

Coombeshead Academy Newsletter



February 2020

The busy half term between Christmas and February has moved along at great speed. Thank you to all our students for the way they have adopted the new breaktime routine which has enabled them to have a proper break in the morning and time to get something to eat.

During this half term I held a series of assemblies with all students on the Lockdown Procedure. I explained to them about the required routines surrounding a threat from outside. The simplicity of the procedure was met with maturity during all the assemblies. It is extremely rare that we would ever have to enact a lockdown, but I am confident that all our students would be well equipped to handle the process.

Our Year 13 students have been busy this term completing their UCAS applications. Many of our students are now receiving offers from Universities across the country. Talking to our students doing their A Levels, they are approaching which offers to keep and which to reject with grit and resilience. I get a real sense from talking to these young people that they know exactly what they need to do to secure the Higher Education course of their choice.

Our Sixth Form leadership team of Mrs Druiff and Mrs Walters have also been extremely busy interviewing all the Year 11 students about destinations for Year 12. Every single student in Year 11 gets a personalised meeting with the Sixth Form team to help them discuss options as well as consider the A Levels and BTECs they can do with us.

As of 3 February, Year 11 students are now deeply into the revision programme for GCSE success. The Revision Evening, which was held at Coombeshead on the same day, launched our whole school



approach to exam preparation and outlined the breadth of support available to our students as they prepare for their examinations this summer.

Thank you to all our students who have been fulfilling our school values of 'Endeavour' and 'Enrichment'. In the last few weeks alone several trips and visits have gone out involving a wide range of students. Thank you to the team (Mrs Huxham and Mr Burningham) who have been leading the Ten Tors preparation. Students have also been out on the Year 7 Maths Masterclass as well as the Faraday Challenge, a Science Technology Engineering and Mathematics (STEM) based day at Plymouth University led by Mr Palmer.

We would also like to send our good wishes to the students who left for this year's Ski Trip to France. Thank you to the team leading this year's trip including the leader Miss Hardingham; have a wonderful time and stay safe.

Have a safe and peaceful half term break.

Mr Coles
Headteacher

UNICEF RIGHTS RESPECTING SCHOOLS

Coombeshead Academy is extremely proud to announce that as of 8 January 2020 we are officially recognised as a UNICEF Rights Respecting Schools Bronze Award.

The Rights Respecting Schools Award puts children's rights at the heart of schools in the UK. Unicef works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. Unicef's Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

There are three stages to the Rights Respecting Schools Award. Its transformative and rigorous approach means the journey to the highest stage can take up to four years.

We have an incredibly active and driven student-led steering group committee who will now work towards Coombeshead Academy earning their silver award!

FOCUS ON SAFEGUARDING

Safer Internet Day aimed to inspire a national conversation about using technology responsibly, respectfully, critically and creatively. Coordinated in the UK by the UK Safer Internet Centre the celebration sees hundreds of organisations get involved to help promote the safe, responsible and positive use of digital technology for children and young people. It calls upon young people, parents, carers, teachers, social workers, law enforcement, companies, policymakers, and wider, to join together in helping to create a better internet.

We invite everyone to join us, and Safer Internet Day supporters across the globe, to help create a better internet throughout the whole year.

The Safer Internet website provided a wealth of resources for parents and carers to help support young people in being responsible for and aware of online safety. Please log on to <https://www.saferinternet.org.uk/>



Exploring identity online Conversation starters

Safer Internet Day is a fantastic opportunity to have a conversation with your child about using the internet safely, responsibly and positively. Whether you are a parent, grandparent, foster carer, aunt, uncle or older sibling – we can all play a role in empowering children to enjoy their time safely online!

This year in the UK, Safer Internet Day will encourage young people to explore how they manage their online identity, and how the internet shapes how they think of themselves and others. We want Safer Internet Day 2020 to celebrate difference and help us work towards creating a truly inclusive internet. These conversation starters are a great way to help you talk about these issues with your child.



Start the conversation on a positive note:

- + What do you like most about the internet and why? What's your favourite game/app/site?
- + How does going online make you feel?
- + How does the internet/technology make your life better?
- + What could you do if being online is making you feel worse rather than better?
- + What is different about talking online to someone compared to talking face to face? Is there anything that is the same?
- + Can people say/do whatever they want online? Why/why not?

