



# THE JOHN FISHER SCHOOL

26 APRIL 2024



## PARENTS/CARERS NEWSLETTER



MATHS  
ACHIEVEMENTS



INTERNATIONAL  
SUCCESS



JFA EVENT

'NURTURING YOUNG CATHOLIC GENTLEMEN.  
ASPIRING FOR ACADEMIC, CULTURAL AND SPORTING EXCELLENCE.'



# JFA QUIZ NIGHT

**FRIDAY 26 APRIL 7.30PM**

**PLOUGH LANE PAVILION, CR8 3QJ**

**£10**  
**£60**

/ TICKET WHICH INCLUDES A GRAZING BOARD + NIBBLES

OR

/ TEAM WHICH INCLUDES A GRAZING BOARD + NIBBLES  
(TEAMS UP TO 8 PEOPLE)

**£200 WORTH OF PRIZES FOR  
WINNERS AND RUNNERS-UP**

DONATED BY TUTOR DR

**BAR AVAILABLE FOR RANGE OF DRINKS**

**BUY YOUR TICKETS  
NOW VIA PARENTPAY**

email: [thejohnfisherassoc@gmail.com](mailto:thejohnfisherassoc@gmail.com)



# The week...

Dear Parents and Carers,

It was a pleasure to welcome your sons back to school last week. I hope you all had a good Easter and we are, of course, still in the season of Easter, a particularly joyful time in the Church's year.

This week, during Morning Prayer, we reflected on Jesus's resurrection and the encounter on the road to Emmaus recorded in St Luke's Gospel. Tom Holland (the historian not the actor) recently expressed the view that the history of the last 2000 years could be understood as the ongoing attempt to answer the question, Who is Jesus Christ? Many of the earliest Christians, from the Apostles onwards, gave the clearest possible answer to that question by giving their lives in witness to the Resurrection. The same question is addressed to us now.

In Morning Prayer, we focused on two details of the Emmaus account. We first of all noted that the travellers who had left Jerusalem in despondency and despair had a complete change of heart after their encounter with Jesus. We are told that they "arose at that same hour and returned to Jerusalem". As Pope Francis says, "We should not allow ourselves to be robbed of hope. The Lord is bigger than our problems."

The second detail was the significance of the breaking of the bread through which the identity of Jesus was revealed. The link with the Eucharist is clear and we can speculate that its significance would not have been lost on the two travellers. They would presumably have been aware of the 'Bread of Presence' reserved in the Temple as a sign of God's love for, and covenant with, his people. The great sacrament of God's love, prefigured by the Bread of Presence (and much else besides) also impels us to love our neighbour and to live out the 'Law of the Gift': i.e. that as the Second Vatican Council tells us, we only truly find ourselves through making a gift of ourselves.

Huge thanks to the JFA for organising a Quiz to take place this evening, starting at 7.30. Tickets are available via Parent Pay. It promises to be a great evening!

With all good wishes,

R.F. Teague  
Headteacher

## Mass Times W/b 29 April 2024

Tuesday	8.00am
Thursday	8.00am
Friday	8.00am

## Key Dates

### Monday 6 May

May Bank Holiday

### Thursday 16 May

Year 10 PTM

### Thursday 23 May

Epilogue

### W/b 27 May

Half term break



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# Equality, Diversity and Inclusion

This week we have been focussing on neurodivergence.

## Equality Diversity & Inclusion

### Teaching idea of the week

#### Neurodiversity: what is it?

The diversity of neurological processing in schools is becoming more recognised. The catch-all term used is autism; however it is important to note the diversity of experience within that term. The National Autism Society provides guidelines when choosing language about autism. It is more widely accepted to use Autism Spectrum Condition (ASC) rather than Autism spectrum disorder (ASD) as 'disorder' carries strongly negative connotations.

Another term gaining traction is '**neurodiverse**'. This term has gained popularity as a celebration of difference. It goes hand in hand with the term '**neurotypical**' for those who are not on the autism spectrum, without using the word 'normal' with its heavily judgemental connotations.

Further Reading: <https://sangerinstitute.blog/2020/04/03/raising-awareness-of-neurodiversity-in-the-scientific-workplace/>

It is thought that about 15 to 20 percent of the world's population is neurodivergent. This includes up to 10 percent of people with dyslexia, 6 percent with dyspraxia, 5 percent with ADHD, and 1–2 percent with autism. Other **neurodiverse** conditions include dyscalculia and Tourette's syndrome.

