

Nobel News

29 January 2021
Edition 9.09



From the Headteacher

Dear Parents and Carers

Despite everything going on in the outside world, there is a good feeling around school. We are so pleased with the attendance at remote lessons. As I reported in the last edition of Nobel News, our teachers have worked incredibly hard to produce very effective online learning – feedback continues to be very encouraging from students and parents; we are very grateful and I've never so proud of our school community. In fact, we were mentioned on an ITV newsfeed yesterday. Our parents were so pleased that they were going to contact OFSTED singing our praises; that really is great and has raised everyone's spirits here.

Don't forget, if you are pleased with the remote learning, an email to your child's teacher or indeed to head@nobel.herts.sch.uk as the current situation is hard for everyone, we all need as much encouragement as we can get.

Families also deserve praise, attendance at our on-line lessons has been remarkable - 13% higher than the national average.

However, as we know, using screens all day long does bring separate issues and we need to be mindful of this. We met with teachers this morning to encourage them to divide lessons up into different activities, so that Nobelians are not staring at a computer screen all day.

Finally, some sad news, we heard this week of the death of a Keith Hopkinson, a well-respected past governor. Our thoughts are with his daughter Kizzie, an ex-Nobelian, and his family and friends.

As always, thank you for your fantastic support – it makes the Nobel community even stronger.

Take care and stay safe.

Warm regards
Martyn Henson

Language Learners of the Half-Term: November/December



FREYA ARTHUR	8M MMD
RUBY HAMMOND	8T KPR
VERITY MYSON	8T AHY
ADIL SHAH	8M RGR
ISABELLE WALKER-IMPETT	8M MMD
ANISA GUEMACHE	9M CMY
GAUDEN KAGIMU	9C RBD
EMILIE NEWMAN	9E PPI
MAHI PARMAR	9T ELW
SACHI SHAH	10T KKI
AFRAH PEERAN	11T JKY



TYLER FIELD	7C ABD
ALEXANDER FORD	7E CWT
JESSICA JONES	7C NAN
TYLER READE	7E CWT
FLYNN WALTERS	7E ATS
SUMMER CHIDI	8E RLN
TYE DILLON	8C CDE
KENNEDI GOODRIDGE	8E RLN
MOLLY HEYNEMANN	8E KHS
LOUIE SKELTON	8C CDE
DISHA PATEL	11E JBL
SCARLETT INGRAM	12M CGI
EVITA FERNANDES	13E BLK



SADIA CHOUDHURY	7T DCE
ELISE KENNEDY	7M CLR
MIA MOSELEY	7M CLR
HARRY MUMFORD	7M JRN
FAITH ALEXANDER	9M RMS
SAMUEL HUTTLESTONE	9C JSS
OLIVIA KEMSTER	9E PCN
ELLIS NICOLI	9T ZNE
MILLIE MEEHAN	10C PDN
SAMPADA JADHAV	11T RMS



