



Welcome to the latest edition of our weekly newsletter.

This week, it has been wonderful to welcome all students back into the Academy to once again see and hear face to face teaching and learning taking place.

Due to the herculean efforts of so many staff here at Cecil Jones and the positive working relationship we have with our students, on Monday, we managed to test every student who had a consent form and had the school fully functional by lunchtime. A second test was carried out on Thursday 11th March. I would personally like to recognise and thank every parent/carer, member of staff and student for their support in this mammoth undertaking. Next week, will see the last of the mass testing before the students will be issued with home testing kits. Home testing kits will only be supplied to children whose parents/carers consented or if a child is over 16 and self-consented.

On behalf of our whole school community, I would again like to thank our parents/carers for ensuring your child was suitably dressed and fully equipped for school, including a face mask.

Our aim with this newsletter is to continue to showcase the magnificent talents of our students.

Finally, can I thank all the parents and carers for your lovely feedback during lockdown regarding our online learning and our in school provision during lockdown.

I wish you all a very healthy, relaxing and safe weekend.

Mr Micek



Cecil JONES ACADEMY



Ben Payne



Mother's Day
14th March

Happy Mother's day



Klaudie Muchova

"I remember and cherish those old days, when you used to sit with me late nights and ensure that i have completed my studies, washed my soiled clothes and tolerated all my nonsense"
-jarah milson



Cecil JONES ACADEMY

TO THE WORLD
you are a mother but
to your family you
are the world



HAPPY MOTHER'S DAY

14|3|21



Leon Ferizi



Cecil JONES ACADEMY

Happy Mothers Day - 14th March




Ella Carr

Mother's day Sunday
14th March

Cecil JONES ACADEMY




Mother's Day banners designed by our Year 10 iMedia students.

World Book Day Winners! Winners received a book of their choice.

How can I use Joe Coelho's poetry writing plan to help me win the KS3 poetry competition?

My Best Friend

My best friend is a dream. - Metaphor

Her lips pop along with me. - Onomatopoeia

She has cats that like rats. - Rhyme

She lightens my mood during bad times. - Emotive language

She is my best friend, always my best friend. - Repetition

We will never leave each other's side. - Hyperbole

Her laugh hops around the room leaving positivity everywhere. - Personification

Aaliyah Dolman - Year 7

Willy Wonka's Chocolate room

Even before the door opened, I got a whiff of the sweet smell of chocolate. I eagerly skipped into the room, taking a moment to let my eyes take in what was happening. I could see chocolate fountains trickling into a smooth caramelised lake. Looking back, I realised that even the door we had come through was edible. As some went to chomp on the trees or grasp a chocolate flower, I admiringly ambled through the paradise. My eyes seemed to be fixed on a small hill in the middle of the room. As I heard the sugar-rush driven laughs from all around the room, I started to climb the mound. When I got to the top, which surprisingly had me quite tired and hungry, I spotted a short pedestal. On it, I saw a chocolate bar. A saintly scent rose from it, so, without hesitation, I snapped a corner off and wolfed it down. The taste was so unbelievably amazing. I couldn't stop myself. I took another bite and another. Many satisfying snaps and crunches later, there was only one square left. I tried to keep it in my mouth for as long as possible. Unfortunately, the chocolate was just so nice I couldn't. I looked at the lake, I looked at the trees, the flowers and even the door. Practically jumping from the hill, I immediately devoured a cake and started slurping up the lake. This was just the first room!

Ren Porter - Year 9

The opening to Gracie Cole's Language Paper 2, Question 5 extended writing response.

'Parents today are overprotective. They should let their children take part in adventurous, even risky, activities to prepare them for later life.'

Write an article for a broadsheet newspaper in which you argue for or against this statement.

"You can't do that, stop it, no you can't!" These are the very nefarious words that spring into our ears when our parents tell us that we are not allowed to do what we want, but isn't this what teenagers need these days? Picture this: a young, bright and intelligent girl arriving home from school and immediately going out to score some drugs - subconsciously throwing away her future with every numbing inhalation. Perhaps if she had rules and authority in place, she wouldn't be smoking away a life she only dreamed of having. Do you really think it is a bad thing to have regulations to abide by?

