



# CASSNEWS

SIR JOHN CASS & RED COAT SCHOOL NEWS  
Autumn Term 2018



Artwork by Mahera Jabeen Siddique, 8S  
Edited by Mr J Lynch

**We will achieve excellence and inspire generations the Cass Way**

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[www.sjcr.net](http://www.sjcr.net)

# Christmas Card Project

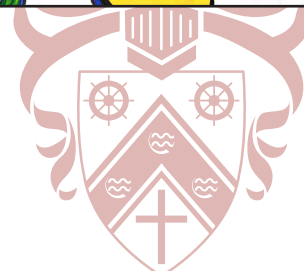
By Mrs Akoo, Marketing Manager

In the lead up to Christmas, a handful of year 8 art students were selected to participate in the Christmas card project.

Ms Lording (head of media) selected a few sixth form students to take pictures of various activities taking place around the school. These pictures formed the basis of the design for the Christmas cards, with students adding their personal touches to give the card a Christmas feel. The finishing touches were then added by Mr Lynch.

The final designs were taken to headteacher, Mr Woods and Chair of Governors, Ms Hancock to decide on which design would be used for this year's school Christmas card. It was a tough decision, but the winner was Mahera in 8S. Her design is featured on the front cover of this newsletter.

Well done to all of the talented artists who contributed to this project, the sixth form media students, Ms Lording, Ms Martin who created a lovely display with the artwork at the front entrance of the school, but above all, Mr Lynch who coordinated the project and worked closely with the students to produce some fantastic pictures.



# SJCR's Sustainability Story

**By Joey Bream, Alumni Student**

Joey is currently in his 1st year studying Engineering at the University of Cambridge.

It all started with an idea. At the start of the year, Joey Bream, a Year 13 student at Sir John Cass & Red Coat Sixth Form wondered exactly how much waste we produce here at Sir John Cass & Red Coat. It's clear that there are a lot of bins, but how much rubbish does this amount to exactly? He approached the caretakers, who were willing to help, and made some calculations to come up with a number.

"It's 38," he explained to the Student Voice, a month later. "We send 38 cubic metres of waste to landfill every week." Their guesses were close but they were still shocked by the statistic. It's hard to visualise, but taking into account all of the students in the school, it's definitely possible. 720 plastic bottles a week, 450 plastic sandwich containers and this (as well as food and paper waste) all results in 30 large council waste bins being filled per week. It's a lot - take a moment to let those numbers sink in.

The Student Voice were full of brilliant ideas to try and reduce this number. Some time was spent discussing the issue - what makes up our waste? What happens to something after we throw it away? They established that the majority of waste sent to landfill is avoidable, through recycling, composting or reducing our use.

A list was devised of the best ideas to combat the problem:

- Supply recycling bins throughout the school.
- Replace one use bottles with reusable ones.
- Educate people on the issue and raise awareness about the issue of using such a large amount of resources.



This was the start of the Recycling Movement at Sir John Cass & Red Coat School.

From the large group of the Student Voice team, Joey collected a small few who had contributed a lot in the meeting. He met them the next week to discuss the data in more detail and come up with ideas for the next step.

Almost simultaneously, multiple important things happened. Ms Deen joined; the first teacher to be part of the group. She will prove to be very essential to the sustainability group. A plan was devised, and after considering the data that was available, it seemed clear that the majority of waste in school really was avoidable. To reflect this, a meeting was set up with headteacher, Mr Woods and the plan was pitched.

It's Wednesday 6th June. 1:30 pm. The setting: Mr Woods's office. Present: Esmerelda, Alex, Obeid, Joey, Ms Deen.

"We want Cass to become 'zero waste'."

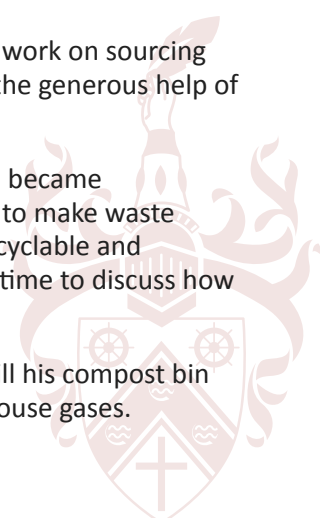
The sustainability team talk Mr Woods through the ins and outs of this daunting task. Essentially, the school has to reduce its waste by 90% over the course of the next year, and then hopefully reduce further to produce minimal waste. This isn't easy. However, it is feasible and worthwhile.

Amazingly, Mr Woods was convinced. He agreed to let his school be the role model for other schools in London (it would be the first) and the vessel for change.

From that day, things started to change much faster. In that same week, Joey and Ms Deen got to work on sourcing the reusable bottles suggested by the Student Voice, they created a criteria for the bottles. With the generous help of Mrs Akoo, prototypes were found.

Meanwhile, the small group which first started discussing the idea of reducing the school's waste became much larger, and were known as the Recycling Rangers (another Student Voice idea). Their role is to make waste management as smooth as possible in the school. They spend some time each week collecting recyclable and compostable materials from teachers who email Ms Deen, requesting the service, and also make time to discuss how the school can influence broader issues like plastic pollution and climate change.

Mr Rothern, in charge of Gardening Club and the school's Green Team lets the Recycling Rangers fill his compost bin with food waste from the kitchen, which would otherwise go to landfill and create potent greenhouse gases.



The catering team is helping in others ways too. Not only are they responsible for the majority of recycling done, they are also responsible for the production of lots of waste in the way food is supplied. They help the cause by replacing foods with bulky packaging on the menu, for example the yoghurt pots, with better alternatives.

By the end of June, the Recycling Rangers continue to grow in number and Mr Cusack also joins the team. I am sure the sustainability team will continue to be the task forces to raise awareness and target specific issues in the school.

Creating big change like this requires two key things: actions and interactions. If it weren't for interactions between inspired people and bodies for change like the Student Voice or Mr Woods, these ideas wouldn't spread and the status quo would be maintained. Similarly, if it weren't for the dedicated actions of the headteacher, the Bursar, Ms Akoo, Ms Dacre, Ms Dow, Mr Rothern, many others and unforgettably Ms Deen, this wouldn't be possible.