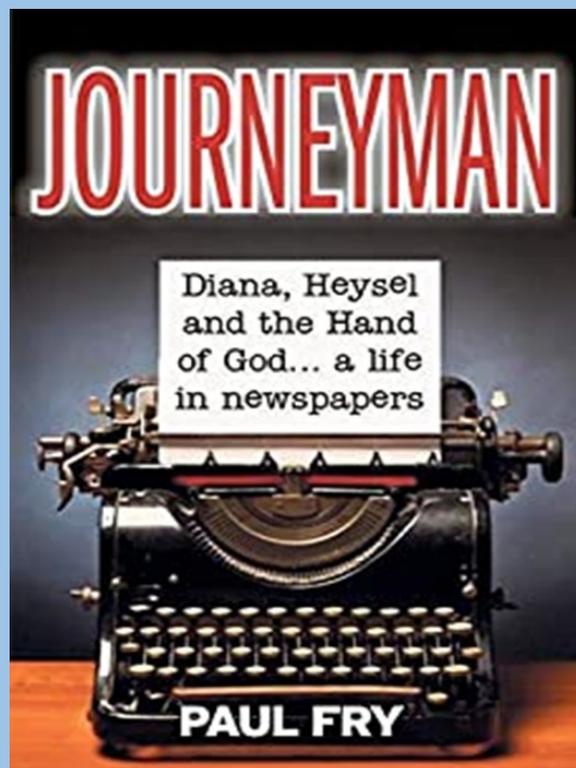
Book by a Former-Nobel Student

Paul Fry attended school from 1967 - 1972, going on to a 35-year career in Fleet Street and regional daily papers in the UK and abroad. In his first book, he recounts his memories of his time at Nobel; of how he failed his O-levels and stayed back a year to complete them and get his dream on track before going on to Stevenage College, and then joining the former local paper, The Gazette, as an apprentice reporter.

There are tales from his growing up in Stevenage, and his search for his birth family after being given up for adoption, as a new-born, by his Irish mother.

Paul recounts some of the incidents he has reported on, and one huge news story he was caught up in, being yards from where 39 people were killed at a major football match in Brussels.

There are insights into some of the fascinating and famous people he has met; a brush with the FA Cup trophy; with England 1966 World Cup winner, Bobby Moore, and a 'nearly night out' with Rod Stewart in Mexico at the World Cup. He was there when Diego Maradona scored his infamous 'Hand of God' goal, and later produced and edited match programmes for Stevenage Borough FC. Paul also writes a monthly column for online magazine #Stevenage.



The book has already had some five-star reviews and the Nobel School Parents and Community Book Group certainly enjoyed it! It is available online at Amazon (search Journeyman and Paul Fry) in kindle and paperback formats. You can also get in touch with Paul via his website paulmarkfry.com

And there are special deals for Nobel students and staff. Seek out Paul's special Journeyman page on Facebook or email paulmarkfry@gmail.com, quoting the code Nobel67, to get a signed paperback copy for just £5.99 (including postage) - a saving of £5.



Year 9 English - Romeo & Juliet

Four Year 9 students - Millie Hogan, Ebony Ingram, Mahi Pamar and Amelie Powell, all in 9T ELW, are to be congratulated on the excellent work they have produced as part of their study into William Shakespeare's, Romeo and Juliet.

Students were tasked with analysing how Shakespeare's representation of Juliet changes throughout the play, and I think you will agree from their work, which we have reproduced here, all the students have conducted a forensic analysis of the text and demonstrated a clear understanding of the subject matter.

On the next page, Millie Hogan has colour-coded the structure of her essay, and included an explanation of all the key elements. The same framework has been used by all the students and ensures that the writing flows.

Well done, everyone, keep up the good work!

Miss Rachel Garner
English Teacher



How does Shakespeare's representation of Juliet change?

Initially, Shakespeare presents Juliet as submissive and dutiful but in act 2, scene 2 Juliet is less obedient and becomes more strong-willed and independent in her decisions. In act 1 she states, "it is an honour that I dream not of", this shows that Juliet knows the honour and value of marriage but is unsure and doesn't see herself worthy of it. This also shows her submissiveness as she has adopted her parents' views and cannot see past them to her own.

Furthermore, in act 1, Shakespeare portrays Juliet as a dutiful daughter who will do whatever her parents say and will always seek their approval. She declares, "But no more deep will I endart mine eye, than your consent gives strength to make it fly" the word "consent" shows how Juliet is an obedient daughter and will ask her parents' permission. This also shows how she has taken on her parents' views and the views of the Elizabethan era as, during that time young women would not have had a say in who they were to marry, it would have been their father's decision. However, in Act 2 Shakespeare shows Juliet as more in love with Romeo and more independent "tis but thy name that is my enemy" is a declarative statement showing how Juliet has become more strong-minded and that she is surer of her own opinions. The word "enemy" juxtaposes the love she has for Romeo as it has connotations of violence and anger. Shakespeare's use of the word "name" shows how their names don't matter and it is a small obstacle that can easily be removed, this separates Romeo and Juliet from the feud that surrounds them.