#### Coming up:

22<sup>nd</sup> April: Stephen Lawrence Day

22<sup>nd</sup> April: Earth Day

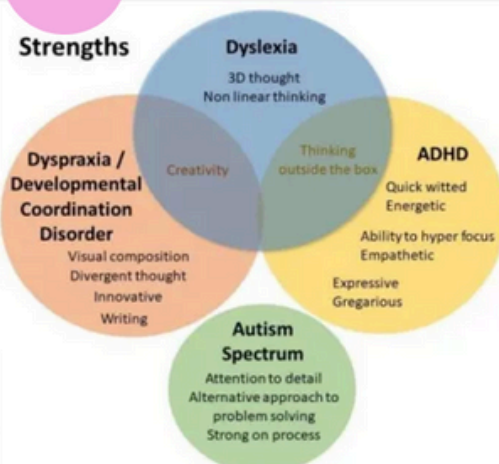
Resources can be found in: Z drive > 2.

Tutor time resources > Equality and Diversity

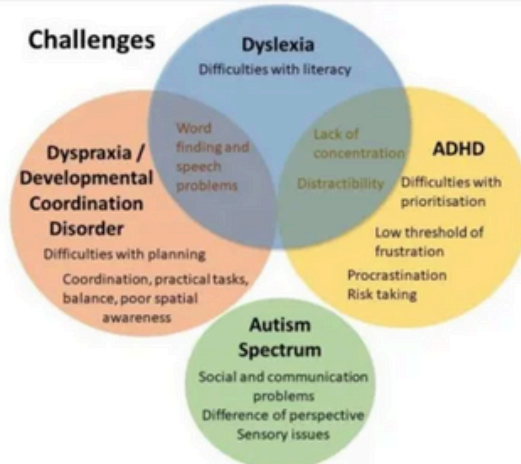


Can you find a way to include lessons/curriculum

#### Strengths



#### Challenges



## Guitar Club

# GUITAR CLUB

EVERY WEDNESDAY

1pm-1:30pm

Room 40

Guitars provided, or bring your own

Play student selected music

Suitable for players with 6+ months experience

STARTING  
WED 1<sup>st</sup>  
MAY



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Music Department



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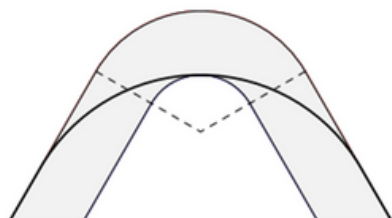
# Success in the Grey Kangaroo and Maclaurin Olympiad

We are excited to announce the success of our students in the recent Intermediate Maths Challenge follow-up rounds! Three very talented mathematicians, Oliver K(Yr9), Raphael M (Yr9), and Chete I (Yr11), have been selected to participate in these prestigious rounds. A big round of applause goes to Raphael for achieving a Certificate of Merit in the 2024 Grey Kangaroo Maths Competition, and to Chete for earning an impressive Merit in the 2024 Maclaurin Olympiad. Both these competitions are known for their challenging problems, with the Grey Kangaroo paper featuring problems similar to:

Similarly, the Maclaurin Olympiad also included complex questions like:

4. A bend in a road is formed from two concentric arcs with inside radius  $r$  and outside radius  $R$ , each of a third of a circle with the same centre. The road is then formed of tangents to the arcs.

A cyclist cuts the corner by following an arc of radius  $x$  which is tangent to the outside of the road at its ends and tangent to the inside of the road in the middle.



Prove that  $r + x = kR$  for some number  $k$  to be found.

We are incredibly proud of these students' dedication and achievements!



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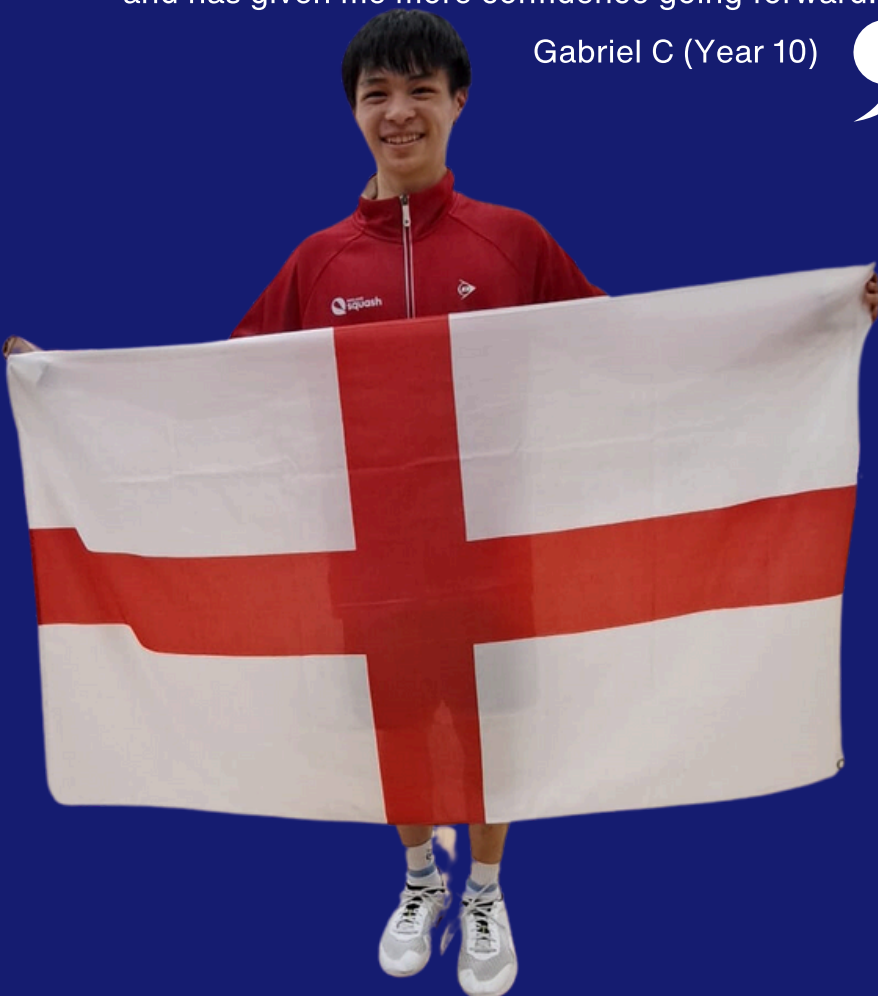
# International Success in Squash

