



The Abbey School

"BE THE BEST YOU CAN BE"

Weekly Newsletter 2024/25

Issue Number: 21

Date: 07/03/25

THE HOWARD
Academy Trust



BOOK A TOUR TODAY!

Choosing the right school for your child is one of the most important decisions you'll make. At The Abbey School, we provide a supportive, inclusive, and high-achieving environment where every student is encouraged to reach their full potential.

What You Can Expect to See on Your Visit:

- Engaging Lessons & Inspiring Teaching – See our dedicated staff in action, delivering high-quality education.
- Excellent Facilities – Modern classrooms, specialist subject areas, a well-equipped sports hall, and vibrant social spaces.
- Strong Pastoral Care – A nurturing and inclusive community where every child is supported.
- Enriching Opportunities – A variety of clubs, trips, and extracurricular activities that enhance learning and personal development.
- A Safe and Welcoming Environment – High expectations, respect, and ambition at the heart of everything we do.

Accessibility & Inclusivity

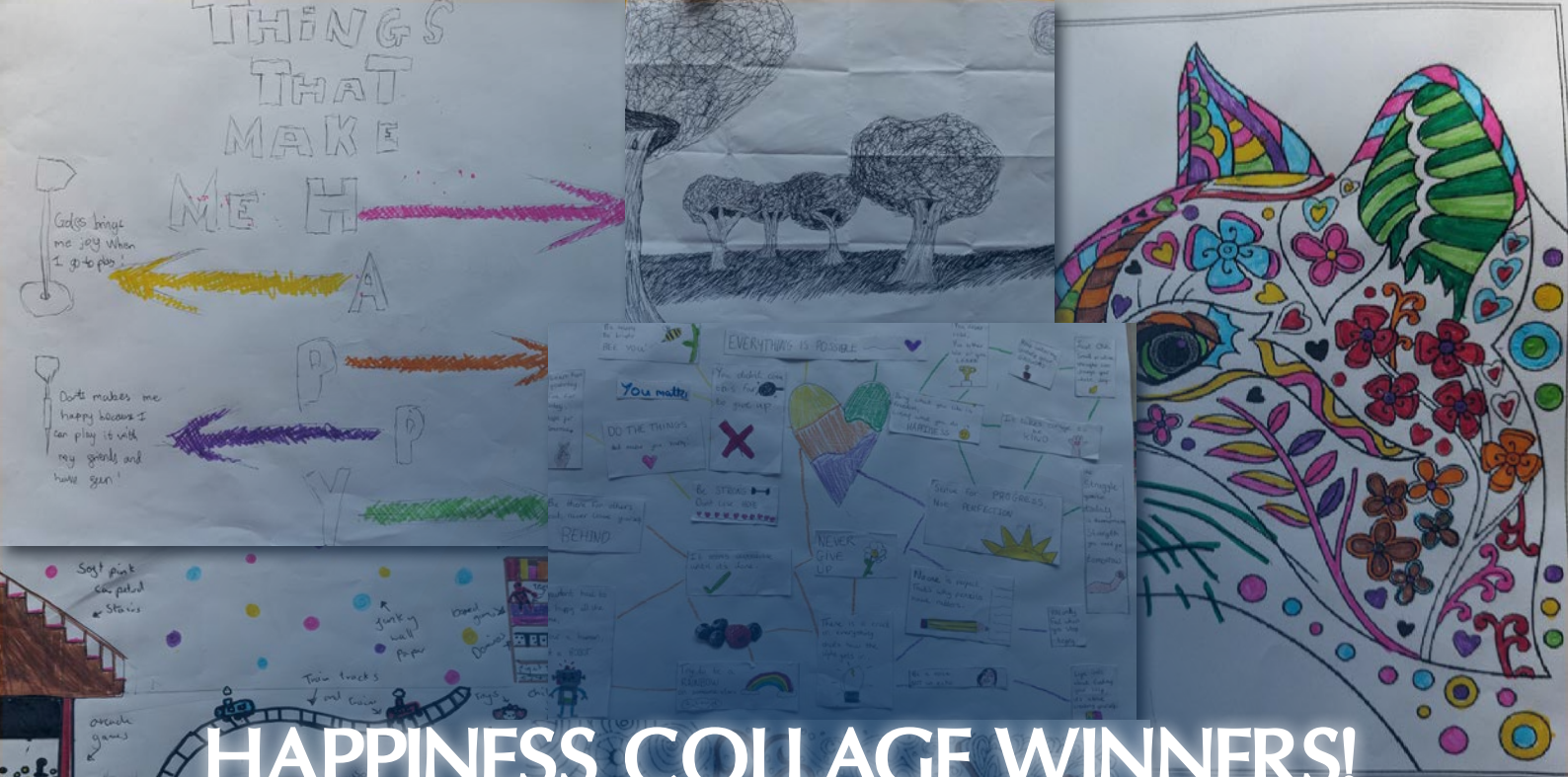
We are committed to making The Abbey School accessible for all visitors. Our site offers:

- Step-free access and wheelchair-friendly pathways.
 - On-site parking, including accessible bays.
- Easily accessible location with good transport links.

