

Dear Parents

We have made it to the end of the oddest year in the school's history – probably in the history of most schools. To steal a word from the pages that follow, we have been on a 'coronacoaster' and as real-life theme parks reopen (ahead of schools, interestingly...) it is time to step off this metaphorical one for a while.

As we do so I would like to honour the wonderful resilience of our students: some of their achievements fill this edition of the newsletter, and we have seen many more each week as teachers. The Head Student Team (see p2) have done an excellent job, pioneering some brilliant initiatives and also gathering insightful observations from students' experiences of closure via online focus groups. Sam Rhodes and Dana Goldman also starred in a virtual Open Event earlier this month, including a live Q&A on zoom.

They also curated a superb video showcase of students' work which brought tears to the eye at the staff Professional Development afternoon last week (my favourite moment was the juxtaposition of a full-throated dramatic delivery of anti-Semitic tropes with a very technical explanation of a computer simulation of a neural network). We have terrific students and the fact that many have navigated the last few months so resourcefully says much for the support they have had from you as their parents.

We say farewell to a small number of colleagues this term: among the teaching staff, Mr Cassidy leaves us to become Assistant Headteacher in charge of Teaching and Learning at Watling Academy, a brand new school in Milton Keynes; Mr Boon leaves us for a new job in France (last chance to do so easily before Brexit!); Ms Lopez has completed her teacher training in the Languages Department. Meanwhile, among our Learning Support Assistants, Ms Valavanis leaves to start that training, Ms Hill leaves from the PSRP to train as a Speech and Language Therapist, and Mr Cook leaves the PSRP for new ventures in Scotland. Lastly, Mr Balfe takes his well-earned retirement from the Finance Team where he has supervised the Voluntary Contribution and Ethos Accounts since we opened in 2010 and been a keen supporter of the JCoSS project from the outset. They all go with our very best wishes for the future.

As well as being the oddest year in our history, 2019/20 has also completed our first decade as a school.

Our 10 Year Anniversary plans have had to adapt somewhat, with some of the bigger events deferred until we mark our Bnei Mitzvah as a school in 2022/3. Nevertheless, we are proud to mark this milestone in a variety of ways, starting with a new logo for the purpose which is shown here. The superb design is by Jonah Greenfield of Year 7, slightly adapted to include the school's new official name - we congratulate him on this creation, which will grace our letterhead and publications over the next 12 months, and will greet the community and its visitors above the main entrance door from September.



I end by thanking all members of the JCoSS Community for their fortitude, support and cheerfulness, through all the many difficulties of recent months. Special thanks are due to Mrs Armstrong, Director of Finance and resources, who has borne the many burdens of the logistics of reopening and may not have the most restful summer ahead either.

Here's to meeting again face to face in September, and we hope to a rather less challenging 10<sup>th</sup> anniversary year.

Best wishes

Patrick Moriarty

## Head Student Team Initiatives

As the JCoSS Head Student Team, we have aimed to use the past few months to implement new and exciting initiatives to try and better students' experiences of online schooling and support students in numerous ways that we probably wouldn't have done without lockdown. Despite the uncertainty of these times, we are thrilled to have had this opportunity.

We have established a successful Instagram page consisting of daily routines, inspirational quotes and emoji games in order to motivate students in ways that the academic side of online school doesn't always manage to (the username is @jcosshst for anyone wanting to follow it)! Attempting to alleviate the inevitable stress of the new way of teaching, the Head Student Team have begun a podcast series which will be available in the upcoming weeks. This comprises of us interviewing famous people about their career, life experiences and fame, an initiative that has been insightful but also extremely entertaining. In the first one, Sam interviewed Judge Rinder.

We have additionally launched some Kvutzah webinars for Year 12 on many relatable health and wellbeing topics such as 'Maryanne Taylor' on addressing sleep patterns, 'Hope Virgo' on how to manage social media, as well as hearing about her food journey. We will also be hearing from Jonny Benjamin MBE and his dad. These have been well received by our Year group, and we hope to extend the audience of the webinars to other year groups in the future. This was initially a project designed by Dana Goldman as her application to become Head student.

