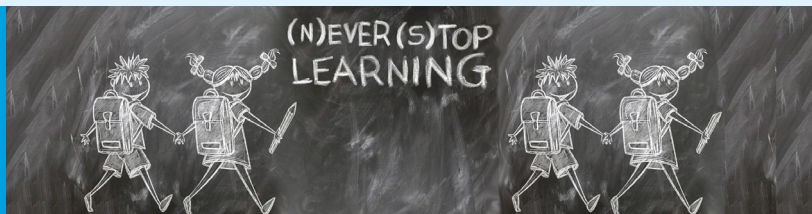


Welcome



Welcome to the second issue of our Thinking, Teaching, and Learning newsletter!

It has been a busy and productive second half of the academic year. Our Year 10 students have been working hard on their PPEs (Pre-Public Exams), while Year 11 students have completed their final GCSE exams. We are incredibly proud of their dedication and resilience.

As we approach the end of the academic year, it's a wonderful time to reflect on and celebrate some of the achievements of our students. Their hard work, creativity, and growth in thinking and learning have been genuinely inspiring.

Celebrating Success

The following students have achieved a grade 7, 8 or 9 in one or more subjects in the Year 10 PPE:

Borough Road

Fiona Akter

Megan Prince

Holly Platt

Scarlett Butler

Nikodem Szarpak

Nicholas Szarpak

Spencer Clark

Jack Jenner

Luke Stabb

Alfie Whitfield

Nathan Cann

Carys Button

Masie Crisp

Julia Kasprovicz

Charley Heal

Louis Smart

Olivia Robotham

Tegan Batchelor

Ivy Bowskill

Alfie Whithead

Natan Stychno

Scarlett Muscott



Jessica Tulley

Eric Acatai

Michael Thompson

Kelsey Morling



Celebrating Success

Waterleat Road

Hollie Waltham

Summer Skelly

Rebecca Devine

Lacey Belsher

Madison Bishop

Jessica Buswell

Charlene-Rose Garrett

Evie Moorey

Paige Redman



Lucy Cutcliffe

Keira Redhead

Jasmin Boadle

Isabelle Sullivan

Sebastian Mika

Summer Tomlinson

Maveah Corkhill

Evie York

Brandon Holmes

Archie Cound

Samara Uddin

Casey Perry

Callum White

Matthew Cail

Lucas Carus

Katy Buckingham

Aliesha Brown

Julia Gladysz

Elika O'Shea

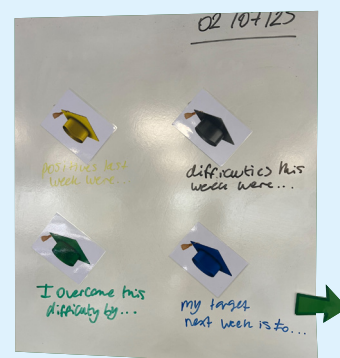
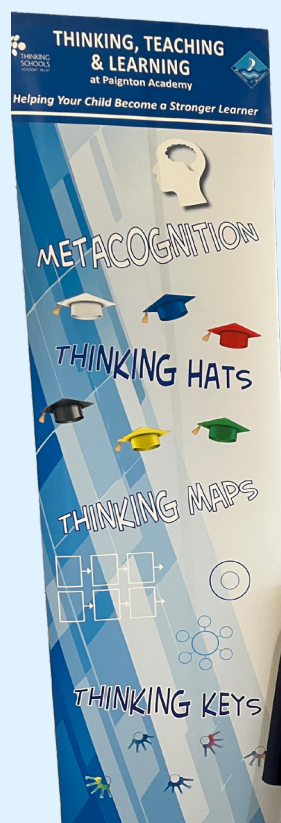
Taylor Oldfield

Shianne Aston-Smith

Thinking Hats

Enhancing Year 7 Reflections with Thinking Hats

Each student uses a different "hat" to explore various perspectives, from gathering facts to expressing emotions and sparking creativity. This method helps them reflect more deeply and develop balanced viewpoints.



Thinking Hats

Throughout this term, we have continued to embed Metacognition and Thinking Tools across all subject areas. A key focus has been introducing students to Thinking Hats in Term 5 and 6. These are a powerful tool that encourages thinking from different perspectives and deeper learning in lessons.

