zag lines. This really is very dangerous indeed. Thank you for your cooperation on this issue.

On a more positive note, last Friday I had my first 'hot chocolate with the Head' session with five students from across the school; they had really gone above and beyond our expectations. Below is a photograph of our first cohort. We shall be doing this every Friday from now on.



Thank you as always for your unwavering support, we all appreciate that so much.

Kind regards

Martyn Henson

Sociology... in ACTION!

On Wednesday 8th November, year 13 sociologists, accompanied by some budding year 12s, attended the 'Sociology in Action' conference at Imperial College, London. The beautiful and respected venue provided students the opportunity to experience what it would be like to experience life as sociology students.

The students were exposed to a range of stimulating sociological debates presented by academics at the forefront of their fields. Professor Tom Shakespeare gave students an insight into the obstacles and challenges involved with being disabled in our society. Professor Marian Fitzgerald challenged our assumptions about what it means to be criminal and the reasons behind why certain groups are over-punished. Dr Jessie Abrahams told a captivating story of how schools may limit the opportunities available to students depending on whether they come from a rich or a poor background. Finally, Dr Nathaniel Adam Tobias Coleman challenged students to think in the abstract. A deeply passionate activist, he encouraged students to be critical about racism and help become part of the movement in society seeking to finally bring about its end!

The day provided me with a wonderful opportunity to become immersed in the subject I love and even get to meet some high profile sociologists! Students were abuzz with excitement, discussing complicated but fascinating topics such as social class, ethnicity and discrimination on the journey home. A truly wonderful day out, not to be missed for future sociologists!

Mr Smith
Teacher of Social Science



Professor Tom Shakespeare
Professor of Disability Research,
UEA.



Dr Nathaniel Adam Tobias Coleman
'Black Studies' Researcher



Queen's Tower, Imperial College London.

Supporting your child through KS3

As a parent, you are your child's most important educator and research shows that parents who are actively involved with their child's learning help their children to achieve more too.

Parental support is crucial to the success of students' learning, and is very much welcomed and appreciated by teachers. Indeed, the importance of parental engagement in students' learning cannot be overstated. In his book *Visible Learning*, John Hattie is unequivocal: 'The effect of parental engagement over a student's school career is equivalent to adding an extra two to three years to that student's education.'

One way in which parents can help - easily and immediately - is by encouraging students to think differently about their learning, and this begins by speaking differently about their learning. The language used at home to discuss learning is as important as that used in school. Classroom teachers are acutely aware of the value of asking probing questions to challenge students to think hard about their learning, and parents are encouraged to adopt this practice at home.

Examples of questions to ask students at the end of their school day are:

- *What did you find difficult today?*
- *What did you manage to improve?*

The responses to these questions can open up a useful dialogue about your child's learning, and help students understand that learning is something to be thought about and talked about - and something that everyone can, and should be encouraged to, get better at.


New KS3

KS3 has changed significantly over the last 3 years and The Nobel School has worked on a new system of assessing students throughout KS3. Nobel's training group model (See table 1) informs students and parents of the student's current working level but this is only meaningful when used in conjunction with success criteria. Each faculty has developed success criteria (see example from science below) for each training group within their subject so that students can identify what they have been successful with and what would be the next steps to improve or progress. Success criteria for all subjects can be found on the school's website and can be accessed by selecting the relevant subject form the curriculum tab. This resource can be used to support the dialogue you have with your child regarding their current progress and next steps.

Training group	Progress Judgements	Progress Judgement Codes	Current GCSE projected range	New GCSE projected range
Extending	Beyond	E,Bd	A* - B	9 - 7
	Expected	E,Ed		
	Not yet	E,NY		
Secure	Beyond	S,Bd	B - C	7 - 4
	Expected	S,Ed		
	Not yet	S,NY		
Developing	Beyond	D,Bd	C - G	4 - 1
	Expected	D,Ed		
	Not yet	D,NY		

Table 1 – Training group judgements and projections

Supporting your child through KS3



Science Training group criteria (Autumn)

Developing

You are able to.....