Come and see The Abbey School in action! Book a tour today and experience firsthand why we are the perfect choice for your child's future.

CLICK THE QR CODE BELOW TO BOOK YOUR TOUR!



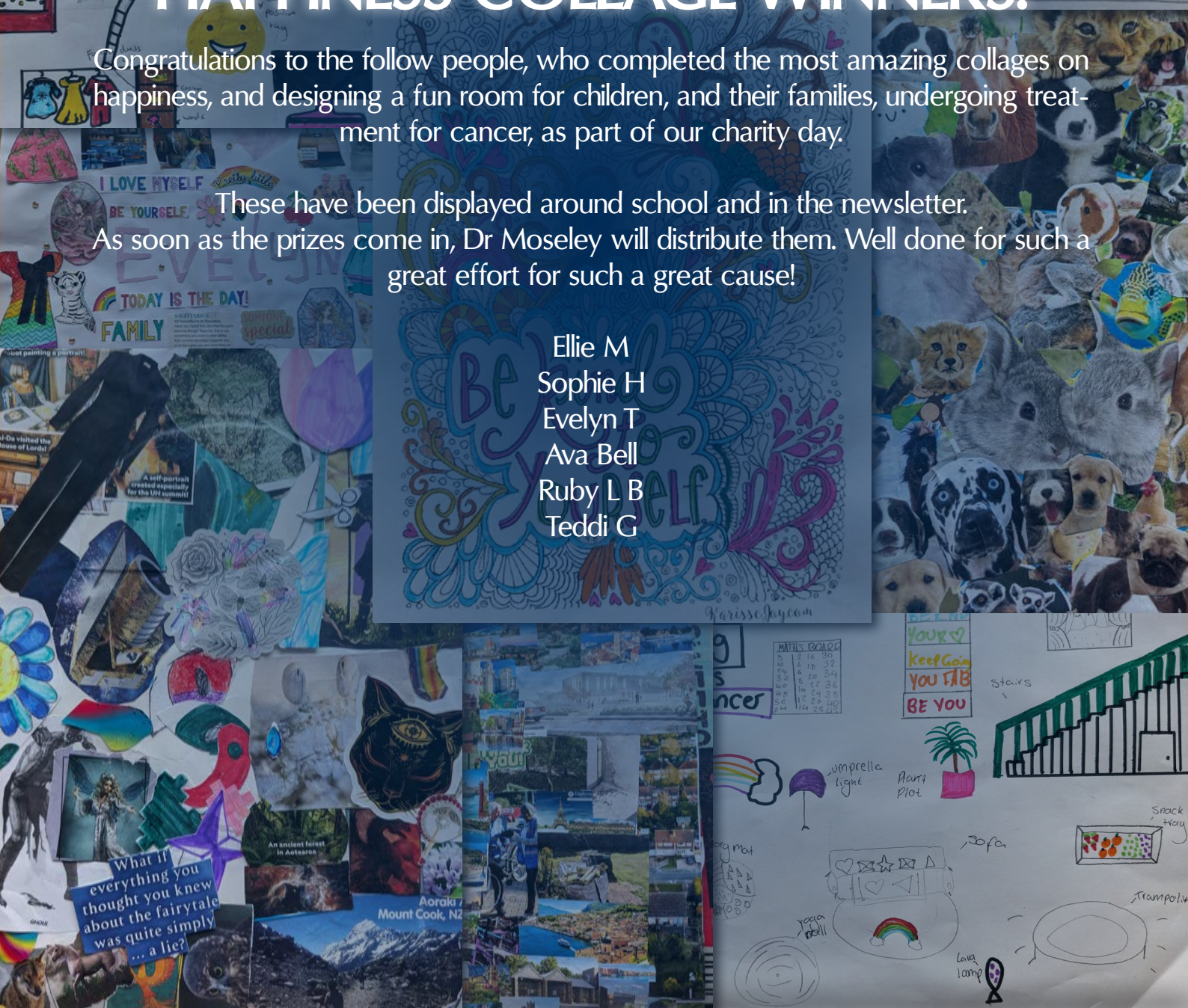


HAPPINESS COLLAGE WINNERS!

Congratulations to the follow people, who completed the most amazing collages on happiness, and designing a fun room for children, and their families, undergoing treatment for cancer, as part of our charity day.

These have been displayed around school and in the newsletter. As soon as the prizes come in, Dr Moseley will distribute them. Well done for such a great effort for such a great cause!

- Elie M
- Sophie H
- Evelyn T
- Ava Bell
- Ruby L B
- Teddi G



ENGLISH TRIP TO POETRY LIVE

We took a group of students from Years 10, 11, and 12 on a trip to the Lyceum theatre in London for Poetry Live - the trip was a real success. The students were highly engaged in the poetry readings.