WHAT ARE THINKING HATS?

The Thinking Hats model helps learners approach thinking from different perspectives in a structured, memorable way. Each hat represents a distinct thinking style, allowing learners to intentionally adopt different perspectives by metaphorically “putting on” a hat. This structured approach encourages flexible thinking, deepens discussions, and enhances decision-making and evaluation. By using the hats deliberately, whether for planning, problem-solving, discussion, or reflection, students can think more clearly, collaboratively, and effectively.

THE SIX HATS:



BLUE HAT



PROCESS:

What is our goal?
How are we thinking about this? What is our goal or next step? What is our action plan?

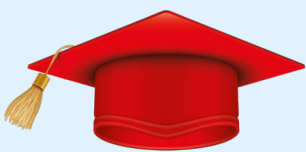
WHITE HAT



FACTS:

What do we know?
What facts, data or information is available?

RED HAT



FEELINGS:

What are our gut reactions, emotions, or feelings?

BLACK HAT



CAUTION:

What could go wrong? What are the risks or concerns? What are the difficulties and problems and why?

YELLOW HAT



BENEFITS:

What are the benefits or positives and why?

GREEN HAT

CREATIVITY:

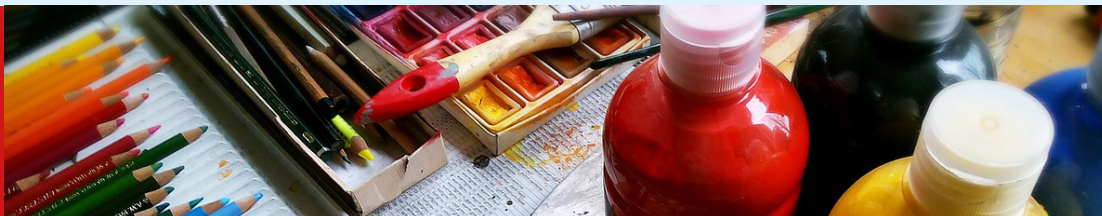
What new ideas or alternatives could we try?

What solutions and possibilities could we try?

The Maynard School Mentoring

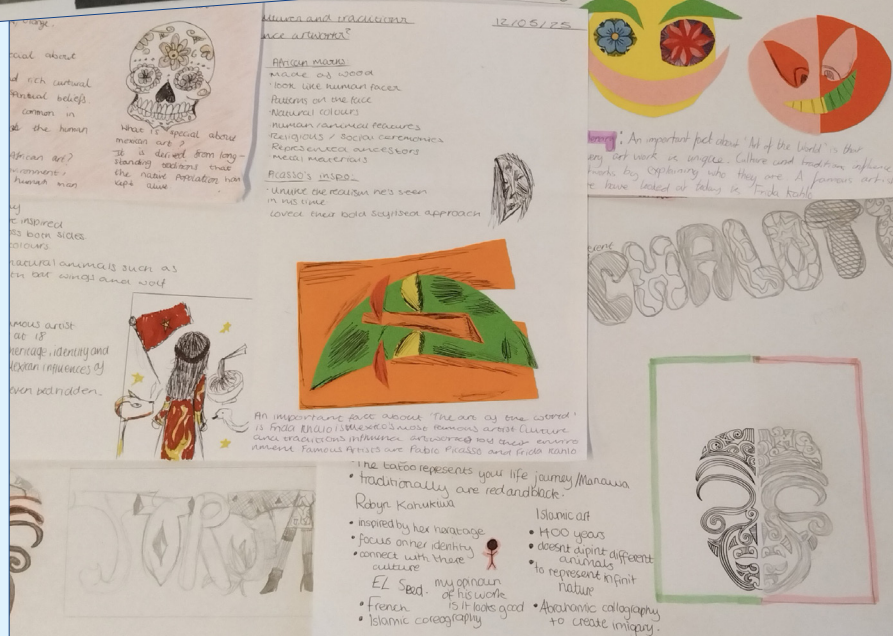
On Monday 30th June, Year 10 girls who have been working hard all academic year visited the prestigious Maynards School to finally meet their mentors face to face. This year some of our high performing Year 10 girls have attended weekly mentoring sessions on a chosen subject. This has involved online Teams meetings and has really helped the girls, not just in terms of subject knowledge but also social and communication skills. This visit finally allowed our girls to meet their mentors face to face, to have a lunch in the school grounds and to have a tour of The Maynard School' Sixth Form centre. This has been an amazing experience for the girls and will further develop relationships for next academic year.



