

Dear Parents

I am writing this introduction to a soundtrack of tannoy announcements. It takes 8 calls, broadcast to the school at every lesson changeover, so that 1330 students and 100+ staff can be moved around the building as safely as possible, keeping bubbles separate, corridor traffic flowing and the trickle of cafeteria users as gentle and constant as possible.

Not for the first time this term, I am kicking myself for missing that module on Pandemic Management from my Teacher Training qualification in the late 1980s. Needless to say, it wasn't me that was missing from the module, but the module that was missing from the curriculum at that time, or indeed from anyone's darkest fears at any time until March when it all hit.

But for all that is different, and all that colleagues and students have had to get used to, the qualities and skills that the current situation demands are not so far from our repertoire. In a strong community the habits needed to keep things going and keep each other safe have come easily.

What I observed amongst Year 8 during a recent lesson change is typical. With minimal staff supervision and no intervention they sat calmly, all 180+ of them in their masks, waiting for their call; when it came, they moved – still with no need for direction – quietly and efficiently to their next lessons. It was the kind of mature, good humoured Menschlichkeit that you want to bottle and sell!

Likewise the JCoSS staff have responded brilliantly to every changing circumstance, as students or colleagues have been confined to teaching and learning online. More recently as we have had positive cases, my senior colleagues have quickly evolved efficient systems to identify and isolate contacts, phone parents, carry out risk assessments...and keep everything good humoured.

There are darker and lighter days: surrounded by the reminders of the fragility of life, and the insistence that schools will remain open no matter what else closes, it is easy to feel embattled. We wonder where this is all going and what will be expected of us all next. As the personal and economic costs of the pandemic mount, I also wonder what kind of world will await our students as they leave school, and how large will be the tab that their generation will need to pick up.

Sacrifices have been required from everyone, but I am very conscious of how the future looks to the younger generation. I commend, by way of support, the wise and practical advice from Jessica Overlander-Kaye in the pages that follow. I also, however, draw attention to the evidence of resilience you will see: Milly Bryk's poem contrasting pre- and post-Covid life is a gem that expresses beautifully how it all looks and feels.

Meanwhile, our 2020 graduates have taken up their university places and the photo of James Saker's matriculation (a fancy name for 'starting at Cambridge') reassures me that JCoSS values are making their way into society in all sorts of ways. James is due to attend a debate with Theresa May in the coming weeks, and I for one would like to be a fly on the wall of that encounter!

Learning, adapting, looking out for each other, making necessary sacrifices, cheerfully getting on with the everyday, remembering the spiritual resources we can draw upon...these are the qualities most called for to manage the current times and most needed when we come out of them.

I wish you all – whether self-isolating or otherwise – a good half term.

Patrick Moriarty
Headteacher



LODGE LONDON NO 2 YITZHAK RABIN

South Africa * Israel * United Kingdom * United States of America * Canada

2nd October 2020

To all pupils, parents, and staff at JCOSS.

On behalf of the Hebrew Order of David International (HOD), Lodge London No.2, it gives me great pleasure to present your school with £1000.00 towards computer equipment. This donation was made possible by funds raised at our "Community leading event", Jews Got Talent held earlier this year. We are only sorry that, with current restrictions in place, we were not able to attend your school and personally present the cheque and to be afforded the opportunity to view your campus. Hopefully, we will be able to do so at some point in the future.

Whilst all education is vitally important, I.T. skills and knowledge are paramount and certainly the way forward, virtually every business, no matter how small, relies on computers in one form or another.

The Hebrew Order of David was founded in 1904

The Inaugural meeting took place in Johannesburg on the 27th November.

The Hebrew Order of David International is an organisation open to Jewish males from all sections of the Jewish faith. Although the HOD is a male fraternity, wives, partners, and family play an active role in the activities of the Order.