Students were fortunate to hear poems and discussion from some of the greatest living poets of our time: Carol-Ann Duffy, Simon Armitage, Owen Sheers, Liz Berry, Imtiaz Dharker, Daljit Nagra, Grace Nicols, and John Agard. A particular highlight was when John Agard took to the stage to read and discuss his work. It was a very proud moment for us as staff when all the students enthusiastically greeted Agard – it was most heartwarming to witness the children’s joy and engagement during Agard’s poetry readings and discussion.

Finally, I would like to inform you of how well behaved our students were throughout the day. Every single one of those children were exceptional ambassadors for our school, and we are extremely proud of how they carried and presented themselves throughout day. Their behaviour was impeccable! Staff were certainly beaming with pride regarding our students’ engagement and politeness throughout the entirety of the trip.

We hope the children enjoyed their day in London and we hope the experience will be useful to support the students through their forthcoming GCSE Literature exams in May.

With the best of wishes,
Ms. P Jones.
Director of Learning for English.



The Poetry Live trip was a fantastic opportunity for us to hear famous poets present some of their finest work, live! The trip was tremendous, as we got to hear the poets talk about, and present, their poems to the large theatre audience.

Not only was this trip incredibly interesting, being able to gain an insight into the inner workings and deeper meanings of the poems previously given to us at GCSE, but poets added a great deal to their works when they read them out loud, the most striking example being John Agard, who incorporated a great deal of vocal emphasis on 'Checking Out me History'. Not only was this exceedingly entertaining, but Agard carried himself in such a way that made his performance, perhaps, the most memorable there.

My personal favourite, however, and a great inspiration to me when writing or discussing such topics is Simon Armitage, the writer of the poem Remains – he is a brilliant poet who had clear and witty dialogue when it came time to answering questions given to him by the audience. His poems are undoubtedly some of the best of our time, hearing them live was exciting and insightful, and I greatly appreciate Poetry Live for the chance to hear him read aloud and offer interesting perspectives.

It is important to add there were short lesson-based sections, dealing specifically with how to approach the standard question in the Literature GCSE, as well as the comparative question. It is therefore easy to see that 'Poetry Live' was more than just seeing and hearing your favourite poets speaking and narrating, it was also greatly helpful and educational, providing a great starting-point for GCSE Literature students.

Written by Connor D.

We got to listen to live poetry from many inspirational poets, who wrote about personal topics, such as their emotions, feelings and curiosities about the world.

Some key GCSE poets also made an appearance. This included Simon Armitage who wrote Remains, and Carol Ann Duffy who wrote War Photographer. Both poets recalled their experiences of talking to people who had witnessed war, and they explained to us how they used this experience as a catalyst for their poems.

Intiaz Dharker who wrote Tissue read out some of her most famous poems, which were motivated by racial segregation. She wrote about the struggles of not knowing your own identity, and how people in society would view her as, "from another country" to emphasise the struggles that she has faced.

We were also given a talk by a GCSE examiner. Firstly, he spoke about unseen poetry, where he annotated a poem with us, and then gave us other exemplar responses to an exam style question, which we evaluated using his feedback that he gave them. Secondly, he spoke about poetry comparison of two unseen poems, which we similarly, annotated, looked at students' responses to a question, and looked at his feedback to them.

Written by Tilly I.

SPOTLIGHT ON RE

YEAR 11

Year 11s are currently revising for their mock exams.

They have been given summary sheets on facts and how religion influences people, as well as quotation sheets. One way to help with revising is to do it little and often. This could be learning all the quotations for one topic eg Just war in one week and getting someone to test them.

Other useful resources are GCSE bitesize and videos from Ben Wardle, that are freely available on Youtube. Just listening to these videos can help students pick up key ideas and quotations. One video which goes through how to write an evaluation question, can be found by clicking the image on the right!



YEAR 9

Year 9 are currently learning about Christianity working in the community, and in particular about mission.

Next week, during their assembly time, Rev Dan is kindly coming to talk to them about his experiences of mission.

This will be a great opportunity for them to learn and ask questions about this topic, and the wider topic of how religious people help in the community.

Students who have made great contribution to their RE lessons include:

Florence K, Kiril B and Phoebe B.



YEAR 8

Continuing their study of Sikhism from last term and the Gurdwara, The Guru Granth Sahib (the Holy Book) and Celebrations.

Students have been working very hard in their lessons and great effort has been shown by :

Yanny N, James A and Louii M.

YEAR 7

This term our Year 7s are continuing their study of Judaism with learning about the Synagogue and the Torah, part of the Jewish Holy Book.

Some excellent work has been produced so far this term with a special mention to:

Isla B, Eadie W, Jessica M, Frederick B and Charlie C.

SPOTLIGHT ON RE

RAMADAN

Ramadan started at the end of last week. During this time, Muslims remember when the prophet Muhammad received the Qur'an from the Prophet Muhammad (PBUH). They will fast for a month during daylight hours. The whole school have also had an assembly about this and the importance of supporting anyone taking part in this.