- State that properties of solids, liquids and gases can be described in terms of particles in motion
- State that a straight line on a distance time graph shows constant speed, a curving line shows acceleration
- Identify different types of cell, and know that different cells have different structure so that it can do a specific job
- State that sound consists of vibrations which travel as a longitudinal wave through substances
- State that metals can be arranged as a reactivity series in order of how readily they react with other substances

Secure

You are able to.....

- Explain the properties of solids, liquids and gases based on the arrangement and movement of their particles
- Illustrate a journey with changing speed on a distance-time graph, and label changes in motion
- Explain how to use a microscope to identify and compare different types of cells
- Explain observations where sound is reflected, transmitted or absorbed by different media
- Identify an unknown element from its physical and chemical properties

Extending

You are able to.....

- Evaluate observations that provide evidence for the existence of particles
- Predict changes in an object's speed when the forces on it change
- Suggest how damage to, or failure of, an organ would affect other body systems
- Suggest the effects of particular ear problems on a person's hearing
- Justify the use of specific metals and non-metals for different applications

Not yet- Can attempt the above and sometimes be successful

Expected- Can do the above successfully.

Beyond- Can do all of the above confidently and successfully with the desired outcomes.

Resources

As well as the resources found on the schools website there are a number of other resources that can be used to support your child with their studies.

www.showmyhomework.co.uk View all the details relating to homework - completion time, due date and additional resources.

www.samlearning.com SAM Learning offers online revision and exam practice for KS3. A great resource to consolidate learning that has taken place that day or that week. Used regularly it has proven to improve progress made by students.

www.bbc.co.uk/education Known as BBC bitesize. A useful website to get clear explanations of the knowledge and skills covered at KS3.

www.mymaths.co.uk Interactive lessons, games, and worksheets to support maths learning

Mr Martin
Assistant Headteacher, Progress, Assessment and Recording

Psychology in Action conference

On Monday 20 November, some of Nobel's year 12 psychology students attended a 'Psychology in Action' conference. The conference aimed to give students a greater understanding of psychology as a subject, an opportunity to find out about recent advances in some areas of psychology and a glimpse of what a career in psychology might involve.

We heard from a number of psychologists throughout the day. The schedule included Sir Simon Wessely discussing the impacts of war and terrorism on mental health, Prof Mark Brosnan telling us about autistic spectrum disorder and Dr Dean Burnett on how faulty our brain can be at times. The students seemed to particularly enjoy the session from Dr Peter Lovatt from the University of Hertfordshire on 'happiness and the rhythm of life' which involved us all dancing and learning the New Zealand Haka to gain an understanding of how rhythm can change our mood and psychological state. The students were also impressed by candid accounts from Kerry Danes about her life as a forensic psychologist, including stories of eyeballs in tomato soup and missing fingers!

The day was thoroughly enjoyable but also insightful. Some of our students asked the experts some very intriguing questions, including whether it is easy to make it as a female psychologist. Miss Zloh and I also thoroughly enjoyed learning about recent advances in the subject that we have loved for a long time.

Thank you to all of our students who were fantastic representatives of Nobel and who I hope enjoyed the day as much as I did.

Miss West
Head of Psychology



Nobel Science Ambassadors

The science department has put together a team of young individuals from year 12 who will help run events and receive feedback. The ambassadors of departments are as follows:

Head Ambassadors – Danielle Atkinson and George Meywes

Biology – Milikah Younus, Rebecca Oladogba and Emily Norris-Smith

Chemistry – Megan Falco, Joanna Le Fevre and Katelyn Imina

Physics – Farozha Urrehman, Hannah Wallis and Harrison Francis

Lab Skills – Charlotte Miller, Abby O'Brien and Chloe Tillbrook.

As a Science Department we host many events for KS3, KS4 and KS5, to help the department excel. So, as the science ambassador team we help the organisation process and event

itself run smoothly. We brainstorm new ideas and carry them out as effectively as possible. We help younger year groups in lessons, by tutoring one to one or teaching a class. We give advice and help to educate, alongside our teachers. We represent the department for visitors, promote science as a subject and invite students to talk to us about what we can do to help them. We would like to promote our science department for KS3, GCSE and for A Level, therefore we organise, attend and manage events to help us to so.

