



Kings Langley School News

Issue 17

A note from the Principal Assistant Headteacher—Mr Shaw

Attendance and Punctuality

The percentage figure your child has for attendance can be misleading in that ordinarily in a lot of areas of life a percentage of 90% looks good. However with an attendance of 90% attendance is actually poor:

90% attendance = half a day of school missed every week

90% attendance = 4 weeks of lessons missed in a year

90% attendance = 19 school days missed in a year

90% attendance = half a year of school missed between Years 7 and 11.

I am sure that you are all aware of the importance of attendance at school. It is central to raising standards and to ensuring that children fulfil their potential. Missing days at school and even lessons leaves children vulnerable to falling behind. It is a fact that children with poor attendance achieve less both at school and therefore less in later life.

School Events

Tuesday 18th February -
KS4 & 5 Geography tour to Sicily returns

Return to School

Monday 24th February -
8.40am

Thursday 27th February -
GCSE Drama Rehearsal all day (Hall)

Y11 Drama showcase
performance 3.15pm - 7pm

KINGS
LANGLEY
SCHOOL

It is a legal duty for parents to ensure that their children attend school regularly and that they are punctual to school. Please read the attendance ladder overleaf which illustrates the importance between attendance and achievement.

At Kings Langley School students with attendance of 95% or higher were **17 percentage points more likely to achieve 9-5 grades in English and maths** than students with attendance between 90% and 95% (equivalent to ½ -1 day off school every fortnight).

At Kings Langley School students with attendance of 95% or higher achieved on average **almost one grade higher per subject** than students with attendance between 90% and 95% (equivalent to ½ -1 day off school every fortnight)

Therefore students should have an attendance of at least 95% for their attendance to be reported as good to the Local Authority.

Many thanks for your support

Call for Fundraisers

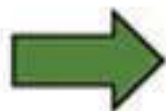
Our Governors are looking for a parent or local resident to assist them design a new fundraising strategy for the school. If you have relevant fundraising experience, or know anyone who does, please get in touch via the email below:

Michaelsa@kls.herts.sch.uk

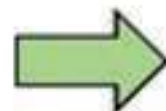


**MORE TIME IN SCHOOL =
MORE TIME TO LEARN!**

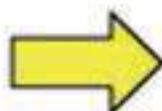
4 SCHOOL DAYS
OFF EACH YEAR



7 SCHOOL DAYS
OFF EACH YEAR



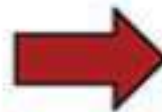
9 SCHOOL DAYS
OFF EACH YEAR



11 SCHOOL DAYS
OFF EACH YEAR



19 SCHOOL DAYS
OFF EACH YEAR



2 MONTHS
OFF EACH YEAR



Nationally, only 35% of students who miss between 10% - 20% of school go on to achieve 5 GCSEs at grade 9 to 4 (A* - C)





Recognition

Being noticed for doing something positive or achieving something

Students of the Week w/c 10th February

Drama	Sophie 8D
Well done for all her hard work and preparation for her practical assessment.	
English	Teagan 8C
Consistently high focus and effort during studies of Frankenstein and Pig Heart Boy.	
Politics	Esme & Frankie 12BRY
For memorising their entire Oracy presentation on the 2015 General Election. Their presentation included specific statistics for voting behaviour, outcomes and turnout, all of which they were able to speak about from memory, without any prompts whatsoever! Tremendous effort!	
History	Sybella 12ANE
For producing and delivering a wonderfully detailed presentation as part of Oracy week for History Paper two.	
Maths	Heidi 11G
Excellent GCSE Maths Mock result!	
PE	Jake 7A
Excelling in all areas of PE and showing fantastic effort and attitude towards learning.	
Library	Luke 7P
Seizing the opportunity to join the Library team, and then getting to grips with our systems in a short period of time.	
Modern Foreign Languages	Joshua 8G
He is an excellent member of MFL club, always working diligently and, as a result, scoring highly. He is also a conscientious member of 8G and deserves recognition.	
Philosophy, Religion, Ethics	Greta 11A
Brilliant effort and an outstanding grade in the GCSE trial exam. Well done!	
Science	Bobby 10D
Demonstrates excellent engagement in lessons and a very good attitude. Remarkable dedication in the subject, completing past exam questions independently.	

