

Coombeshead Academy Newsletter



March 2021

Chaise Kendall

Thank you for your support this half term. We have received so many emails wishing us well and thanking us for the remote learning during the lockdown. Please can I return the good wishes and thank you for all your hard work with home schooling. The students were fantastic during the lockdown period and their engagement with lessons was excellent. We are so proud of each and every one of them for their commitment to online learning.

The return to school has gone well and the students have settled back into the old, and some new routines with ease. The ups and downs of the last year have shown me again how resilient young people are and how they handle the challenges they face with grit and determination. While I will never undermine the impact of COVID19 on the current school age generation there is no doubt that our young people have a spirit and optimism that will enable them to move forward.

As we close down this term we look forward to a summer term with some degree of normality. We will begin to open up our enrichment programme again in sport and the arts. Please look out for our summer programme and encourage your children to take part.

The two photographs are from our 'Lockdown Photography Competition.' There are more examples of the fantastic work produced inside this newsletter. Well done to everyone who sent in some wonderful images.

Have a peaceful and safe Easter.
Robert Coles
Headteacher



Sophy Creedy (parent)



Inspiring Excellence

FOCUS ON SAFEGUARDING

Mental Health and wellbeing information for parents/carers

As we are all aware, the impact of Covid has really shone the spotlight on mental health and wellbeing. At Coombeshead Academy we are working hard to ensure that support for our students and their families mental health is a priority. Since returning to school following lockdown, tutor times have been spent working on activities around mental health. We have recently trained 2 members of our staff to work as mental health first aiders and are working in conjunction with the University of Exeter as part of the Building Resilient Learners programme to develop a CBT approach to learning about and managing mental health. Young Minds and Kooth provide excellent support for those who may need additional support.

<https://youngminds.org.uk/>
www.kooth.com

SAFEGUARDING

Coombeshead Academy took part in the annual Safer Internet Day back in February. Even in a lockdown situation, students were encouraged to get involved and all students took part in Safer Internet Day assemblies and tutor time sessions. Students were encouraged to take part in a competition organised by Miss Ousey and were asked to get creative and design a resource to help promote safer internet practices.

Useful resources for parents include:

www.thinkuknow.co.uk – Visit the “Parent/Carer” Section and use the “Click CEOP” button to seek advice and report online abuse

www.childnet.com – Visit the ‘Know It All’ Section for an interactive guide about online safety

www.getsafeonline.org – Free up-to-date Security advice

<http://clickcleverclicksafe.direct.gov.uk> – Click Clever Click Safe Campaign

www.bbc.co.uk/online/safety

www.cybermentors.org.uk – Online support for children

CAREERS

Coombeshead Academy took part in National Careers week during the first week of March and students got involved with lots of activities that were on offer. Our Post 16 students linked in with Teign School and took part in live Q and A sessions with local employers and sessions on apprenticeships. Year 10 and 11 students took part in a live virtual session with the Army and found out about different career options to them. Whole school events included information sessions on potential careers using our Fast Tomato package, introductions to building a CV and links to live, national webinar events on topics such as developing and improving interview skills, voluntary work, and live panels with employers from across the country.

A parents guide to National Careers Week, containing lots of useful information around careers and the world of work is available on the Coombeshead Academy website. Click on ‘curriculum’ then ‘careers’.

LOCKDOWN PHOTOGRAPHY COMPETITION

Ella White



A huge thank you to all students and parents who entered our ‘Lockdown Photography Competition’. We received a fantastic selection of images for each of the weekly themes which showed real creativity, humour and a real appreciation for where we all are lucky enough to live.

Thank you for all your kind words, support and feedback and we hope you enjoyed our virtual exhibition each week throughout lockdown!