We children seem to be a group of wild animals locked up in a cage but this very cage is pushing us forward, so we can learn right from wrong. It is imperative that teenagers have regulations so they can grow into responsible adults! Without someone there to control them, they will keep pushing the boundaries until they end up in a hole they can't get out of.

Gracie Cole – Year 10

How does the writer use language to describe Anne Frank's experiences?

Anne Frank's experience of hiding in her annex is negative as she feels guilty for being safe while the majority of Jews are tortured in concentration camps. She uses sentences such as "I feel terrible" and "I feel wicked sleeping in a warm bed". These support my point because although Anne is in a far better place (hiding in the annex) than the other Jews (who are in concentration camps i.e. Westerbork), she is still feeling upset and guilty due to the other Jews facing harsher and more extreme punishments. The adjective "terrible" is a synonym for extremely bad and horrific. This suggests that Anne is feeling negative and guilty. Also, the verb "wicked" has connotations with witches, who are evil and are portrayed as the antagonists. This suggests that Anne feels evil for having such luxury accommodation when compared to the unfortunate Jews. The reader can infer from this that Anne is feeling guilty for not receiving the punishments that are felt by the other Jews. This links back to the point that Anne Frank's experience of hiding in her annex is negative as she feels guilty of not receiving the same punishment that is received by some other unfortunate Jews.

In addition, Anne Frank's experience of hiding in her annex is negative because she is suffering watching everyone get brutally killed but she feels sympathetic because they do not deserve it. She states comments in her diary such as "feel the suffering of millions" and the simile "like the slave hunt of the olden days". These support my point because it demonstrates how it has a mental strain on her watching millions die and get tortured therefore having sympathy for them but also having a negative affect due to watching close ones die "all because they are Jews", as Anne said. The verb "suffering" has connotations with torture and continuity. This suggests that it isn't a one shot kill but rather torture for enjoyment. The reader can infer from this that the Nazis are enjoying these punishments that they are setting out, which helps the reader get an insight on why Anne detests the Nazis and is feeling negative. Also, the adjective "olden days" suggests to the reader that civilization is not developing but instead is going backwards. The reader can infer from this that from the rising of Nazis and radicalisation in general is the cause of this. This forces the reader to conclude (which links back to the point) that that is the reason why Anne Frank is negative whilst hiding in her annex but sympathetic towards the victims who are receiving constant abuse for being Jewish.

Also, Anne Frank's experience of hiding in her annex whilst corruption and radicalisation control the world is negative as hopelessness strangles her. Anne Frank constantly uses sentences that imply hopelessness such as "hardly care whether I live or die" and "I can't do anything to change events". The phrase, adverb and verb "hardly care" suggests that she doesn't care about the decision she makes (life or death) because they are currently the same value in her eyes. This suggests that Anne is feeling depressed and has concluded that her life is invaluable. The reader can infer from this that the cause of this depression and hopelessness is the constant witnessing of death and torture by the Nazis. Also, the verb "anything" shows that Anne is limiting herself, which also suggests hopelessness. The reader can infer that the Nazis are playing a role to this too because the Nazis are constantly tampering with her mental health, causing her to feel the way that she does. This links back to the point that Anne Frank's experience of hiding in her annex whilst corruption and radicalisation controls the world is negative as hopelessness strangles her.

However, Anne's Frank experience of hiding in her annex towards the end gave her hope for a brighter future tomorrow for the sacrifice of today due to her strong belief in God and His love for everyone. The evidence to support this are: "tranquillity will return once more" and "everything will change for the better". The verb "return" has connotations that something that was here, disappeared and then will come back again. This suggests that there used to be peace and tranquillity but that there is no more. The reader can infer from this that the introduction and the rise of the Nazis demolished peace and that peace can only return when the Nazis are eradicated. Also, the verb "better" in the context of the sentence suggests that change is possible but it doesn't mean that it will be positive, it can be negative as well as positive. Therefore, the reader can infer that Anne has experienced change but that it was negative, that is why she had to end her statement by ending with "for the better" so that she will not have to experience the devastating things that she had to go through. This links back to the point that Anne Frank's experience of hiding in her annex towards the end gave her hope for a brighter future due to her strong belief in God and His attributes; for example: most loving.

Ali Kamaly – Year 9



How does the writer use language to describe the power of the sea?

