

# BETHS VIP

Excellence - Community - Respect - Nurture

## MESSAGE FROM THE HEADTEACHER

Dear Parents, Carers,

Happy New Year! I hope you have had a good Christmas break and managed to take time for yourselves. Our first week back and for some, it will feel like the break was a long time ago!

This is a short term (4 weeks to go) and there will be lots to get through during this time, it is especially important for those in exam groups to really push themselves, utilise the resources available to them to get the grades they deserve in the summer.

We start the New Year off with some positive news reported in the local media this week. You may be aware of the Progress 8 score, which is a score showing how much progress pupils at a school have made between the end of key stage two and the end of key stage four, compared to pupils across England who got similar results at the end of key stage two. Beths Grammar came joint 2nd with Bexley Grammar School with a positive Progress 8 score of 0.62. A copy of the article can be found here

<https://www.newsshopper.co.uk/news/24020011.best-worst-secondary-schools-bexley-named-government/>. I would like to praise my staff and scholars for their hard work and determination to succeed.



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I would like to remind you of some school processes, which can easily get forgotten in our busy lives:

### **Student Absence**

If your scholar is absent due to illness or medical appointments, please can you email or leave a message for the relevant Attendance Officer with details of the absence. Medical appointments should have evidence provided (appointment letter, screen shot of appointment etc.)

KS3-4 = [Attendance@beths.bexley.sch.uk](mailto:Attendance@beths.bexley.sch.uk)

KS5 = [6Attendance@beths.bexley.sch.uk](mailto:6Attendance@beths.bexley.sch.uk)

Absences should be reported each day. The school does not operate a 48 hour policy following a sickness absence. If your child has not been sick for 12 hours following the time they were sick, then they will be able to attend school.

Absences during term time should be avoided where possible. Any requests should be emailed to the Headteacher via [HeadsPA@beths.bexley.sch.uk](mailto:HeadsPA@beths.bexley.sch.uk)

### **Student Lanyards**

These are part of the school uniform and essential to our Health & Safety and Safeguarding policies. Please remind your child to wear them, signing in and out on the schools Inventory system.

### **Vaping**

A reminder to our scholars that vaping is not permitted on school premises. There is a legal age limit with this and if a scholar is found vaping or has one on their person, they will be excluded in line with our Behaviour Policy.



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## **Unwanted Weather!**

This time of year, we constantly hear threats of snow and with how the temperature has dropped this week, there could be a possibility of this happening! Bearing this in mind, we thought it helpful to remind you of the school's procedures.

In the unlikely event that the school is closed due to adverse conditions we will make every effort to make information available to staff, students and parents by 6.30am. However, it may not always be possible to make the decision by this time, so we would ask for you to be understanding. A decision will be made by 7am. If the school is open, parents, staff and students will be advised of the start time. If the school is closed, lessons will revert to online learning at home.

This information will be available on the following websites:

School website [www.beths.bexley.sch.uk](http://www.beths.bexley.sch.uk). A 'yellow sticky' will appear on the front page of our site clarifying whether we are open or shut.

Bexley's School OpenCheck website

<http://map.lgfl.org.uk/opencheck/default.aspx?la=303>

Parents without internet access can phone 020 8408 7508 and enter the school's DfE number, 3035403, to get the same information.



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### **Dates for your diary:**

15th January – Year 10 talk from TfL

16th January – Year 9 talk from TfL.

Year 11 Parents Evening bookings open @ 7pm

17th January – Year 10 in person Work Experience Launch

18th January – Year 10 Andulsia trip Parents Information Evening @ 6pm

19th January – Year 8 & Year 11 reports sent home

23rd January – Year 11 Parents Evening bookings closes @ 7pm

24th January – Year 9 DTP/Men ACWY vaccination

25th January – Year 11 Parents Evening 16:30-19:30

27-28th January – CRY on-site testing

29th January – Year 13 Trial Exams commence

31st January – Year 10 Andalusia Trip goes off

1st February – Year 8 Parents Evening in Person

2nd February – Year 12 reports sent home

8th February – Year 10 RSE Drop Down Day

9th February – Year 13 Trial Exams end

Have a lovely weekend.