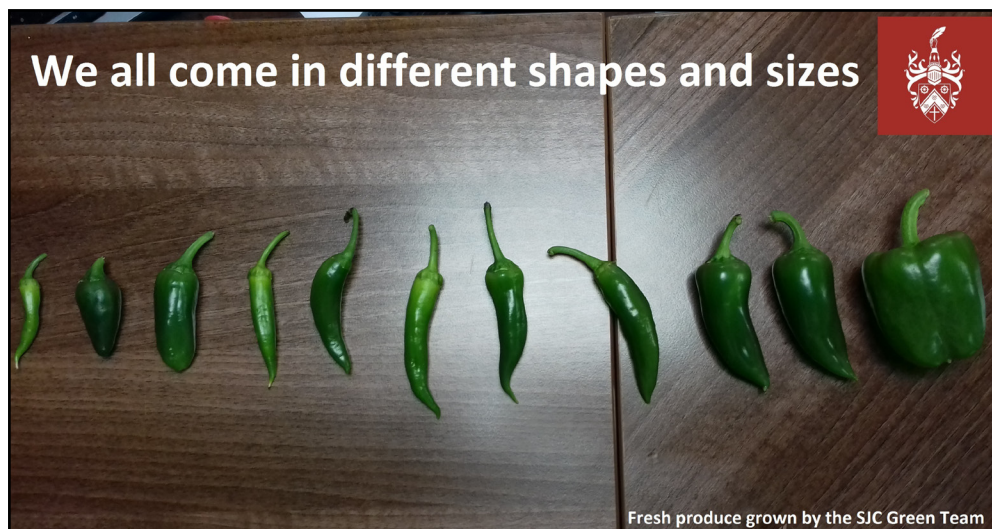
If you reading this are part of the school, then be an actioner for change: drop in on the Sustainability Group, talk with your peers about these seldom mentioned issues or just do your bit and consider how you could reduce the size of what you throw away. If not, consider your impact throughout your life, and things that you might do without even thinking about. Where does our food come from, for example?

Sir John Cass & Red Coat School hopes to set an example, and it is up to each one of us to set examples ourselves.

**See Ms Deen in Lab 4 if you want to help us bring about this change.**

## Growing Scheme Update

By Mr Rothern, KS5 BPO



**Farm Work Experience for Sixth Form starting January 2019**

Are you interested in animals and livestock? Do you know how to grow fruits, vegetables, herbs and spices? Could you make an item of furniture from a piece of wood? Are you concerned about conservation and sustainability? Then this might be the job for you! We have 10 places available for sixth form students for work experience at Stepney City Farm, one afternoon per week. Starts in January 2019.

**If you are interested or would like more information, please see Mr Rothern.**



# The Lord Mayor's Show

By Mr Cameron, Assistant Headteacher

On Saturday 10th November we joined with the Sir John Cass Primary school, Cass Business School and City University as part of the Sir John Cass Foundation entry to the Lord Mayor's Show. Our entry was the Sir John Cass Red Coat steel pan orchestra performing on the trailer of a 40 foot lorry. The orchestra was joined by pupils from the primary school who performed a number of musical pieces to the many thousands of people lining the streets of London.

We all had a wonderful day and were blessed that the rain held out until the procession had finished.

Thanks to Kyron Akal, our steel pan tutor, Mr Oakley for supervising & supporting the pupils, the members of the steel pan orchestra (and guests from the primary school) for their fantastic performances, the Sir John Cass Foundation staff (Megan and Lee) for their organisation and support on the day and above all, thank you to Dave Taylor, our driver, for the procession.



# Keyboard Evolution

By Mr Holder, Head of Music

On Tuesday 20<sup>th</sup> November, year 10 and 11 GCSE music students, plus year 9 students learning an instrument, visited Queen Mary University for a workshop about the evolution of the keyboard.

Students were able to explore the development of the keyboard instrument from the early clavichord to today's cutting edge technologies.

Through interactive workshops and performances, students discovered how the keyboard has evolved over five hundred years. They learned how composers use the human body itself as extra-musical stimuli, and were able to experience first-hand the differences between clavichord, harpsichord, early and modern pianos and modern digital keyboards.



# National Poetry Day 2018

By Mr Corish, English Teacher

On the 4th October, students in year 7 gathered for a lunchtime poetry workshop to celebrate National Poetry Day 2018. This year's theme was change, and after reading *First Day at School* by Roger McGough, the students discussed their own experiences at a new school and the change it had on their lives. The ideas which arose from this workshop formed the basis for a number of fantastic poems, written by students, on the theme of changing school.

After much consideration, the winner of the National Poetry Day Poetry Writing Competition is Sajida Zainab 7S, whose poem is about a child's first day at primary school. The runner up is Khairah Begum 7S, who wrote about memories of primary school.



## Winners Poem

### **A Fresh Start/ New Beginnings**

by Sajida Zainab, 7S

Bye-bye mummy, bye-bye daddy,  
I'm starting school today.  
I've got my coat, I've got my bag,  
I just can't stop to play today.

Hello school, hello teacher,  
Here's a coat peg (with my name too!)  
I hang my coat, I hang my bag,  
Like all the others do.

Hello classroom, hello kids,  
There's so much here to see.  
Here's a sand tray and a puzzle too,  
And a small chair just for me!

Hello crayons, hello paper,  
Here's a book for me to read.  
Hello play-dough, hello games,  
Here is everything I need.

Bye-bye teacher, bye-bye school,  
See you kid with play-dough.  
Bye-bye crayons, bye-bye kids,  
It's time for me to go.

