

## Dates for the Diary

### Year 10 Work Experience

Monday 20<sup>th</sup> April - Friday 1<sup>st</sup> May 2026

### Bank Holiday

Monday 4<sup>th</sup> May 2026

### Half Term

Monday 25<sup>th</sup> May - Friday 29<sup>th</sup> May 2026

### Year 10 AP2 Assessments

Monday 22<sup>nd</sup> June - Friday 3<sup>rd</sup> July 2026

### Year 12 AP2 Assessments

Monday 22<sup>nd</sup> - Friday 26<sup>th</sup> June 2026

## Student Value of the Term

**CLIMATE CHANGE  
IS REAL**

## House Points - Week Ending 27<sup>th</sup> March



115,043  
AUSTEN



111,422  
SEACOLE



98,889  
HAWKING



98,333  
ALI

## Leadership Message - Maintaining Momentum

As we begin the summer term, our students are working towards important milestones in their academic journeys. For our Year 10 and Year 12 students, this term provides a valuable opportunity to build on the progress made in their AP1 assessments. Teachers will be supporting students across all subjects to deepen their understanding, strengthen key skills, and prepare fully for their final assessment point at the end of the term. We encourage all students to make the most of revision activities, independent study time, and the support available both in and beyond the classroom.

For our Year 11 and Year 13 students, this is a particularly significant term as they complete their GCSE, BTEC, and A level courses. Their hard work throughout the year is now coming together as they prepare for examinations and assessments. We are proud of their dedication and resilience, and staff will continue to provide guidance and reassurance as they take these final steps.



This term also marks an exciting transition into new pathways. Year 11 students will soon be moving on to their next destination—whether that is our Sixth Form, another college, or a specialised training route. Year 13 students are preparing for the next stage of their futures, with many progressing to apprenticeships, university programmes, or entering the world of work. We look forward to celebrating their achievements and supporting them as they take these important steps forward.

We wish all our students a productive, focused, and successful summer term.

**S Szuszkiewicz - Deputy Headteacher**

## Parent Drop In - Thursday 16<sup>th</sup> April

This week's Parent Drop In will be on Thursday 16<sup>th</sup> April between 11.30am and 12.30pm.

There will be no need to book an appointment, just sign in at reception and staff will be happy to show you to the venue. There is no set topic for the drop in sessions, if we are not able to answer any specific questions, we will follow up and then feedback to you. Please note, if your matter is of a confidential nature, we kindly ask that you call the school to arrange a separate appointment, as parent drop-in sessions are not intended for one-to-one discussions.



## Students of the Week

Congratulations to the following students who have been awarded Student of the Week for week commencing 23<sup>rd</sup> March 2026.

★ Year 10 - Jayda.K (R10E2)

★ Year 11 - Hayden.A (R11E1)

## Safeguarding

Safeguarding our students is at the forefront of everything we do. Parents and carers can access information via the following link [www.escb.co.uk](http://www.escb.co.uk) which offers guidance and signposts to resources on various safeguarding issues. Please contact our safeguarding officers if you have any concerns about your own child or another student at the Academies.

[www.basildonupperacademy.org.uk/safeguarding](http://www.basildonupperacademy.org.uk/safeguarding)

## Home Learning

If you have any queries regarding home learning, including access issues or, please visit the [Contact Us](#) page via the Basildon Upper Academy website and select the option for Home Learning/Homework.

## Student Portal

Within the Student Portal, you will find links to a range of resources and learning platforms that students can access to support their studies. The main page, which provides access to all key links, can be found here: [Student Portal](#)

Accessing the Student Portal also enables single sign-on, meaning students do not need any additional passwords for platforms such as SENECA. Students simply log in to the portal in the same way they would when logging in to a school computer.

## Spotlight on: A Level Art & Design



Art is a form of communication and expression - a visual language, which deals with the construction and interpretation, of both personal and cultural meanings. This course is designed to give learners an engaging and innovative creative learning experience, where art and design practices are integrated with contextual knowledge and understanding.

The aim of this course is to build a broad foundation of critical, practical and theoretical skills which encourages creativity, analytical thinking and technical skills. The course is suitable to those committed to the Arts generally.

Full course information can be found by visiting the following link on our website: [A Level Art & Design](#)

## Aspire - Believe - Achieve

### YOUNG CARERS CLUBS

TUESDAY

3-4PM

MS DUNWELL  
G8

WEDNESDAY  
ESPORTS

1-1.30PM

MR EDWARDS  
A17



IF YOU BELIEVE YOU ARE A YOUNG CARER, PLEASE  
SPEAK TO MS DUNWELL TO REGISTER.

## Online Safety Hub: Cryptocurrency: The Risks for Teen Traders

Have you heard your teen mentioning 'crypto' or 'Dogecoin', or noticed a sudden interest in Elon Musk's X feed? The number of teenagers exploring cryptocurrency trading is growing, but wellbeing experts are raising concerns about the risks.