Talk about sharing online:

- < What types of things can we share online? (Pictures, comments, personal information, opinions, etc.)
- < What is okay/not okay to share online? Why?
- < What should we do before sharing things online?
- < What do we do if someone shares something about us that we don't like?
- < How do you feel about your parents/carers sharing things about you online and vice versa?



Talk about identity online:

- ! What makes you...you? How would you describe your identity?
- ! How do you share your identity online? And where can you share it? (Profiles, pictures, comments, behaviour, etc.)
- ! How can we experiment with our identity online? How are we able to make it different from our offline identity?
- ! Why might someone want to experiment with their identity online?
- ! What might stop someone from being themselves online?
- ! What might make someone feel like they have to hide parts of their identity online?
- ! Do you see other people like you online? (Represented in adverts, emojis, characters, influencers, etc.)

Talk about looking after yourself and supporting others online:

- ! How do you stay safe online? What tips do you have and where did you learn them?
- ! Do you know where to go for help, and where to find the safety tools on your favourite apps and games?
- ! What could you do if someone was unkind to you online about the things you've shared?
- ! What could you do if you saw a friend online needed some help or support?
- ! How do you keep yourself safe online? Can you show me how I could use the internet in a better/safer way?





Online resources for parents & carers

Childnet have a dedicated area to support parents and carers with information on key online safety topics, advice and activities to share with your child.

www.childnet.com/parents-and-carers

1. Key advice from us

Hot Topics
Information on key online safety topics including advice and conversation starters for children of different ages.
childnet.com/parents-hot-topics

Need Help?
Support and information on what to do if you think your child is at risk online.
childnet.com/parents-help

How to make a report
Advice for adults and young people on the reporting tools for popular games, apps and social media platforms.
childnet.com/how-to-make-a-report



Advice centre
Advice centre with tips, guides and resources for parents and carers, adoptive parents, foster carers, health care professionals and more.
saferinternet.org.uk/advice-centre

Safety tools on social networks & other online services
A set of guides highlighting safety features on popular social media services and messaging apps.
saferinternet.org.uk/safety-tools

2. Reviews and tools

Net Aware

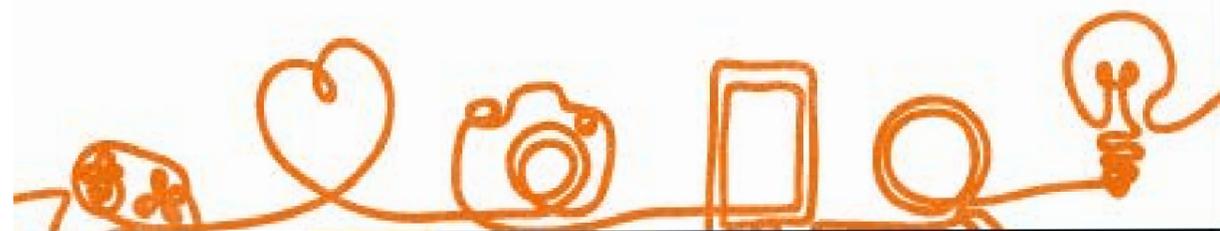
Online guide with up-to-date advice and parents' views on popular apps, games and online platforms.
net-aware.org.uk



Expert reviews, advice and age appropriate recommendations on games, apps, films and more.
commonsensedia.org



Step-by-step guides for using parental controls and privacy settings alongside support on a range of online safety topics.
internetmatters.org



How do I block & delete?

Blocking & deleting Friends

Blocking someone means they will be prevented from sending you Snaps and Chats and viewing your Stories. Deleting someone means they will no longer be on your Friends list, but they may still see your Snaps and Stories. This depends on your privacy settings. To block or delete a contact:

- In the **Friends** screen, tap and hold on the username you want to block or delete
- Tap the **Gear icon** next to their name, and tap **Manage Friendship**
- Select **Block** to prevent them sending Snaps and Chats or viewing your Stories
- Select **Remove Friend** to remove them from your Friends list
- To block someone who isn't in your Friends list, open a chat with them by swiping on their name on the Chat screen. Tap the button in the top left corner to view their profile and select **Block**



To unblock a user:

- Tap your **Profile** at the top of the Camera screen. Then, tap the **Gear icon** and scroll down to **Account Actions** and tap **Blocked**. You will see a list of Snapchatters you have blocked. Tap the **X** next to their name to unblock them
- Depending on your privacy settings, you may need to re-add each other as Friends to send each other Snaps and Chats

How can I stay in control?