Additionally, in act 2, Shakespeare has presented Juliet as more intelligent and pragmatic when Juliet says "What's in a name? That which we call a rose by any other name would smell as sweet". Shakespeare uses a question to show how Juliet questions identity and how a name is just a label. The word "rose" symbolises the love she has for Romeo and that her love for him will stay the same even if his name is Montague, just like a rose will always mean true love. Juliet also questions identity according to gender as just because she's a woman why should she have to change her name and why can't Romeo change his instead? During the Elizabethan era it would have been the woman to change her name after marriage so they would become their husband's property. This shows Juliet's independence as she has gone against the social norms to state her opinion.

Ebony Ingram 9T ELW

How does Shakespeare's representation of Juliet change?

Topic sentence

Embedded Quotation/Supporting Quotation

Technique

Zoom in

Refer to audience and context

During Act 1, Shakespeare presents Juliet as submissive, dutiful and someone who conforms to the social expectations of a woman in the Elizabethan era. However, in Act 2, Shakespeare reveals a new side to Juliet after her falling in love with Romeo. She becomes rebellious, decisive, and takes control of her imminent future, which opposes her role in the patriarchal society of the time and reveals her pragmatism and intelligence.

Initially, Shakespeare presents Juliet as a woman with very modern views for her time. In Act 2 Scene 2, Juliet stated "be but sworn my love and I'll no longer be a Capulet" when she is pondering the boundaries blocking her and Romeo from being together. The use of a declarative statement shows that she is sure of what she wants and knows her own mind, but also demonstrates how she loves and cares for Romeo. The use of the word "sworn" represents marriage and promises, which reveals Juliet's pragmatic mind as she does not want to betray Romeo. Her sensibility is also revealed here as she puts their marriage before their other intentions together and decides to get married without her family's permission. This contrasts social norms as, during the Elizabethan era, a woman's husband would have been chosen for her by her father without the woman's approval, as a transaction to bring wealth to their family. This shows her maturity as, from the beginning, Juliet has had no interest in playing her part in society and becoming an object to trade away. She displays this when she says "it is an honour that I dream not of", using another declarative statement to express her opinions.

Additionally, Shakespeare portrays Juliet as a woman who stands out from society and is different from other women of her time. This is shown when Juliet insists "what's in a name? That what we call a rose by any other name would smell as sweet" The use of a "?" shows how Juliet is questioning identity and how an individual is more than their name. "By any other name" implies that Juliet believes a name is an obstacle that can easily be removed and that name isn't an identity but a label. This reveals her realistic and common-sensical nature, as she is able to look past a name and see the true personality within. This is also shown by the word "rose". The rose represents Romeo and Juliet's love for one another as a rose symbolises true love and purity, suggesting that Romeo and Juliet's love is pure and beautiful. Questioning the name of the rose illustrates how her love for Romeo will always remain the same, even if his name is a Montague. This displays how love transcends all. This is a very modern view for her time as she is able to see past her feud and overlook the fact that Romeo is considered an enemy to her family. Women in the Elizabethan era would not have been able to see this, which shows how ahead of her time Juliet really was. Women would have needed consent to marry, and during Act 2 Scene 2 we see a whole new side to Juliet, a side that contrasts these beliefs. This is very different to Juliet in Act 1, as in Act 1 we see Juliet's submissive nature "than your consent gives strength to make it fly" whereas now we see her strength and maturity.

In conclusion, Juliet has developed massively as a character. Throughout Act 1, we have seen an obedient, dutiful Juliet who plays her part in society, as a woman. However, in Act 2, Shakespeare displays a new side to Juliet; a woman who takes control of her own future. We see a rebellious and strong-minded woman who opposes her role in the patriarchal society of the time.

Millie Hogan 9T ELW

How does Shakespeare's representation of Juliet change?

Shakespeare presents Juliet as a meek, submissive pawn, willing to do what her father wants her to; marry for their family's political gain. However, In Act 2 Scene 2 Shakespeare conjures a portrayal of a pragmatic and strong woman, willing to override her father's wishes - all for love - as she swiftly deconstructs the idea of identity and belonging.

