



MISSION STATEMENT

'Hedingham School seeks to create a challenging and stimulating learning environment that encourages high expectations for all learners. Students are prepared for life in the 21st century through a safe, caring and supportive environment. We strive to foster positive relationships with students and staff, offering mutual respect for all members of the community.'

OUR SCHOOL MOTTO IS:

READY RESPECT SAFE

VISION

This vision is driven through our school curriculum. Our aim is to ensure that the curriculum delivers the following principles:

- To provide the knowledge and skills required to be successful learners
- To create resilient and independent learners who are able to meet the challenges of the 21st century
- To prepare learners for the next step in their education
 - To broaden their horizons through a rich and varied enrichment programme
- To encourage learners to be active citizens who contribute positively to the community

H E D I N G H A M S C H O O L A N D S I X T H F O R M

Students were walked through the key aspects of the school vision. Essentially, we want to ensure that all students are equipped with the knowledge and skills to achieve fantastic qualifications, but we are also committed to developing young people that have the characteristics and qualities to be successful in life. School is a place to develop a mindset that sits behind success that will always provide a platform for achievements in a variety of walks of life.

Key Messages



Do the right thing

Work Hard



Enjoy the rewards

The vast majority of our students are aware of what is right and wrong. They know what they should be doing and what they should not. Sometimes, factors can cloud this judgement and work against our culture in the school. We discussed the importance of making good choices and doing the right things consistently. Also emphasized was the importance of hard work in this equation. Those who make the right choices and are industrious in their approach will likely reap the rewards and we will be the first to recognise and celebrate this as a school.

Key Messages **Do the right thing**

Do not bring anything into school that is an offensive weapon either to show to anyone or more seriously with intent to use it.

Do not bring any drugs (including THC) into school, either to sell or to use.

Do not ever be violent (hitting someone). It is not deserved, 'banter' or appropriate defence.

**These are all serious breaches of the school's Behaviour Policy.
In some instances, this could lead to a permanent exclusion**

It is essential that students are made aware of types of behaviours that are deemed a serious breach of our behaviour policy and threaten the safety and welfare of themselves and others in the building. Instances of behaviours listed on this slide potentially compromise their opportunity to remain within the school as may lead to a process of permanent exclusion.

Key Messages

Your Job

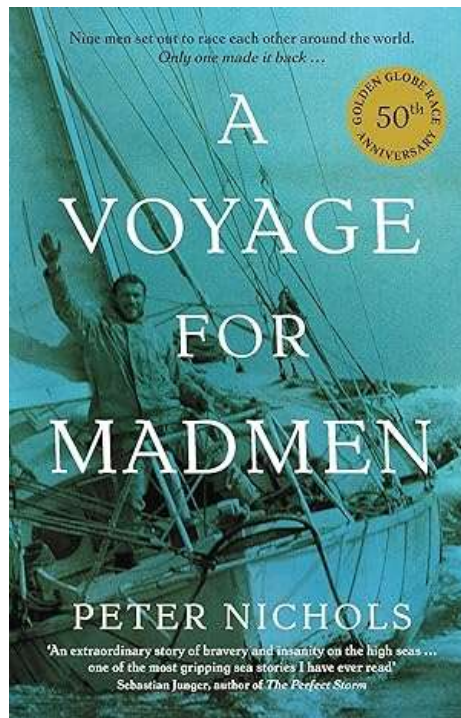
Be ready for the day with the correct equipment
Be ready for the day with correct uniform.
Be on time to lessons.
Work Hard
Be Kind.



Our Job

Ensure the school is a safe and purposeful learning environment
Teach you our expert skills and knowledge to give you the best possible start in life.
Support you and try to help you solve any problems.

We all have a role in generating the right culture, a supportive but successful culture in the school. We, as staff will commit to our side of the bargain. We ask for students to commit to the very basics of their side. Very simply, as a foundation, students are expected, without question, to be equipped and ready to learn, to be presentable in the correct full uniform, be punctual to all lessons, to work hard and be kind. If all were to abide by this fully, the potential for a happy and successful culture is maximized.



My half term reading was used to create a context for the importance of certain characteristics which can provide the platform for incredible achievement. This true story tells the tale of 9 sailors (not all experienced) who set off in 1968 to attempt to circumnavigate the globe single handedly, a feat never previously achieved prior. They faced huge risk and many thought it would not be possible. They were to receive no assistance, were not allowed to step foot on land and had modest equipment to achieve this goal.



The map plots the route, mainly through the Southern Ocean and round the 3 southern capes. Most of the sailing was to be in the Southern Ocean where conditions were extremely volatile and unpredictable. With uninterrupted seas, free from land mass, waves grew to devastating size. The risk was enormous.