We have also set up Student Voice feedback groups and interviewed a range of students from all the different year groups to hear their feedback on their lockdown school experience, which will be fed back to the Senior Leadership team.

Lastly, although our experience has been slightly different from our predecessors, we have thoroughly enjoyed adapting to this new way of leadership and hope our initiatives have somehow guided students through these unprecedented times.

Dana Goldman, Sam Rhodes, Jamie Richardson, Yuval Kaufman, Amy Sussman and Hannah Fagelson



Please note, this photograph was taken in 2019

## JCoSS Drama Department

On June 11th the JCoSS current and prospective drama A level students were able to participate in a zoom meeting with the legendary playwright Timberlake Wertenbaker to discuss their set text "Our Country's Good". Questions were prepared in advance and there was a sense of excitement by all attending the zoom. It was such a treat to be able to discuss the themes, concepts, characters, setting and productions taken place of this wonderful play. Timberlake was passionate, warm and ever so inviting to our students who were engaged, focused and very grateful for this amazing opportunity.

Our very own Creative Faculty Expressive Arts You Tube channel was launched with a Digital Drama Festival in June. Students from Year 7 to 10 delighted us with their amazing performances which included monologues, duologues, and a host of songs and reminded us how talented our students are. We are so proud! Here is the link <https://www.youtube.com/channel/UCMnBKOW5rZx1NVIn80ktnkA> - enjoy watching!

## New Views by Milly Bryk Y8

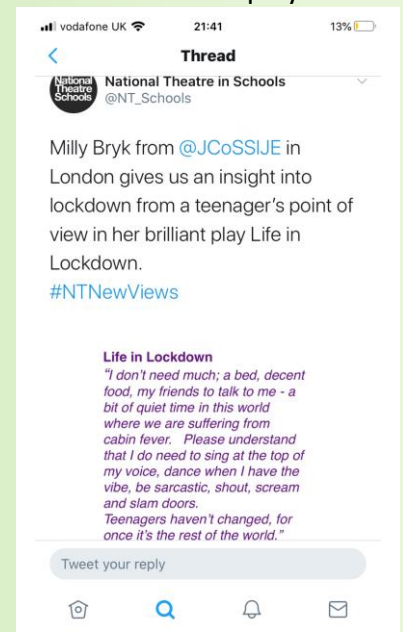
“Life in Lockdown, A Diary of a 12 1/2 year old.”

Lockdown has been an experience. During the first few weeks of Lockdown I was having a rant and decided to write an article called “Homeschooling and Hormones”. From this idea, I was able to develop a play, which I later submitted to the New Views team. The play was based on many of the funny situations which happened during the early weeks of lockdown including teaching my computer novice (but very keen) grandparents how to use zoom. During the year, I was lucky enough to join the New Views Programme at school, run by the National Theatre, where a group of keen student playwrights met together weekly after school, to discuss ideas for new plays, learn how to analyse plays and to develop our writing techniques. The aim of this programme, for 14- 19 year olds, is for each participant to produce an original thirty minute play to put forward to the National Theatre, where the winning play is performed at the National by professional actors. The students are supported by a professional playwright and their lead teachers.

My first play entitled “Escape” was a historical biography of my great grandmother’s escape during World War 2. I enjoyed researching this play, however, when talking through my first draft with Paula B Stanic, our playwright, I realised that it needed a lot of editing, and maybe it was time to go back to the drawing board. Having submitted my new play in March, the New Views group received an email from the National theatre saying that due to the corona virus this year’s New Views competition was cancelled and that all our plays would be submitted into next year’s competition. Although, I was a little disappointed, I had learnt a lot from the programme including how accommodating the older students were about my views in discussions. (The New Views programme is for students aged 14-19, so I had been given special permission to be allowed to participate.)