Drama News

As part of their devising workshops, Year 9 Drama have been responding to a stimulus called *Shoes on the Danube Bank* which is a memorial in Budapest, Hungary. The memorial was created to remember the Jewish people who were killed by a fascist group called the Arrow Cross during World War II. The victims were forced to take off their shoes before being shot into the river. The memorial consists of 60 pairs of iron shoes placed along the riverbank, symbolising the people who lost their lives.

Year 9 have looked at images of the memorial and written their own monologue inspired by the image and the story behind it.

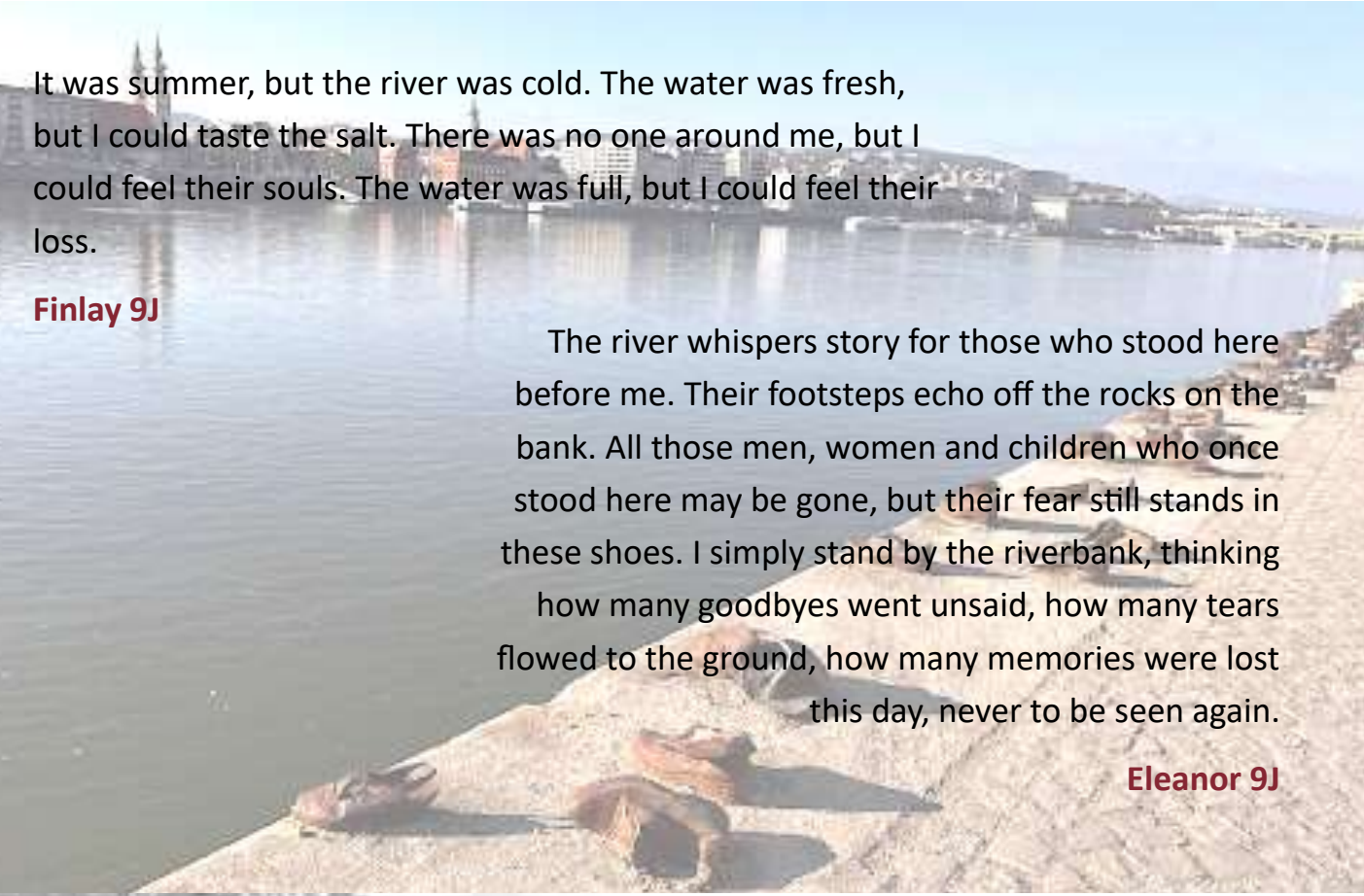
I see a clear blue river, the cold stone paved to the riverbank, sunny skies above, shining on the rushing, rusting iron shoes. The shoes are laid out in a melancholy array stretching across the edge of the river. Sometimes I think about the people of Germany. And what they had to suffer for their ideology of one evil character.