Many thanks,
Danielle Atkinson, George Meywes & the Science Ambassadors



STEM activity – Rocket Club Airbus – Astro Ted

BBC Look East visited Nobel School on 16 November 2017 to record the launching of Astro-Ted on a rocket built by Dave Ledger and his colleagues from Airbus. Dave regularly supports the school by running hands-on STEM workshops designing and building rockets with students from Year 7 – yr12.

His colleagues at Airbus are raising money for the Cystic Fibrosis charity and combined the event with the Children in Need fundraising events. Staff at Airbus guessed the height that the rocket reached; the rocket was fitted with an altimeter-measuring device.

Dave and his work team built a specially designed 8 litre capacity rocket with detachable nose cone so that 'Astro Ted' could safely eject and return to ground under a parachute.

Dave asked for our support in providing the launch site and Nobel were happy to oblige.

The students involved in last year's rocket workshop built 2 litre capacity rockets in Design Technology workshops using laser cutter technology and simulation programmes and were on hand to witness the launch and help with proceedings. Nobel teachers from the Science and Maths departments work together with Design and Technology staff to support the STEM workshop programme.

Staff and students were interviewed as part of the Look East report and expressed how pleased they were to be a part of this extraordinary rocket's flight.

Bob Lovelock
Head of Art, Design and Technology



From the Head Boy and Head Girl

Remembrance Parade

We both had the honour of attending the Remembrance Day Parade on the 12th of November this year as Head Boy and Head Girl. We were given the opportunity to walk in the parade alongside Mr Henson and his

daughter. It was a fantastic chance for us to be a part of such a huge gathering of people, all paying their respects to those who were a part of, or indirectly involved in, the World Wars, in what was a touching service. Being able to lay

a wreath at the event on behalf of Nobel really shows that both students and staff care, which was wonderful. We were thankful to be present and support those around us who are in need. We both felt very privileged to attend the parade; it was a day full of respect that we will always remember.



SST News

Sponge the Teacher

On Friday 17th November three brave teachers sat outside in the cold and got pelted with wet sponges all lunchtime for Children In Need. A big thank you to Mr Minkov, Mr O'Neill and Mr Pellet for being such good sports. Thank you to everyone who was there to support the event by having a go and making a donation and also to the large crowd that gathered to watch and cheer, it created a great atmosphere. The event was a success, everyone had fun and we managed to raise an impressive £56 for Children In Need!



Mindshare

A group of our Year 13 students have been successful in their applications to join the Mindshare Academy programme. This is a fantastic opportunity for them to gain an insight into careers in global media, gain planning, team work and presenting skills and receive regular mentoring. Success in the programme could lead to internships or apprenticeships in media strategy, planning and buying.

Breannah Anderson describes the experience so far:

Mindshare Academy is a great opportunity for me as someone who wants to pursue marketing as a career. Mindshare, a global media and marketing services company is under the parent company GroupM – the largest advertising company in the world. It provides services to big brands such as Unilever, Chanel and Range Rover to name a few. I became aware of Mindshare Academy when the Managing Director, Patrick Philpott, visited Nobel School and described what the process of being a part of the Academy would entail. All that we needed to do was to send an email stating why we were interested in Mindshare and what brand we thought most represented us as individuals. I said Sky because I ‘believe in better’ (cringy, I know!). During the summer, I received the great news that I had made it to the next stage of the process, which was ‘Ignite’ this October.

The Ignite event took place over two days at the Mindshare offices in London. The same offices as Google! Upon getting there at 8:30 am, we were provided with free breakfast (lunch was provided also) and time to meet other candidates. In came Ben and Patrick

to explain the process and break the ice. Next, we were placed into groups, where we worked as teams to create a media strategy for 20th Century Fox’s film Maze Runner: The Death Cure. Over the course of the two days, we found out about the three stages of the work done at Mindshare – media strategy, planning and buying. From these processes, the groups developed our own media strategy for Maze Runner. This was great fun as marketing so closely relates to media and my team got on like a house on fire (we even made a group chat). Throughout the process, we had current apprentices helping us and giving ideas to improve our campaign, which was much appreciated.