The HOD was established in England in 1896 as a Jewish Brotherhood and friendly society. In 1904 a branch of the Order was formed in South Africa and by the end of the 1920's South Africa had seen the establishment of several successful HOD lodges whilst its sister founding Lodge in England had ceased to exist.

The Order actively continues in South Africa and has grown its roots internationally in Israel, USA, and Canada. The HOD re-established itself in England in 1995 where there are now 3 lodges.

Helping those less fortunate is a major cornerstone of the HOD. This is achieved through involvement in a variety of community service projects and distribution of funds raised by organising various events under the banner of the HOD registered charity. We are always interested in talking to other organisations for possible collaboration in fund raising events or community service projects.

For further information about joining the endeavours of the HOD please contact The Secretary using the QR Code below.

Lewis M.Coleman
President, HOD Lodge London No.2

All communications to be addressed to : The Secretary
16 Watersfield Way. Canons Park. Edgware. HA8 6RX
Email: HODLondonNo2@live.com
HOD Charitable Trust Registered Charity No 1057220



IJE Round-Up

IJE have been keeping busy this half term even with the unusual circumstances we find ourselves in. We have been finding innovative ways to keep students involved in the community and celebrating the Jewish life of the school. Over the recent festivals, activities ran during lunchtime in the Succah and we sold honey from a local beekeeper around Rosh Hashana.

Students completing their Yoni Jesner Award this year or last are being encouraged to find opportunities to continue volunteering both in and out of school. We have developed creative ways to keep contact with our projects at Livingstone Primary and Jewish Care and are exploring new Covid-safe possibilities.

In addition to this, students who were on the Alan Senitt Leadership programme were celebrated in an online graduation evening and we are proud of their accomplishments and their leadership journeys. Congratulations to Annelise Franklin, Tilly Lester, Talia Mallandine, Josh McCombe, Isaac Reuben, Gilda Roberts, Maddy Roberts, Josh Solomon and Mathilda Steen.

Finally, we have also produced an IJE calendar featuring artwork from students to celebrate 10 years of IJE at JCoSS. Please contact us to purchase one – all proceeds to charity.

Mrs S Levan
Director of Jewish Life

JCoSS Key Term Dates – Second Half of Autumn Term 2020

Date	Time	Description
Mon 2 nd Nov	8.30am	Return to School After Half Term Break (Week One)
Wed 4 th Nov	6.30 – 8.30pm	Sixth Form Virtual Open Evening (please register via website)
Tues 10 th Nov	1.45pm	Early Closing for Staff Training
Tues 17 th Nov	All Day	Rosh Chodesh Kislev. School timings and timetable as normal.
Mon 23 rd Nov – Fri 4 th Dec	As per exam timetable	Y11 Mock Exams (some practical exams may happen before or after this)
Wed 9 th Dec		Y13 Parents' Evening. Format and timings to be confirmed
Thurs 10 th Dec		1 st candle of Chanukah
Thurs 17 th Dec	1.05pm	Early close for end of term

- Last Chanukah candle on Thursday 17th December
- School closes at 1.45pm on all Fridays until after the February half term
- School starts again on Monday 4th January at 8.30am (Week Two)

Wellbeing at JCoSS

Kol HaKavod, we have all achieved half a term! Half a term of school being open, with students, parents and staff adapting to new patterns and routines whilst managing our physical and emotional health and wellbeing. Some may feel it has been about survival whilst others have thrived during this period.

The students have been fantastic in understanding and following the new rules and routines which is helping to keep us all safe. They have owned, appreciated and actioned their social responsibility, a value we hold highly as a school.

Our staff have enabled your children to get their formal education whilst also enjoying routine, purpose and an opportunity to socialise. This normality certainly helps our students need to thrive.

We hope that the wellbeing work we have done this half term has eased the transition back to school. The year group lunch time safe spaces and early morning drop-ins have been well populated and a lovely space for students to have a break in a quieter space.