Callum 9T

I stand here gazing at the worn out shoes and I wonder if the souls of the victims are still standing there thinking about their past life. Traumatized people walking by, thinking about the poor victims that lost their lives. The river whispers stories of those who stood here before any of us were born. The shoes show history, remembrance, fear and darkness of the cold goodbyes as the victims left for us. I closed my eyes and hear the echoes of the past shadows. But we sit here in silence to remember the names that every shoe has. I can just feel and taste their fear of the ghost like shoes walking into the horizon.

Archie 9T



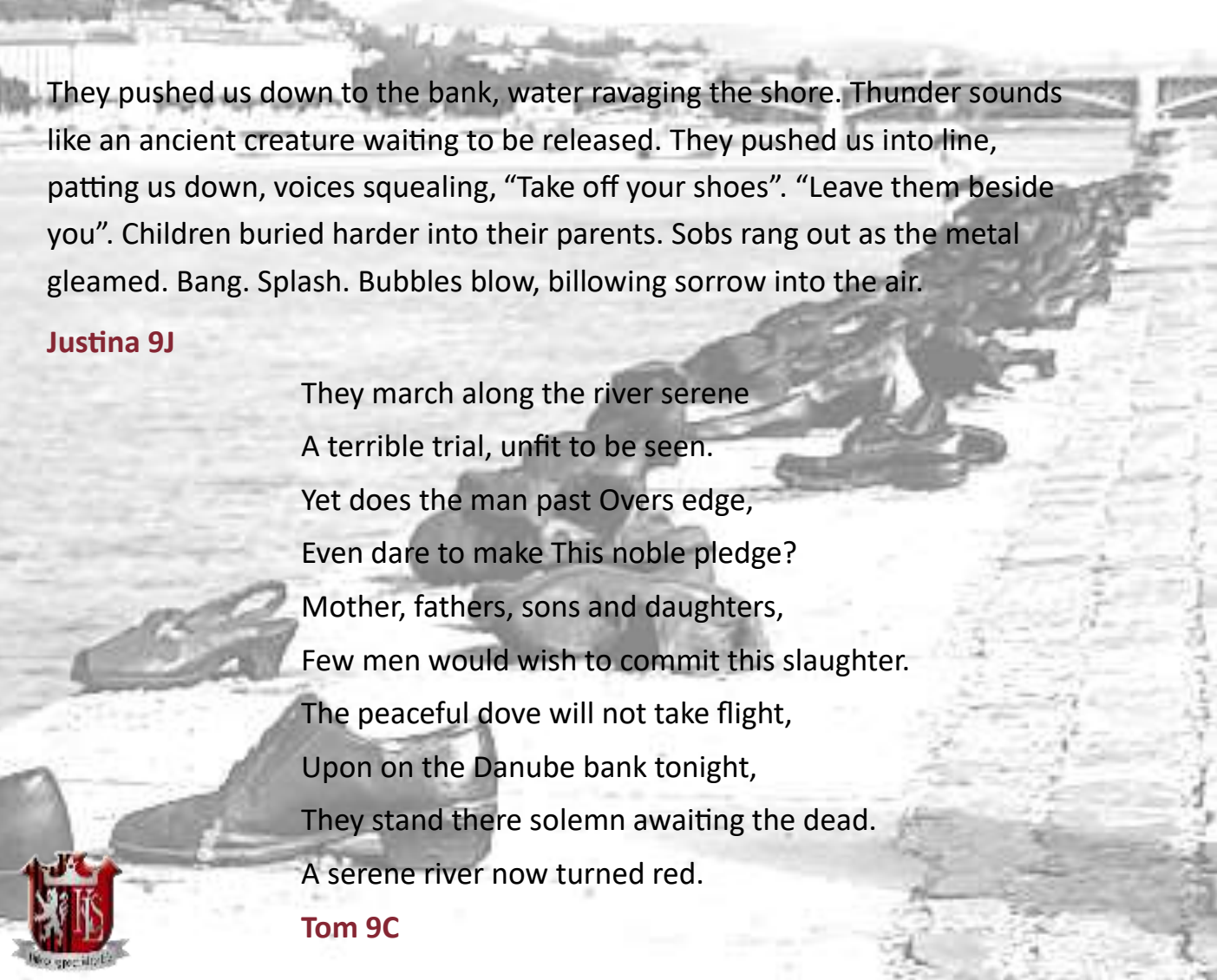


It was summer, but the river was cold. The water was fresh, but I could taste the salt. There was no one around me, but I could feel their souls. The water was full, but I could feel their loss.