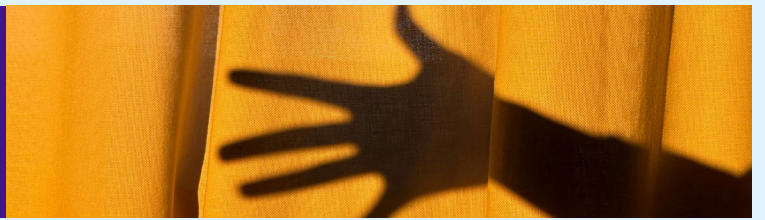


Art of the World: A Colourful Journey Through Culture and Creativity

Year 7 students have explored formal elements, specifically colour and pattern, cultural traditions, art movements, and practical skills through this fantastic collection of drawings and research. As part of their current 'Art of the World' project, students have investigated how art communicates meaning across different cultures and traditions. Students have applied materials and techniques such as soft pastels, oil pastels, paint, and collage elements with care, creativity, and technical skill to produce highly impressive artworks and research.



Drama



Year 9 Drama Students Bring 'The Curious Incident' to Life

Our talented Year 9 Drama students have been rehearsing for their final assessment, a powerful performance inspired by *The Curious Incident of the Dog in the Night-Time*. The play, based on the best-selling novel by Mark Haddon, follows Christopher, a fifteen-year-old with an extraordinary mind, as he sets out to solve the mystery of a neighbour's dog—uncovering far more than he expected.

Throughout the term, students have explored themes of neurodiversity, family, trust, and independence. They have embraced the challenge of portraying complex characters and staging a story that blends naturalistic and physical theatre techniques. These rehearsal snapshots offer a glimpse of the energy, focus, and creativity they have brought to the stage. Well done, Year 9!



The Curious Incident



Drama

cont'd

Learning Logs



WAR HORSE		
Learning Log Weeks 1-6		
LESSON NO	WHAT I LEARNT / DID TODAY	KEYWORDS
22.4.25	Vocal Skills are using your voice to show how you are feeling. Today we performed Page 18 of War Horse that I was angry when playing the character Rose.	Vocal Skills Physical Skills Characterisation
29.4.25	Physical Skills are ways you can show character by using our body to show how we feel. I played the character of Ted. I used the physical skills of gesture to show I was angry when they nudged my back.	Facial Expressions Body-language Gesture Posture
6.5.25	Blocking is to stage where characters move to and from. Today I blocked Page 23-24 of War Horse. I played Albert. A key part of our blocking was walking away to show I wanted to leave.	Blocking Characterisation
13.5.25	Stage directions are directions that tell us what to do on stage. They are usually in italics. Today we performed the opening of scene 1 and 2. We used stage directions in this scene to show we were entering and exiting.	Stage areas Stage direction
20.5.25	Today I learnt I can use, Pause, Pause and Emphasis to show emotion in my voice. Today we performed the Rose and Albert dialogue. I played Rose. I showed I was feeling angry by using Pause and Emphasis to show emotion.	Pause Pace Emphasis
6		

Some examples of learning logs where students are encouraged to reflect on their learning

Christopher and Siobhan

Vocal Skills
Note here any vocal skills you use.