Richard Blyghton



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# YEAR 10 JUNIOR PREFECTS

A massive congratulations to our new Year 10 Junior Prefects. This is a wonderful opportunity for our students to take on leadership roles, and develop many skills. We hope you enjoy your time as Prefects, and continue to be a shining example to many.



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# COMPUTING NEWSLETTER

The latest edition of CS Uncovered a newsletter written by our Computing society students is now available to be viewed on our website. This issue includes articles about smart cities, predicting stock prices and much much more!

[https://www.beths.bexley.sch.uk/page/?](https://www.beths.bexley.sch.uk/page/?title=CS+Uncovered%2D+Computing+newsletter&pid=413)

[title=CS+Uncovered%2D+Computing+newsletter&pid=413](https://www.beths.bexley.sch.uk/page/?title=CS+Uncovered%2D+Computing+newsletter&pid=413)

**CS Uncovered**  
Our feature article:

The Art of  
**COMPILER CONSTRUCTION**

and also  
Advanced Data Structures | Puzzles | Insight into smart cities | History of Linux | and more..

**SMART CITIES and how they use technology**  
Floralba Nasto

'Smart city' is a term used for a city which uses information and communication technology (ICT) to improve operational efficiency, share information with the public and provide a better quality of government service and citizen welfare. This is done by effectively utilising a variety of software, user interfaces and communication networks such as the Internet of Things (IoT), to expand their reach and connectivity.

**How Smart Cities Work**  
Smart cities follow four steps to improve the quality of life and enable economic growth through a network of connected IoT devices and other technologies. These steps are as follows:

1. **Collection:** smart sensors gather real-time data
2. **Analysis:** The data is analysed to gain insights into the operation of city services and operations
3. **Communication:** The results of the data analysis are communicated to decision makers
4. **Action:** Action is taken to improve operations, manage assets and im-

prove the quality of city life for the residents

**The Internet Of Things and Smart Cities**  
It wasn't long ago when the only way to access the internet was through a desktop computer, but now pretty much anything can connect to the internet - including from your mobile phone, car, fridge and on-street sensors. This is the Internet of things (IoT).

The internet of Things is a network of connected devices that communicate and exchange data. This data collected from these devices is stored in the cloud or on servers to allow for improvements to be made to both public and private sector in the city.

However, despite the fact that IoT is one of the key factors of a smart city, other technologies might include:

- Application Programming Interfaces (APIs)
- Artificial Intelligence (AI)
- Cloud Computing Services
- Dashboards
- Machine Learning
- Machine-to-Machine Communications
- Mesh Networks

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**PREDICTING STOCK PRICES with Long Short-Term Memory**  
Thanish Senthil

Did you know you can leverage the use of computers to make predictions of the future? As astonishing as it sounds, it is possible with the use of Machine Learning algorithms, which make predictions by finding on patterns across huge amounts of data, but it doesn't mean it is always accurate. In this article we will be exploring a Machine Learning model called Long Short-Term Memory (LSTM) and its applications for predicting the future prices of a stock.

**What are Long Short-Term Memory and Recurrent Neural Networks?**

Long Short-Term Memory is a type of Recurrent Neural Network (RNN). An RNN is designed to process sequential data - data that has a chronological relationship - such that points in the dataset are dependent on other points in the dataset. Examples of Sequential Data

include Time Series, where data is collected at regular time intervals (Stock Price data is what we will be using for the Time Series data), Natural Language Text and much more. An RNN remembers previous time steps and uses that to make predictions.

Imagine you are trying to predict the next word in a sentence. If you look at the previous words, you will have a better idea of what the next word is likely to be. This is simply how RNNs work, they use an internal memory to process sequences and use those to make a prediction. These features are not present for a classic neural network such as a feedforward neural network.

**Why is LSTM used instead though?**  
As previously stated, LSTMs are a type of RNN, but the internal memory used in a LSTM network allows them to store long-term dependencies in the data. The memory cells consist of gates which are the input gate, forget gate and output gate and they regulate the flow of data, and they are used to determine whether data should be retained or forgotten. This is why Long Short-Term Memory networks are used instead of Recurrent Neural Networks for Stock Price Prediction.