Changing your privacy settings

By default, only Snapchatters you add to your Friends list can send you Snaps.

If someone who isn't your Friend tries to send you a Snap, you'll receive a notification that they added you. You will only receive the Snap if you add them to your Friends list.

To change who can send you Snaps and see your Stories:

- Tap your **Profile** in the top left of the camera screen to access your profile. Then tap the **Gear icon** in the top right corner of the screen and scroll down to the **Who Can** section

For Snaps, tap **Contact Me** and choose either:

- **Everyone** - This allows anyone to send you Snaps (even strangers)
- **My Friends** - Only your Friends are able to send you Snaps

For Stories, tap **View My Story** and choose either:

- **Everyone** - This allows anyone to view your Story (even strangers)
- **My Friends** - Only your Friends are able to view your Story
- **Custom** - Choose which Friends can see your Stories

Note: To clear a conversation, tap your **Profile**. Then tap the **Gear icon** and scroll down to find **Clear Conversations**. Tap the **X** next to a name to clear the conversation.

My Eyes Only

You can move pictures to this folder within your Memories. It is PIN-protected so that, even if your phone is stolen or your account hacked, no one can access those Snaps without your PIN.



If you've never used My Eyes Only before, you will need to do a quick setup to choose your passcode.

Where can I go for further support?

Snapchat Safety Centre: snapchat.com/safety

Snapchat Support: support.snapchat.com

Latest changes on Snapchat blog: snapchat-blog.com

UK Safer Internet Centre: saferinternet.org.uk

Professionals Online Safety Helpline: saferinternet.org.uk/helpline

Report Harmful Content: reportharmfulcontent.com

Report abuse or grooming to CEOP: ceop.police.uk

Report child abuse images to IWF: iwf.org.uk

Pick up a copy of this checklist along with other online safety materials on the SWGfL Store: swgflstore.com



Co-financed by the European Union
Connecting Europe Facility

10/19



CAREERS DAY

On 17 December we held our annual Careers Day. This annual event raises awareness among students of the world of work. This year we were able to invite in a substantial range of employers who were able to share their experiences with Coombeshead students. Students took part in a 'Meet the Employer' task where they made the most of the opportunity to grill local employers about their jobs!

Students in Year 9 enjoyed a range of STEM activities and were given the opportunity to think about future careers in this field. Students in Year 10 all completed a mock job interview with a local employer and despite getting quite nervous in the build up to this, the feedback from the employers was extremely positive.

Year 11 students enjoyed being 6th formers for the day and enjoyed taster sessions in different A Level and vocational courses as well as learning about alternative pathways such as apprenticeships. Careers Day was a valuable and enjoyable experience for Coombeshead students and we would like to take the opportunity to thank everybody for their support.

YEAR 8 FARADAY CHALLENGE - WINNERS!



Twelve year 8 students had an early start from Coombeshead, as we headed to a Faraday challenge event at the University of Plymouth on 16 January 2020. This was a STEM activity and our students were split into two teams and given a brief from the days sponsors, Boeing.

Their challenge was to design and build a model of something that could be dropped from a plane into a disaster area, and then used to bring relief.

Both teams had their difficulties, but overcame problems and produced a model by the close of the day in line with the brief. All our our students enjoyed the day and commented at how much they had learnt from the experience.

Our team with Lewis Burke, Dylan Palmer, Kyle Thomas, Jackson Evans, Lilia Miles and Keisha Jabbi were declared winners of the challenge, each collecting an Amazon gift voucher, and with a chance of reaching the regional finals.

JESSIE STEVENS - YEAR 10 FAST FASHION

When I use term 'fast fashion', what do you think of? Pencil skirts completing the 100m sprint or a pair chinos zooming around a velodrome? No, unfortunately not. 'Fast fashion' is a term used to label the quick succession in which trends leave the catwalk, sold in high street shops, bought by the consumer and then all too often end up in the bin, joining the 5.8 million tonnes of textiles discarded by the European union each year alone.

This industry produces more carbon emissions than both aviation and the shipping industry combined and the second biggest consumer of water (according to the United Nations studies – March 2019).

In Britain we have gone from clothing rationing during the 40's and 50 and the 'make do and mend' mentality, to a new outfit for every social gathering or a pair of shoes every other week. What has happened to stitching up the holes in our trousers or darning our socks? When did our perception of 'need' and 'want' get so incredibly skewed?