One example of the writer utilising language to describe the power of the sea is his depiction of how the “vast wave gathered”, “soaring above” him. The writer uses powerful verbs such as “gathered” to form the idea of the water rushing to a point behind the boat and conserving its energy, preparing to attack, before “soaring” over him, like a bird of prey and a cunning animal of nature, hunting him down. This gives the reader the impression of fragility and weakness the writer has and the immense, merciless and brutal power the sea has in that moment.

The writer uses metaphorical language to extend this notion of power in his description of the moment he saw “a wall of white water towering over our tiny boat” and his attempt to escape. The wall of water metaphor is blended into a sentence of alliteration, using “wall”, “white” and “water” to make a sound similar to the washing and splashing of the sea waves and contrasts it with the “towering” height over the “tiny” boat. The alliteration emulates the sounds of the environment, engaging the reader and giving the simple metaphor a more powerful effect, displaying the power the sea held over him and his boat.

Soon, his “body was brutally submerged into the bottomless Atlantic Ocean” as the wave overcame him. The writer uses plosive sound to punctuate the action of the verb “brutally”, miming the crashing and beating of the sea as he is taken under to emphasise the violent and forceful nature of the verb. The fear of the scene is highlighted by the “bottomless” ocean; the sea is vast and mysterious - the writer does not know how far down he could go or what could be lurking. The hyperbole of the ocean being “bottomless” shows how overwhelmed the writer is by the water and how incomparably large it is to him. It makes the writer appear insignificant and helpless, thus making the sea appear even bigger and stronger.

This expression of strength and power from the sea is made clear when the writer speaks of how it spun him around “like clothes in a washing machine”. The simile used is a comparison to something bland and unassuming - a household utility - and therefore gives the reader the impression that the sea is doing this effortlessly. That the writer is being tossed around like a ragdoll, “like clothes”, because of the strength and might of the waves and the current. It gives the reader the understanding of the true power of the sea during that moment in the writer’s life.

Alice Lind O’Mara Year 11

Description of my favourite dish

I have a favourite dish. It’s a family recipe that started with my Grandad.

First, you need to put breadcrumbs on some chicken and make sure it’s fully covered. After that, sprinkle some cheese over the top, I like to use mozzarella and Cheddar. Then, cook it for roughly an hour. To make the finished dish appear more sophisticated, you may sprinkle coriander over the top. The sharp smell of the green leaf greatly contrasts with that of the main food. It’s important to have some other nutritious carbohydrates on your plate and, in my opinion, Hasselback potatoes fit perfectly on the plate. These should be lightly salted and crispy on the outside but fluffy on the inside.

Biting into the food, you’re met with the soft crunch of the breadcrumbs as the cheese hits the roof of your mouth. You’ll receive an explosion of flavour. There’s a clear division between the chicken and the cheese that helps the explosion last past a few seconds. The Hasselback potatoes are an added bonus, the extra crunch reigniting the flavour flame in your mouth!

James Cooper – Year 9

Drama KS3

Year 7 have been working on a script called "The terrible fate of "Humpty Dumpty", which explores the themes of bullying, peer pressure and the effects it can have on victims! Last week, students were exploring possible costume designs for the characters in the extract they were given. Work by Sydney Atkin, Year 7

Imagine you are the costume designer for a production of The Terrible Fate of Humpty Dumpty.

- Describe in detail the costume you would choose for Lesley Dumpton in this section.

I think that Lesley Dumpton would wear a black and white checkered dress with a white t-shirt on underneath like something her mum might of worn and kept from when she was younger. I think that the shoes would be from somewhere like primark so there were nice but cheap.

- Describe the hair and make-up you would choose for this character.

I think that Lesley Dumpton would have a braid that her mum had done for her as it was quick and simple for her mum to do. I think that for make-up she wouldn't wear any as she is a child.

- What props would your character be carrying/using in this scene.

I think that Lesley Dumpton would be playing with her toys preferably one her mum had back when she was younger as they don't have a lot of money to buy her new ones.

- What does this costume tell us about the character?

This costume tells us that Lesley is clearly a younger sibling of Terry as she would look younger. It also tells us that she likes to play with toys alot as she is playing with them in this scene and couples scenes before.