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# SIXTH FORM BUILDING UPDATE

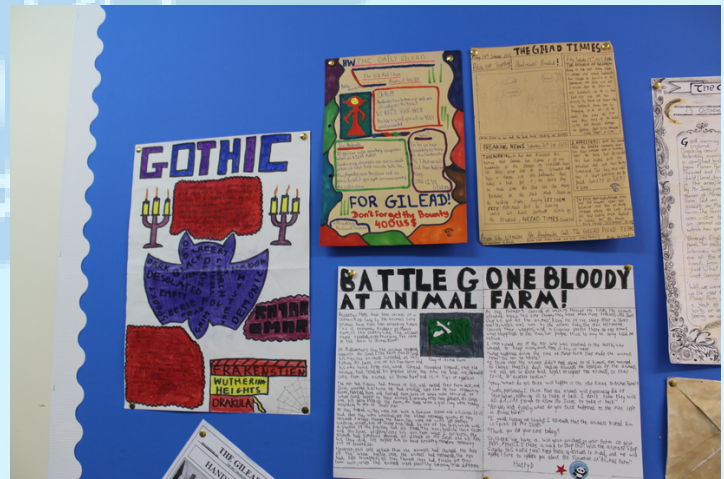
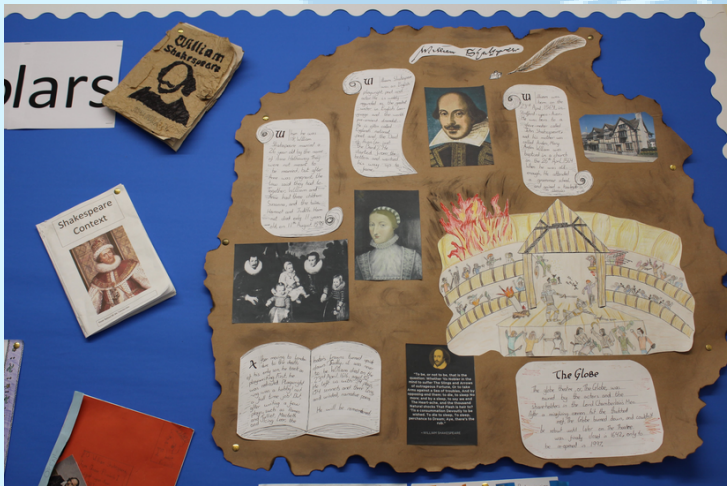
Update on our new Sixth Form building as the works progressed over Christmas!





# ENGLISH DEPARTMENT

Our English department have a fantastic English Super Scholars display. This is a wonderful opportunity for students across year groups to display their work for the rest of the school to see!



# FIXTURES AND RESULTS

## Fixtures for week commencing 15th January.

FOOTBALL					
Date	Competition	Team	Opposition	Venue	
15.01.24	North Kent	U16A	V Wilmington Grammar	Away	2:30pm
17.01.24	Kent League	1 <sup>st</sup> XI	V Bexley Grammar	Home	2pm
17.01.24	Kent League	2 <sup>nd</sup> XI	V Farringtons School	Away	2pm
18.01.24	North Kent	U14A	V Bexley Grammar	Away	2:30pm
19.01.24	North Kent	U15A	V Hurstmere	Away	2pm

BASKETBALL					
Date	Competition	Team	Opposition	Venue	
15.01.24	Kent Cup	U18A	V Northfleet technology college	Home	3:30pm
16.01.24	Kent Cup	U12A	V Trinity	Home	4pm
17.01.24	Kent Cup	U18A	V Hayes	Home	2pm

RUGBY					
Date	Competition	Team	Opposition	Venue	
16.01.24	Friendly	U14A	V Dartford Grammar	Home	2:15pm
19.01.24	Friendly	U12A	V Dartford Grammar	Home	2:15pm
19.01.24	Friendly	U12B	V Dartford Grammar	Home	2:15pm

\*Please note that some matches may be cancelled/postponed and therefore we ask you to keep an eye on the SOCS website.