Best Wishes
The Art Dept

EVA CARUS



Lillia Miles



Lillia Miles



Lillia Miles



Sophy Creedy - parent



LOCKDOWN PHOTOGRAPHY COMPETITION

Ella White



Sophy Creedy - parent



Chaise Kendall



Chaise Kendall



Lillia Miles

RED JANUARY 2021

During lockdown, being active has been a crucial way students and teachers have been able to support their mental health. In January, year 8 worked hard to get active every day to support their own mental health. Some were sponsored to do this to raise money for their own charity choices. There were some particular students who really shone during this time. Alecia M, won a treat for her and her dog, Gemini. They did the most exercise throughout the whole of January. Also, special mention to Amelia S and Harmony H who facetime'd most days for their daily exercise. As well as this, Kye D ran over 13km and has now completed his first half marathon. Well done to all of those involved in RED January.

Lydia Lamoon - Year Team Leader - Year 8



EDUKID

We have recently been working with EDUKID on their National school's programme. Each year EDUKID fly students and teachers out to projects abroad where they can gain a better insight of the challenges faces by others, talk to children, families and teachers, and ask questions. We are really excited by the prospect of flying students out to other countries such as Uganda and Cambodia. This gives students in our school the opportunity to see what life is like for students living in poverty.

As well as this, the programme gives a voice to children living with the effects of poverty and conflict and enable them to talk about the issues as they see them. Schools can enable children living in poverty access to education for the first time through this programme. In some circumstances, teachers from other countries can come and experience education within our schools and teach some of our students. As a school, we can define the impact we would like to have with our partnership and within our own school. I am really looking forward to meeting with EDUKID to discuss opportunities for our partnership.

To find out about life stories and the impact EDUKID are already having, please visit <https://schools.edukid.org.uk/life-stories/>

Lydia Lamoon, Year Team Leader - Year 8



MATHS - SPARX



Coombeshead Academy

We are so proud of our Coombeshead Academy students who have consistently been number 1 in the country for their Sparx homework submission (in schools of over 20 students).

The Maths department at Coombeshead Academy has been using Sparx for homework now for three years. We started using Sparx classroom last year, and rolled it out for years 7, 8, 9 and 10 this academic year.

It has been wonderful to be able to set Sparx online learning during lockdown, and monitoring student engagement in this way so that they could be helped to improve. New Sparx research, "undertaken by researchers from RAND Europe and the Faculty of Education at the University of Cambridge, has found that time spent using Sparx, the socially focused learning technology company, is associated with significantly better outcomes for students and improved GCSE grades".

"The research found that time spent using Sparx is directly linked with better maths outcomes. Where Sparx is used for the recommended one hour of homework per week and students are actively working, they gain 30 percent of a predicted GCSE grade over the course of a school year. Even when students are simply spending time on the platform, watching instructional videos as well as solving set problems, they still gain almost 20 percent of a predicted GCSE grade."

If a student is struggling with their homework, and needs support finishing some questions, the following times are available:

Year 7 Monday break 2 in M3 (A) and M6(B). Monday after school in M3. Tuesday break 1 in M1.
Year 8 Monday break 2 in M3 (A) and M6 (B). Monday after school in M3. Tuesday break 1 in M1.
Year 9 Monday break 1 in M6 (A) and M4(B). Tuesday break 2 in M8 (A). Wednesday break 2 in M7 (A) and M8 (B).
Year 10 Monday break 1 in M6 (A) and M4(B). Tuesday break 2 in M8 (A). Wednesday break 2 in M7 (A) and M8 (B).
Year 11 Monday break 1 M1 (A) M6 (B). Wednesday after school in M3.

Or email their teacher or matt.james@coombesheadacademy.org.uk any time to get help on a question.

Congratulations to our Sparx Stars of the Week for 22nd March; the 10 students in each year group who have gained the most XP.

LGBTQ

Coombeshead Academy took part in gay history month during the month of February and time was spent thinking about key events in the LGBTQ community's history through discussions in PSHE lessons and at tutor times. We are going to be linking in with local group Proud2Be and following the Easter holidays we are looking to get up and running with our student led LGBTQ Focus Group. Keep an eye and an ear out for details!

Lilia Miles - Youth Parliament



This is the update on what we have been doing in youth parliament recently.