Then two weeks ago, Mrs Kellaway and Mrs Worley received an email from the National theatre, saying that as a celebration of the plays written this year, the National Theatre are releasing quotes from some of the plays written as part of their social media campaign. It also asked if I would give permission for quotes from my play to be used. A quote from one of my monologues was posted on National Theatre Schools twitter account @NT\_Schools.

I was really delighted and maybe it goes to show that “every cloud has a silver lining!”

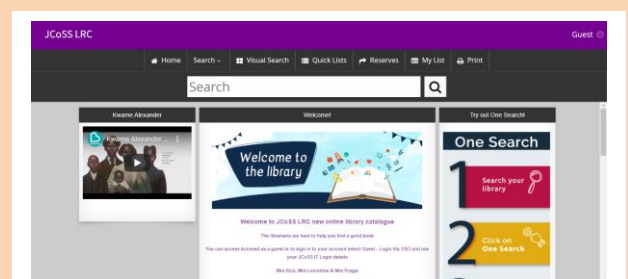


## New Library System

The JCoSS LRC staff are pleased to announce the arrival of a new library system called Accessit. You can find Accessit following this link: <https://uk.accessit.online/jcs00/#!dashboard>

You can then search our catalogue as a guest or login via the Guest symbol in the top right hand corner and select Login Via SSO. Use your school IT login and password to see any books you have borrowed and search the book catalogue. More information will follow about Accessit in September. In the meantime stay safe and keep reading!

LRC Staff, Mrs Rice, Mrs Levontine and Mrs Pragai





# IJE Round-Up

## **Yoni Jesner Award**

We encourage our students to volunteer in the community as part of being a mensch. This year, many Year 7 students were well on their way to completing their Yoni Jesner award before we went into lockdown. We are delighted that many students have continued to find ways to volunteer in the community, such as helping elderly or vulnerable neighbours with shopping. These hours they spend volunteering are an accomplishment in and of themselves and we are proud of the volunteering our students have been engaging with during these times. We look forward to honouring those students who have completed their Yoni Jesner awards this year in September.

## **LGBT+ Student Committee**

This term a newly formed committee of students has been set up to lead on inclusion and education around LGBT+ within the school. They have worked with Keshet UK to develop assemblies for each year group for Pride week in which LGBT+ role models tell their stories. These videos can be found on the IJE website at [www.jcossije.org](http://www.jcossije.org) along with other materials curated by the committee. They will continue their work around education and inclusion into the new school year in September.

**BAME Review:** A committee of students has been established in the light of the recent focus on BAME and racism in the UK and beyond. They have made an extremely strong start, meeting with curriculum leaders in key areas, as well as planning a series of events for Black History month. Their objective is to advocate for curriculum change where appropriate, plan informal educational activities and work to support and represent BAME members of the school community. We are immensely proud of the maturity and rigour they have shown in taking on this new responsibility.

## **New Sustainability project for September**

Sustainability. It's something you have surely heard about in the past year. Now, with the introduction of a scheme run by Hopes Sustainability, it will be built into the school – quite literally.

Hopes Sustainability is a new social enterprise focussing on making schools more environmentally friendly, while also building a green ethos into each student's education. JCoSS will be the lead secondary school in a new pilot project which aims to install various sensors around the school, measuring everything from carbon dioxide levels to energy usage. The data collected will then allow JCoSS itself to monitor its electricity consumption and emissions, enabling reductions to be made where such usage is not needed. This could lead to a whole host of potential changes, from things as big as installing solar panels on the roof, all the way down to turning the lights and fridges off when they're not being used after the school day has ended. The hope is that this could lead to a much greener and more eco-friendly school. We will also be working with several primary schools to integrate environmental concerns across the length of pupils' education journeys.

That is not where it ends, though. The data that is collected from the school can be used not only by administrators but also by students themselves. Teachers will be able to use the statistics and integrate findings into their own lessons, allowing pupils to investigate the way the school itself operates, rather than using generic, impersonal figures. For students, this could provide the opportunity to liven up lessons with data they can relate to, as well as enabling them to create real proposals for change.