Finlay 9J

The river whispers story for those who stood here before me. Their footsteps echo off the rocks on the bank. All those men, women and children who once stood here may be gone, but their fear still stands in these shoes. I simply stand by the riverbank, thinking how many goodbyes went unsaid, how many tears flowed to the ground, how many memories were lost this day, never to be seen again.

Eleanor 9J



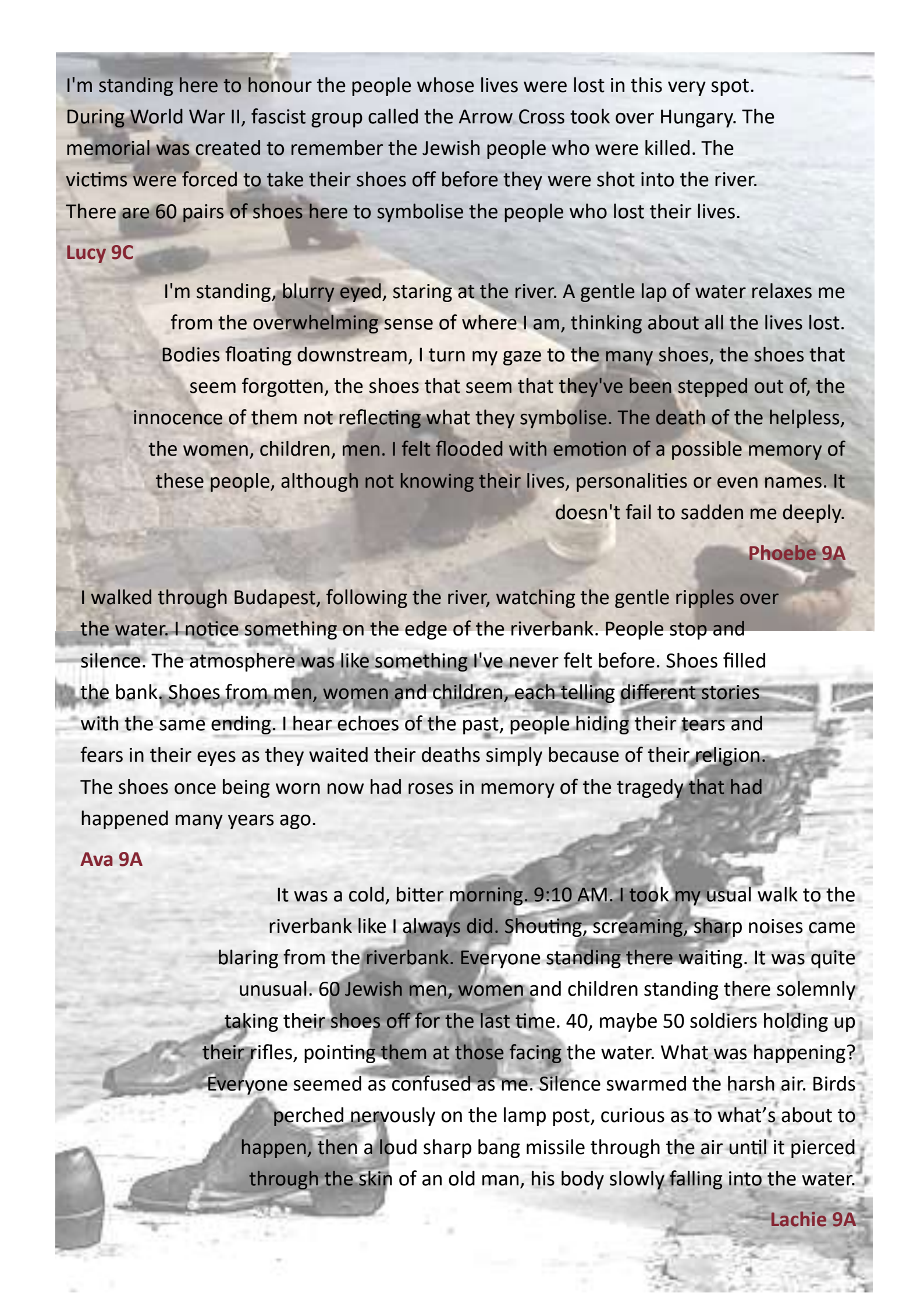
They pushed us down to the bank, water ravaging the shore. Thunder sounds like an ancient creature waiting to be released. They pushed us into line, patting us down, voices squealing, "Take off your shoes". "Leave them beside you". Children buried harder into their parents. Sobs rang out as the metal gleamed. Bang. Splash. Bubbles blow, billowing sorrow into the air.