Physical Skills
Note here any physical skills you use.

calm tone, quiet volume

shocked higher tone

confusion

Surprised

stammer

High note

fear in voice

knocking noise

shocked expression

confusion

looking at Christopher

worried expression

Christopher: How are you today Christopher?
Siobhan: I'm very well thank you.
Christopher: That's good.
Christopher: In the bus on the way to school we passed 4 red cars in a row.
Siobhan: 4?
Christopher: So today is a Good Day.
Siobhan: Great. I am glad.
Christopher: I've decided I am going to try and find out who killed Wellington because a Good Day is a day for projects and planning things.
Siobhan: Who's Wellington?
Christopher: Wellington is a dog that used to belong to my neighbour Mrs Shears who is our friend but he is dead now because somebody killed him by putting a garden fork through him. And I found him and then a policeman thought I'd killed him but I hadn't and then he tried to touch me so I hit him and then I had to go to the police station.
Siobhan: Gosh.
Christopher: And I am going to find out who really killed Wellington and make it a project. Even though Father told me not to.
Siobhan: Did he?
Christopher: Yes.
Siobhan: I see.
Christopher: I don't always do what I'm told.
Siobhan: Why?
Christopher: Because when people tell you what to do it is usually confusing and does not make sense. For example people often say "Be quiet" but don't tell you how long to be quiet for.
Siobhan: No. Why did your Father tell you not to try to find out who killed Wellington, Christopher?
Christopher: I don't know.
Siobhan: Christopher if your Father's told you not to do something maybe you shouldn't do it.

I think Christopher and Siobhan's relationship is ~~easy~~ understanding because Siobhan can easily talk to Christopher.

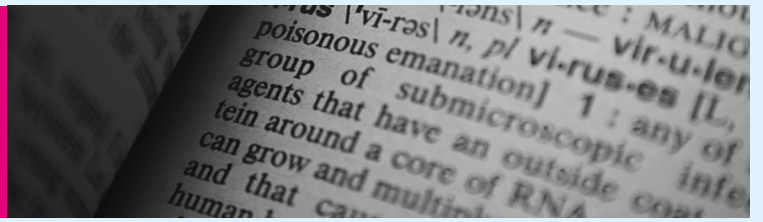
LEARNING LOG WEEK 1-6

LESSON NO	WHAT I LEARNT/DID TODAY	KEYWORDS
1	Today I learnt the plot of the play. A curious incident of the dog in the nighttime is about a boy named Christopher who wants to find out who killed Wellington and making things right with his dad.	autism
2	Today I learnt a quality in autistic people is showing no emotion. Today I played a police officer and communicated with Christopher. We made sure to portray Christopher sensitively by using breathing, pacing.	Christopher Mr Shears Plot Wellington
3	ABSENT.	
4	Today I learnt Ed and Christopher have a volatile relationship. I played Christopher. I showed the difficult relationship by not making eye contact to show distance.	Relationship Ed Christopher
5	Today I learnt Christopher and Siobhan's relationship is understanding. I showed this by doing a dialogue as Siobhan using physical and vocal skills to show that it was easy talking to each other.	Siobhan Christopher Relationship
6	Today I learnt soundscape to each other. It is making background noises with the actors' voices. Today we worked as an ensemble using physical, theme and soundscape in the train tracks, bumping into each other to show the chaos.	Soundscape Physical Theatre Ensemble

* working as an ensemble my group created a still images to show the plot of the play.

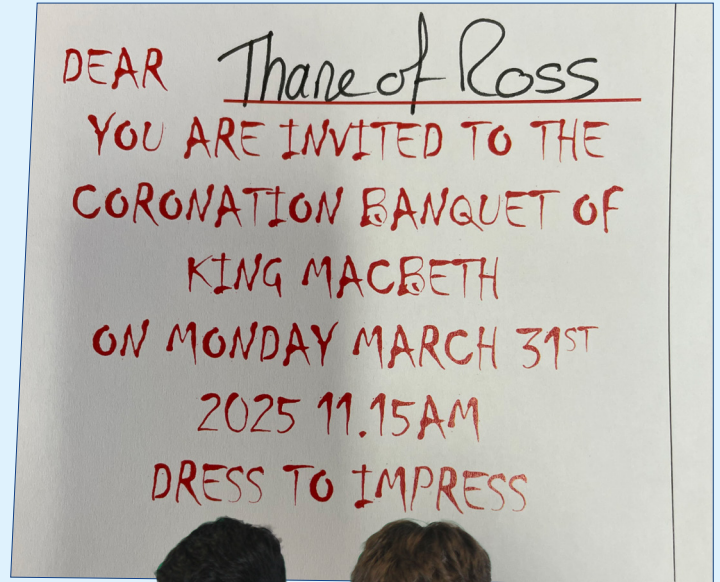
* higher pitch to show my confusion and shock of what happened to Christopher.