The hope is then that any projects which are put forward to improve the school can be implemented over the coming months and years, with their effects analysed and evaluated by students in later years, with a constant process of evaluation and improvements following on from this initial pilot. If all goes well, this could become a brand new part of the curriculum, for example incorporating live weather information in the analysis of weather on electricity consumption into geography classes.

With sensors being installed in the coming weeks, initial data will be available for analysis from the start of the new term in September, and students can really start to make a difference to both the school and the local community in the new academic year.

## **JCoSS SNAPIT Challenge!**

Our last Yom Tzedakah wasn't that long ago, with the heart space buzzing and full of students who were raising money for our school charities, enjoying snacks and drinks from various stalls or testing their skills in one of the many games set up by the students. That feels like a lifetime ago now, and whilst we were all on lockdown and getting used to a new normal we thought, how can we still instil the importance of social action in the JCoSS community?

## So we developed the SNAPIT challenge!

This was a series of challenges set to the students every fortnight where they had the opportunity to take part in online challenges to raise money for our school charities and our in-school social action project, developing PPE for front line NHS staff. Students were able to donate to the school charities via 'text and donate £5' and send their creations to our brand new Instagram account, which you can find at @jcross\_ije

### You can still donate to these amazing causes by texting SNAPIT to 70085.

Our first challenge was to create posters to celebrate the fantastic work by our NHS and key worker staff with some stunning posters displayed from students' front windows.



Our second challenge was to celebrate Shavuot, and we asked for the best cheesecake the students could make, and we were not disappointed!



We then held a raffle for students to take part in which had a fantastic response. We had some amazing prizes - congratulations to all those students who won!

Our final challenge is for students to support the IJE team in developing a calendar celebrating 10 years of IJE, we are looking for creative work from students that we can use to populate the calendar. If you would like to be part of this amazing project, please send your work to [brosenberg@jcross.barnet.sch.uk](mailto:brosenberg@jcross.barnet.sch.uk)

In case you need some inspiration here are some themes for you to work with:

1. Sukkot (Oct)
2. Leadership (Nov)
3. Chanukah (Dec)
4. Environmental (Jan)
5. Purim (Feb)
6. Pesach (March)
7. Yom Ha'atzmaut (April)
8. Shavuot or Volunteering (May)
9. Interfaith (June)
10. Israel (July)
11. Social Action (Aug)

So far we have raised nearly £300 and we really hope this amount will continue to rise. So if you can, please donate so we can support our school charities and text SNAPIT to 70085 to donate £5. A huge thank you to everyone who has donated so far!

## English at JCoSS

Year 7 students have completed a unit on Ballad Poetry in English. This poem is the response from one student, Maya Ford, who used the very important news story about the Black Lives Matter Movement as inspiration for her writing. Maya is one of many students who has used an English assessment as an opportunity to express their view on current news stories.

### My Ballad: Remember the name by Maya Ford Y7

The fact we're still here in 2020,  
with cases like this it's always the same,  
Old and young unrightfully maimed,  
And all we can do is remember the name.

The past is left behind and so are some lives,  
Problems can not be solved with guns or knives,  
The past and future are in our brains,  
Hopefully for us to remember the name.

George Floyd was killed for allegedly forging a check,  
Without even being proven, does this warrant a cop on your neck?  
I can't breathe, 16 times and it ended the same,  
With an innocent life gone, we must remember the name.

A 23-year-old boy, barely a man, died from cardiac arrest at a US cop's hand.  
Just walking home from the shop down the road was Elijah McClain,  
A woman calling him sketchy rung and cops came,  
After being put in a cartoid hold he dies, remember the name.

Breonna Taylor, a nurse in USA  
Came home from the hospital after working a long day,  
Police do a search of her apartment without permission in they came,  
Shot 8 times and died. Remember her name.

This is happening all over the world and in all the states,  
We must fight the injustice before it's too late,  
People all over the world are in danger,  
As police and others make the cases stranger.