Justina 9J

They march along the river serene
A terrible trial, unfit to be seen.
Yet does the man past Overs edge,
Even dare to make This noble pledge?
Mother, fathers, sons and daughters,
Few men would wish to commit this slaughter.
The peaceful dove will not take flight,
Upon on the Danube bank tonight,
They stand there solemn awaiting the dead.
A serene river now turned red.

Tom 9C





I'm standing here to honour the people whose lives were lost in this very spot. During World War II, fascist group called the Arrow Cross took over Hungary. The memorial was created to remember the Jewish people who were killed. The victims were forced to take their shoes off before they were shot into the river. There are 60 pairs of shoes here to symbolise the people who lost their lives.

Lucy 9C

I'm standing, blurry eyed, staring at the river. A gentle lap of water relaxes me from the overwhelming sense of where I am, thinking about all the lives lost. Bodies floating downstream, I turn my gaze to the many shoes, the shoes that seem forgotten, the shoes that seem that they've been stepped out of, the innocence of them not reflecting what they symbolise. The death of the helpless, the women, children, men. I felt flooded with emotion of a possible memory of these people, although not knowing their lives, personalities or even names. It doesn't fail to sadden me deeply.

Phoebe 9A

I walked through Budapest, following the river, watching the gentle ripples over the water. I notice something on the edge of the riverbank. People stop and silence. The atmosphere was like something I've never felt before. Shoes filled the bank. Shoes from men, women and children, each telling different stories with the same ending. I hear echoes of the past, people hiding their tears and fears in their eyes as they waited their deaths simply because of their religion. The shoes once being worn now had roses in memory of the tragedy that had happened many years ago.

Ava 9A

It was a cold, bitter morning. 9:10 AM. I took my usual walk to the riverbank like I always did. Shouting, screaming, sharp noises came blaring from the riverbank. Everyone standing there waiting. It was quite unusual. 60 Jewish men, women and children standing there solemnly taking their shoes off for the last time. 40, maybe 50 soldiers holding up their rifles, pointing them at those facing the water. What was happening? Everyone seemed as confused as me. Silence swarmed the harsh air. Birds perched nervously on the lamp post, curious as to what's about to happen, then a loud sharp bang missile through the air until it pierced through the skin of an old man, his body slowly falling into the water.

Lachie 9A

Science News

ROCKS FROM SPACE!

Last week the Science Department welcomed a very special loan from the Science and Technology Facilities Council (STFC). A consignment of meteorites and Lunar samples made their way to Kings Langley School! Our Year 9s have just commenced their 'Earth and Space' topic and were excited to see some rocks that originated thousands and thousands of miles away in the asteroid belt, between Mars and Jupiter.

During one special lesson, some of the Year 9 classes were able to view Lunar samples (loaned to the STFC from NASA) and discuss the evidence for and against the moon landings. Students were taught the importance of conducting research and finding evidence, enabling them to make informed decisions about what they may be exposed to in the media.

THE APOLLO LUNAR DISK

The soil and rock samples in this disk were returned to the Earth from the Moon during the Apollo missions in the late 1960s and early 1970s.