English



Year 10's Macbeth Adventure!

As part of their English Literature GCSE course, Year 10 have been studying Macbeth, with one lucky class receiving invitations to the coronation banquet of the newly crowned King of Scotland. There was a mixture of food, murder and even one ghostly visitor who greatly displaced the mirth and broke the good meeting with most admired disorder.





Geography Insights: Exploring Geography with Thinking Hats

Recently, our Year 7 and Year 9 students used the “Thinking Hats” method to reflect on their mid-topic assessments.

Year 7: The World Beyond Our Land

World beyond our land Mid topic assessment	DNA	Emerging	Developing	Secure	Mastery
Knowledge & understanding					
Understanding shown on the differences within Africa – either through economic or physical geography.	0	1	2	3	4
Accurate descriptions of climate in Africa	0	1	2	3	4
Understanding shown of the advantages and disadvantages tourism can bring to a country	0	1	2	3	4
Knowledge of Dubai's transformation from pre to post oil and detailed explanations given.	0	1	2	3,4	5,6
Accurately labelled regions of Africa	0	1	2	3	4
Accurately completed a bar graph	0	1	2	3	4
TOTAL	0	1-6	7-11	12-16	17-20

Overall student comment on the topic (so far)

BENEFITS
I have good knowledge with the advantages and disadvantages that tourism can bring.

PROCESS
I need to improve my knowledge of Dubai's transformation post oil with detailed explanations.

Next steps...

Knowledge	Skills
Describe 2 differences of the natural landscape (use your Geography books to help you).	Complete graphs carefully, read both axis and use a ruler.
Explain 2 advantages and 2 disadvantages of tourism in Kenya.	Use connectives in your answers to improve your explanation e.g. this means... as a result...
Explain why Dubai is considered an impossible city.	SPaG – make sure you check spellings of key words and use correct punctuation.

Year 7 students explored “The World Beyond Our Land.” Using the Yellow Hat (WWW - What Went Well), they highlighted their understanding of diverse cultures and global interconnections. With the Blue Hat (EBI - Even Better If), they suggested more interactive activities and deeper dives into specific regions.

Knowledge & understanding	0	1	2	3	4
Understanding shown on the differences within Africa – either through economic or physical geography.	0	1	2	3	4
Accurate descriptions of climate in Africa	0	1	2	3	4
Understanding shown of the advantages and disadvantages tourism can bring to a country	0	1	2	3	4
Knowledge of Dubai's transformation from pre to post oil and detailed explanations given.	0	1	2	3,4	5,6
Accurately labelled regions of Africa	0	1	2	3	4
Accurately completed a bar graph	0	1	2	3	4
TOTAL	0	1-6	7-11	12-16	17-20

Overall student comment on the topic (so far)

BENEFITS
I can understand the advantages and disadvantages tourism can bring to a country.

PROCESS
I can improve drawing an accurate bar graph by using a sharp pencil and a ruler.

Next steps...

Knowledge	Skills
Describe 2 differences of the natural landscape (use your Geography books to help you).	Complete graphs carefully, read both axis and use a ruler.
Explain 2 advantages and 2 disadvantages of tourism in Kenya.	Use connectives in your answers to improve your explanation e.g. this means... as a result...
Explain why Dubai is considered an impossible city.	SPaG – make sure you check spellings of key words and use correct punctuation.

Year 9: Coastal Processes and Landforms

Year 9 students focused on “Coastal Processes and Landforms.” They celebrated their grasp of coastal erosion and landform formation under the Yellow Hat. For the Blue Hat, they recommended more field trips and hands-on projects.

maize venning 9/9/16

Year 9 Mid Topic: Coastal Landscapes in the UK

1. Study the diagrams of destructive and constructive waves.

Using the diagrams, compare two features of destructive and constructive waves.

DESTRUCTIVE WAVES
Destructive waves are larger and erode the beach away. Constructive waves are smaller and push sediment up the beach.