LENT

Lent also started on Wednesday 5th March and remembers the time when Jesus was in the wilderness for 40 days and nights and was tempted by the devil. Christians used to use up all their rich food on the day before Lent, Shrove Tuesday (hence why pancakes are eaten) and then they may give up something for Lent, to remember Jesus' sacrifice for them.

YEAR 10

Buddhism Practices! Our Year 10s are continuing with learning the rituals and practices of Buddhism. Death and Mourning are two of the very different practices we have looked at so far and Festivals will be taught in the upcoming weeks.

Recognition for great effort in lessons:

Ryan W, Benjamin S and Kyla B.

If you have any questions regarding the best way for your child to revise please do not hesitate to contact myself, Miss Hayward or Dr Moseley via email.

On behalf of all the Religious Education staff we wish you a peaceful and great Term 4.

Miss Hayward and Dr Moseley

SPOTLIGHT ON MFL

STAR PUPIL OF THE WEEK OR STUDENTS WHO'VE GONE ABOVE AND BEYOND!

Adi B, Sanjai S, Ronny D & Jack M (Yr 11) for going above and beyond in their efforts to speak French on the Boulogne trip.

Big shoutout to all of Year 11 who have been completing speaking exams this week.

Sid A, Henry W, Jess W & Michael P (Year 9) for excellent work in Spanish this week.

Matthew M (Year 8) for excellent effort in French this week.

DID YOU KNOW?

Did you know that 45% of modern English words come from French?

Did you know that an upside down baguette is considered bad luck in France?

Did you know Spanish is the second most spoken language in the world, after Mandarin Chinese?

Did you know that in Valencia they are currently celebrating Las Fallas?

CREATIVE OR UNIQUE THINGS HAPPENING IN YOUR SUBJECT AREA!

Days until the Barcelona trip: 26 days to go!

For any questions relating to the trip, please speak to Mrs Walsh.



REVISION

Year 11 - Don't forget to attend after school targeted tuition with Miss Rubio, Miss Pointer and Mrs Rule every Thursday!

Check in with Teams, Sentence Builders and Seneca regularly for extra revision!

International Mother Language Day

Click the image below to find out more!



FRENCH TRIP TO BOULOGNE

On Friday 28th February, 45 students participated in this year's French trip to Boulogne. Leaving bright and early in the morning, we took the shuttle over to Calais and travelled over to the first activity of the day; a visit to a local bakery. Students had the opportunity to see how bread is made in the traditional way and had a go at making their own baguettes, using the 100-year-old oven to cook them. The whole experience was given in French, and students were encouraged to use their French skills. The baker remarked at how impressive the students' French skills were and said that they were one of the best set of students that had ever visited the bakery.

In the afternoon, we visited Nausicaá Aquarium where we learnt all about the oceans and conservation. Some of the highlights included being there in time to see the Sea Lion show and seeing the penguins. Tyler R (Year 11) took some fantastic photos on the trip, using his photography skills. Thank you Tyler for sharing them with us!

Mrs Rule, Miss Pointer, Mr Cameron and Mr Mitchell would like to say what a brilliant trip it was and how impressed with the students we were!

Thank you to Mrs Rule for organising such a great trip!





FAVERSHAM GOLF ACADEMY

STARTING SEPTEMBER 2025

As from September 2025, we will be offering students the chance to join the Faversham Golf Academy.

Faversham Golf Academy offers a unique post 16 education programme offering competitive golf to both boys and girls. The programme incorporates both full time education with a built in golf development programme.

Ours aims are very simple, to develop and improve our pupils:

Academic Potential:

- Pupils are able to study a wide variety of A Level and BTEC courses, enabling pupils the chance to achieve great grades.
- The 6th form has a brilliant track record of progressing many pupils into top universities across the country.

Golfing Potential:

- Through weekly PGA golf instruction, supervised practice and weekly matches, pupils have a brilliant chance to improve their handicap and become the "best you can be".
- Our programme is fully funded allowing everyone to access the game of golf.

For more information about Faversham Golf Academy, please email:

golfacademy@abbey-school-faversham.co.uk

or visit our website:

www.theabbey-that.org.uk/golfacademy

Abbey School Sixth Form

Are you ready to take the next step in your academic journey? At The Abbey School, our Sixth Form offers an outstanding opportunity for you to thrive, not just in your studies, but as an individual.

We are a vibrant and inclusive community which supports our young people to develop the knowledge and skills necessary to make the successful transition to the next stage of their education or employment.

Find out more about our Sixth Form here:

<https://www.theabbey-that.org.uk/sixthform>

Click the box below to watch The Sixth Form Promotion Video



PASTORAL SPOTLIGHT ON... HEALTHY CHOICES

YOUNG PEOPLE AND VAPING

We are seeing a countrywide increase in the numbers of young people using vapes.