And as they say being a bystander is drawing the blood,  
So watching and staring is not good enough,  
These people are dying and going out the same,  
And the way you can help is by remembering their names.

It comes to my notice that no-one deserves,  
The hate they are getting it can't all be told in verse,  
Its disgusting to think that families will never be the same, and all we can do  
Is remember the name

## English at JCoSS cont.

The following poem was inspired by studying Macbeth, in particular a scene where Macbeth's brutal actions on the battlefield are described.

### Soldier, by Lyri Gross Y9

His decaying cadaver lay mid field,  
Lay in the awkward silence,  
Of a war lost on both sides.

Rain fell down,  
Upon his eyes which were open,  
And glistened there for a while

Until they eventually rolled off his colourless cheeks,  
And dropped to the lifeless, shot up wasteland,  
Like tears.

And his arms remained collapsed still beside him,  
As the mud started to pool around them,  
And his fingers started to fall off from frostbite.

His now wet, bloodstained clothes,  
Clung to his harrowing figure like a vacuum,  
Displaying every inch of his battered body,  
Sinking in deeper at the bullet holes.

Forcing anyone who dared pass him,  
To stare at a vessel of death itself.

Poppies billowed around him,  
Prancing in red flashes in time with the violent wind,  
Whirlwinds of bloody petals,

Danced in the scarlet bloodbath of no-mans-land.



## JCoSS Sixth Formers ahead of the game in university applications

Despite the challenges presented by lockdown, JCoSS students are getting to grips with their university (UCAS) applications earlier than ever before.

No fewer than 160 students have now registered and many of them are already on to the Personal Statement part of their applications. Students have been supported through every step of the process with a series of live videos presented by Head of Year 12 Mrs Myers and Ms Burman, who heads up the UCAS application process.

Students have been able to view the application form itself during the video presentations to see exactly what and how they need to complete it and regular UCAS Clinics have been held on Microsoft Teams where staff are on hand to answer students' queries about their applications. Detailed guidance on completing the form is also available in our tailored version of the UCAS Apply 2020/21 booklet which was distributed to students via both Microsoft Teams and Insight platforms last month (June 17).

Additionally, students applying for Oxbridge, medicine, dentistry and veterinary science have had the benefit of a dedicated programme of support.

Assistant Head Teacher KS5 Mr Lorrimer said: "We are delighted with the way students have adapted and got on with their UCAS applications. Thanks to the dedication and creativity of our Sixth Form Team, we have been able to provide a fantastic level of UCAS support."

Mrs Myers, Ms Burman and the Careers team of Mrs Raff and Ms Lewis have helped a number of students with their decision-making regarding courses and universities and continue to be on hand to advise students further by email, phone or on Microsoft Teams.

Students who need help with university choices can also access the online programme - Higher Ideas - which JCoSS subscribes to: <https://chas.careersoft.co.uk/hi/?Linkmaker=7936af2f-5361-4181-b4b9-97eb950ece5c>

Access Code for JCoSS students is: h8cq7ba

We ask parents to remind students to regularly check the Class Materials folder on Microsoft Teams for links to the latest University Virtual Open Days and Subject Tasters as well as Apprenticeships information.

Students interested in both university and apprenticeship routes should focus now on their university applications which will be completed in the autumn term. Research for competitive apprenticeships will start in September. The application process for apprenticeships begins in the spring.