2. What and of the following is a process of erosion in coastal areas?

A Hydraulic action B Longshore drift C Rock fall D Stomping

Attention gives against one rocks making them smoother and rounder. Abrasion is sediment being taken away. X Abrasion is the wearing

Knowledge & understanding	0	1	2	3	4
Can describe and compare features of destructive and constructive waves.	0	1	2	3	4
Understanding of erosion key terms and able to explain the difference between them (22 and 15).	0	1	2	3	4
Explanation of how coastal erosion creates landforms (in eroding headland).	0	1	2	3	4
Accuracy with OS map skills – 4 figure grid reference and measuring distance.	0	1	2	3	4
Use of evidence from the OS map to support an explanation.	0	1	2	3	4
Overall	0	1	2	3	4

Next steps...

Knowledge
Write out the keywords and their definitions for Hydraulic action / Attrition / Abrasion.

Skills
Explain how you find a 4 figure grid reference on an OS map. Explain how you measure distance on an OS map.

Comments
My areas of strength were OS map skills, and supporting an explanation. As well as constructive and destructive waves.

PROCESS
My area of development is explaining how coastal erosion creates landforms. (An eroding headland).

Knowledge & understanding	0	1	2	3	4
Can describe and compare features of destructive and constructive waves.	0	1	2	3	4
Understanding of erosion key terms and able to explain the difference between them (22 and 15).	0	1	2	3	4
Explanation of how coastal erosion creates landforms (in eroding headland).	0	1	2	3	4
Accuracy with OS map skills – 4 figure grid reference and measuring distance.	0	1	2	3	4
Use of evidence from the OS map to support an explanation.	0	1	2	3	4
Overall	0	1	2	3	4

Next steps...

Knowledge
Write out the keywords and their definitions for Hydraulic action / Attrition / Abrasion.

Skills
Explain how you find a 4 figure grid reference on an OS map. Explain how you measure distance on an OS map.

Comments
My area of strength were accuracy with OS map skills & 4 figure grid reference and measuring distance.

PROCESS
My areas for development is describing and comparing features of destructive and constructive waves.

Feedback and Reflection

Our whiteboard feedback emphasised the value of continuous reflection and the Thinking Hats method in enhancing geographical understanding.

Now complete your comments box with a WWW & an EBI.

WWW
My areas of strength were...

EBI
My areas for development are...

Music



Soundwaves of Summer: A Musical Journey Across Forms, Cultures & Beats

Students have been exploring how musical arrangement enhances a piece—adding emotion, structure, and clarity. They are learning to identify repeating patterns and apply musical forms such as binary, ternary, and rondo in their own compositions.

Through composing question-and-answer phrases and working in ensembles, students have developed their collaborative and creative skills. They have also focused on building keyboard proficiency, improving musical literacy, and applying effective rehearsal techniques. By the end of the term, students will have created and performed original group compositions, showcasing their understanding of musical form and their growth as confident performers.

Year 7 - Ukulele

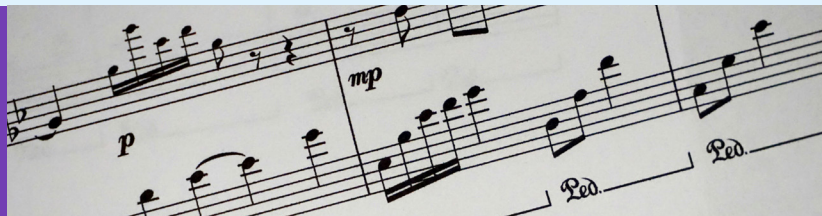
Students have been learning to play the ukulele. They explored a variety of chords and developed effective techniques for playing the instruments.



Year 8 - Blues

Students are diving into the rich world of Jazz and Blues, exploring the genre's history, signature sounds, and stand-out artists such as Bessie Smith, Robert Johnson and Miles Davis. From the roots of the Blues to the evolution of Jazz styles like Ragtime and Swing. Pupils are discovering how these genres shaped modern music. In class, students are learning to perform the iconic 12-Bar Blues chord sequence, extending these into 7th chords and walking bass lines. They're also developing improvisation skills using the Blues Scale, incorporating ostinatos, riffs, fills, and swung rhythms.