On Saturday 27th March, I along with some of the other MYP's for Devon attended a virtual conference hosted by UK Youth Parliament. Special guests from YoungMinds, The National Union of Students and Friends of the Earth, joined us at the 'Making a bigger mark' conference, highlighting the issues of mental health, free University and plastic pollution. The reason we spoke on these key issues are because they were voted as the top 3 most important issues in the 'Make your Mark' campaign 2020.

Other things that we have been doing recently are:

Monthly online meetings with Councillor McInnes, who is the Cabinet Member for Children's services and Schools for Devon, to talk about Covid restrictions and how its effected the lives of young people.

The continuing of our 'Greener Devon' campaign, with a focus on plastic pollution because that is what came up on the 'Make your Mark' results.

Virtual meeting with the 'Devon Children and Families Partnership' about the 'Make your Mark' results and what we are going to take action on.

We have been involved with the newly formed 'Devon Youth Council' which will enable un- elected young people to have the chance to have their say.

Monthly sessions with the British Youth Council, this gives us the opportunity to meet up with other member youth parliament groups.

BTEC VARIETY PERFORMANCE

Our BTEC students have worked really hard on their variety performance and Lydia has spent endless hours editing and combining it to make it what it is!! Thank you!!!

You can watch the performance through this link -

<https://drive.google.com/drive/folders/1ucxWG0bPGtxyRRc5D8mfUEcmKvFaZafj>

MFL POSTER COMPETITION



This term students in Year 7L2 and 7T2 French have been delighted to receive letters from their French penfriends, students of their age who live in Brittany. The students are really enjoying this penpal experience as it makes language learning much more real and they are forming new friendships across the English Channel. Fantastique!

STUDENT OF THE MONTH - FEBRUARY

YEAR 7

STUDENT of the MONTH
FEBRUARY 2021

ARCHIE-POOLE
SIMPSON



For making an excellent start to year 7 and putting 100% into all his online lessons.

YEAR 8

STUDENT of the MONTH
FEBRUARY 2021

NATHAN WOOD



Nathan has been working really hard with school during the pandemic, he is keeping up with his homework and playing football. He is also a really lovely, young, polite young man and always makes me smile through the pandemic.

YEAR 9

STUDENT of the MONTH
FEBRUARY 2021

TEAGAN RHODES



Teagan has been working consistently hard with her studies and she is a very resilient learner. Her behaviour is great exemplary and her attitude is always positive. She has been making great progress this academic year. Well done Teagan, keep up the great work.

YEAR 10

STUDENT of the MONTH
FEBRUARY 2021

MEGAN MORGAN



Megan has achieved high marks in all exams. She listens to instructions and always tries to improve her work in lessons. Her attendance in school has during lockdown has been fantastic and she has a great attitude towards learning. Megan is consistent in lessons and sets high expectations of herself and her work. Best of all Megan is kind, considerate of others and always has a smile on her face.

YEAR 11

STUDENT of the MONTH
FEBRUARY 2021

TODD DENNING



For 100% online attendance, and a positive attitude that is a credit to Cosmebehead Academy.



STUDENT OF THE MONTH - MARCH

YEAR 7

STUDENT of the MONTH
MARCH 2021

RILEY CURTIS-
DAMERELL



Riley has engaged with tasks throughout the remote learning period with great enthusiasm. He gives everything it goes and has a fantastic attitude to learning new things. He is incredibly kind and is quick to help others out.

YEAR 8

STUDENT of the MONTH
MARCH 2021

ANNIE MCKINLEY



Due to all of the effort she has put in over the lockdown period, she has had a really good level of engagement and always contributes to lessons, as well as even doing some extra-curricular work.

YEAR 9

STUDENT of the MONTH
MARCH 2021

TEAGAN RHODES



Teagan has been working consistently hard with her studies and she is a very resilient learner. Teagan's behaviour is always exemplary, and her attitude is always positive. She has been making great progress this academic year. Well done Teagan, keep up the great work.