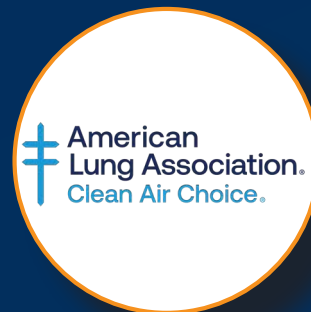
Vapes have been available to buy for several years now, and were originally marketed as a healthier alternative to smoking tobacco.

The long term health effects of vaping were unknown, and it is only recently that we are starting to understand the dangers of young people using vapes.

Some of the vapes and liquids available to buy are made and imported very cheaply and contain harmful ingredients which are not regulated. Vapes contain a chemical called diacetyl which is harmful to the lungs. Inhaling hot steam and chemicals directly into the lungs causes severe damage. The synthetic flavourings contained in vape liquid carry health risks, and can be attractive to young people as they are similar to the flavours of sweets. It is illegal for anyone under 18 to buy a vape, and shops should not be selling these to underage children.

A new and serious health condition known as 'popcorn lung' (bronchiolitis obliterans) is being seen in people who have used vapes – this condition causes breathing difficulties and has no cure.

The best thing is not to start vaping – it can be addictive .



Coats

We also have lots of coats that are available for students who may need them - all free.

ATTENDANCE REWARDS



WHAT DO I NEED TO DO TO BE IN WITH A CHANCE TO WIN?

BE IN 100% OF THE YEAR. BE IN 100% FROM 03/03/2025. ATTENDANCE GOLDEN TICKETS. YEAR 11 BE IN 100% UNTIL END OF TERM 5. YOU COULD BE ENTERED INTO ALL OF THESE IF YOU MEET EVERY ONE OF THE ATTENDANCE LEVELS! YOU'VE GOT TO BE IN TO WIN!

THE LINK BETWEEN ATTENDANCE & ATTAINMENT

THE IMPACT ABSENCE HAS ON YOUR ATTENDANCE RATE:

TOTAL NUMBER OF DAYS OFF IN A SCHOOL YEAR	ATTENDANCE RATE %	ACTUAL ATTENDANCE	LEARNING HOURS LOST
0	100%	190 DAYS	0
10	95%	180 DAYS	475
20	90%	170 DAYS	95
30	85%	160 DAYS	142.5
40	80%	150 DAYS	190



ABOVE 95% ATTENDANCE =
 VERY GOOD CHANCE OF 5 GCSEs
ABOVE 94% ATTENDANCE =
 GOOD CHANCE OF 5 GCSEs
ABOVE 92% ATTENDANCE =
 FAIR CHANCE OF 5 GCSEs
ABOVE 90% ATTENDANCE =
 LESS THAN 50% CHANCE OF 5 GCSEs
88% ATTENDANCE =
 LESS THAN 35% CHANCE OF 5 GCSEs
LESS THAN 85% ATTENDANCE =
 LESS THAN 30% CHANCE OF 5 GCSEs

100%	190 DAYS	0
95%	180 DAYS	475
90%	170 DAYS	95
85%	160 DAYS	142.5

FAIR CHANCE OF 5 GCSEs
 ABOVE 90% ATTENDANCE =
 LESS THAN 50% CHANCE OF 5 GCSEs
 88% ATTENDANCE =
 LESS THAN 35% CHANCE OF 5 GCSEs
 LESS THAN 85% ATTENDANCE =
 LESS THAN 30% CHANCE OF 5 GCSEs

Easy Fundraising Initiative

Supporting our Schools Together

The Howard Academy Trust has launched a new fundraising initiative to benefit all schools within the Trust, including The Abbey School. The Easy Fundraising platform provides an effortless way for parents, carers, staff, and the wider community to raise funds simply by shopping with participating retailers.

Getting involved is easy:

Visit the Easy Fundraising page for The Abbey School:

<https://www.easyfundraising.org.uk/causes/the-abbey-school-faversham/>
or click the QR code below.



Register and select The Abbey School as your cause.

Shop as usual with participating retailers, and donations will be made automatically.

We would also greatly appreciate your help in spreading the word about this initiative to your networks. Every contribution, no matter how small, makes a real difference across the Trust.

If you have any questions about this initiative, please visit the link below which will take you to a FAQ page.

<https://www.easyfundraising.org.uk/how-it-works/#hiwfaq>

ATTENDANCE REWARDS

TERM 4

We are excited to share with you the Attendance Rewards for Term 4. This term, students will have the opportunity to win cinema vouchers for the whole family to view a film of their choice at The Light Cinema in Sittingbourne.

In order for students to be in with a chance of winning, they simply need to be in school. For each week that the students are in school they will receive an Attendance Golden Ticket. The more weeks they are in, the more tickets they receive the more chances they have of winning.

Good luck everyone!

the light

Attendance League

Please click the image below to view the results of The Attendance League for the final week of Term 3!



Jane Austen

CELEBRATING WOMEN'S CONTRIBUTIONS TO LITERATURE THIS INTERNATIONAL WOMEN'S DAY

Illustrations by

We've curated this list of literature written by women or starring a pivotal female character that helped to define a genre.