# They Shall Not Grow Old - Peter Jackson

By Bianca, 10C

This term eighteen students studying Film Studies at GCSE went to the Young People's Premiere screening of *They Shall Not Grow Old* with an exclusive Q&A with director Peter Jackson. Bianca Del Fabbro Alvarez reports:

Often, when someone mentions Peter Jackson, it connotes nerdy fantasy, a Tolkien story, heavily CGI-ed and tediously long to produce. His films are synonymous with elves and dragons, he has worked with many famous actors, and his films are nothing short of global success. However, one look at the posters and promotion for his new documentary-style movie, *They Shall Not Grow Old* can tell you that this is new territory. It is not based on a novel, it is not even fiction. When the Film Studies class entered the BFI cinema, what ensued was a documentary the likes of which I had never seen before.

We are often given the age-old view, through every type of media, that the world wars of the twentieth century were harsh, unpleasant environments. We are told that the soldiers hated it, and that what was patriotism soon burned into contrarian anger at the fact of war, and how politics hindered it. We have written countless essays on Wilfred Owen's shattered romanticism, and the types of weapons used by Churchill, and the effects of totalitarianism. We have relayed the works of Franco, Hitler, Mussolini, Churchill, Stalin. We hate them. We love them.

This movie was the opposite. It showed war at ground level. Soldiers interviewed were cheerful, and gave a very positive outlook on life in the war. They don't just focus on the actual fighting, because as you soon learn, it is thin on the ground. The things they detested most turns out to be waiting for fighting, and sleeping on the frontlines.

They recount chasing after women in French towns, and queuing up for beer. The most curious cinematic part is the colouration, the saturation of the photographs. The soldiers are no longer far and grim and black and white. One soldier was lip read to have been saying "Hey mum!" at the camera. The whole movie was an alternate view of the First World War, from the point of view of what seems like excitable teenagers, which is what they were. This movie may not have that Hollywood quality of showbiz, but it has the story, and the voices, and the visuals. *They Shall Not Grow Old* was, and is going to educate young children on how the war was viewed from the soldiers' point of view.

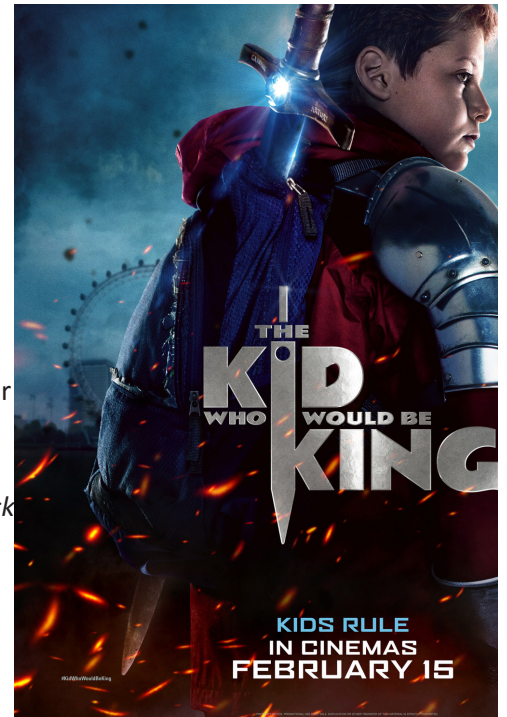


# 8 Things We Learnt About Film From Director Joe Cornish

By Mahdi and Sahar, Year 10

Earlier this term a group of year 10 pupils attended a Q&A with director Joe Cornish. **Mahdi Muhammad** and **Sahar Choudhury** sum up what they discovered:

1. Originality is key and take any and every opportunity you can to film.
2. Ignore all the negative things which stop your progress.
3. Work with your best friends. Cornish started out by making parodies of big films (*Titanic*) with soft toys, just for fun. That led to Channel 4 spotting him and his friend Adam Buxton.
4. Watch films that you like for inspiration. Joe Cornish was inspired by Steve Spielberg's *E.T* and this can be seen in *Attack the Block*. He eventually got to work with him when he co-wrote *TinTin*.
5. Film sets feel like being in the most expensive taxi ever, with the meter running, minutes passing and thousands of pounds being spent.
6. When a film has a low budget the director has a lot more control, but low budgets also meant that the pirate-style ending of *Attack the Block* couldn't be realised due to time constraints.
7. You don't need to be in Hollywood to be part of Hollywood. He wrote the famous *Thomas the Tank Engine* action scene from *Ant Man* in his house in South London.
8. Joe Cornish's new film, *The Kid Who Would Be King*, is based on the Arthurian legends. He first came up with the idea from a dream he had about the Lady of the Lake offering Excalibur from a bath.

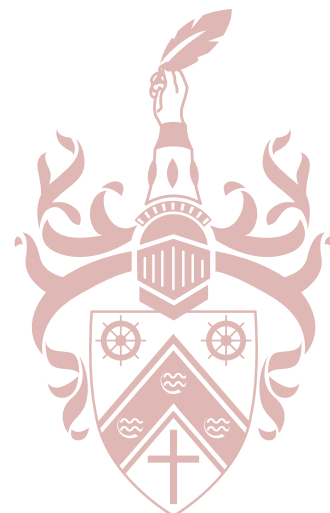


## Martial Arts Club

By Alex, 8A

I have doing martial arts after school for the last eight weeks, and I have found it to be very enjoyable. It has also improved my hand-eye co-ordination skills. I now know the basic skills of martial arts and have learnt how to defend myself. The club has also helped me to meet new and different pupils from across the other year groups, allowing me to make new friends and develop my social and communication skills. I have been able to stand up and talk in front of people more confidently and I feel this club has improved my stamina and fitness.

I really enjoy martial arts club, and I recommend you to join us as it runs every Wednesday and Friday after school 3-4pm.