For guidance and advice for parents and carers, visit: [www.basildonacademies.onlinesafetyhub.uk/parent/articles/cryptocurrency](http://www.basildonacademies.onlinesafetyhub.uk/parent/articles/cryptocurrency)

The Online Safety Hub is an online resource with lots of expert advice and guidance to help find out how to keep our young people safe online. You can access it for free [here](#)



## Celebrating Success: Year 10 and 11 End-of-Term Reward Party

Students who consistently demonstrate high behaviour standards, make positive choices, or have shown real determination to improve were invited to a special end-of-term rewards event.

Stepping back in time, the school hall was transformed for a 90s-themed party, complete with disco vibes, UV lighting, and plenty of neon accessories. Students enjoyed light-up glasses, glow sticks, and inflatable props in a dedicated photo area, creating a fun and vibrant atmosphere throughout the afternoon.

With a live DJ taking requests, alongside food, drinks, and face painting, the event was filled with energy and excitement. It was fantastic to see so many students celebrating together, enjoying the rewards of their hard work and commitment.

The event provided a brilliant opportunity to recognise those who consistently demonstrate positive behaviour and those who are making meaningful progress in turning things around. We are incredibly proud of all the students who were



"The party was great as it gave us time to relax and enjoy being around friends. It was nice to have a break from lessons and dance to music. We also took lots of photos that I'll keep as memories." Boglarka.B - Year 11



"The party was really rewarding. I got to spend the afternoon enjoying the 90s-themed neon party – the music was great, and there was food, drinks, and face painting. Overall, I really enjoyed it and felt grateful to be part of it." Alfie.S - Year 10



"The event was great – music, food, and lots of laughter. It felt really rewarding after all our hard work during mocks." George.C - Year 11



## Sixth Form Students Explore Post-18 Options at UCAS Discovery Event

During the last week of term, our Sixth Form students attended the UCAS Discovery event at the London Excel. The event brought together universities, colleges, employers, and apprenticeship providers, giving students the opportunity to explore all their post-18 options in one place.

At the event, students were able to:

- Chat with representatives from universities and colleges about courses and university life.
- Speak to employers and apprenticeship providers about apprenticeships and career pathways.
- Receive guidance from qualified careers advisers about their future.
- Attend talks from experts in their fields and get dedicated support from UCAS specialists on the next steps for their education and careers.

The aim of the event was to help students make informed decisions about their next steps after Sixth Form.

"I found it to be a great source of information about potential colleges that I could go to in the future." Lealand.G - Year 12

"I thought the information about apprenticeships was really interesting and gave a great insight into the world of work, compared to the information about universities." Aaliyah.M - Year 13



## A Level Geographers Explore Regeneration in Stratford

A Level Geography students recently took their learning beyond the classroom with a two-day field trip to Stratford.

The visit gave students the valuable opportunity to complete the coursework element of their AQA A Level course, focusing on urban regeneration. During the trip, students investigated the transformation of the Olympic Park site, comparing it with nearby original housing estates to better understand the social and environmental impacts of redevelopment.

As part of their research, students engaged with members of the local community, gathering first-hand insights alongside detailed data to support their coursework. The experience provided a meaningful context for their studies and helped bring key geographical concepts to life.

Despite covering more than 30,000 steps over the two days, spirits remained high throughout the trip, with students demonstrating enthusiasm and dedication to their work.

A special thank you goes to all staff and supporters who contributed to making the trip a success.

Well done to all involved, and best of luck as students now look ahead to their exams in May and June.



## Careers Pro: Helping Your Child Explore Future Pathways

Help your child feel confident about their future with Careers Pro, an interactive online platform that matches young people with careers suited to their interests, skills, and personality.

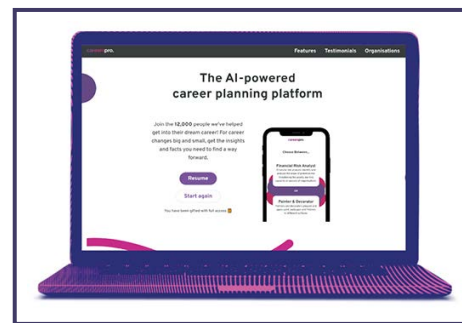
Through a fun quiz, your child will receive personalised career suggestions and learn what each role involves. They can also add their current skills or experiences, and Careers Pro will highlight where these can be transferred into different career paths.

The platform outlines all the possible routes into each career — from GCSEs, A Levels, and university to apprenticeships, short courses, and work experience — helping you and your child understand every option available.

Through a fun quiz, your child will receive personalised career suggestions and learn what each role involves. They can also add their current skills or experiences, and Careers Pro will highlight where these can be transferred into different career paths.

