

## Internship leads to paid work for proactive Sixth Formers

MARKS & SPENCER

Eight lucky students from Westminster Academy were given the chance to experience what it's like to work at one of the UK's most iconic and innovative brands. Eight Sixth Formers gained work experience at the Marks & Spencer flagship Marble Arch Store last year, where they worked on the shop floor improving their customer service skills and grew their confidence through performing a range of retail tasks.

Kenza Bensissi and Sara El-Khalil both spent two months at M&S, working weekends and term-time evenings and then full-time during the school holidays. They both agreed it was an absolutely fantastic experience and cannot understand why people don't want to go to work in the mornings.

The girls certainly impressed staff at the Marble Arch store. Their manager thanked them both for their hard work and dedication and said they were the "hardest working people" they've ever had on internships/work placements. They were both offered work during the Christmas holidays and were happy to have another opportunity to get back on to the shop floor.

Maz Majid, Head of Operations at Marks and Spencer and Mosaic Mentor said:

*"The team were brilliant. They did themselves, their school and their mentors proud. In fact it was such a success Marks and Spencer agreed to take on another 36 students on paid temporary work over Christmas and Easter. They will be spread across six of our central London stores to help out during these busy retail periods."*

Many thanks to Mr Majid for organising this opportunity!

Text courtesy of MOSAIC [www.mosaicnetwork.co.uk/just-work-experience-marks-spencer-work-experience/](http://www.mosaicnetwork.co.uk/just-work-experience-marks-spencer-work-experience/)

Sara was one of the students whose hard work earned her a paid position at the store over Christmas. She said *"Working at Marks and Spencer over the Christmas period was very busy, but fun! The customers were nice and the managers were very kind and helpful. I hope I get the chance to work there again this year."*

## Hair dye and carrots put to the test by IB chemists at Imperial

The Year 13 chemistry students enjoyed two days at the Reach Out Lab over at Imperial College last term. Students were working on their second Internal Assessment to go towards their final chemistry grade. Their assessments are all based around the topic of rate of reaction. They spent the first day completing individual practical work they had designed themselves. The practical work carried out ranged from finding out how much vitamin C is lost when you boil carrots, to how the strength of peroxide in hair dye affects the time taken to bleach hair, to more complex chemistry such as finding out how temperature affects the rate of oxidation of alcohols. On the second day most of the pupils had completed their practical work and were able to start writing up their experiments with the help of Imperial College students. Gabriela, however, kept experimenting right up to the last minute to make the most of her time in the lab! All the pupils had a very productive time and all managed to complete their practical work.

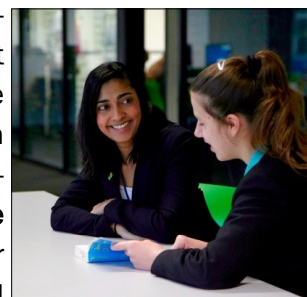


We'd like to thank the Academy sponsors, the Dangoor family, whose generosity enabled this opportunity.

By Mr Borley, Teacher of Science

## Message from the Principal, Ms Bora

This week, we will be saying farewell to Ms Lopez, our Student Welfare Officer; she will not be replaced. It is, therefore, even more important than usual to ensure the Academy has **up-to-date emergency phone numbers** for your child in case other pastoral



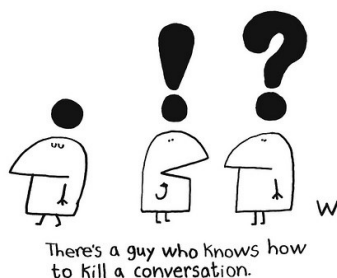
staff need to inform you of any medical situations. Secondly, please use [www.internetmatters.org](http://www.internetmatters.org) for further guidance about monitoring your child's Internet use. Finally, please ensure your child not only completes **"reading, revision and practising questions"** every night but also attends Period 5 interventions or enrichment.

## Grammar Objective of the Week:

### Full stops and punctuation marks

You might think that using full stops and question marks accurately is straightforward: a full stop marks the end of a statement, while a question mark simply indicates that a sentence is asking a question. This is true, but it is also important to know that using these punctuation marks precisely can require a fair amount of thought and skill.

One common mistake is to use a question mark when reporting the asking of a question. For example: *"Many students ask whether they can use mobile phones in lessons?"* This is inaccurate: the sentence should not be punctuated with a question mark as it is not a question. Here is a second and grammatically accurate example of this type of sentence: *"Many teachers ask whether their students have completed their homework to the best of their ability."* This sentence – like the previous one – reports a question, but is not actually a question itself. Therefore it does not require a question mark.



This week students and teachers are applying both question marks and full stops judiciously (carefully) in their writing. Notice the accurate use of a range of punctuation (including the full stop) in this beautifully crafted sentence written by Koshin Samatar: *At the start of the play Miller shows Eddie to be a well-respected, manly figure; by the end of the play, Eddie is regarded as a 'snitch' by his community.* With thought and care, we can all write with this level of precision and accuracy. Do try some of the example exercises on this "Guide to Punctuation" website provided by the University of Sussex: <http://www.sussex.ac.uk/informatics/punctuation/toc>.

By Mr Harris, Assistant Senior Leader KS4 English

Small changes, big differences.

**Arabic Parenting course for parents with teenagers**  
at Westminster Academy 10:30–12:50

- Understanding teenagers and why they behave as they do.
- How to deal with difficult behaviour and emotions.
- How to get teenagers to problem solve and take responsibility.
- How to deal with risky situations.

Starting on Monday  
26<sup>th</sup> of January with eight  
sessions until  
16<sup>th</sup> of March 2015

Contact  
Simon Mayo  
0207 641 4155  
smayo@westminster.gov.uk

Mona Deyab  
07957184601

Westminster Academy  
Parent Council  
parentcouncil@westminsteracademy.biz

City of Westminster



## Support for parents:

### [www.familylives.org.uk](http://www.familylives.org.uk)

Family Lives (previously Parentline) is a registered



charity founded by parents to provide a dedicated organisation to support parents before they reach crisis point.

Through Family Lives, parents can access:

- ♦ Free 24 hour confidential helpline on 0808 800 222
- ♦ Extended support for complex and difficult issues
- ♦ Personalised email service and online peer support
- ♦ Online advice and information on all aspects of family life
- ♦ Face to face support groups and workshops

On the website - [www.familylives.org.uk](http://www.familylives.org.uk) - you can search for advice on a number of different areas: **pregnancy/baby, toddlers/preschool, primary school, secondary school, teenagers, bullying, divorce and separation** and there is a dedicated support for **professionals**.

You can also access [Parentchannel.tv](http://Parentchannel.tv), a free video service designed to support and encourage parents and carers of children ages 0-19, with over 200 videos addressing day-to-day questions and concerns spanning **wellbeing, behaviour and learning**.

Courtesy of Nada Calovska, Outreach Service Manager (NW Locality), Family Lives

## What's on for parents

FREE IT classes for parents

FREE Art classes for parents and community

FREE 'Parent Gym' - Wednesdays

FREE Arabic Triple P Parenting Group for parents with teenagers (see below left) - Mondays until 16 March 10.30am– 12.50 at WA

FREE Adult English classes - every Wednesday

To express interest in any of the above, please email **Mr Gothard: AGothard@westminsteracademy.biz**

**Year 10 Parents' Evening - Thursday 29 January**

**History Day - Friday 13th February**

**End of term 3 - Friday 13th February**

**Please add the next Progress Review Day to your diaries: Friday 6 March!**