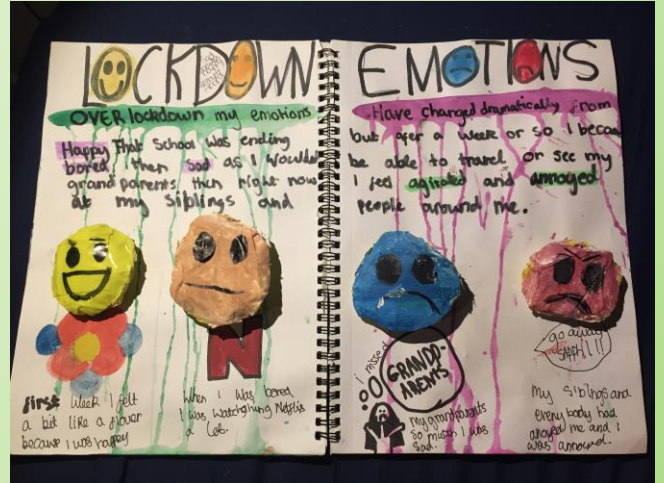


# Art at JCoSS

Year 7 and 8 had the task to create a reflective piece about being in Lockdown - 'Isolation Art Journal'



Amy Freedland



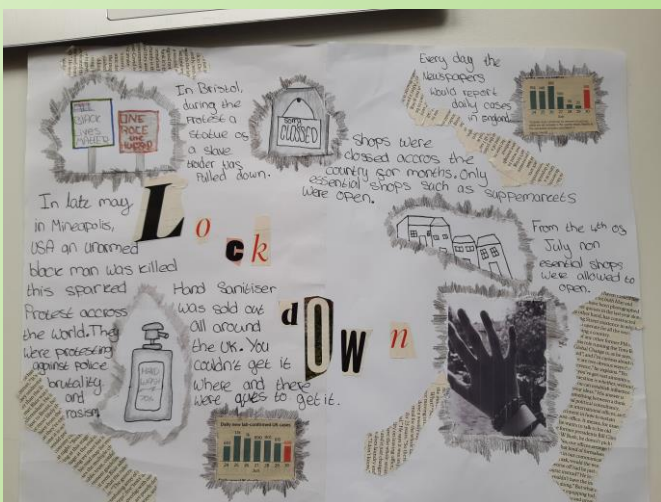
Eden Collins



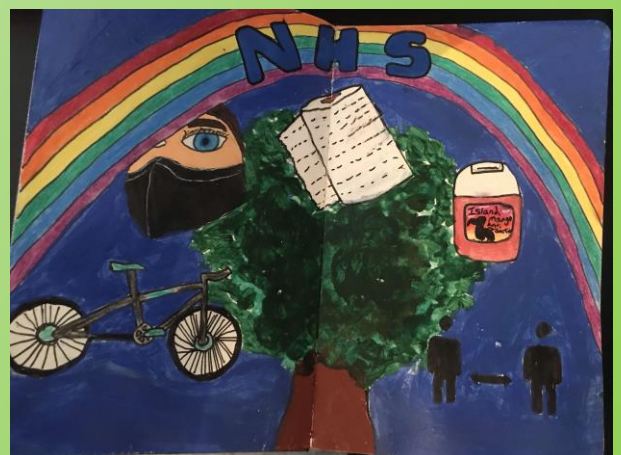
Lia Brown



Talia Levi



Dalya Ward



Ben Genish

## Wellbeing at JCoSS

At JCoSS we talk about developing “accomplished Menches” and this term has put us through our paces. This recent challenging time has certainly tested us all but I feel we are ending the year strong and proud of how we have managed the challenging past couple of months. I have been constantly impressed with students’ engagement, acts of kindness, sense of community, integrity and resilience. Of course we have all been on our own “coronacoaster” and been profoundly challenged at times and struggled - that is to be expected! However the student engagement, support from parents and work, commitment and care from staff is beyond impressive. I looked back at some words that I shared in assemblies and newsletters as we entered lockdown and we have certainly embraced the challenge.

“Life is different and unknown but it is still valuable and meaningful. We can’t press pause on life for the coming weeks / months. We need to live, albeit a different way that may take time to adapt to. Perhaps we can try and reframe the situation as well. It is important to encourage our eyes to see the opportunities we are faced with. Perhaps in some crazy way, we are being given a gift to see the world in a different way than we could have ever imagined. It is opening doors and opportunities we would not have had otherwise. It is throwing us all out of our comfort zone but may well make us stronger individually and collectively. We need to adapt and keep living life.” As we get to the end of the school year we can reflect on the last couple of months. We are running pastoral sessions for every student during the last week of term focusing on:

- Reflecting on their struggles
- Noticing some of the positives and what we have learnt about ourselves
- Thinking about what we want to hold onto and how we can do this.