Collecting the Samples: In this image, Apollo 15 astronaut James B. Irwin collects rock samples from the Moon.

MARE SOIL
Apollo 17, 1972

The Mares are the dark regions that you can sometimes make out on the Moon. This soil was produced by meteorites hitting basalt rocks (like the one in this disk) and breaking it into many smaller pieces. Some of the rock is even melted into glass!

HIGHLAND SOIL
Apollo 15, 1971

The fragments that make up this soil are from the breakup of highlands rocks by meteorites. The rocks in the highlands of the Moon are much older than those in the mare. The soil is made up of particles of rocks, of broken mineral grains, and of glasses melted from rocks and minerals by the impacts of meteorites on the Moon's surface.

ANORTHOSITE
Apollo 16, 1972

This white rock is composed almost entirely of crystals of one mineral, feldspar. Rocks like this make up much of the Highlands of the Moon, where feldspar produces the light colour.

BRECCIA
Apollo 15, 1971

This rock is made of fragments of other rocks that were broken by collisions of meteorites with the Moon. The fragments were heated by the collisions that broke them apart, so that sharp edges melted and stuck to other grains to form a new rock, composed entirely of broken rocks and smaller mineral grains, called a breccia.

BASALT Apollo 15, 1971

This is the dark rock that makes up the Mare of the Moon. Produced by cooling magma, it flowed into the lower lying land of the Moon, produce the dark 'seas' you can make out on the Moon.

ORANGE SOIL
Apollo 17, 1972

This strange soil is a mixture of dark red and black balls, and broken pieces of them. This soil was made 3.5 billion years ago from sprays of lava blown out of a volcano which cooled and formed glass balls.

Above: The soil and rock samples bought back from the Apollo missions.





In a second lessons, students were able to use their science knowledge and skills to identify which, out of a sample of rocks, were meteorites, impactites or Earth rocks. They had to investigate the properties of that rock, such as its appearance, density and magnetism to identify the type of rock they were presented with.

This photo (left) shows a student using a hand lens to investigate the appearance of a meteorite found in the Sahara Desert.



In this photograph (left), students are using a magnaprobe to check whether or not the rock is magnetic. Meteorites contain iron, so they are magnetic, whereas Earth rocks are not.

Because space rocks contain iron, they can rust when they come into contact with water.

To calculate the density of the rock, students needed to measure the mass and volume of the rock. They used a balance to find the mass, but as they could not get the rocks wet, they had to make a plasticine model of the rock in order to find the volume. To find the volume of irregular shaped objects like rocks, students have to place the object, in this case the plasticine model, into water and

measure how much water is displaced. To do this, they used apparatus called a 'displacement can' (sometimes also called a 'eureka' can, after what Archimedes supposedly yelled in the 1st century B.C., when he realised he could use displacement to find out whether the King's crown was real gold or not!)



The photo right shows the two bigger samples, a large, dense iron meteorite found in Argentina and a basalt Earth rock (with its plasticine model)



This photograph (left) shows a student using a displacement can to measure the volume of his plasticine model.



It was a privilege to be able to view and handle these samples, a reminder of how far science and technology has taken us and we hope the students enjoyed the experience.

Many thanks to the STFC for the loan.

Mrs Bloomfield, Deputy Learning Area Leader of Science



Netball News

29/01/2025

9A 'v' Ashlyns A District Cup Semi-final

A very hard game against a strong Ashlyn's team. KLS fought hard but unfortunately were unable to catch Ashlyn's as they go through to the finals. Well done to the KLS year 9 team who made it to the final 4 of the District Cup. A great demonstration of Stickability, Empathy and Self-Regulation.

Oppositions' Player: Abi 9P

Player's Player: Millie 9G

Manager's Player: Emily 9A

10A 'v' Ashlyns A District Cup Semi-final.

A strong Ashlyns' team dominated play, but the KLS team never stopped working to the end and showed grit and fought for every ball. Some lovely netball which the KLS team should be proud of and some excellent sportsmanship. Unfortunately, that is the end of the KLS Cup journey, but we are very proud that you reached the final 4!