Either draw a quick sketch of your costume design, or find some photos on Google of items of costume you would choose for this character: (e.g below)



(the lights become brighter and there is a new scene layout, in this ash and taylor are older and taylor is about to give a speech.)

ash: awh gosh! i am so proud of you, my little taylor. you've come so far over these years and not let anyone take advantage of you since school.

taylor: thank you ash. i really appreciate you sticking by my side through all of this.

ash: no problem pal, you've been the greatest friend anyone could ask for.

(a muffled announcement is made, "and now introducing our special guest tonight, taylor bee")

ash: woo! come on, you can do this.

taylor: wish me luck.

(taylor walks onto stage and up to the microphone)

taylor: *(talking to the audience in front of her)* wow thank you for having me here today, i came here to talk about bullying; a horrible thing that it is, it needs to be recognised more. most kids that suffer from being bullied don't talk up about it. and i know this because i was one of those people. *(slow music begins to play and the older taylor is frozen. younger taylor walks onto stage and begins to talk)*

younger taylor: in my head i knew it was wrong and stupid of me not to talk up about it but i always had ash there to help me out and defend me. but how did she feel about everything

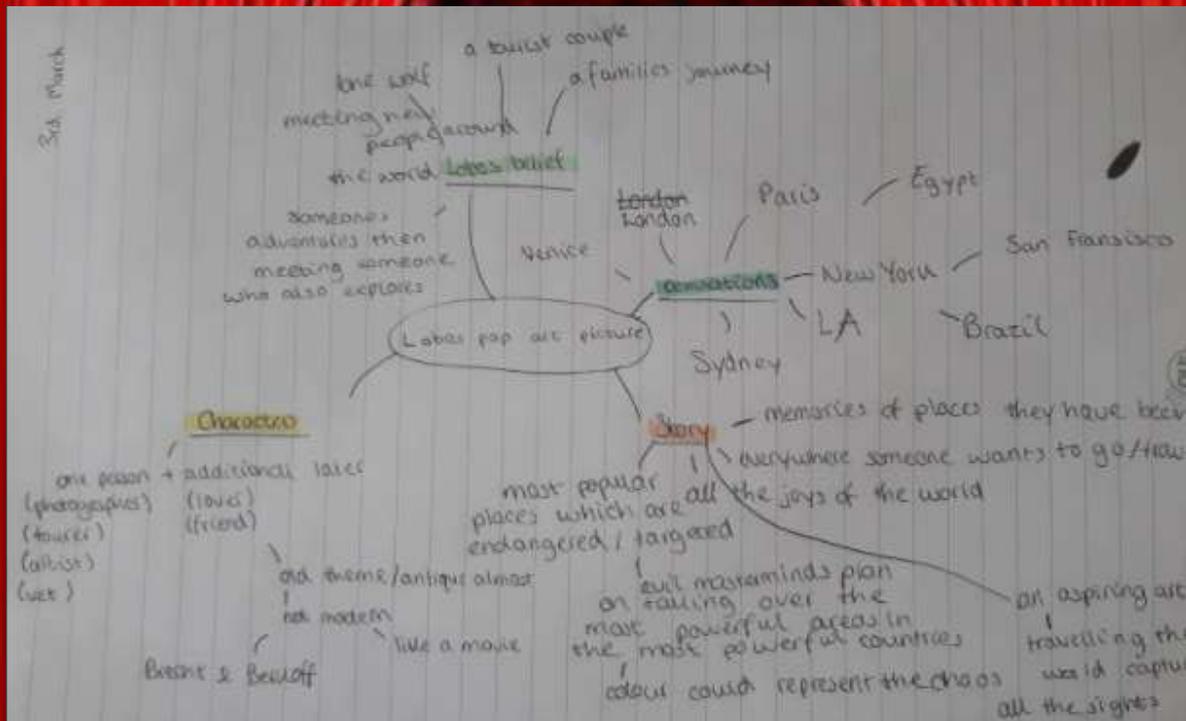
younger ash: i felt proud of myself at first but i thought it would only be the once but it continued on and on again and i began to feel a bit worried about her. i knew it was fine because she was my best friend that always got over everything. *(looks at younger taylor)* i am so sorry i didn't speak up for you, i know now in my heart that i shouldve and i will always keep that in my mind.