YEAR 10

STUDENTS of the MONTH
MARCH 2021

HELENA STUCKY
-HOWARD PAIGE
BAILEY



For their Dance work, these two students created a professional Site-Specific performance piece inspired by James Cruise's work. It has been edited and created to a very high standard with great technical ability.

YEAR 11

STUDENT of the MONTH
MARCH 2021

YVIE MILLER



The girl's full commitment into all her work. In Drama, her work is detailed with excellent use of subject specific vocabulary. She attends all lessons and contributes well.



WORLD BOOK DAY CREATIVE WRITING COMPETITION

Gianluca Melton wrote a fantastic piece for his competition entry. We were really impressed by his ability to write a coherent and entertaining story within the 500 word limit that made us laugh out loud at the end!

Archie Poole Simpson wrote a piece that was full of adventure and packed with action. He used onomatopoeia words effectively and created a really intriguing end to his story.

GIANLUCA MELTON - OVERALL WINNER

THE DAYDREAMER

Crash! The branch falls inches away from George's right arm. There were howls, squawks, and even a roar. It didn't take George long to realise he was in the Amazon rainforest. But how could an English schoolboy wake up in the middle of the jungle?!

He was shocked and amazed as a many questions bounced around his mind, like how was he going to survive, and how was he going to get home?

He was shaken from his thoughts by a loud hiss, and a large snake slithered out of the undergrowth towards him. He was terrified and had nothing to defend himself with, and then there it was – a sword. With a jewel-encrusted hilt and strange writing engraved on it. He grabbed the sword and without thinking sliced the snake in two. As blood seeped from the dead snake George could not believe what he had just done.

He turned to the sound of something large moving nearby and out of the gloom appeared a tall, bearded man carrying a long, metal spear and a wooden bow and arrow which he offered to him. But why would he need any more weapons when he already had a sword?

Suddenly a portal appeared in front of him and before he could grab the spear and the bow and arrow he found himself standing on a tree stump in the middle of a forest clearing. A booming voice came from the sky:

"This is a battle to the death. There are 15 of you and there will only be one winner. The victor will go home."

George gulped as he realised what the weapons were for, and clutching his sword tightly he raced for the woods. Something glinting suddenly flashed past his face as a knife struck a tree in front of him. "Thanks for the knife" George shouted, then realised his mistake as another one came flying towards him. He did not have much time so quickly started climbing as high up the tree as possible so that he could wait until the coast was clear. The voice boomed again – eight people had died so far. Snap! The branch he was sitting on broke and George fell to the ground, and then nothing.

He awoke to find himself on Mars, as an alien figure walked across the red landscape towards him. George was terrified and fainted.

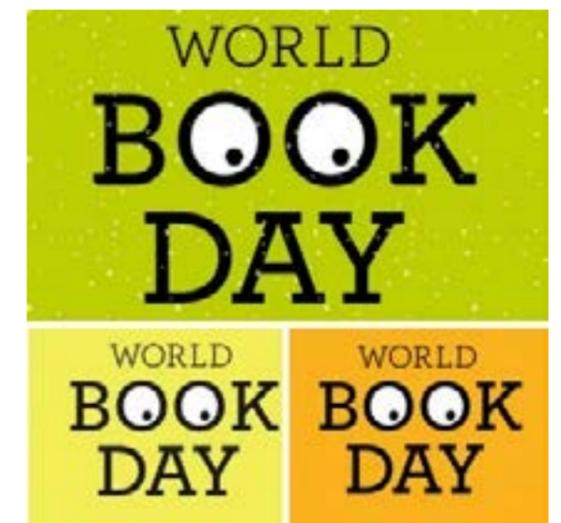
He woke again, this time at his school desk.

"So George" said his teacher, "what have we learnt today?"

ARCHIE POOLE-SIMPSON - COMMENDATION

I was tired and needed a good night sleep. My eyes closed and before long I fell in to a deep sleep.