Oppositions' Player: Mia 10D

Player's Player: Millie 10P

Manager's Player: Sophie 10D

05/02/2025

9A 'v' Astley Cooper 14-12 win

Oppositions' Player: Abie 9P

Manager's Player: Millie 9G



11/02/2025

7A 'v' Tring A District Cup Semi-Final Loss

A strong Tring team held the lead throughout. KLS battled hard and had a great third quarter but sadly were not able to close the score line. Many thanks to all the parents and family members that came and supported the girls, it was great to see the netball community come together. KLS can hold their heads high, the opposition teacher commented on the strength of players and quality of game play.



A team to watch for the future! We are proud of you. What an achievement to get to the semi-finals in your first season at KLS!

Oppositions' Player: Ella 7C

Player's Player: Maisie 7G

Manager's Player: Tilly 7J

8B 'v' Tring B 5-1 Loss

Oppositions' Player: Mia 8D

Player's Player: Senna 8C

Manager's Player: Verity 8C



Upcoming Fixtures:

12/02/2025

8A & 10A 'v' Laureate District League (Home)

11A 'v' TringA District Cup Semi-finals (Home)

25/02/2025

10A 'v' Abbots Hill District League (Away)



TOOLED UP[®]

BECAUSE EVIDENCE MATTERS

Two things we love at Tooled Up are smashing stereotypes and encouraging children to be curious!

This week's **International Day of Women and Girls in Science** celebrates the pioneering work of women in fields as diverse as biology, engineering, space travel, exploration and quantum physics! It's also a day designed to promote STEM careers to girls and young women from all backgrounds.

Tooled Up has plenty of resources to help bring science to life for all children.

Ella Podmore is a senior materials engineer at McLaren Automotive. Listen to this informative podcast on her career in STEM and why she finds inspiring girls to follow in her footsteps is so important.

Research suggests that **disparities in STEM achievement** may begin in **Early Years** as boys and girls receive differing messages about science. Find out more and **hear tips on fostering scientific curiosity in all young children** in Dr Sona Kumar's podcast on Helping Girls Feel a Sense of Belonging in STEM.

For all children, our resource Celebrating Science: Books to Inspire Children of All Ages is packed with accessible, fascinating titles that **encourage knowledge and enthusiasm about the world of science**, from looking inside the human body to learning the function of the elements that make up our universe.

Tooled Up has also collated a list of Podcasts and TED Talks to Inspire Girls and boys to discover the world of science.





STEM Challenge

This week's challenge:

What never asks a question but gets answered all the time?

Answer next week

Last week's answer

A man decided to run for 3 kilometres. However even after finishing the run he was still in the same spot why?

Answer: On a treadmill in a gym



**YOUR
SCHOOL
LOTTERY**

This week's jackpot winning number was:

572212

One of our supporters won £30.00 in the draw!

If you haven't signed up yet visit our lottery here - [https://
www.yourschoollottery.co.uk/lottery/school/kings-langley-secondary-
school](https://www.yourschoollottery.co.uk/lottery/school/kings-langley-secondary-school)



**SINGLE FARE CAP CHANGES WITH
EFFECT FROM 1 JANUARY 2025**

As a way of an update, I wanted to make you aware that £2.00 single fare cap ended on 31 December 2024, with the new single fare cap of £3.00 effective from 1 January 2025.

STUDENT AND CHILD DIRECT DEBIT TICKETS

With the increase in the single fare cap from £2.00 to £3.00, the Student and Child Direct Debit tickets that are available to you, may be a more cost effective way to pay for travel.

Monthly student tickets (6th form upwards) cost £2.58 day or less and, monthly child tickets (up to the end of Year 11) cost £2.08 day or less depending on the travel zone selected.

Tickets can be accessed via www.arrivabus.co.uk/monthlytickets or, via the QR code below

- Scroll down and click on + next to Herts and Essex
- Then scroll down and click on 'Click here to arrange your Direct debit'
- This will then take you to the sign up pages to set up your arrangement



If you do have any questions, please contact talktous@arriva.co.uk

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www.arriva.co.uk



Have your say to make cycling and walking in Dacorum better for all...



A consultation on the Local Cycling and Walking Infrastructure Plan is now open until 11.59pm on Sunday 23 March 2025.

To take part in the consultation online, and for more information, please go to:
www.hertfordshire.gov.uk/DacorumLCWIP