(the music stops, younger ash and taylor walk up to each other and hug, the lights are dimmed)

Our Year 8 and 9 students have been creating their own plays. In last week's lesson, they wrote their final scene. Here is a lovely example from Scarlett Bridge, Year 9

KS4

Year 10 Drama students have been looking at stimuli to create ideas for their own devised performance. Here is a lovely mind map of ideas created by Sophie Dresner.



Year 11 Drama students have been exploring characters. This is a lovely example of a role on the wall from Alice Lind-O'Mara.

TASK 2:

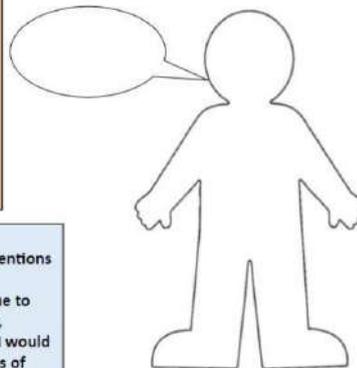
Based on your interpretation of the character and any research you've done, complete this role on the wall.

Role on the wall

Feelings:

- Helpless
- Furious
- Desperate
- Miserable
- Discouraged

Character's appearance:
I can infer she is British (due to the mentions of Topshop, Vodafone, benefits and university) as well as working class due to her poor opinion of the rich girl, Kelly, "always splashing her Dad's cash" so I would use fashion trends in the lower classes of Britain such as tracksuits and puffer jackets.



Thoughts:

- There is no future
- There isn't a point in working class people pursuing higher education
- Riot and protest loudly to be heard
- Make a change

How people view them:

From her aggression and extreme solution to the lack of future she fears, it can be assumed that people often disappoint Sally. She likely had high hopes and ambitions that were brutally crushed, leading to her hatred of the greedy people in society and her desire to take out her frustrations on the establishments she feels doomed to.

KS5

Year 12 Students have been completing some creative writing tasks in preparation for their devised performance work based on the play *Metamorphosis* by Kafka, (adapted by Berkoff). Here is some lovely work from Sophie Kelly.

Item 1) Costume: Beaded Necklace



Stream Of Consciousness

(Writing as the main character of my performance)

Wearing this necklace, looking at the flowers sitting on the table, I touch the necklace, it reminds me of my mum, so do the flowers on the table, come to think of it she bought me the table they're sitting on. I remember the day I moved into the house, it was a warm summer's day and she told me she had bought me something she thought I would like, she heaved the wooden table out of the car. I loved it, I used to love her too, until it happened. I don't resent the baby but I think I would be happier, I'm so scared I won't love the baby when it's born. The necklace is irritating my skin.

Year 13 drama students completed a practice exam paper. Some of the students have achieved their highest grade so far. An example from a top mark answer from Lexie Bushnell.

To begin with, the police team are solidifying and asserting their story before the marquis finds fault with "just a leg who gave him a leg up!". At this point, as Piscator I would very quickly move from an overconfident, arrogant demeanor (chest puffed, nose high to the ceiling), to a rigid stance (head ducked, shoulders high) with a fearful look on my face. Doing this will show to the audience that I know I've messed up and really show that the marquis (while theoretically inferior in social class) is far more intelligent than was back to to (the author) taking influence from commedia dell'arte who made these rich, upper class characters seem stupid as a trademark, and also, Bertolt Brecht was wanted to send a political message to his audience, in this case it being that even a curlious rich as the marquis is able to see holes in the lie or illusion; another theme of the play. This lie is created by a group of corrupt politicians which all link back to the period in which the play was written and the

Art and Photography:

Our GCSE and A-Level Art and Photography students have been busy creating and making over the lockdown period. Although different in theme, and wide ranging in media, these pieces showcase just some of the work produced at such a high standard.