One sunny morning I was walking in the wood listening to the birds singing and watching them fly from one tree to another. All of a sudden, a flicker of light caught my eye. I followed the light and discovered a box. Not any type of box a glistening box! I cautiously opened it and I saw a deep black hole. I reached down and fell. I was tumbling down in the darkness. I felt like I was on a roller coaster. I was petrified. Suddenly, I saw a gleaming light. I felt relieved. Moments later I landed with a crash on to what felt like sand. It was really warm. I looked up and saw the dark blue sea and the palm trees swaying from one side to another. I could tell I was on a tropical island.



EXTRA-CURRICULAR EXPRESSIVE ARTS TIMETABLE STARTING AFTER EASTER BREAK



Sport & PE After-School Club Timetable

Week A		Week B	
Tuesday-	Year 9	Tuesday-	Year 11 GCSE
Wednesday-	Year 10		
Thursday-	Year 8	Thursday-	Year 7



- > Activities could include: Rounders/ Cricket/ Softball/Athletics/Badminton/Table tennis/Volleyball in Sports Hall 1/ Astro
- > The club will run from 3.15-4.15
- > These are the days you already have PE, so you don't have to worry about bringing in PE kit
- > You MUST only arrive on your year groups selected day to ensure you stay within your year group bubble

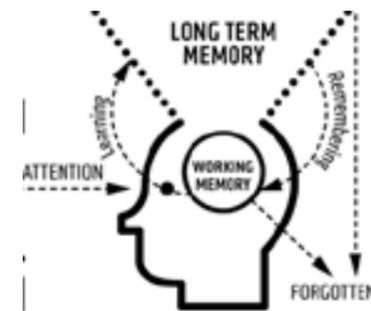
EXTRA-CURRICULAR EXPRESSIVE ARTS TIMETABLE STARTING AFTER EASTER BREAK

	BREAKTIME 2	AFTERSCHOOL
Monday	YEAR 7 CHOIR Mr Tyler Theatre	MURAL MONDAY Mr Zure Everywhere
Tuesday	YEAR 7 CHOIR Mr Tyler Theatre	BUSHILL YOUTH COMMUNITY ORCHESTRA Mr Tyler Theatre (3.45 - 5.15pm) K34 ART Ms Clifford A1 (3.15 - 4.50pm) STUDIO WORKSHOPS - BTEC & GCSE Mr Harbottle STUDIO (3.15 - 4.50pm) MUSICAL THEATRE CLUB Mrs Lamson Theatre (3.15 - 4.15pm)
Wednesday	GCSE EXTRA MUSIC Mr Tyler A4	K34 ART Ms Clifford A1 (3.15 - 4.50pm) STUDIO WORKSHOPS - BTEC & GCSE Mr Harbottle + Mr Tyler STUDIO (3.15 - 4.50pm) SCHOOL OF ROCK Mr Harbottle A3 (3.15 - 4.50pm)
Thursday	K33 ROCKS! Breaktime 1 + 2 Mr Tyler A4 K34 TEXTILES Ms Fry A11	YEAR 7 TEXTILES Ms Fry A11 WALK + TALK Mr Zure Everywhere THE Touting Show Mrs Hughes A2
Friday		SOUL BAND Mr Tyler A4 (3.15 - 4.50pm)

TEACHING CYCLES AND THE IMPORTANCE OF HOMEWORK

It is strange to think that it is still only March and that just earlier this month the whole school was engaging in remote learning. With the return to school based lessons, remote learning now feels like a distant memory, however I'm sure you will join me in applauding the huge efforts from all of our staff and students for seamlessly transitioning to and from remote learning.

I wanted to take the opportunity just to further explain our vision for teaching cycles and the importance of homework. Educational research into how students learn shows that the vast majority of people all learn in the same way. When we process new information we initially hold that information in our working (or short term) memory. The problem we all have, is that our working memories are not very good and can only hold small amounts of information. This means that when your child goes home from school they will forget lots of what has been taught in lessons that day – this is totally normal and affects everyone!



Learning can be defined as a change in the long term memory. The good news is that our long term memories are much better at holding information, provided that we take time to process the information and store it in our long term memory. In the image above, you can see that it is also possible to forget things that are stored in the long term memory. This happens when you stop thinking about things – we remember what we think about!