I am going to say something that you won't envisage many teenagers saying:

We need to buy fewer clothes.

This is why I have decided to trial a year without buying any clothes. My aim is to try and defy the high street brands that lure the consumer in to buy poorly made clothing out of cheap materials. I would be lying if I said it was easy; it feels as if shop windows are tempting you in with their innocent slogans and promises of being more fulfilled for purchasing it. What the window doesn't tell you about is the sweatshops full of underpaid, overworked individuals, dangerous working conditions and the potentially irreversible environmental costs.

My goal is not just to stop buying clothes, but to look after the ones I have. I'll wash at lower temperatures, using less water/heat and is kinder to fabrics, and I will try to only wash my clothes when they are dirty instead of chucking in the washing pile at the end of the day. Finally, when my year is up and I need a new pair of jeans (or because I've grown!) I will spend more money on better quality clothing made from sustainable materials in the hope that it will last longer.

I'm aware that this approach might be too drastic for some, but I urge you to start taking part in 'slow fashion'. Every time you go to buy an item of clothing think about the '30 wear rule':

Question whether it will last for 30 wears or more, both if the fabric will last and how many times it will be worn. . Being seen wearing the same outfit should not be thought of as a negative, but a small step in the right direction.

REVISION LAUNCH

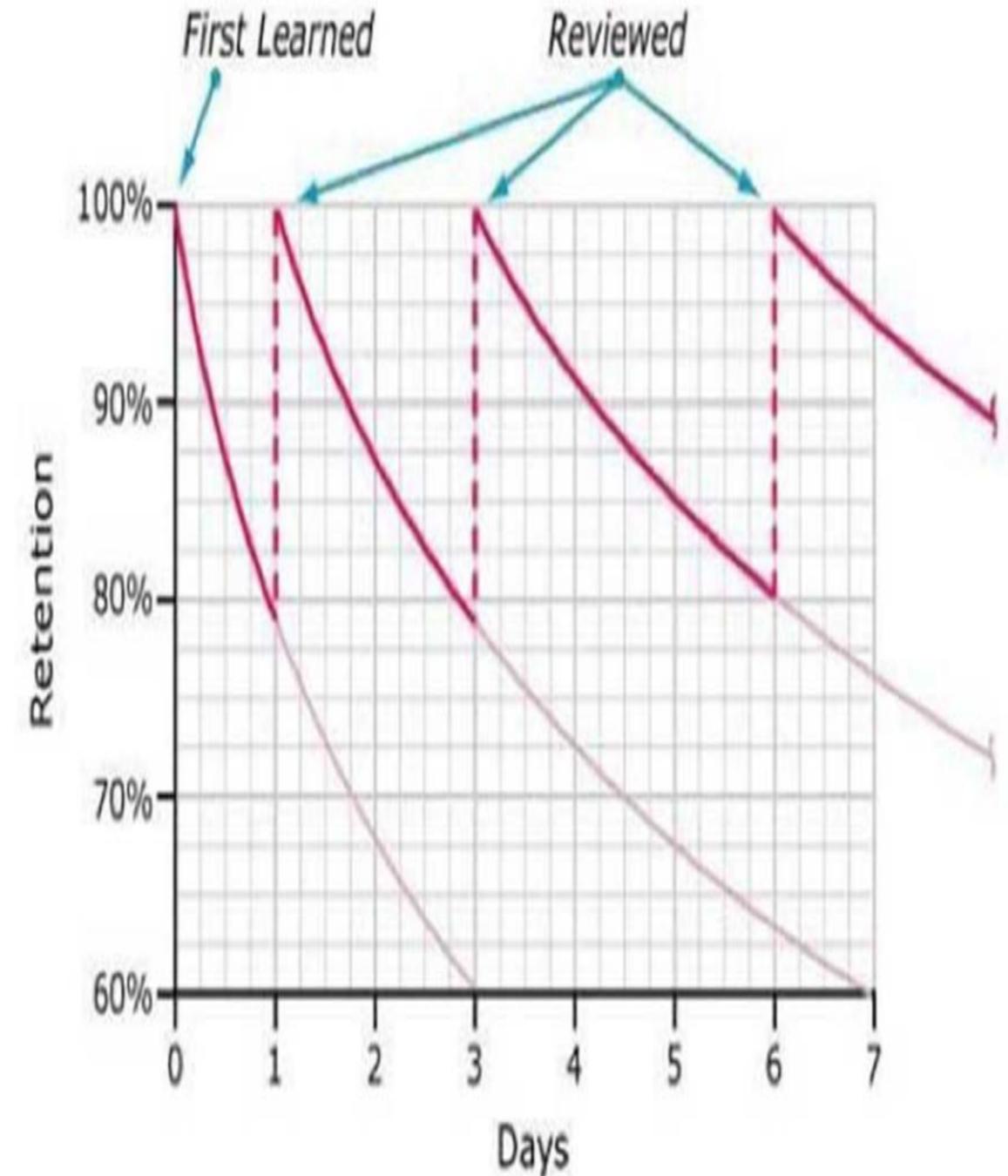
Monday 3 February saw the formal launch of the revision programme for year 11s at Coombeshead. The week started with the parents information evening in the theatre. This focussed on the journey as students sprint to the finish and their main summer exams. There was also a focus on key revision techniques and how parents can best support at home. The main areas of focus was mind mapping, cue cards, memory for learning and learning by rote.