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Over the Easter Holidays (5-7th April), I had the opportunity to represent and play for England against other nations in 5 Nations in Cardiff. With it being my first England cap, it was an honour to play at string one and lead the team. I take great pride in being given the opportunity to battle against some of Europe's best talents, and showcasing my own abilities against theirs. Having each nation showing great support for each other, it created a fiercely competitive atmosphere amongst each other. On the 1st day, we played Wales and Scotland and won both matches with ease; on the 2nd day, we played against Ireland also comfortably. Lastly on the final day, we played against France which has been our biggest rival for quite some time, and it wasn't an easy match to play against but I managed to take the win for England and secured a guaranteed win against them. To have won a gold medal is a testament to the hard work and sacrifice both myself and my team have made, and has given me more confidence going forward.

Gabriel C (Year 10)

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## Contact Information

### KS3 Administrator for Years 7, 8 & 9:

Mrs. Maynard  
[h.maynard@johnfisherschool.org](mailto:h.maynard@johnfisherschool.org)

### KS4 Administrator for Years 10 & 11:

Mrs Cody  
[m.cody@johnfisherschool.org](mailto:m.cody@johnfisherschool.org)

### KS5 Administrator for Sixth Form:

Mrs Cooney  
[c.cooney@johnfisherschool.org](mailto:c.cooney@johnfisherschool.org)

### Finance:

[finance@johnfisherschool.org](mailto:finance@johnfisherschool.org)

### General Enquiries:

[johnfisherschool@johnfisherschool.org](mailto:johnfisherschool@johnfisherschool.org)  
Tel. 020 8660 4555

### Reception Opening Hours:

Please note that Main Reception is open  
**from 7.30am until 4.00pm,**  
Monday to Friday  
during term time only.

### REMINDER

Parents and carers are asked to check that their contact details are up to date on Edulink. Changes can be made directly via Edulink or by contacting your Key Stage Administrator.



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# Face-to-face Routes into STEM 2023/24

Routes into STEM is an experience that provides an amazing opportunity to help students understand the different routes to further STEM education and career pathways.

## Who is it for?

Students in Year 9 who are interested in finding out more about STEM careers.

## What is involved?

- A three-day experience at STEM educational providers and STEM companies local to them
- Students will explore STEM careers, participate in interactive workshops, site tours and hear from young professionals

## What are the outcomes?

- Gain first-hand information and experience hands on activities at STEM educational providers and companies to make informed decisions about their future
- Go on campus tours and get thinking about future studies in a mature and informed manner
- Speak with apprentices/graduates about their experiences
- Develop valuable skills such as presentation skills, team-building, and social skills, and see how they can be applied to their CV, Application Form or Personal Statement
- Become a Bronze Industrial Cadet

## London dates & locations

- Tuesday 28th May 2024 - STEM educational provider or STEM company Day - TBC
- Wednesday 29th May 2024 - University Day - University of Westminster, W1W 6UW
- Thursday 30th May 2024 - STEM company Day - Murphy Group, DA5 2AW

## Cost / Funding

This course is fully funded for students from your school.  
(Normally £175 for all 3 days).

## How to apply?

To apply, please visit our website [here](#) or scan the QR code!  
**Limited places available, do not delay and apply today!**

### What do our students say:

*"I enjoyed being able to engage in big projects in a comfortable environment"*

*"The tours gave me a better idea of the environment I would be working in"*

100% felt confident about the STEM career opportunities available to them after completing the course

100% of students would recommend the course to a friend or family member





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