During a conversation with Romeo, discussing being together, the star-crossed lovers contrast significantly. Ever the optimist, Romeo doesn't focus on the logistics of the relationship, while Juliet starts to focus in on the cracks of their doomed love. In an idea, Juliet states, "Be but sworn my love, and I'll no longer be a Capulet." This declarative statement makes us realise her understanding of the workings of the world around her. Shakespeare selects 'sworn' as a verb, a word with connotations of marriage vows and promise. This prompts us to understand Juliet as having morphed to a rebellious woman, as Italy in the 1400s was a formidable patriarchal society, where women whose family were powerful were placed in forced marriages for the sake of the alliances the family gained. When Juliet says, "and I'll no longer be a Capulet" she effectively disregards the entire moral system she has been raised upon like a lamb to the slaughter. Shakespeare highlights her grasp on the true meaning of identity and, that since she is a woman, her identity is interchangeable as she has to change her name regardless of whom she marries, so it might as well be for love. Men were led to believe that women were too emotional to make key decisions so when Shakespeare uses this quote of Juliet deciding how trustworthy and devoted Romeo is, it created a whole new aspect of thought for the Elizabethan viewers of the play, as Juliet herself proposes marriage, instead of the traditional format in which the man does.

Juliet continues to debate society with, "What's in a name?" In which she questions her identity, examining how women can't be their own person, and are the property of the male family, unentitled to the rights men have. She continues, "That which we call a rose by any other name would smell as sweet." The simile of a rose, a symbol of true love (a link to the themes of fate that run throughout the play) and how they were predestined to be together, shows Juliet reflecting on how she will love Romeo eternally, no matter what his name or social status in the Verona power hierarchy. It also comes back to how Juliet has a different perspective as a female, her name will change so she can view the true meaning of identity differently to the rest of her family; how an individual matters more than the label that comes with them.

Lastly, she finishes with, "tis but thy name that is my enemy." A progressive view, this declarative statement finalises how sure Juliet is in her opinion. The use of 'enemy' juxtaposes her love for Romeo, with connotations of violence and anger, reflective of the feud that separates them. It remarks upon her intelligence in which she is able to separate herself from the family and rebel against them, and to look for a solution heading into the future, using her bond with Romeo, instead of having constant battle and grudge.

Shakespeare uses Juliet to escape from the misogynistic gender norms that shackle her to a betrothal to Paris, a representation of what lots of women were experiencing. He indirectly attacks the views of the Elizabethan Era, a time when Elizabeth I was on the throne, but yet the prejudiced views hung on until 1969, when everyone was equally allowed to vote at the age of 18.

Amelie Powell 9T ELW

How does Shakespeare's representation of Juliet change?

Shakespeare's representation of Juliet changes from an obedient, dutiful daughter during the beginning and then to a decisive and independent young woman due to her growing love for Romeo in Act 2 Scene 2. At the beginning she is ready to marry her father's choice, though she thought herself as unfit for marriage, but that is of course before she falls in love with Romeo. As she fell for the Montague, an, unexpected, pragmatic and rebellious side is revealed to the audience. This is shown when she considers Romeo to be in her life as a husband and when she is ready to go against her father and his choices, which would have been incredibly rare at that period of time in a patriarchal society.

Initially, Shakespeare presents Juliet as naïve, submissive and dutiful however, in Act 2 she becomes an independent and strong-willed young woman. In Act 2 Scene 2, Juliet declares "*be but sworn by love and I'll no longer be a Capulet*". The use of the declarative statement implies her passion and love for Romeo but also shows us that she is sure of herself and is quite sensible. The verb "*sworn*" highlights her pragmatism as she doesn't want to be betrayed by Romeo which is why she wants to bind them two together with marriage and promises. Her focus on her maiden name "*Capulet*" reveals her intelligence and understanding for not only her family name but also her own identity. She realizes that in order for her and Romeo to be together, she will need to change her name. This then emphasizes her character development from an unsure and timid child to a strong-minded young woman.

When we first meet Juliet, we find out her views on marriage "*it is an honour I dream not of*". The juxtaposition suggests she understands the importance and value of marriage but feels she is not worthy of it. Although, when she meets Romeo her views change due to the growing love between the two. Usually, in the Elizabethan era, husbands were chosen by the father and this was selected based on social hierarchy which meant it was more of an alliance for her family than a marriage for love. This is where Juliet disobeys the stereotypical social standards of women being too emotional and not sensible enough to make their own decisions. The audience then notice the character development even more as they can realize how her submissive and naïve character is long gone and that she is now an independent and rebellious character as a result of love.