Good mental health can help us to relax, achieve and learn more. I hope that some of the thoughts below not only help you and your children if there are struggles at the moment, but also encourage you to keep looking after yourselves and filling yourselves with things that make you feel good.

1. Revisit the importance of routine

Structure and routine can be helpful and reassuring in times of change. Physical and mental health are linked, so regular sleep routines, healthy eating and getting active can make a big difference. Dedicate time to discussing the benefits of routine with your children.

2. Normalise discussions about mental wellbeing

We all go through times of feeling happy, sad, angry, stressed, and overwhelmed. Understanding that these feelings are normal is helpful, even when they are confusing. Try to model open discussions about mental health. Don't be scared of naming feelings – you can't put ideas in their head by doing this.

3. What fills you up?

Take with your children about what you all enjoyed doing during lockdown and what bits you are missing. Look at what you can reinstate. It may be baking, family meals, walks, family games. Sometime these can get easily forgotten as we get back into the routine of being at school but make sure you are all doing activities that make you feel good.

4. Be patient and kind to yourself and your children.

For most of us it is a hard time right now. I like the phrase of us being "in the same storm but different boats." We all have our different challenges and life can be really hard and exhausting at the moment. Students have been out of practice of concentrating, writing, socialising, getting up early, being organised, doing homework, being academically accountable etc... So it is no surprise that emotional resilience is low and fatigue is appearing at the end of a long half term. Be patient and kind and get them to keep practising!

Take the half term to rest, refocus, fill yourselves back up with the good things equipped for another half term full of good health, personal achievements and thriving. Together we need to keep your children well, which in turn can help them do well!

Jessica Overlander-Kaye
Emotional Wellbeing Practitioner

Student Career Meetings Continue

Earlier this year we began our annual programme of one-to-one Careers meetings with Year 10. Now that school has resumed, meetings are continuing with students (now Year 11) who did not have their meeting before Covid hit.

The meetings include helping students to interpret the results of their Morrisby assessments and discussing the careers suggestions with them. This term they take place in Kvutzah and at lunch time to avoid disruption to lessons and we have been really impressed that students are attending on time, even during their lunchbreak.

Your child's Morrisby Report is a comprehensive psychometric assessment of their aptitudes and personality traits and JCoSS is one of the few state schools in the country to deliver it free of charge to students. This year for the first time we are adding the notes from our Careers meetings with students to the on-line report, including advice on what to do now to further their career ideas. We urge you to talk to your son/daughter about the report and read it through with them. They can access it by logging on to their Morrisby account. If they can't remember their log in details please tell them to come to the Careers Office and we will help them set up a new log-in.

The Morrisby log-in is for life, so students can re-visit the Morrisby website throughout their educational and working lives, updating their career interests as they develop, to seek out the next opportunity. See the details on the Morrisby website <https://www.morrisby.com/parents/>

Helen Lewis
Careers Adviser

ORT JUMP

"To teach is to learn twice..." so they say – not because I am there to teach, but rather because I always gain something from the experience myself.

We are looking for ORT JUMP mentors for the upcoming academic year.

Having just mentored on the programme, I can honestly say it was a truly rewarding experience. The time requirement is not onerous – just 4-5 hours over the year, and it is great to be able to share some knowledge from your professional career with a 1st year A Level student. The students come from a range of schools and backgrounds in London.

If you are interested and think you might have something to offer, please click the link below to learn a little more about the programme: <https://ortuk.org/who-we-support/uk/ort-jump/>