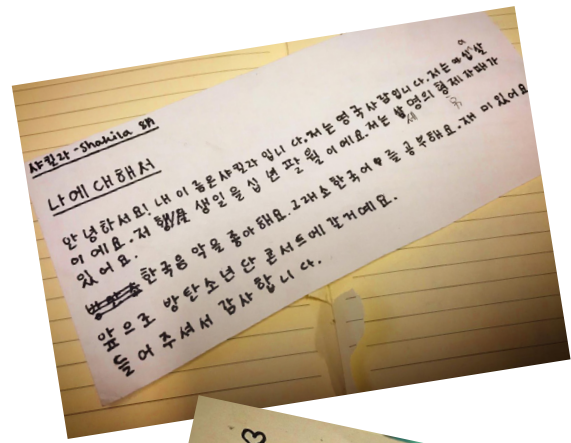


# Korean Club

By Shakila and Eylul, Year 9

We have been attending Korean club since the beginning of the autumn term. Korean Club has allowed us to practice Korean and learn more about the life and culture of South Korea and compare it to our own cultures. Activities include working in groups and play traditional Korean games. The club has given us the opportunity to taste food which we would not normally have. We believe that learning the Korean language has helped develop strong cognitive skills, such as better listening skills, problem-solving. In addition it has allowed up to improve social interaction and encouraging better working relationships between peers.

Learning Korean is good for the future as if we want live abroad, knowing Korean may improve our chances of getting employed in South Korea.



# Cross Country Competition

By Mr Trueman, Head of PE

On Thursday the 11<sup>th</sup> October, some of our students participated in the cross country competition which took place at Victoria Park. There were well over 50 competitors in the year 7 and 8 races, 30 competitors in the year 9 race and 20 in the year 10 race.

The following students from SJCR finished in the top 10;

- Amos Xira – 4<sup>th</sup> Place, Year 7
- Humayan Ali – 8<sup>th</sup> Place, Year 9
- Sonny Bunker – 5<sup>th</sup> Place, Year 10
- Anisa Nur – 6<sup>th</sup> Place, Year 7

The following students received medals;

- Edison Rhoses – Bronze
- Abigail Hadow – Bronze
- Cheila Djalo – Silver

There is a high chance that many of these students will go on to represent Tower Hamlets in the London Youth Games.

Well done to all of our winners!

# Football Highlights

By Mr Trueman, Head of PE

- U13 girls beat Skinner’s Academy 4-1 in the 1st round of the London Cup football.
- Year 9 boys beat Swanlea 4-3 in the Tower Hamlets football league.
- Year 11 boys beat Stepney Green School 3-2.
- Year 7 boys beat St Paul’s Way school 3-1.



# Careers Updates

By Mr Uddin, Careers Manager

## Teamwork makes the dream work

6<sup>th</sup> November 2018

Students from year 10 found out first-hand what it takes to make a winning team and present to an audience at the Ernst & Young – Employability Event on Tuesday 6<sup>th</sup> November 2018. Students were tasked to come up with a concept for a party taking into consideration costs and all other implications. All present were impressed by the effort that was put into the presentation. After deliberating it was decided that the winning team put everything they had learnt throughout the workshop and came out victorious collecting a box of chocolate for their efforts. They were also filmed for the EY promotional video.



## Be Your Own Boss

22<sup>nd</sup>, 23<sup>rd</sup>, 24<sup>th</sup> October 2018

The Tower Hamlets EBP 3 day Business School sponsored by Natwest, Skills and Opportunity Fund was an amazing experience for 12 year 10 students, who gave up their October holidays to participate.

Students had the opportunity to learn what it takes to set up a business. They also had the opportunity to create a new business idea, start thinking creatively about their product and pitched their winning ideas to a panel of influential judges. The winning team and individual winners were rewarded for their efforts and participation in the form of Amazon gift vouchers. The 3 day programme included guest speakers and workshops including a start-up surgery, brand awareness and pitch training.



## Lights Camera Action

13<sup>th</sup> November 2018

Akademi - The Troth

Continuing with Armistice remembrance, we were kindly invited to attend Akademi - The Troth at The Place (Kings Cross).

A gripping story of love and loss set during World War 1, blending contemporary dance, original music and archive film. Moving from rural Punjab to the horrific darkness of the Belgian trenches, where young Indian men were bought to fight for the allies. We learnt about the secret promise made by one soldier, Lehna Singh, as he makes the ultimate sacrifice to save another.

Presented in association with the British Army, Akademi's new international dance theatre production is inspired by the classic Hindi short story Usne Kaha Tha. With choreography by UK Theatre Award winner Gary Clarke and music by Shri Sriram.



## **Mentoring all the Way** **October 2018 – Present**

Sir John Cass & Red Coat School is working in partnership with Career Ready, a national charity that link education and employers, and local business people to deliver a one year mentoring programme for year 10 students.

The programme involves local business people from AIG (finance and insurance company) volunteering as mentors, supporting our students in:

- linking their academic studies to the world of work
- exploring and developing the skills that employers value, and
- thinking about future career opportunities

We have already completed 3 sessions out of 12, and it is been absolutely fantastic! Students learnt how to communicate effectively and how to break the ice (or burst a balloon or two) when meeting people for the first time.



## **London – ‘Step up to Serve’** **October 2018 until May 2019**

Sir John Cass & Red Coat along with The EBP and DAC Beachcroft launches ‘London – Step up to Serve’ NHS Volunteering Project.

We are pleased to announce that our school has been selected to pilot a new initiative to encourage volunteering within the NHS by students from local schools and colleges. It involves up to 15 of our students volunteering every week for a year, during their free periods at the Royal London Hospital in patient and customer facing roles. Students will be able to use their existing skills and develop core skills such as confidence, communication and presentation. We are extremely proud of our students and know this is a great opportunity which will go from strength to strength.



## Their Name Liveth for Evermore

5<sup>th</sup> October 2018

Shared Outcomes - Shared Heritage commemoration event, held at their Army Barracks in Pirbright.

Pirbright Camp and the nearby Brookwood Military Cemetery, where many Muslim soldiers from both the British and Free French Armies are buried. Participants from a number of schools took part in a range of interactive activities, provided by the Army and the Big Ideas Company, (<https://www.big-ideas.org>) to help them learn more about the shared heritage that we have, across many communities, from service in WW1.

It was an amazing day and the students learnt so much about heritage and the sacrifice that so many made, which are sometimes not heard of in our community.