The week also saw the beginning of the main revision timetable for year 11. With focussed revision sessions happening during break 1 and break 2 as well as the after school sessions. The year group have made a fantastic start committing to sessions and engaging with the specific topics. They are also using the final countdown booklet to track their own revision for the run in to the main exams.

	Monday	Tuesday	Wednesday	Thursday	Friday
Break 1	Technology Art & Photography Drama		MFL Music, Art and Photography	Music	Art & Photography,
Break 2	Food & Nutrition	<u>imedia</u>	<u>Imedia</u> Music GCSE PE & BTEC sport		Food & Nutrition
After School	History, Geography MFL	English	Science, Computer Science	Maths	

THE FORGETTING CURVE

Typical Forgetting Curve for Newly Learned Information



TEN TORS



Coombeshead ten tors teams have been braving the weather on Dartmoor to develop their fitness and skills to complete The 2020 ten tors challenge in early May. The Academy are lucky to have three teams for 2020; two at 35 mile and a 45 mile team. Despite the weather, training has been progressing well with a wet and windy day walk on the North Moor in January and a cold clear walk on the South Moor avoiding storm Ciara.

TEN TORS



SCHOOL SPORTS LEADERS

These amazing 13 leaders showed south Devon their best leadership skills at the Devon ability games on the 22 January 2020. They were a credit to the school delivering excellent warm up games and badminton skills to young primary school children across Devon.



WORLD WAR TWO SUITCASE MYSTERY

The history department welcomed Year 5 & 6 Primary school students to a history mystery session.

The students had to work in teams to solve a World War Two suitcase mystery about an evacuee. They learnt what life was like for an evacuee and how they felt during the process.

They worked well in their teams and were very enthusiastic.



SIXTH FORM - INSPIRING SPEAKERS AND COACH BRIGHT

Sixth form welcomed back alumni Maddy Stevens and Mia Brimacombe to talk about what they have been doing in their gap year between leaving the sixth form and taking up places at university. Maddy has spent the last three months travelling extensively in Cambodia and Australia and New Zealand. She told students about the challenges of travelling to a different country, but also how rewarding her experiences of teaching English to a wide range of students was. She is now working and looking forward to studying politics and international relations at Durham University. Mia, who will be taking her place at the University of Cambridge to read Human and Political science in September has been working hard, and continuing her studies through Future Learn.

We have been lucky enough to be given the opportunity of engaging with CoachBright, an organisation which pairs university students with sixth formers in order to provide coaching which will help student to achieve to their full potential. The students enjoyed a visit to Plymouth University for the launch, and have had their first coaching session here at school. Feedback has been very positive, from both students and coaches and all are looking forward to completing the program, and attending the celebration at the university.

<http://www.coachbright.org/>

BUSHELL YOUTH COMMUNITY ORCHESTRA



On Tuesday 4th February, we held an Open Day from the community orchestra we run here at Coombeshead Academy.

This is an opportunity for our local young musicians to meet orchestra and development group members and experience what it is like to be a member of an orchestra. We worked on 3 pieces of music in instrumental groups and then as an orchestra to present a performance at 2.30pm to parents and teachers.