Best wishes

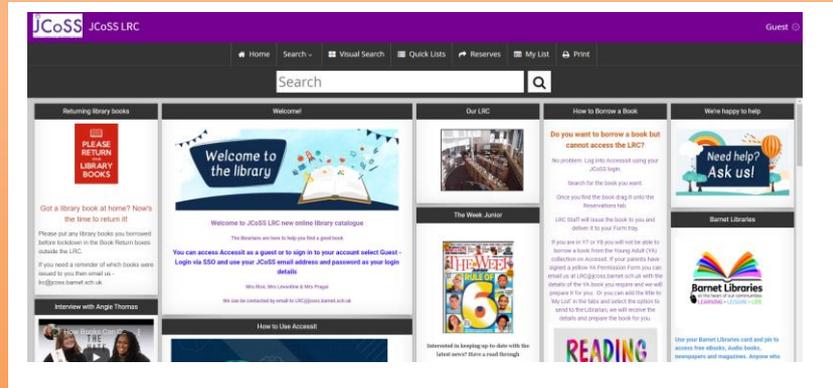
Dan

Dan Reinhold
ORT JUMP Ambassador
Director, KPMG LLP

Accessit

The JCoSS LRC is open and taking reservations for books. Books can be returned to the Book Returns box which is outside the LRC. We have launched our new LRC website called Accessit which contains our catalogue of books and resources. You can find Accessit following this link: <https://uk.accessit.online/jcs00/#!dashboard> or through the JCoSS website, LRC page

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. This should then link with your school email address and password to login. Once logged in you can see any books you have borrowed and search the book catalogue. We are offering a Select and Collect Service whereby students Reserve books using Accessit and they will be delivered via Tutor Groups.



Bookbuzz

Every student in Year 7 has chosen a free book as part of The Book Trust's Bookbuzz scheme. The books will arrive in school after half-term and be distributed during our LRC lessons. Our thanks to the JPA for kindly sponsoring this event again this year.



New Books! - we have had new titles delivered recently

With the fire on high by Elizabeth Acevedo (YA Collection). A dazzling novel about a girl with drive and pride. Emoni is a teenage mother but still hopes to realise her dream of becoming a successful chef.

Charlotte Bronte's Jane Eyre a retelling by Tanya Landman (Quick Read Collection). A powerful retelling of the classic Gothic romance by Charlotte Bronte

Aurora Rising by Amie Kaufman. It is 2380 and the crew of misfit space cadets find themselves in a battle to save the galaxy from an ancient colossal alien.

Robin Hood by Robert Muchamore. A modern retelling of the Robin Hood legend set in the future where twelve-year-old Robin is forced to hide in Sherwood Forest when his dad is framed for robbery.

Runaway Robot by Frank Cottrell-Boyce. Alfie is coming to terms with losing his hand in an accident when he discovers a robot hidden in the airport lost property. Can he save the robot?

Stay safe and keep reading!

LRC Staff, Mrs Rice, Mrs Levontine and Mrs Pragai

Black History Month 2020 Post Covid-19

I am thrilled to be writing in this month's Newsletter, especially because it is the month of October where we highlight the celebrations of Black History. A month doesn't feel long enough, neither does an article to express my love for my African Ghanaian heritage. But we must start somewhere.

As a dedicated member of staff and a long-time ally to the Jewish Community, I am delighted that (as a pluralistic school) we are initiating a BAME (Black, Asian, and Minority Ethnic) Review. Receiving my online Jewish Chronicle, I was proud to see two of my favourite pupils inside, expressing the initiative to challenge the status quo within our teaching and learning at JCoSS with a student led approach. The review now that is taking place all over the world, whereby many institutions whether in Education, Arts and Media, Television and Press, recruitment etc. are questioning how we all can be allies for a community that has been dehumanised and denigrated for far too long.

The many discussions that people are now having, comes at a pertinent time in our now 'the present': we spent the last 5 months in lockdown with various restrictions and post Covid19, we are still fighting this pandemic and on top of that many from the black community have been asking themselves 'Who Am I'? I have been asking myself this very question as if I don't know about my own histories, how can I know where I am from?...and how can I teach others about myself or understand who I am.