## The Samosa Project

By Mr Rothon, KS5 BPO

Our year 12 students recently completed the 7 week Samosa Question Time project, which was recorded in front of a live studio audience of around 150 guests, including representatives from the Cass Foundation. The entire event was organised, produced and recorded by Sixth Form students, with the help of some leading industry professionals. Topics of discussion included: **Brexit, Knife Crime, University Fees and Discrimination.**

The final take is currently being edited and will be available for all to view on the school's social media pages in the New Year. Watch this space!





## Digital and Communication Masters



This year the Student Voice team has formed a number of sub-committees. One of them being the Digital and Communication Masters team.

The following articles have been put together by this team.

A special thank you to Esme, who has worked really hard to lead the team and collate all of the information.

**If you would like to join the Digital and Communication Masters team, please see Esme, 11A.**



# Digital and Communication Masters

## Pearl Quizzes

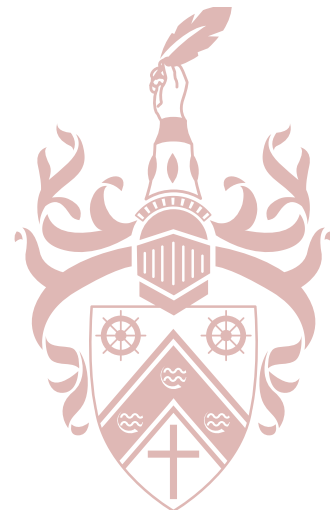
By Saha

### Harry Potter

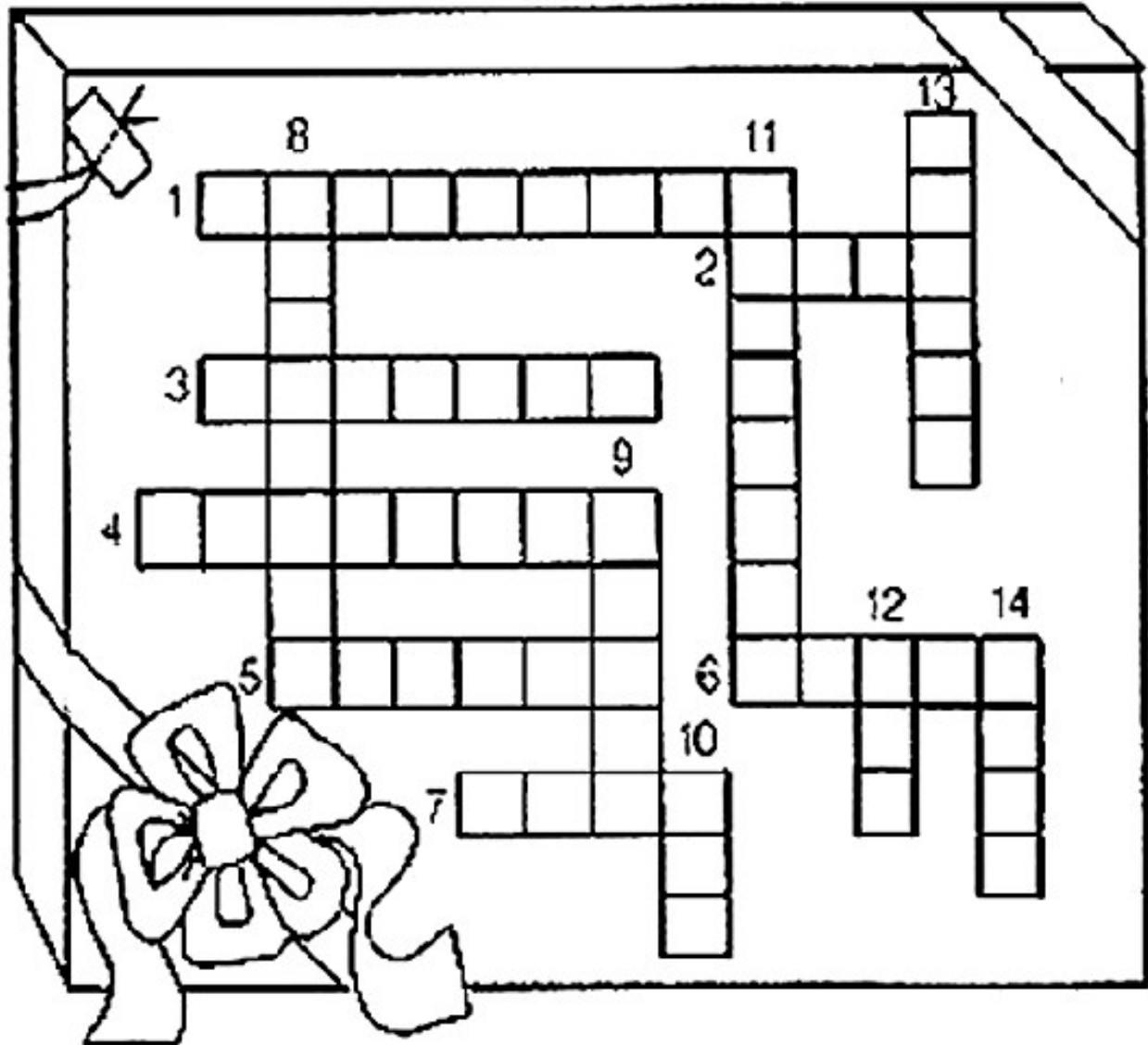
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G	N	I	L	W	O	R	K	J	I	A	F	R	R

RAVENCLAW  
ALBUS  
HIPPOGRIFF  
HERMIONE  
HAGRID  
POTTER  
DARK ARTS  
HUFFLEPUFF  
GRANGER  
WEASLEY  
HARRY  
SCAR  
J.K. ROWLING  
DUMBLEDORE  
RONALD

Play this puzzle online at : <http://thewordsearch.com/puzzle/149/>



## Christmas Crossword



### Across

1. Hang these on the tree
2. Evergreen or pine
3. Frosty is one
4. You give and receive these
5. Tie this on your package
6. A Christmas color
7. For the top of the tree

### Down

8. Rudolph
9. Jolly toymaker
10. Color of Santa's suit
11. Hang this from the mantle
12. Santa's Helper
13. Santa's transportation
14. Christmas carol