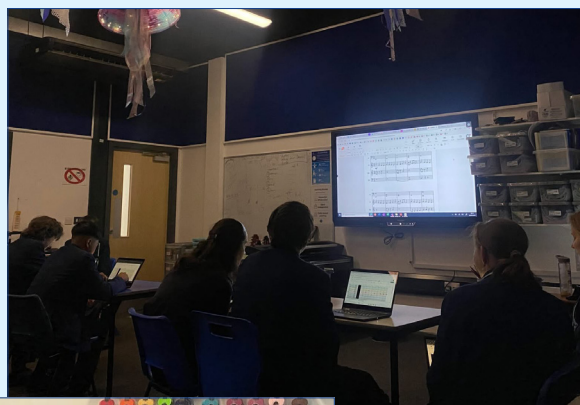
Soundwaves of Summer: A Musical Journey Across Forms, Cultures & Beats

Year 9 - Dance Music

Students have explored the vibrant world of dance music, with a focus on EDM (electronic dance music). Uncovering how rhythm, chords, and metre shape music designed to move to. From traditional styles to modern club beats, pupils studied a wide range of genres including Piazzolla (tango), Irish folk dances, and Frankie Knuckles (house). Through listening, performing, and even trying out basic dance steps, students are developing a deeper understanding of how musical features like time signatures, metre, and rhythm connect directly to movement and choreography. Using ICT tools, pupils are creating their own sequenced dance tracks, applying skills in multi-tracking, quantizing, and effects.

Year 10 - GCSE Music

Students have been studying a wide variety of music under the Rhythms of The World unit, (Area of Study 3). They explore a wide range of musical traditions from around the globe, focusing on rhythm, metre, and cultural context. They have been studying the characteristic features of African music, Samba, Indian Classical music, Bhangra, Greek music, Palestinian and Israeli music, and Calypso. GCSE students have also been honing their production skills and finalising their free compositions.



Extra-Curricular

We have had a fantastic violin project running this term. Our students have been working hard, continuing their pizzicato (plucking) and arco (bowing) techniques while playing along with backing tracks.

Tues Lunch: WRC Choir

Tues- After School WRC Band

Thursday- GCSE catch up and revision (both sites)

Friday after school – Bands, (BRC and WRC. The practice rooms are very busy with a hive of activity during lunchtimes.

P.E.



Strength, Speed, and Spirit: Celebrating Year 7 Athletics Success

Year 7 students at BRC have been working through a sequence of learning on Athletics. These have included sprints, distance runs, throws and jumps, and the PE department have seen some outstanding performances on show throughout this programme of study, demonstrating excellent understanding of our core knowledge through effective retrieval and successful implementation of our core knowledge within their practical settings



The events Year 7 athletes have participated in include sprints, distance runs, throws, and jumps and there have been some impressive performances throughout the term.

They have represented the Academy at the Area Cross Country Championships (finishing 3rd and 13th out of 66 runners), the Area Athletics Championships at Exeter Arena as well as local Athletics Meetings. Archie also secured a superb Silver Medal in the 1500m at the recent South Devon Championships.



All of year 7 have the opportunity to participate in all activities which will feature in our Sports Day from 1500m to the Shot Putt.

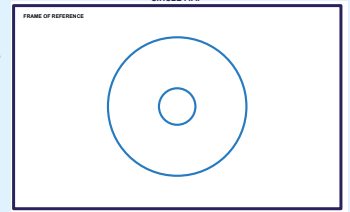
Giving all our students curriculum time to practice and refine their skills in these disciplines is always important especially due to the inter school competitions that populate the PE calendar this time of year but equally important is for most of our students this is the first time they would have experienced these types of activities.

It is super to hear the buzz amongst the students leading up to Sports Day and discussing how they have got on during lesson time for the activity they were taught that week. There is particular excitement around Leonora Noonan who has wowed her PE teachers and peers alike with her outstanding performances in the 100m and Long Jump especially.

Her hard work and dedication has also seen a very successful meet at the South Devon Schools Exeter Arena meet claiming 1st in the 100m and Long Jump events.

HOW CAN PARENTS / CARERS SUPPORT THEIR CHILD WITH THINKING TOOLS?

Parents play a vital role in helping children develop and apply Thinking Tools effectively. Here are some practical ways you can support this learning at home:



1. Familiarise Yourself with the Tools

Take time to understand the Thinking Tools your child is using at school (e.g. Thinking Hats, Thinking Maps).