Pride and Prejudice by Jane Austen

Jane Austen is known for her many contributions to literature with novels such as *Sense and Sensibility*, *Emma*, and *Mansfield Park* (to name a few), but *Pride and Prejudice* made a bold statement with its critique of women's rights and the treatment of women within marriage at the time. Written and set during an era where women (typically upper-class women) were being allowed some say in who they were to marry, the book features a woman who turns down a proposal despite her suitor's wealth and status as she wishes to marry for love. This was incredibly controversial at the time and helped cement *Pride and Prejudice* in history.

Children of Blood and Bone by Tomi Adeyemi

Tomi Adeyemi is a modern author redefining YA fantasy with powerful themes of resistance and identity. *Children of Blood and Bone* is an Afro-fantasy novel set in the land of Orisha, where magic has been eradicated and the oppressed maji struggle under a brutal monarchy. Inspired by West African mythology and contemporary social issues, the novel explores systemic injustice, feminism, and reclaiming power. With its compelling characters and rich world-building, *Children of Blood and Bone* has become a landmark in diverse fantasy literature, paving the way for more stories that celebrate non-Western mythologies and marginalized voices.

The Gilded Ones by Namina Forma

Namina Forma is a modern author critiquing age old traditions. *The Gilded Ones* is a West-African based YA Fantasy set in the patriarchal fantasy world of Otera, an ancient kingdom, where a woman's worth is only as good as her proven purity. *The Gilded Ones* is an exceptional critique of purity culture, how it creates a society that favours men, and how young women are affected.

Frankenstein by Mary Shelley

Mary Shelley is known as the mother of science fiction. Her infamous novel, *Frankenstein*, has been made into numerous films and the creature has featured in novels and literature across the world. Shelley arguably popularised the budding genre of science fiction paving the way for the genre which we still enjoy to this day with films and shows such as *Star Trek* and *Star Wars*, and games such as *Assassins Creed*, *Halo*, and *Mass Effect*.

Iron Widow by Xiran Jay Zhao

Xiran Jay Zhao is a trailblazing author challenging gender norms and rewriting history through a sci-fi lens. *Iron Widow* is a futuristic reimagining of China's only female emperor, Wu Zetian, set in a world where giant mechas are powered by the life force of their pilots—usually at the cost of female co-pilots, who are sacrificed in battle. A fierce critique of misogyny, oppression, and systemic abuse.



SPOTLIGHT ON SOCIAL SCIENCE

In December, Year 13 Criminology students completed their controlled assessment. We would like to take this opportunity to celebrate Katie A, Emily C, and Jemima W for achieving the highest marks in the cohort.

In Psychology, Year 13 students have completed a Paper 3 mock exam, and we would like to recognise Nael F, Felix Mortimor, and Emily Coombs for achieving excellent grades overall in the class.

On Thursdays after school, the Social Sciences department has been running intervention sessions, with Year 13 students working hard to prepare for their summer exams.

In Year 12 Psychology, we would like to celebrate the hard work of Chloe H, who has completed all essays set in class and is actively engaging in wider reading on biopsychology.

In January, Year 12 students completed their controlled assessment, and at this stage of marking by Mr Purnell, Masha A and Danny A currently have the highest marks in the class.

Miss McDonagh would like to recognise one of her star pupils in Social Sciences: Lilah L from Year 12. Lilah has shown dedication to Criminology and is always willing to help others outside of lessons when they are revising or completing additional work. During lessons, she is a hardworking student whose passion for Criminology is evident in her work.

Recommended Read

1984 by George Orwell.

As the Year 12 Psychology cohort begins studying Social Influence, this novel provides insight into the ways in which society teaches conformity and obedience.

In Social Sciences, many of our students have shown great interest in our new topic: Unit 2 – Criminological Theories.

This week, our Year 13 Psychology students have a trip to London Zoo to enhance their understanding of animal behaviour.



All Change!

Exciting news as we announce our new PE kit!

Taking on board feedback from our school community about cost and availability, we have been working with our uniform providers to source good quality, lower price kit for sport and are delighted to share with you the new items available from Monday 27th January.

The new PE kit will be phased in over time and all current kit remains part of the PE kit uniform until it is out grown or worn out - we do not expect anyone to purchase the new kit until their child needs it.

Student feedback to the items has been positive and we look forward to seeing it being worn in the months ahead.

Kit can be purchased (when required) from all three of our sports kit providers:

Rival School & Dancewear
116 West Street
Faversham
Kent
ME13 7JB
01795590473
Email: sales@rivalschoolwear.co.uk
Website: www.rivalschoolwear.co.uk

Forster's School Uniform
17-19 East Street
Sittingbourne
Kent
ME10 4BQ
01795665540
Email: info@forsterskent.co.uk
Website: www.forsterskent.co.uk

Marc Leader
Global Leader Ltd
01795608840
07840658936
Email: sales@globalleaderlimited.co.uk
Website: www.globalleaderlimited.com





The Abbey
School

HIRE OUR FACILITIES

CLICK THE QR CODE TO BOOK NOW!