## Christmas Word Search

Level 4



G L E T W C R S T O C K I N G  
Y I P I D A E R B R E G N I G  
A C O V T R P Y A E C E F F U  
R E A S L E Q I X O C T A P Z  
E M I R Y H A U D P S A J O N  
S E A P O B E T H L E H E M I  
N R U L O L D O N T F O S P U  
A R L S L E I G H A A S U D O  
M Y N O K L T T O Y S I S H R  
W C E N E M E S I W F E T A N  
O B M K A J L O Z Y E G V M A  
N E R N O L U H M G O T E L M  
S O G I E O Y D N A C X O N E  
V E R B I J O T H U W B K A N  
R E E D N I E R Q C A E E R T  
L O O C H R I S T M A S T I



- |                |              |              |
|----------------|--------------|--------------|
| 1. Bells       | 9. Holly     | 17. Sleigh   |
| 2. Bethlehem   | 10. Jesus    | 18. Snowman  |
| 3. Candy       | 11. Manger   | 19. Star     |
| 4. Carol       | 12. Merry    | 20. Stocking |
| 5. Christmas   | 13. Ornament | 21. Toys     |
| 6. Elves       | 14. Peace    | 22. Tree     |
| 7. Gifts       | 15. Reindeer | 23. Wisemen  |
| 8. Gingerbread | 16. Santa    | 24. Yuletide |



# Digital and Communication Masters

## Brexit: Deal or No Deal?

By Bianca Brexit (my own views)



As I'm sure (or hopeful) you've heard; our government has finally woken up to the possibility of a no-deal Brexit, where our relationship with the EU will, economically, be the same as say, Morocco or America. This is as the closing date for our transition period out of the European Union beckons on the 29th of March in 2019. Article 50 – that's the part of the EU contract that talks about how to leave the EU – will be triggered on that date; whether or not Theresa May has drawn

up a deal that both our ministers and the board in Brussels agree on. So far, no good.

You may have heard about the surge of unionist (specifically the European Union) support in the media and among the people. In October, I attended the anti-Brexit march around parts of West London, and even though it had a brilliant atmosphere, one thing was not acknowledged by the passion of chants: we cannot have a second referendum. Sure, we will be losing freedom of movement between the other EU countries and us (we don't know whether we'll need VISAs), our trade will need lots of negotiations with EU countries separately (because one of the EU rules states that when you make a deal with one country, you have to apply it to all the other 27), but we can't back out. There is no backspace button. Will we have a hard border, where Northern Ireland and the Republic of Ireland will have checks on people and goods? How many politicians between now and the end of the transition period will have resigned, because they don't agree with the negotiations?

The impracticality of a second referendum is this; even though we would, probably, win on the Remain side, how would this look on Britain's record? Imagine we begin to trade with Canada and they look at this, Britain's 'credit score' if you will, and see that we backed out of a deal almost three years after bluffing and prolonging negotiations – not that this would be necessary, they would have known by the barrage of media backlash and bad publicity on the House of Commons. Theresa May needs to sort out her act, before we have a hung parliament (no government) and utter chaos. Brexit, like it or not, is coming for you.

## Eco-Warriors

By Sharaaz



In this first edition of the SJCR Student Newsletter, I am excited to introduce the newly appointed Student Voice sub-group, the 'Eco-warriors', who are dedicated to making our school (and planet) more sustainable. This is one of the four projects run by the Student Voice council this year, with a clear set of aims we hope to implement before the new term.

These changes include:

- Launching whole school recycling schemes, fuelled by competition between form groups and championed by lower school Year 7 & Year 8.
- Selling reusable and sustainable SJCR sponsored water bottles at a very subsidised price and designed by our very own Student Voice.
- Introducing a new catering company with less plastic packaging and more eco-friendly methods of reducing food waste.
- Reiterating the importance of little actions in the school and at home, such as; turning off lights when leaving a room, not using the radiator all the time, questioning the lack of recycling bins around, using all paper in your exercise books and much more!

Our fundamental aim is to enlighten our pupils of the real and harmful impact their actions can have on our environment and to encourage us all to take personal responsibility for our planet because as Richard Swann said "The greatest threat to our planet is the belief that someone else will save it."

# How to survive exams

By Esme

First you need proper food. Nuts, apples and yogurt are great choices and help boost concentration; also, despite the temptation, cookies and cakes aren't the best way to go.

Just as important is WATER. Always have a bottle with you.

## How to revise:

There are multiple ways to revise so if you've found things that work for you, stick to them. If you're stuck though, here are some suggestions:

- **Chunk and Check.** Look at the contents page of your textbook and write everything you know about each point. Don't look inside. Only after you've written all you remember, go back and check your answers with the textbook. By doing this, you check your memory recall and find gaps in your knowledge.
- **Teach someone else.** Teach others everything you need to learn. When you do this you can remember approximately 95% of everything taught.
- **Practice.** Stop pretending you're revising by re-reading your textbook, instead do **practice questions** and **past papers**. Practicing exam questions is one of the best ways to revise information and prepare for the exam.

## Extra tips:

- **Post it.** Put points you easily forget or key information on post it notes and stick them around your house; this is so you're always subconsciously revising.
- **Record.** When you hear yourself speak, it helps you learn faster and you retain information for longer.
- Don't be that person who thinks they're going to "revise" for 8 hours straight. Don't. Instead try the **Pomodoro Technique**:
- All you have to do is revise for a set time (e.g. 25 minutes) with a small break (e.g. 5 minutes). This makes revision easier and more effective.
- Don't leave revision for the night before, especially if it's a language. Space out revision into small sections; remember exams are "a marathon not a sprint".
- Right before you do your exams, DO NOT just read your notes or rewrite them. It's always better to practice papers under exam conditions to develop your exam technique, so when the big day comes you feel 'prepared'.

## During the exam:

Always go to the toilet before the exam. Please don't sit there after completing the questions; you may have made silly mistakes that cost marks (especially in maths and physics). Trust me, it's always worth rechecking your paper.