Moreover, Shakespeare conveys Juliet as intelligent, pragmatic and sensible.

Mahi Pamar 9T ELW

Science Club

Science club will be relaunching on Monday 8 February, at 3pm, via Teams. We are now also opening this up for any year 8 students who would like to come along too. If any students are interested, please could they email me (bethany.jones@nobel.herts.sch.uk) to let me know, and I will add them to our Science Club Team.

We would also like to invite our year 12 science students to join our science ambassador programme and, as part of this, to help out at year 7 and 8 science club. If any year 12 science students are interested in this, please could they contact Mrs Pearson (amy.pearson@nobel.herts.sch.uk) to express their interest.

Miss Bethany Jones
Science Teacher

Raising Money for Alzheimer's UK

Next month my partner and I are going to be completing a 100 mile charity run (50 miles each). We will be raising money for Alzheimer's UK, a charity close to both of our hearts, following family bereavements. Neither of us are regular runners, so this is going to be a big challenge for us!

We have 30 days to complete the distance (28 January-28 February). My aim is to run most days after finishing my online teaching!

At the time of writing, we have already raised over £600 for this wonderful charity, triple our original aims. If anyone would like to sponsor me, here is the link:

https://www.justgiving.com/fundraising/benphilcox?utm_source=Sharethis&utm_medium=fundraising&utm_content=benphilcox&utm_campaign=pfp_email&utm_term=2301f5f402884dd996caa9c259426c80

We will be running separately to follow current Covid government guidelines. Pictures will follow in a later edition of Nobel News

Thank you very much, in advance.

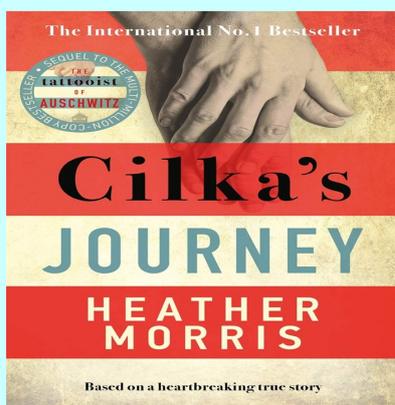


Ben Philcox
History Department

NOBEL SCHOOL PARENTS, STAFF and COMMUNITY BOOK GROUP

Next meeting will be held **remotely (or in the Library if we're able to)** 6:30pm, Tuesday
23 February 2021

The book to read is:



Read all or part of the book, and discuss it in a friendly informal group - Contact: Rosalind Essaki:
01438 222600 or email:

library@nobel.herts.sch.uk

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RSPB Big Garden Birdwatch: 29-31 January



This event, which takes place over the weekend of 29-31 January, is a huge survey of the nation's birds, that everyone can take part in. This research is important, not only for those interested in birds, but also provides an insight into the effects of climate crisis as birds' migration patterns are a key indicator of the changes to our weather patterns.

Year 9 have been learning about this as part of their unit on "Humans as Hazards" so this task will be of particular interest to them.



All you need to do is set aside an hour of your time to watch which birds land in your garden or local area. The RSPB has put together a handy guide to help you, that can be downloaded here:

https://www.rspb.org.uk/globalassets/downloads/biggardenbirdwatch/2021/how-to-resources/Bgbw21_how-to-guide.pdf

This can also be found on Show My Homework as this has been set as an optional task by the Geography Department for all students to complete over the weekend.

Mr George Breese
Head of Geography

Friends of Nobel School (FONS) News

Friends of Nobel (FONS) is very thankful to everyone who participated in the raffle this year. We are pleased to let you know that we raised £1160 to help with projects that support student learning. Thank you so much!! Winners will be announced in the next Nobel News.