Bethany Callaghan, Yr11



Al, Yr12



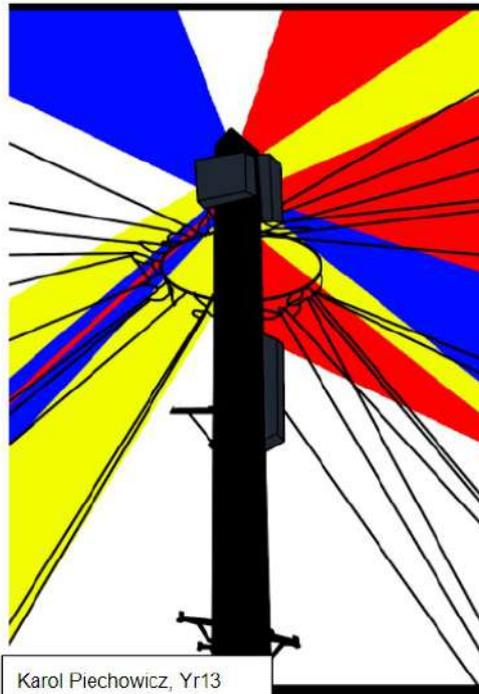
Tiffany Deadman, Yr11



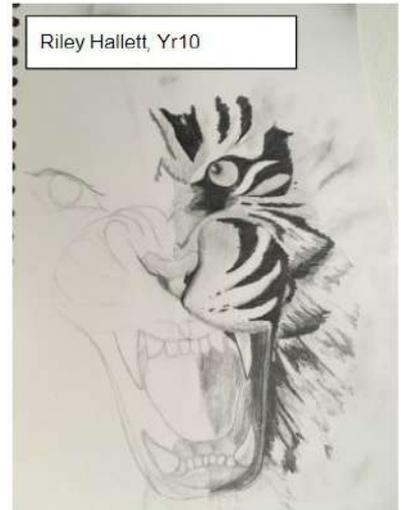
Gracie Cole, Yr10



Chloe Dennis, Yr10



Karol Piechowicz, Yr13



Riley Hallett, Yr10



Sarah Taylor, Yr13

Mia Winters, Yr11



Join Kaki_Hatchi to...

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where story, music, and
coding come together.



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Southend-on-Sea Borough Council

On Zoom, for students aged 8-12

April 6th to 10th

9am OR 1.30pm, for 90'



info@conductivemusic.uk
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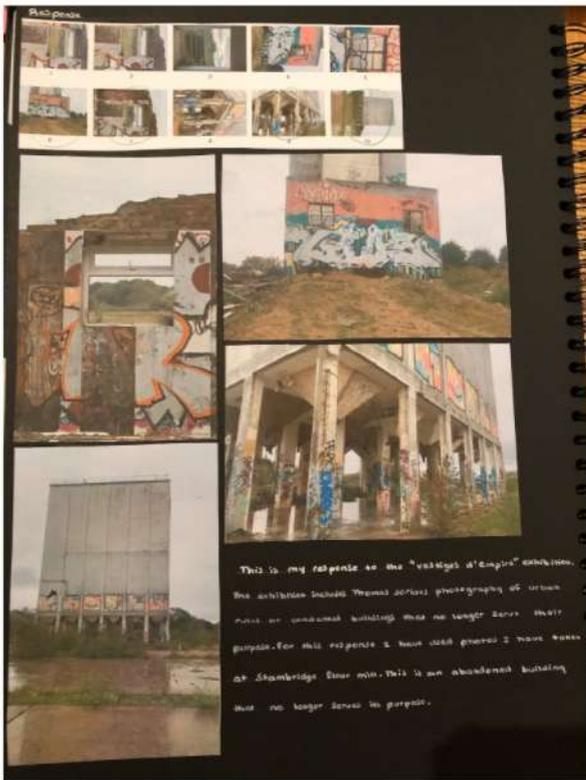


FREE EASTER ACTIVITIES

FOR BENEFITS-RELATED FREE SCHOOL MEAL CHILDREN

FUNDED THROUGH SOUTHEND COUNCIL

FROM A DEPT FOR EDUCATION HOLIDAY ACTIVITIES AND FOOD GRANT



JM, Yr10

Grace Gee, Yr11



Katie Blogg, Yr13

Special Recognition Award

- Year 7– Sherife Mostra
- Year 8—Torian Anderson
- Year 9– Sam Ojofeitimi
- Year 10- Alex Voroneckij
- Year 11–Sophie Chew

Well done to you all for your hard work and commitment to your studies.

Will your name be here next week?

Student of the Week

- Year 7– Sonny Hambleton
- Year 8— James Edmonds
- Year 9– Vlera Buja
- Year 10- Hugo Jones
- Year 11– Tyler Hughes
- Post 16– Mollie Woods

Well done to you all for your hard work and commitment to your studies.

Will your name be here next week?