Pupils from the following schools were involved:

Coombeshead Academy
Newton Abbot College
Chudleigh Primary
Ipplepen Primary
Canada Hill Primary
Rydon Primary
Bradley Barton Primary
Bovey Tracey Primary

Our overall aim to have as many young people learning and developing on orchestral instruments. We currently have over 40 young musicians who join us every week on developing their instrumental skills by working with our visiting teachers. These instrumental group lessons are funded by the Devon Education Music Hub, so we can keep developing and building on what is already a successful project.



ATTENDANCE MATTERS

The Local Authority is focussing on Coombeshead Academy as currently our rates of attendance are not good enough. I am writing to ask for your support to work with us in improving this area quickly. The work we are undertaking jointly with the Local Authority will mean that for students with poor attendance there will be a much quicker route to prosecution.

Attendance is extremely important to your child's education and has a huge impact on their academic progress in all year groups. We are asking that you support your child in obtaining 100% attendance each half term.

Research clearly shows the link between attendance rates and academic performance. There is a clear correlation between number of days absence and dips in academic performance.

0 days off school in a year 0 lessons missed	100%	Perfect attendance
2 days off school in a year 10 lessons missed	99%	Excellent attendance
5 days off school in a year 25 lessons missed	97%	Good attendance
10 days off school in a year 50 lessons missed	95%	Slightly below average attendance
14 days off school in a year 70 lessons missed	93%	Poor attendance
20 days off school in a year 100 lessons missed	90%	Very poor attendance

The Attendance policy which is on the school website clearly outlines what pupils, parents/carers and staff need to do to take responsibility to improve attendance across the school. The pupil and parent/cares section of the policy is outlined below.

Pupils:

- Take responsibility to be organised, go to bed at an appropriate time, pack school bags the night before, set your alarm and ensure you give yourself plenty of time for the journey to school.

ATTENDANCE MATTERS

- Make sure you get to school and all lessons on time. Do not leave school site at any time except for agreed appointments via reception.
- Let your form tutor or teacher know if there is anything you are concerned or worried about.
- You are expected to speak to your teachers and catch up on missed work.

Parents/Carers:

- Contact the school as soon as possible preferably before 8.30am by ringing 01626 201800 and follow the instructions for reporting an absence. Please state clearly your child's name, form group, the reason for the absence and if possible the expected return date. Please ring each day your child is absent.
- If unsure about keeping your child off school, please send them in. If they start to feel ill during the day our student support staff/first aiders will contact you if your child needs to go home.
- Send a note in with your child on the first day they return explaining why they were absent even if you have rung in.
- Try to arrange dental/medical appointments outside of the school day.
- Be aware, even if your child is in school but does not attend their timetabled lesson this is classed as truancy and is an unauthorised absence.
- Also, if your child is excluded due to poor behaviour this is also counted as an absence.

Please follow the guidance above if your child is absent.

Pupils record their attendance % weekly in their planners – please check what their attendance is.

If attendance drops below 96% parents/carers will be contacted by the school. Attendance will then be monitored and if there is no improvement parents/carers will be invited to meet with staff and/or the Education Welfare Officer to try to resolve the issue.

*Please note that if attendance drops below 93% the school will move towards formal proceedings and prosecution. Routine absence will no longer be authorised.

Please support your child to get to school on time every day. This will support their academic progress, improve their GCSE outcomes and their life chances.

Thank you for your support,

Mrs H Coulson
Deputy Headteacher

FRENCH

Last term, students in Year 7L1 French (as well as Year 9 and Year 10 GCSE) started writing letters to students of their age who live in Brittany, France.

It makes language learning much more real and the students are really enjoying this penpal experience as they are forming new friendships across the English Channel.

Merci



KEY DATES



17-21 February	Half Term
Monday 24 February	First day back (Week B)
Wednesday 26 February	BTEC Performing Arts Variety Show
27/28 February	Yr11 Study Skills Day/Art & Photography Trip
Thursday 5 March	World Book Day
Thursday 12 March	Yr9 Parents Evening
Tuesday 17 March	UCAS Exhibition
Monday 23 March	Interhouse Football & Basketball
Wednesday 25 March	Spring Concert (7.00pm)
Thursday 26 March	Yr11 Parents Evening
Friday 27 March	Last day of Spring Term
Monday 30 March - Monday 13 April	Easter Holidays
Tuesday 14 April	First day back (Week A)