Many of the ways we usually raise funds can't happen this year (no discos, quizzes, or barn dances), so we would greatly appreciate your continued support by joining our 100 club monthly prize draw. It only costs £2 per month and you are entered into a monthly draw, 50% of the funds stay with FONS to support Nobel and 50% are given out in 2 monthly prizes – 1st prize is 60% & 2nd prize 40%. The more people who participate, the more money we raise for Nobel and the larger the monthly prizes.

Our latest 100 Club winners are:

November

1 st	B Cox	No. 21	£22
2 nd	S Bailey	No. 12	£13

December

1 st	A Eglinton	No. 14	£24
2 nd	J Laing	No. 33	£15

January

1 st	L Ford	No. 36	£24
2 nd	N Pedder	No. 58	£15

Thank you to those of you who responded to our earlier request in November! You can see the attached flyer for more information or contact Jodie Laing – jlaingseattle@gmail.com.

Our next meeting will be on Monday 22 February from 7-8pm online. To be notified of meetings and how to join them, please email Barry.Burningham@nobel.herts.sch.uk



We simply had to share with you this stunning artwork, created by Y13 student, Melanie Geary, for her mock exam. Melanie describes below, the inspiration for her work:

The theme throughout my coursework in art is looking at self-expression in different forms. This led me to explore how artists achieve self-expression through figuration and movement. I looked at the work of artist Cecily Brown, whose paintings are a personal response to the figures in art history. I chose to explore this approach for myself and began observing historical paintings belonging to different time periods and movements, and analysing their differences and similarities.

The aim of my final piece was to consider the placement of these figures that would highlight their relationship and emphasise the expressiveness of their body language.

I hoped to juxtapose the elements used by the variety of artists while maintaining a harmonious tone through compositional features that tie them together. I also wanted to add a more modern dimension to the piece, which I achieved through the monotone sections in pencil and through geometrical qualities.

Overall, the objective of this piece was to experiment with methods and theoretical practices that were new to me and to design a painting that reflected this.

I plan to take a foundation year course in art and design after sixth form, to allow myself time to try out new media and methods while building a stronger portfolio for university.

Melanie Geary 13CML

Home Learning Resources and Activities

ALL SUBJECTS

BBC Bitesize

<https://www.bbc.co.uk/bitesize/learn>

Art

<https://www.fitzmuseum.cam.ac.uk/>

<https://www.nationalgallery.org.uk/visiting/virtual-tours>

<https://www.tate.org.uk/art>

<https://www.npg.org.uk/>

<https://www.royalacademy.org.uk/>

<https://www.louvre.fr/en/visites-en-ligne>

Business

How to Start a Business for Teens

<https://starterhigh.brianhamilton.org/>

English

BBC Culture British Literature

<https://www.bbc.com/culture/tags/british-literature>

National Literacy Trust

Children from 0-12 years

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

Teens Zone In

<https://wordsforlife.org.uk/zone-in>

No Fear Shakespeare

<https://www.sparknotes.com/shakespeare/>

Royal Shakespeare Company Learning Zone

<https://www.rsc.org.uk/shakespeare-learning-zone>

The Poetry Society

<https://poetrysociety.org.uk/education/learning-from-home/>

Fact Checking Websites

<https://www.bbc.co.uk/bitesize/tags/zr2yscw/fact-or-fake/1>

https://www.bbc.co.uk/news/reality_check

<https://fullfact.org/>

Food Tech

Recipes, techniques and all things food

<https://www.bbc.co.uk/food>

History

History TV

<https://www.history.co.uk/>

BBC History

<http://www.bbc.co.uk/history/british/>

Virtual Tours and live webcams

<https://explore.org/livecams>

Virtual Tours of World Museums, Educational Sites & Galleries for Children

<https://www.familydaystriedandtested.com/free-virtual-tours-of-world-museums-educational-sites-galleries-for-children/>