WINTER WEATHER SEASON

As the colder weather draws in, we would like to take an opportunity to remind everybody of our uniform expectations as we aim to keep warm during the winter season.

- Layer up and stay warm but no hoodies, sports tops, body warmers/gilets, branded jumpers or fleece jumpers are permitted. If non uniform items are worn once over the crossing, they will be confiscated until the end of the school day.
- School uniform jumpers (plain blue v neck jumper Year 7 - 10, or plain black v neck jumper Year 11) are encouraged if students wish to wear an additional layer underneath their blazer; these are optional and must not be worn in place of blazers.
- Winter coats are advised for travelling to and from school and when walking around the site, but cannot be worn during lessons or PE lessons.
- Crocs are not acceptable footwear at any point of the school year - they should not be being worn onto the premises under any circumstances.
- Students wishing to wear tights and socks need to wear their plain black socks underneath their tights
- Leggings/footless tights are socks are not permitted.
- Nose studs (metal or plastic), large earrings, hoops or drop earrings and earrings in the top of the ear, are not permitted

We ask that all students are in full, correct, school uniform by the time they reach the zebra crossing and enter the main school site.

If students breach these rules, they will face having items confiscated until the end of the school day. Any refusal may lead to them spending time in Reflection and contact home being made.

We would like to thank you in advance for your ongoing support on this matter.

SCHOOL CALENDAR TERM 4

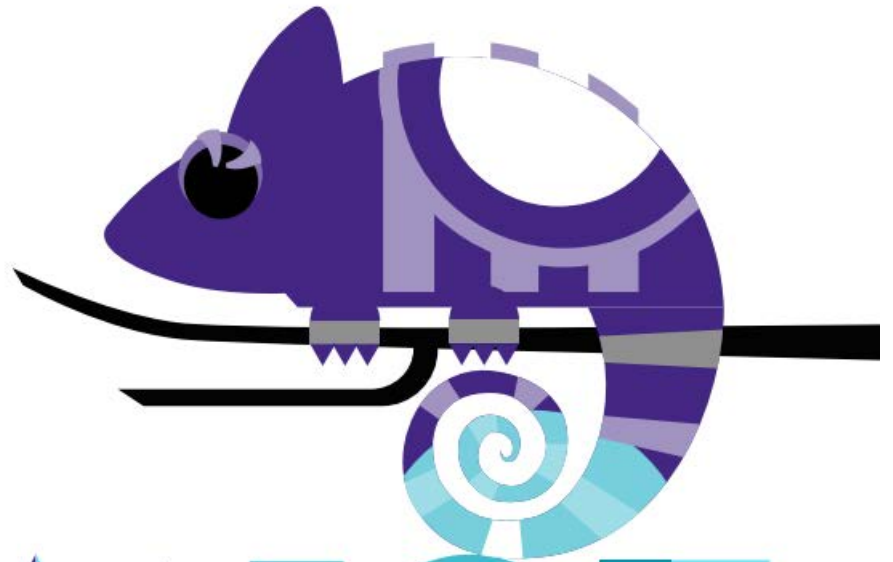
6th Form Christian Thought Conference	3 rd March
English Year 10 Poetry Morning	3 rd March
English Year 10 Unseen Poetry Morning	4 th March
KS4/5 Careers Fair	5 th March
Year 13 Psychology Trip (London Zoo)	7 th March
Six Nations Trip	9 th March
Mid Term Assessments (All Years)	10 th March - 21 st March
Year 10 Subject Consultation Evening (TBC)	12 th March
Year 8 STEM Trip	14 th March
6th Form Interviews Week	17 th March
KS4 MFL Spain Trip	2 nd April - 5 th April
Pathways Form Released (Yr 8)	4 th April





**BRITISH
SCIENCE
WEEK**

7-16 March 2025



**CHANGE
& ADAPT**
CHANGE & ADAPT

**It's our 3rd year of participating in British Science
Week!**

Year 7 and 8, watch this space!



Consideration In The Community

Most of you are wonderful ambassadors of the school through your kind and considerate actions towards others in our local community, especially when travelling to and from school.

Remember its **not fair** for anyone to be allowed to deliberately make life miserable for others. **We will never tolerate nasty behaviour or bullying towards those in our school community.** Always ask an adult for help if you are being treated unkindly or if you feel frustrated about the ways others are treating you.

DO

Move aside on the pavement to allow to use it.

Speak using appropriate tone and at a sensible level to those you are with, using language that is not offensive or swearing.

Cross roads safely, using the bridge to navigate the A2 and by looking up and checking the traffic for all other streets where there are no pedestrian crossing facilities

DO NOT

Monopolise the whole pavement space by walking in a group forcing elderly, those with prams or indeed anyone from the community into the road.

Shriek, shout, threaten or swear to those around you, be they friends, members of the public or students who attend other schools - this is intimidating behaviour brings our school into disrepute and this will be followed up and dealt with.