On the last day we presented our media strategies to Ben, Patrick, two ‘high profile’ women of Mindshare and a representative from 20th Century Fox. Insane! The fact they were really nice lessened the pressure. Although our presentation did not win, it was still amazing. The winners were presented with their prizes and then we were informed that the following week we would find out if we were selected for the mentoring process and would be invited to Mindshare’s Huddle event on Thursday 9th November. This was an exciting day where we used brand new technology and machinery such as Virtual Reality headsets and even machines that turned our faces into chocolate!

So far the experience has been great - we look forward to what Mindshare holds for us in the mentoring stage.

MINDSHARE



Dates for the Diary:

24 November	KS5 visit – London Excel Skills Show
24 November	Yr 10 Nobel Celebrates Success
29 November	Yr 9 Consultation Evening, 3.15-6.45pm
1 December	Yr 9 Nobel Celebrates Success
5 December	Christmas Show Technical Rehearsal
7 December	Christmas Show, Lesley Rose Auditorium, 7.00pm
8 December	Yr 8 Nobel Celebrates Success

Sudoku

Instructions

- Place 1 - 9 once in each row
- Place 1 - 9 once in each column
- Place 1 - 9 once in each 3x3 box
- Complete the 'sum cages' such that the total of the numbers in each cage is the number stated at the start of that cage
- You are not allowed to repeat any numbers within any sum cage

Solution page 12

Daily No. 4111 Easy

9			19				17		
16			9		14			9	
10	8			13		11	11		
	9			15	21		4		18
6						23			
14	15					4	6		
	5			8			12		23
9			13		9				
8			30				7		

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Logic Puzzle

Give me Half!!

8 is half of 16, and 16 is half of 32. What is 64 divided by $\frac{1}{2}$?

Solution page 12

Week commencing 27 November

L is for... **laconic**

adjective

(of a person, speech, or style of writing) using very few words.

"his **laconic** reply suggested a lack of interest in the topic"



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19 December 2017
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WITH STILTON AND ROCKET
SERVED WITH SEASONAL
VEGETABLES AND ROASTED
POTATOES (v)

&

CRANBERRY AND CHRISTMAS
SPICED FLAPJACK WITH
CINNAMON AND VANILLA
CUSTARD



accompanied by carol singing and served
by members of staff



Sudoku Solutions

Daily No. 4111

Easy

9	4	5	19	8	1	3	7	17	6	9	2
16	7	9	9	3	6	2	4	8	9	5	1
10	1	6	2	13	8	5	9	11	7	4	3
9	9	4	5	15	7	8	2	4	1	3	18
6	3	2	1	5	4	6	9	8	7		
14	6	8	7	3	9	1	4	6	2	5	
8	5	1	4	8	2	6	3	12	5	7	23
9	2	7	13	9	4	1	5	3	6	8	
8	5	3	30	6	9	7	8	7	2	1	4

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Logic Puzzle Solutions

The answer is 128. The question wanted you to divide by $1/2$ not by 2.



Week commencing 4 December

M is for... **multifarious**

adjective

many and of various types.
"multifarious activities"

having many varied parts or aspects.
"a vast multifarious organization"

From Evolution to X-rays: A History of Science

Dr Charles Littleton

Tuesday 5th December 7:00pm

The Nobel School

Tickets (free) available from the Science Faculty Office

Historian Charles Littleton presents a fascinating history of science told through his own family history. From Charles Robert Darwin the father of our understanding of evolution, Charles Galton Darwin director of the National Physics Laboratory during World War II to Cecily Darwin a noted X-ray Crystallographer.



Nobel

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Student

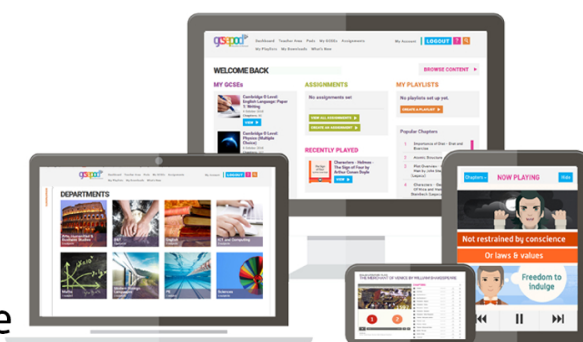
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