2. Encourage Reflective Thinking

Ask open-ended questions that prompt your child to explain their thinking. For example:

- “Why do you think that?”
- “What other options could there be?”
- “How did you come to that conclusion?”



3. Use Thinking Tools in Everyday Situations

Involve your child in decision-making at home using Thinking Tools.

4. Celebrate the Process, Not Just the Outcome

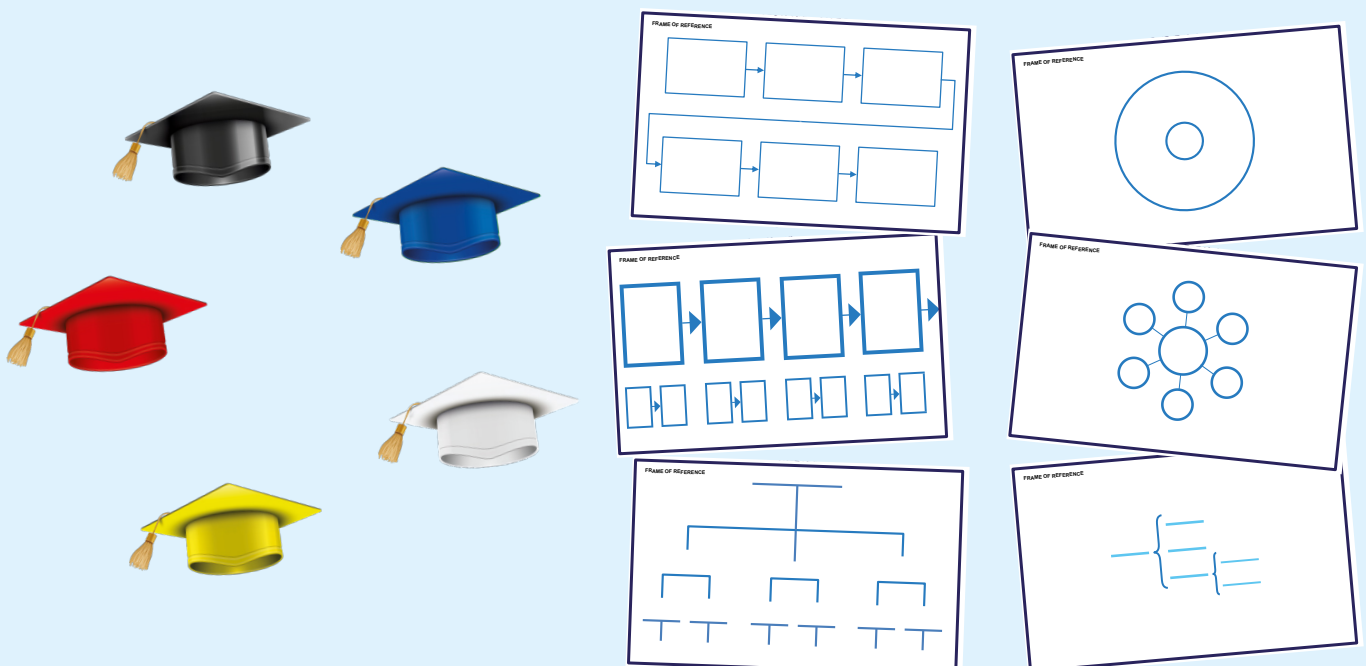
Praise your child for how they approached a problem, not just whether they got the “right” answer. This builds confidence and encourages a growth mindset.

5. Create a Thinking-Friendly Environment

Provide time and space for your child to think, reflect, and explore ideas. Encourage curiosity and allow them to make mistakes and learn from them.

6. At home you can:

- You can use the Thinking Hats to help your child think clearly and from different angles.
- Use the hats when making decisions (like choosing a holiday or solving a problem).
- Let your child lead the thinking and switch hats as needed.



Thinking, Teaching & Learning at Paignton Academy



*Scan to access Thinking Tools
Videos on the website*

Thinking Hats



Thinking Maps



*Our next newsletter, Issue 3, celebrating
Thinking, Teaching & Learning
will be published next term.*