Run across the A2, this is a busy road with TWO speed cameras on it for a reason - the number of accidents. **DO NOT** become a statistic (injured or worse). Do not walk out directly in front of cars and expect them to stop.

Knowledge Organiser

The Abbey School

Please click on what year group you are in below to access all of the Knowledge Organisers for Term 4!

[Year 7](#)

[Year 8](#)

[Year 9](#)

[Year 10](#)

[Year 11](#)

[Year 12](#)

[Year 13](#)

STARS OF THE WEEK

Well done to our Stars of the Week for w/c 3rd March 2025!

KEEP UP THE AMAZING WORK!



Daisy C
Year 8
48HP



Matthew M
Year 8
51HP



Navi-Beau B
Year 7
42HP



Ashley B
Year 9
37HP



STAGGERED DISMISSAL TIMES W/C 10TH MARCH

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Mon, Tues, Thurs	3.20	3.25	3.30	3.15	4.30	3.30	3.30
Friday Only	1.55	1.40	1.50	1.45	2.00	2.00	2.00

#WAKE UP WEDNESDAY

Celebrating Your Achievements



10 Top Tips for Parents and Educators USING TECHNOLOGY TO BOOST READING SKILLS

The way we engage with text has changed dramatically over the years. Whether reading captions on social media, instructions in an online game, or an e-book on a digital device, technology plays a major role in modern literacy. While traditional books remain invaluable, digital tools can enhance reading skills by making text more accessible, interactive and engaging.

- 1 CHOOSING THE RIGHT TYPE OF TEXT**
Before integrating technology, consider the type of text that engages them. They need to be interested in the topic and the format. They need to be able to read the text and understand it. They need to be able to use the text for their own purposes. Properly chosen digital tools can enhance reading skills by making text more accessible, interactive and engaging.
- 2 READING ON SCREEN**
Many devices now offer ways to customize text for better readability, adjusting font size and background color. For many readers, this can be a game-changer. It can also be used to highlight key words and phrases. This can be particularly helpful for students with reading difficulties. Properly chosen digital tools can enhance reading skills by making text more accessible, interactive and engaging.
- 3 ACCESSIBILITY TOOLS**
Many devices now offer ways to customize text for better readability, adjusting font size and background color. For many readers, this can be a game-changer. It can also be used to highlight key words and phrases. This can be particularly helpful for students with reading difficulties. Properly chosen digital tools can enhance reading skills by making text more accessible, interactive and engaging.
- 4 INTERACTIVE READING PROGRAMMES**
Many digital reading devices, such as Kindle and tablets, offer interactive features like audio narration and highlighting. These tools help students to read more effectively and enjoyably. Properly chosen digital tools can enhance reading skills by making text more accessible, interactive and engaging.
- 5 VIDEO GAMES AND READING SKILLS**
Many video games require players to read instructions, dialogue and quest objectives. These tools help students to read more effectively and enjoyably. Properly chosen digital tools can enhance reading skills by making text more accessible, interactive and engaging.
- 6 SUBTITLES AND CLOSED CAPTIONS**
Watching videos with subtitles or closed captions is an effective way to enhance reading skills. It can help students to understand the text better and to read more effectively. Properly chosen digital tools can enhance reading skills by making text more accessible, interactive and engaging.
- 7 USING AUDIOBOOKS**
Audiobooks are an excellent way to develop reading and reading skills. They can be used to read more effectively and enjoyably. Properly chosen digital tools can enhance reading skills by making text more accessible, interactive and engaging.
- 8 TEXT-TO-VOICE TECHNOLOGY**
Text-to-voice software reads digital text aloud, which can be helpful for students with reading difficulties. It can also be used to read more effectively and enjoyably. Properly chosen digital tools can enhance reading skills by making text more accessible, interactive and engaging.
- 9 VOICE-TO-TEXT FOR WRITING AND READING**
Voice-to-text software allows users to dictate text, which can be helpful for students with reading difficulties. It can also be used to read more effectively and enjoyably. Properly chosen digital tools can enhance reading skills by making text more accessible, interactive and engaging.
- 10 SOCIAL MEDIA AND PARENTAL CONTROLS**
While social media provides opportunities for reading, it also presents challenges. Properly chosen digital tools can enhance reading skills by making text more accessible, interactive and engaging.

Meet Our Expert
Catherine Smith is a qualified secondary teacher and experienced SENCO. She recently completed her MEd in Education, which allows her to share her expertise and experience with parents, teachers and other education professionals. She is currently working on her PhD in Education, which will focus on the use of technology in education.

The National College

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Email us your child's achievement
info@abbeyschoolfaversham.co.uk

IN CASE YOU MISSED IT,
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NEWSLETTER!

NO EXCUSE FOR ABUSE

At The Abbey School, we strive to create a **safe and secure** environment for the school community. Our school is a **welcoming and inclusive place** where we all show one another respect and look out for each other.

We will not tolerate any **threatening, abusive or violent** behaviour and action will be taken when necessary.





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