We structure the school year into three teaching cycles. Each teaching cycle is carefully designed to help students remember the knowledge and skills they are taught in. In a teaching cycle, students will do normal lessons for the first 10-11 weeks of the cycle. During this time, students will complete a Do It Now at the start of every lesson. This is a short quiz designed to improve their recall of knowledge, based on the content of the knowledge organiser. At the end of the cycle, students complete assessments that help teachers to identify gaps in knowledge and understanding, which can then be addressed in Super Teaching Weeks.

In order to help optimise learning, we ask students to complete homework each day to review and help learn the relevant sections from their Knowledge Organisers. This is a really important process to help students store the information in their long term memory. However, it is important that our students do this correctly – simply copying out the Knowledge Organiser is not very effective. We encourage students to use the Cover-Write-Check method, which is demonstrated here: <https://youtu.be/ds5UjF12Rlc>

We understand that evenings are busy and we (occasionally) hear from students that they “spend all day at school, so why should they do homework as well?” Well this is why, because spending an hour per day on 3 subjects, plus 30 minutes reading, will really improve their ability to store information in their long term memories and help them to get even better.

The return to school has been really exciting for Sixth Form. It's been great to have so many students with us taking advantage of all the opportunities being a member of our sixth form can provide.



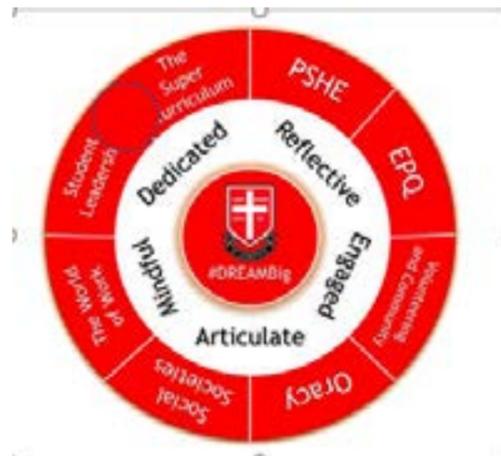
We have put well-being at the top of our agenda and have several new initiatives we hope students will benefit from.

Mrs Walters has begun a Plant Positive movement, promoting kindness and mental and physical well-being across the school. Students are growing plants from cuttings and then distributing them to staff and students as a thank you. The Study Café is a place where sixth form students can work quietly but in a less formal atmosphere. As part of the wellbeing drive we are planning to install a 'living wall' - just watch this space!

Run Happy and Healthy began this week with Mr Eyre and Celia, and will continue every Thursday after school on the hardcourt. You can run, jog or walk - just so long as you are getting some fresh air and exercise you are bound to feel better for it!

Introducing the Super Curriculum is part of our drive to ensure our students have not only the best educational opportunities, but that they can also feel confident applying to the best universities with a real breadth of knowledge around the subjects they want to study.

Another welcome addition to the study café will be a dedicated gallery space where we can celebrate the work and achievements of our creative arts students.



On Friday 26th March, some invited Year 11 students attended an event in the 6th Form centre to explore the Health & Social Care qualification opportunities on offer. They received information about how they could study for a single, double or triple award, together with the content that each course would include and the career paths that they could follow. We were pleased to be able to share the exciting news that in partnership with South Devon UTC, we would be able to offer experiential learning in a brand-new state of the art care suite, together with curriculum enrichment and work experience opportunities through a wide range of employer engagement.

The students had a small taster session where they were able to use some medical equipment to monitor their own health (under the supervision of Mrs Druiff, herself an ex-nurse!) and the health of Mrs Carthew, who was pleased to be told her blood pressure was, in fact, fine (pew!).

This year has taught us all to value those people who work so hard to protect our health and wellbeing, and as Maya Angelou says, "I think a hero is any person really intent on making this a better place for all people" which definitely applies to our Health & Social Care workers, so we are excited to welcome the next generation of heroes to start their journey with us.