It was devastating to witness the scenes on national television which sparked the Black Lives Matter protests. Because of multiple of deaths within the black community and the death of George Floyd many black and white communities came together to challenge the status quo of diversity, equality, equity, representation. Furthermore, for many black people from the African/Caribbean and cultural/ethnic mixed communities they started to question how others within society perceive them within the world. The easiest solution is that we need to start from a common place. As the late Jo Cox said 'we have more in common than what divides us'. I have been speaking to the amazing JCoSS staff and managed to reach out so far to the LRC team and English Dept., requesting our students have more time to read other genres of materials within form time on Black History. I have also been asked if I can present more Black History content on the JCoSS Podcast: I have completed one already, discussing my experience of being a black woman working at JCoSS. A future cast will be of me interviewing the BAME Sixth Form review team about their understanding of the black African/Caribbean Culture.

It was a privilege to be interviewed by the Lead Sixth Form BAME Review team, who asked about my experience at JCoSS as a black woman and it made me realise even more how there is no place on earth like JCoSS. The JCoSS community is truly a space where all are welcomed whether black or white, faith or no faith. The School in its true form of Pluralism is a beautiful bubble of inclusion, diversity and I truly feel that as a member of the Black-African Ghanaian Diaspora, my culture has become part of the inbuilt fabric of the JCoSS Community. The move towards true representation will be built from all of us, having openness to talk about the black community and cultural differences but exploring the similarities that we all contribute back into our JCoSS community to make it so vibrant and rich. I want to say a special thanks to Ben Abrams, Sara Levan and the amazing leadership of Mr Moriarty for making JCoSS an inclusive space to have everyday enjoyment of shared life experiences, play and work.

Valerie Bossman-Quarshie

Black History Month – favourite authors and books:

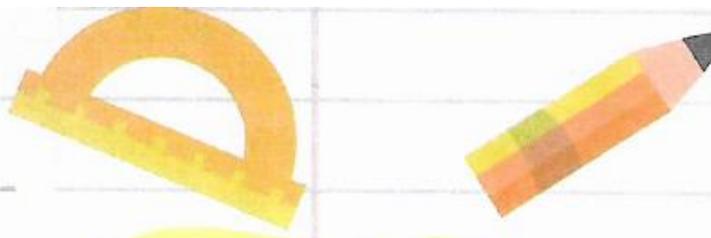
My two favourite books are 'Bury the Chains' which is about slavery and the other is 'Meghan' – about an ordinary girl who grew up to become a humanitarian Ambassador and married into the British Monarchy.



'An American Marriage' portrays the effects of wrongful imprisonment on African American families. Heartbreaking but educational, this beautifully-written story had a profound effect on me.

'Becoming' is a truly inspirational autobiography from a woman whose life story encourages us to believe in ourselves and our power to change the world for the better. Describing her journey from the South Side of Chicago to the White House, Michelle Obama writes with honesty, humour and warmth. It's no wonder that the former First Lady has become a role model for girls and women all over the world.





7am

7am, Slept through my alarm,
Duvet pulled off, shoved over my arm.
Jacket, PE kit, breakfast in hand,
Piles of artwork, no space to stand.
Noisy, shouting, leaping gazelles,
Children running, laughing, loud bells.
Manic form time, sitting wherever,
Hugging, singing, felt like forever.
Lunch queues endless,
Plated food, people often in a hangry mood!
Repetition day in, day out,
Forgetting to look, wonder, remember what was about!

Six months on, life has changed so,
7am, raring, waiting, ready to go.
Mask in my hand, hand gel already running low.
Designated places, no food or drink allowed,
A cough or a sneeze, will turn the whole crowd.
Organized corridors, no loitering here,
Crossover time, just with our peers.
Cleaning desks, beginning and end,
Lessons shorter, teachers amend.
Social distancing, bubbles and two meters away,
Our freedom, our choice, seems like yesterday.
The looming threat of homeschooling hangs over our head,
Please don't let this lurgy continue to spread.

**Milly, (Year 9), Jewish Community
Secondary School**