As parents it is really important that we take time to appreciate ourselves, to notice what we have accomplished and then turn it into a regular part of our practice. Many of us have had new roles and tasks added to our job description recently (teacher, counsellor, IT support). Let’s celebrate what we have achieved and turn down the inner critic and the inner perfectionist. If we can be kind and compassionate to ourselves we have great reserves of kindness for our kids, and they learn kindness in return.

As we enter the summer holidays enjoy the time with your children and celebrate the end of term. As society is opening up we hope that students are able to enjoy seeing friends, being outdoors and having time for themselves and together as a family.

**Jessica Overlander-Kaye**  
**Emotional Wellbeing Practitioner**



## Spanish Trip – March 2020

In March, literally just before lockdown, I was lucky enough to take a fantastic group of Spanish and Art/DT students to Andalucia, Spain along with some amazing colleagues to experience the language and culture in this region. We had 5 spectacular days experiencing the delights of the beautiful cities of Seville, Granada, Malaga, Córdoba and the coastal town of Torremolinos. We explored and enjoyed an array of Jewish historical sites, mosques, cathedrals, breath taking viewing points, flamenco, beaches and much more. The students were engaged and I was proud of each and every one of them. Below is an article by Lucy Brent who went on the trip. Please enjoy!

Mrs Denby, Head of Spanish

### Spanish Trip, by Lucy Brent Y10

Before the massacre of the lockdown overtook our lives, I alongside my peers that were fortunate enough to attend the amazing Spanish trip which was an unforgettable experience. We woke up early in the morning and drove sleepily to the airport where we were met by our excited teachers - fortunately that energy never left the trip.

\*Special shout out to miss Gomez and Mrs Deby for making the trip what it amounted to . <3

The plane journey there involved nearly eighty percent of us dozing off but when we all awakened we were almost landing and could see the lively sun in the distance.

We arrived at our hotel where we were put into our rooms, luckily we were all with our close friends and quickly changed to meet back to go to our first excursion. Hopping back on the bus we went to a view point in Malaga and looked over the port and sea. Quite the change of scenery from the car park and dreary sky we left behind! Next we ventured into Las Jardines de Pedro Luis Alonso and walked through the cobbled streets lit up by sunbeams. Then we went into the Picasso museum where the art students had a chance for some appreciation of the talents of Spanish artists and the history and story behind the art work. Meanwhile the Spanish students had to try understand what the security guards were shouting at them. Truly an educational experience for all the students. However unlike any other trip, the Spanish trip truly allowed everyone to submerge into the culture by exploring the cities and becoming more responsible and in places trying to speak Spanish. We were able to wander around the market place which had unique stores but most importantly taste the vegan ice cream just across the road. Later on we wandered over to the port which was bustling with more stands and many of us bought some custom jewellery and sat by the water in the sun. Due to the consistent positive energy everyone had, we really enjoyed watching the carnival below on the street take place. Witnessing dancing wonder women and tumbling clowns. Later we headed back to the hotel to have dinner and had some fun free-time to chat and unpack.

The next day we are up, ate breakfast, and out early on our way to Sevilla. The bus journeys -though long were fun with music being played and sing alongs commencing, no moment felt dull. In fact a particularly fond memory I have was my friend Ella who drew myself and Lara on the bus - much better than some of the blurry photos I took. We then got to plaza de España and had time to walk around and appreciate the spectacular sight and the history behind it. In Seville we were given free time once again to explore and experience the amazing surroundings, buildings and the beautiful blossomed orange trees. Later on we went up and into La Giralda and oversaw many view points and the different cultural effects on the town. After commencing from the endless spoiling steps, later that evening following a similar pattern dinner and free time to hang out in our rooms.