## Finally:

After the exam, try to forget it. Stressing about whether it was the sine or the cosine rule isn't going to help you at this point; attempt to relax, rather than repeat.

Good luck for your exams everyone - I'm sure you'll all do wonderfully.



# The Story of Sir John Cass

By Saqif and Jolina



It is a cold yet gloomy December morning. I am sat at an exam desk in the Great Hall, scribbling away as quickly as I can on lined sheets of paper. It is year 11's mock exam period, and I am forced to endure an English exam.

As my pen races along the page, I come to a halt. I enter a moment of deep thought, pondering intensely about Shakespeare's ideas concerning 'Romeo and Juliet'. Then I meet the eyes of a beady-eyed stone figure. He stares back at me, glaring fiercely with rooted eyes. It is the stone statue of Sir John Cass, whose presence is unknown amongst all while he looms from his lofty perch.

For five years, I have been a student at this ordinary school, deeming no significance to the name 'Sir John Cass', but the story behind this philanthropist is one of a long and old history; a history with much deeper meaning than the name simply inscribed at the school entrance.

Indeed, a name many of us overlook; The Sir John Cass's Foundation and Red Coat Church of England Secondary School and Sixth Form.

Yet, when you delve in deeper, look to our crests and no further than our school logo, much of our history can be revealed...

Having made his will in 1709, Sir John Cass had intentions to make changes to it. However on the 5<sup>th</sup> of July 1718 before he could complete signing a new will, in the middle of the night, in his family home on Grove Street, Hackney, Sir John Cass allegedly died of a haemorrhage of the lungs.

Indeed, he was dying as the will was brought to him. Perhaps straying away from the real facts- according to some more picturesque accounts, Sir John Cass died with a bloodstained quill in his hand.

As a result, the red feather on our logo, as well as those worn on the Founder's Day service (held every February for nearly 300 years), commemorates this- albeit apocryphal- macabre and dramatic story of the blood-stained feather. Nonetheless, as the beady-eyed stone figure's death is marked on the logo of my school jumper that I wear while I write, I still ponder and wonder- who was Sir John Cass?

Born on the 20<sup>th</sup> of February, 1661, John Cass was an influential figure in London during the 18<sup>th</sup> century. He was married at the age of 22 to Elizabeth Franklyn who would go on to maintain the school until her death, 14 years after her husband's death.

There was a mystery about John Cass - little was ever known about his private life. Yet the name of Cass was certainly familiar- as a well-established institution. The Sir John Cass Foundation was established in 1748 by Sir John Cass, a high-profile and highly respected public figure. Cass played prominent roles in the political, social and ceremonial affairs of London. He was a tory member of parliament, elected in 1710, and had a taste for 'lavish ceremonies', but he is most notably known as a philanthropist due to his political and social focuses in the City rather than on a national scale. In 1710, he had set up a boys and girls school, the first school founded comprised of 50 boys and 40 girls, but by the time of his death (in 1718), a foundation had been set up by many of Cass's trustees, who aimed to permanently endow his institution. The charitable actions of Sir John Cass continued to fund the Foundation's first schools, with the development of many other educational institutions continuing through into the 21<sup>st</sup> century.

Our modern-day school by the name of 'Sir John Cass's Foundation and Red Coat School' was built upon the values and foundations initially set up by Sir (a title granted through his knighthood by the Queen Anne in the June of 1712) John Cass. Red Coat School, founded in 1714, was based in Stepney Green and merged with the Sir John Cass School. A new union of schools formed, the building had been erected in 1966, and whilst the doors opened on the 5<sup>th</sup> of September 52 years ago, the Cass Foundation responsible for its establishment had been present since 1710. The name of Sir John Cass was synonymous in London with the reputable status and foundation set up by its eponymous founder.

The Sir John Cass Foundation was becoming increasingly influential by the 21<sup>st</sup> century, providing resources to not only long-standing and well-run schools such as ours, but also having an impact through its financial contributions to wider educational provisions throughout the East End and in London.

In an interview with Mr. Oakley, the most senior and one of the most long-standing members of staff, he provided an insight into the nature of our school in a time unseen today by all current students and indeed, many members of staff. There was a time when Sir John Cass was a school that had long been undersubscribed, with only a meagre 'one-hundred-and-thirty pupils' in a year eleven cohort ever since the late '90s- compared to the significantly larger two hundred students making up a single year eleven cohort today.

Since then, the yearly intake of students across the years has expanded through the 2000s, having become more

localised yet still largely family-centric, attracting not only students who resided in Tower Hamlets, but across London too, such as in Hackney and across the Thames.

Mr. Oakley had started his career at Sir John Cass as a part-time maths teacher, back in 2001, arriving at a school known in the community as a stable educational institution.

As a Church of England school, Sir John Cass was also built on Anglican Christian values, perhaps holding links to Cass's active political work in the tory party which was representative of High Church Anglicanism in Queen Anne's reign (1702-1707). However, despite the school's Anglican and Church of England's foundations, the school is, of course, compromised of a diverse range of students- regardless of faith, represented in three simple lines which are visible across the school:

'We learn together, we pray together, we achieve together'.

Mr. Oakley praised the school's effort in 'keeping up with progress,' in that the vast changes over the number of years have been for the better. The school has continued to have a 'thriving' atmosphere for learning and student progression, adapting to the developing education system. The changes within Sir John Cass over time have allowed students to set better goals and aspirations towards academic success, especially when progressing to higher and further education. He said how the school 'has reflected the normal trends of education' via consistent high attainment over the years. This is clearly reflective of and reactive to the constantly improving nature of teaching within Sir John Cass as well as the higher aspirational academic goals. The change in teaching roles within the school have prevented 'stagnation', offering a plethora of new knowledge and expertise, yet, simultaneously, the continuity of roles for many teachers has encouraged the stability and constant development of the school and its progress.

Mr. Oakley commented about how the most recent changes, in the last few years, have been the biggest and most instrumental; the change in headteacher to Mr. Woods has also bought about some great and positive changes within the school.

Mr. Woods has developed Sir John Cass's ethos via the implementation of a student-created moral code, 'The Cass Way', which is well appreciated in our school's diverse, multi-faith community.