This was one of the boats that undertook the circumnavigation challenge in 1968; a far cry from the boats that now race. They were equipped with very little in the way of safety (few sailors wore a safety harness), they had limited communication equipment and were prone to damage and fault. They were certainly not built to withstand the demands of the Southern Oceans.



Another image that highlights the basic nature of equipment used in 1968



This is Chay Blyth, loading ready to leave Falmouth on the 1968 challenge. He had virtually no sailing experience but decided to undertake the challenge.



Images taken of the types of seas experienced in the Southern Ocean – waves in excess of 80ft.



This is a military boat, embarking on a rescue mission in the southern ocean stormy seas. Unfortunately, there was no option for this in 1968. If you were in trouble, chances of rescue were minimal.

| <i>Entrant</i> | <i>Likely Max. Speed</i> | <i>Highest Probable Average Speed</i> | <i>Departure Date (P=probable)</i> | <i>Duration (Days)</i> |
|----------------|--------------------------|---------------------------------------|------------------------------------|------------------------|
| Ridgway | 7.5 kn | 4 kn (95 mpd) | 1 June | 295 |
| Blyth | 7.5 kn | 4 kn (95 mpd) | 1 June | 295 |
| Knox-Johnston | 7.25 kn | 4.25 kn (108 mpd) | 14 June | 260 |
| Moitessier | 8.5 kn | 5 kn (120 mpd) | 21 July (P) | 234 |
| Fougeron | 7 kn | 4 kn (95 mpd) | 21 July (P) | 295 |
| King | 9.5 kn | 6 kn (144 mpd) | 1 Aug. (P) | 194 |
| Crowhurst | 15 kn | 9 kn (220 mpd) | 1 Oct. (P) | 130 |
| Tetley | 15 kn | 8 kn (192 mpd) | 1 Sept. (P) | 146 |
| Howell | 15 kn | 8 kn (192 mpd) | 14 Sept. (P) | 146 |

Common Characteristics

1. Total commitment to their goal
2. Prepared to work hard
3. Resilient

The names of the 9 sailors who embarked on the 1968 Golden Globe challenge. All had similar characteristics. All totally committed to the goal, all prepared to work hard (extremely little sleep, terrible conditions, endless tasks to complete including repairs, navigation etc). Finally, all showed incredible resilience to keep going despite the dangers, loneliness, physical demands etc.

Amazing what you can achieve when you have...

1. Total commitment to their goal
2. Prepared to work hard
3. Resilient



Students were encouraged to remember that if you develop these three qualities, then it is amazing what you can achieve. These three things are more likely to be an indicator of success in school, and beyond, than just natural ability.



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H E D I N G H A M S C H O O L A N D S I X T H F O R M

Return to our vision – desire to develop young people who have the characteristics and qualities to be resilient learners, to be able to meet the challenges of the modern world, to be people who contribute positively to society.

The next 4 ½ Weeks – Consider this time left

1. What

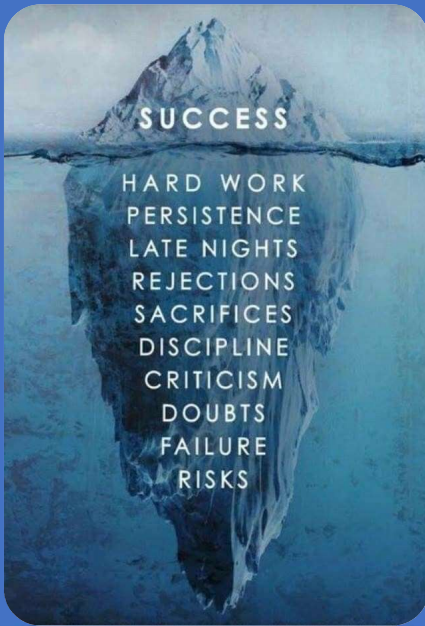
2. Why

3. Who



Challenge for students...can you show these qualities in the next 4 1/2 weeks? Can you be resilient (being in school everyday despite possibly feeling under the weather, working towards an assessment rather than shying away from it, maintaining your work ethic when perhaps things are not going to plan), can you remain dedicated to your goal of self improvement (working hard in lessons, completing homework tasks fully and to the best of your ability) and can you commit to putting your all behind each lesson in this period?

When considering working towards a goal, important to break it down into 3 things. WHAT am I wanting to achieve? WHY is this important to me (why do I need these qualifications, what difference is a positive approach to school going to do for me?) and WHO is going to help me get there (who are the positive influences in your life (parents, siblings, teachers, certain friends)).



Forget about how clever you are or are not. It does not determine what you achieve.

Hard Work = Time applied to the task + consistency.

The most successful students' study for longer and keep doing it.

Big emphasis on the need for hard work.



Work Hard



Hard work follows you around forever.

Your GCSE results are also with you. If you apply for a job in 40 years time, your GCSE results will still be important.

Your skills and wider experiences form your character. This will also be with you for life!

Summary of assembly.