With Careers Pro, your child can explore their potential and make informed decisions about their future.

Please click the link to access: <https://www.careerspro.co.uk/the-basildon-upper-academy>



## Absence Procedures

Please let us know as soon as possible if your child is unable to attend school, ideally by 8am, by email to [upperattendance@basildonacademies.org.uk](mailto:upperattendance@basildonacademies.org.uk) or by calling **01268 498882**.

- Parents/carers must contact the school by 8.30am each day their child is absent.
- If no reason has been received for a child's absence, the Academy will initiate first day calling.
- Parent/carers may be asked for medical evidence to support absences after 3 days or reoccurring absence patterns.
- Wherever possible, parents/carers should make appointments outside of school hours. If this is unavoidable students should attend school before and after the appointment.

Please familiarise yourself with our attendance procedures found on the school website within the Parent Information section, so you know who and when you need to contact us. [www.basildonupperacademy.org.uk/attendance](http://www.basildonupperacademy.org.uk/attendance)



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**Attendance percentages as Number of days and lessons missed from school. Students are required to attend school for 190 days each year.**

Attendance during one school year	Equals days absent	Which is approximately weeks absent	Which means this number of lessons missed	Absence over 5 years
95%	9 days	2 weeks	50 lessons	¼ year
90%	19 days	4 weeks	100 lessons	½ year
80%	38 days	8 weeks	200 lessons	1 year
70%	59 days	12 weeks	300 lessons	1½ years
60%	80 days	16 weeks	400 lessons	2 years
50%	100 days	20 weeks	500 lessons	2 ½ years

Government (DfE) research suggests that 16 days absence or 92% attendance in any one year equals a full GCSE drop in attainment  
**How does your attendance compare with this target?**

**Daily rewards** - Daily text messages for 100% attendance are sent via text message or through the MCAS app.

**Weekly Rewards** - Weekly Student briefings held on Mondays highlight the students who have received 100% attendance and 0 late marks. These students will receive a raffle entry for a £5 lifestyle voucher





**Half Termly rewards** - Each Half-term 100% attendance postcards are given to students based on the attendance for that half term.

**Termly rewards** - Students receive a badge and certificate during a celebration event for their term attendance which can be pinned to their tie.



# BASILDON ACADEMIES WORD OF THE DAY

13<sup>th</sup> - 17<sup>th</sup> April 2026

Monday:	<b>Exhilarated (adjective)</b> ke itumetse in Tswana – filled with lively delight. <i>Students felt exhilarated to see friends after Easter.</i>	
Tuesday:	<b>Sagaciously (adverb)</b> bilgece in Turkish – showing wise judgement. <i>She sagaciously avoided distractions before the test.</i>	
Wednesday:	<b>Assuage (verb)</b> заспокоєння in Ukrainian – to make an unpleasant feeling less intense. <i>He tried to assuage his nerves before speaking.</i>	
Thursday:	<b>Fervent (adjective)</b> پر جوش in Urdu – having or displaying passionate intensity. <i>The fervent crowd sang with pride at the match.</i>	
Friday:	<b>Eminence (noun)</b> yuksaklik in Uzbek – fame or recognised superiority. <i>The writer rose to eminence after her award.</i>	

## Job of the Week: Professional Driver

### What does a Professional Driver do?

A Professional Driver transports goods or passengers safely and efficiently. They may drive lorries, buses, taxis, delivery vans, or private hire vehicles depending on their role.

#### Key Responsibilities

- Driving safely and following road laws
- Delivering goods or transporting passengers
- Planning routes and meeting schedules
- Checking and maintaining vehicles
- Completing delivery paperwork or logs
- Providing good customer service

#### Labour Market Information

- +0.1% 1,160 jobs
- +7.1% in your region of East of England, an increase of 8,251 jobs

### What Qualifications do you need to do this job?

#### Typical Entry Requirements:

- Full UK Driving Licence
- Category C or C+E licence (for lorry drivers) Driver CPC (Certificate of Professional Competence)
- Good concentration and awareness
- Time management skills
- Customer service skills

### Let's Talk Money

UK annual median:  
£26,783



The school is determined that all pupils can access the curriculum. All pupils in key stage 4 now study French. The school offers pupils a wide range of vocational courses as well as GCSE and A-level qualifications. Pupils are prepared well for the next stage of their education or employment.





Essex County Council  
Special Educational Needs  
and Disabilities

# The Essex Local Offer website

provides information about help available to children and young people (aged 0 to 25) with Special Educational Needs and Disabilities (SEND).

You can also find information on:

- support, groups and activities
- help with learning
- advice for young people
- health and wellbeing
- housing and employment
- financial support

Visit [www.send.essex.gov.uk](http://www.send.essex.gov.uk) for more information and to sign up to our newsletter