Despite these changes within the school, there is still continuity prevalent in a few of the school's aspects.

Mr. Oakley spoke about the continual financial support the Cass Foundation has supplied the school over time, allowing for good provision of educational resources. This is largely due to how the Cass Foundation has expanded from its' previously small scale to obtaining a more prominent institutional profile, gaining many partners over the years, reflective in the school's annual prize-giving ceremonies.

Deeply ingrained in the success of the school is the humble origins of the man by the name of Sir John Cass, whose works and Foundation ultimately led to the formation of our secondary school we all know to be as 'Sir John Cass'.

As I avert my eyes from the striking statue of the man himself, I glance towards the fine metal tip of the fountain pen within my hands; I reflect how the bloody will of Cass lead to the formation, maintenance and continuation of his noble Foundation, which is the very reason why I sit in this Great Hall today.

Cass's legacy lives on through our school - and indeed through us. Regardless of background, we are all united in this academic environment through the history of our school. Therefore, behind that logo which adorns our uniforms, look deeper into the meaning, the history and story of Sir John Cass.

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## Need to Talk?

### Ms Dean Answers Your Questions

By Ms Deen



#### 1. I suffer from a negative body image.

Dear Reader,

The majority of the population has an issue with the way that they look. Usually this comes from us comparing the way we look against others. We are all unique and individual, how is it possible for us to compare? We grow and change at different times in our lives. What you look like today will not be how you will look in the future. Don't be fooled by the magazines and online pictures, we are all aware now how "air brushing" works. It is not a true picture of the person that appears.

Instead of comparing yourself, try and appreciate the person that you are. Look at your own strengths and what you do like about you.



## 2. I experience stress and difficulty prioritising and managing their time.

Dear Reader,

Stress is a normal reaction for when we feel overwhelmed by a particular situation or scenario. However, too much stress is not good for our bodies. If it is exam stress then it could be that you feel unprepared, you feel like you have not revised enough. It's important for you to talk to someone about this and try and see if you can come up with a plan to help you feel less stressed. First look at your priorities, devise a list of things in order of importance. Whatever is at the top of your list, then you concentrate on that first. The more you feel prepared for any

situation the less stressed you will be. This plan could include some time management where you can set yourself a time limit for certain tasks. Repeating this exercise will help you deal with time more effectively.

## 3. I feel a lot of pressure from peers, parents, and society to conform to conflicting expectations.

Dear Reader,

Everyone, including ourselves have expectations of others. There are many teenagers struggling to find a place in society, wanting to be recognized by their peers and accepted for what they are. Sometimes, parents live through their children and expect their kids to achieve everything they wanted but did not have. Expecting the teenager to get good grades, have great friends, excel in extracurricular activities, and be well-behaved, responsible for themselves and sometimes for their younger siblings is a lot of pressure. Added to this is peer pressure. To be accepted among peers and to become "popular," teens feel pressured to conform in their tastes, behaviour's, and appearance.

What are your own expectations of you? Try not to lose sight of who you are and what you would like to achieve. Depending on the issue, there could be a compromise between your wishes and what your parents, peers or society wants for/ from you.

## 4. I suffer from mental and physical health issues.

Dear Reader,

Getting enough exercise and being active can be important for both your mental and physical health. Regular exercise can lower the risk of physical illness, including heart disease and diabetes and being more active can also help you to be a healthier weight. When you exercise, your brain chemistry changes through the release of endorphins (sometimes called 'feel good' hormones), which can calm anxiety and lift your mood.

Here are the benefits: •Reduced feelings of stress. •Clearer thinking. •A greater sense of calm. •Increased self-esteem.

## 5. I am a victim of bullying (on and off-line)

Dear Reader,

Ignoring bullying won't make it go away. You need to tell someone about what is happening.

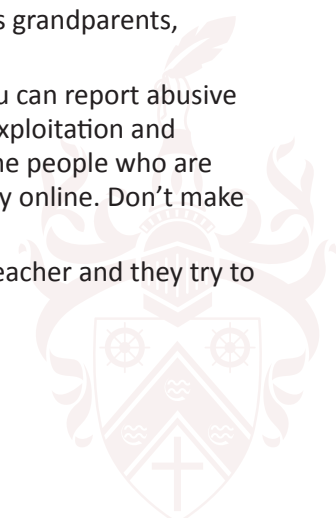
If the bullying is happening at school – talk to your parents or carers and your teacher. Your teacher may have no idea that you are being bullied, and the school will have an anti-bullying policy to tackle it. If you feel you can't speak to your teacher, maybe a friend can do it for you. You can also speak to a school counsellor.

If the bullying is happening outside school – talk to your parents or carers, close relatives such as grandparents, aunts and uncles, even your friends' parents.

If the bullying is happening online – tell a trusted adult – your parents or carers, or a teacher. You can report abusive posts on Facebook and other social media platforms. You can also report abuse to CEOP (Child Exploitation and Online Protection Centre). **Remember** that when you are online **YOU** have a choice to remove the people who are making comments or unkind remarks. You have a responsibility to conduct yourself appropriately online. Don't make comments or remarks about others that could be used against you.

Keep reporting the bullying until it stops. It may not stop the first time you tell your parents or teacher and they try to stop it. If the bullying continues, tell them again.

**Don't put up with it. No one deserves to be bullied.**



# Dates to Remember

MON	TUE	WED	THU	FRI	SAT	SUN
26	27	28	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

## Spring Term:

Monday 7th January 2019 - INSET day

Tuesday 8th January 2019 - Academic Review Day

Pupils return Wednesday 9th January 2019

Half term 18th -22nd February 2019

Last day of term 5th April 2019

## Summer Term:

First day – Tuesday 23rd April 2019

Bank Holiday – Monday 6th May 2019

Half term 27th – 31st May

Estimated date of Eid –al-Fitr 3rd/4th June

Last day of school year Friday 19th July 2019

Please check the calendar on our school website for any changes - [www.sjcr.net](http://www.sjcr.net)