Day three arrives and we are on our way to Cordoba! As we arrived we saw the Jewish quarters with our tour guide showing us the statue of Moses Maimonides and going into the former synagogue. A little later on we went to a big mosque and then had a little time to wander around the streets. We made our way back to the Jewish quarters to visit a museum about Jews exile in Spain and we were able to learn a lots about Jewish heritage. Finally, we got back on the coach with a long bus journey back to our hotel with a purple sunset behind us. Yet before we could settle in to the hotel for the evening we were allowed to go to the local supermarket, many people buying excessive amounts of chocolate. Whilst my room went for the more logical litre of fresh orange juice - clever when you have no fridge! Amazingly Mrs Denby had managed to arrange for a talented flamenco dancer and band to come and perform that evening in the hotel. With many of the students actively volunteering (meaning getting forced) to joining in.

Along rolled around the last full day. After being told to research where we were attending many of us were left curious. The Alhambra however left many of us speechless. For the DT students the magnificent architecture and intricate designs in the walls and ceilings. We followed the route around and took in the uniqueness. Then we were taken back to the bus where we drove to a viewing point and oversaw the massive landscape and the mountains for skiing in the distance. Then we were able to meander the spiralling streets and explore the area. Lots of students along with the teachers took a liking to the main courtyard and watched the locals eating Spanish dishes such as calamari and paella. Whilst others went into the locally owned shops and bought presents for their families.

Tip : for every future student attending the trip please compare ice cream prices vs taste in different places. It makes for a very entertaining evening discussion.

Dismally the last day was upon us. Thus we packed up our belongings and went out for the final time before going to the airport. We spent the morning as a group on the beach, some choosing to tan while others played football/ rugby with the teachers. Then we had our conclusive shopping trip through the cobbled narrow streets of Torremolinos, scrambling to find a some what thoughtful present for our families and friends. After a little bit we were on the coach to the airport and flying home.

To conclude, the Spanish trip as reinforced by the numerous synonyms of amazing was simply that. Thanks to the dedicated teachers and organisers, myself alongside the rest of my grateful companions had the best experience I am yet to go on in my school career. For any parent/ younger year group member that is pondering whether or not to go. Go! Not only did I make irreplaceable memories, I became more enticed to my GCSE studies and more importantly it allowed me to become closer with my classmates.





## JCoSS Key Term Dates – First Half of Autumn Term 2020

| Date                       | Time    | Description  |
|----------------------------|---------|--|
| Thurs 3 <sup>rd</sup> Sept | 8.30am  | Year 7 and Year 12 Students start  |
| Fri 4 <sup>th</sup> Sept   | 8.30am  | Years 8 – 11 and Year 13 start   |
| Fri 18 <sup>th</sup> Sept  | 1.45pm  | Early closing for Rosh Hashana   |
| Mon 28 <sup>th</sup> Sept  | All day | Yom Kippur. School Closed.   |
| Thurs 1 <sup>st</sup> Oct  | 1.45pm  | Early closing for Open Evening   |
| Fri 2 <sup>nd</sup> Oct    | All day | Staff training inset – school closed to students.  |
| Fri 9 <sup>th</sup> Oct    | 1.45pm  | Early closing for Simchat Torah  |
| Mon 19 <sup>th</sup> Oct   | All day | Rosh Chodesh Cheshvan. School timings as normal.<br>Parents will be sent details of any activities |

- **Half term is Mon 26<sup>th</sup> – Fri 30<sup>th</sup> October**
- School closes at 2.15pm on all Fridays until after half term except for 18<sup>th</sup> September and 9<sup>th</sup> October when it is 1.45pm.
- School starts again on Mon 2<sup>nd</sup> November after the Autumn half term.
- NB. other festival dates occur on non-school days as follows:
  - Rosh Hashanah – Sat and Sun 19 & 20 September
  - Sukkot – Sat and Sun 3 & 4 October
  - Shemini Atzeret & Simchat Torah – Sat and Sun 10 & 11 October