Beths Grammar School | Sports Home ([bethssport.co.uk](http://bethssport.co.uk)).

If you have any questions, please email us at [fixtures@beths.bexley.sch.uk](mailto:fixtures@beths.bexley.sch.uk)



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# KEEPING YOUR CHILD SAFE ONLINE

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [nationalcollege.com](https://nationalcollege.com) for further guides, hints and tips for adults.

## What Children & Young People Need to Know about

# FREE VS HATE SPEECH

Everyone in the UK has the right of "freedom of expression". That's the right to voice your opinions and share information and ideas with others. It's *not* the right to say whatever you want without regard for others' feelings and values. We all have a responsibility to use this right properly: being respectful and inclusive to those around us, rather than making offensive and threatening remarks. That's called 'hate speech' and knowing the difference is incredibly important.

Free speech is a person's legal right to share information, opinions and ideas without fear of retaliation, censorship or legal consequences. This freedom of expression is recognised in international human rights legislation, and here's what it does for us in our day-to-day lives ...

The Human Rights Act 1988 states that everyone has the right to express themselves freely – even if their views are unpopular and might offend others.

Freedom of expression encourages listening to others and allowing opposing views to be heard. It's important to respect someone's opinion, even if we disagree with it. Free speech lets us engage in meaningful discussions with people who feel differently.

Any concept could potentially offend someone. Galileo's theories were incredibly offensive to many at the time, while not everyone agrees with Darwin, even today. A frequent exchange of ideas is vitally important for a healthy society.

Free speech allows us to engage people we disagree with in a debate. The ability to challenge others' views is healthy – while having ours challenged helps us learn how to deal with criticism and think deeply about what we say and believe.

Freedom of expression includes the right *not* to do something, like not standing up for – or singing – the national anthem. Even though some people would find that offensive, it isn't illegal. By law, nobody can force you to say anything you don't want to.

Free speech is a powerful tool for change, justice and reform. Many modern UK rights – such as women being allowed to vote, decent working conditions or same-sex marriage – couldn't have been achieved without it.

Hate speech refers to any communication – like talking, texting or posting online – that negatively targets a group or an individual because they are perceived to be different in some way. Demonising and dehumanising statements, threats, identity-based insults, offensive name-calling and slurs would all count as hate speech. Here are some common forms it takes...

Targeting people or groups because of a protected characteristic – like race, gender identity, sexuality, nationality, religion or a disability – and verbally abusing them with slurs and name-calling. The Equality Act 2010 has more information on this.

Content that dehumanises people based on the same characteristics: referring to them as if they were animals, objects or other non-human entities, for example. Separating the target from other human beings is usually an attempt to justify the speaker's bigotry.

Calling for violence or hatred against certain people or groups and justifying and glorifying those actions. Suggesting that a certain group should be removed from society could be seen as a call to arms, for example – potentially putting people from that group in danger.

Claiming that specific types of people are physically, mentally or morally inferior (or even that they are criminals) to encourage others to view them in the same way. This kind of thinking is always incorrect – but can be incredibly harmful to the group in question.

Spreading damaging misinformation about a person or group that the speaker views as "different" – essentially, trying to turn others against them by lying. Someone might claim that a recent tragedy is the fault of this entire group, when this is simply not possible.

Promoting the segregation of certain groups, or discrimination against them, because of who they are. This has been illegal in the UK for a long time – but some people still try to promote the exclusion of others, which can cause a huge amount of distress.

### Meet Our Expert

The Global Equality Collective is an online community for homes, schools and businesses, a collective of hundreds of subject matter experts in diversity, equality and inclusion, and the organisation behind the GEC app, the world's first app for diversity, equality and inclusion.

GLOBAL  
EQUALITY  
COLLECTIVE

Source: <https://www.legislation.gov.uk/ukpga/2010/15/contents>  
<https://www.legislation.gov.uk/ukpga/1998/42/schedule/1a/text/1/everyone%20has%20the%20right%20to%20freedom%20of%20expression>

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#WakeUpWednesday



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'sensitive' nature): [HeadsPA@beths.bexley.sch.uk](mailto:HeadsPA@beths.bexley.sch.uk)**

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