<https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>

<https://www.annefrank.org/en/anne-frank/secret-annex/>

Harry Potter

<https://artsandculture.google.com/project/harry-potter-a-history-of-magic>

Home Learning Resources and Activities

Science

The Science Museum

<https://collection.sciencemuseumgroup.org.uk/>

Royal Institution

<https://www.rigb.org/families/experimental>

Access Mars

<https://accessmars.withgoogle.com/>

International Space Station Tours

https://www.nasa.gov/mission_pages/station/main/sun_i_ss_tour.html

Google Earth Tours

<https://www.makeuseof.com/tag/google-earth-virtual-tours/>

Study Skills

<https://sites.google.com/view/studyskills/home>

Hertfordshire Libraries Ready Reads service supports home schooling

We all know how important it is for children to have access to books. Despite the current lockdown situation, **Hertfordshire libraries are open for Ready Reads.**

Families can order books for their children and themselves using the online form and then collect from a selected library. <https://www.hertfordshire.gov.uk/services/libraries-and-archives/other-library-services/ready-reads.aspx>

If you are unable to access online services, please contact us on 0300 123 4049 and a member of our team will be able to help fill out the form.

Also, our requests service is operational so for specific books these can be ordered through our catalogue and picked up in the same way.

Books, Authors and Reading

Authorfy – author videos and writing resources

<https://authorfy.com/>

The Scottish Book Trust

<https://www.scottishbooktrust.com/authors-live-on-demand>

Free books available on Audible

https://stories.audible.com/discovery/enterprise-discovery-21103929011?ref=adbl_ent_anon_ds_ds_dbb_0-0

Classic Books (PDF)

<http://www.bookstacks.org/>

Young Samurai by Chris Bradford

<https://www.youtube.com/c/ChrisBradfordAuthor/videos>

Anne Frank Video Diary

<https://www.youtube.com/annefrank>

Anthony Horowitz Audio Books

https://www.youtube.com/results?search_query=anthony+horowitz+audiobooks

Hertfordshire Libraries Audio and Ebooks

<https://www.hertfordshire.gov.uk/services/libraries-and-archives/books-and-reading/ebooks-and-audiobooks/ebooks-and-audiobooks.aspx>

Hertfordshire Libraries Newspapers and Magazines

<https://www.hertfordshire.gov.uk/services/libraries-and-archives/books-and-reading/newspapers-and-magazines/newspapers-and-magazines.aspx>

Hertfordshire Libraries Online Reference Library

<https://www.hertfordshire.gov.uk/services/libraries-and-archives/books-and-reading/reference-library-online/reference-library-online.aspx>

FRIENDS OF NOBEL SCHOOL – 100 CLUB

The Nobel School has a thriving Parents' Association and as part of our fundraising events for the school we run a successful 100 Club.

Each person who joins the 100 Club pays £2 per month, and half the money raised each month goes towards our funds for the school whilst the remaining money is divided into two prizes, 60% for the first prize and 40% for the second prize.

We are always looking for new members, especially as this is an easy way to raise much needed money for the school, and a way for parents to contribute whilst having a chance to win some money themselves.

Membership is not limited to 100 members – the more members, the more money is raised for the school. Members can have (and are encouraged to have!) more than one entry in the monthly draw by paying the additional subscription. Payments can be made by standing order. (*Applicants must be over 16.*)

The easiest way to join the club is to complete the form below and either drop it off/mail it to the school office (sealed envelope marked for Friends of Nobel School (FONS), The Nobel School, ~~Mobbsbury~~ Way, Stevenage, SG2 0HS) or you can email the information below to Jodie Laing, jlaingseattle@gmail.com. Once your form or email is received, Jodie will contact you with the bank details for you to set-up a standing order through your online bank or app.

If you would rather do an annual cheque for £24, then complete the form and enclose the check when you drop it off at the school office.

✂

FRIENDS OF NOBEL SCHOOL - 100 CLUB

Name:

Address:

.....

Telephone/mobile:

Email:

Quantity of numbers required _____ at £2 per month (£24 per year).

I would like to set up a standing order or

I attach a cheque for £24 (payable to **The Nobel School Parents' Association**)

By signing this form you are declaring that you have received and accept the Friends of Nobel School 100 Club Rules and Regulations.

Signed:

Dates for your Diary

As always, should you have any concerns or require any information please contact your child's form tutor.

Monday 25 January - Friday 5 February: Y11 Options Interviews

Wednesday 3 February: Y7 Parents' consultation evening

W/C Monday 12 February: Half-term Break