

School Matters

January 2021



Welcome to the January edition of our School Matters newsletter.

As we enter another week of lockdown and remote learning, we're proud to share with you below some of our students great achievements during these testing times, as well as important updates for our school.

We're now up and running with daily MS Teams lessons for our Primary Phase children too. This provision is working really well as the whole-school is now united in a very different way of learning from where we were nearly a year ago!

This month also saw our first snow day in a long time. I'd like to thank parents and carers for their patience and understanding whilst we had temporarily close our on-site provision on Monday 25 January.

Regards,

David James
Principal

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Key Information

Principal's Update

I think we all appreciate how challenging another period of remote learning is for all of us. Students have spent more time out of their education setting than on-site in the past year, and have adjusted not only to a different way of learning but also, ultimately, living. As a school, we are now much more prepared able to offer high quality education to all of our students, whether they are working from home, or are part of our school site provision.

We have recently launched revised Remote Learning Programmes for both our Primary and Secondary phases, detailing useful guidance and information on our remote learning provision. Please visit the following link to view the guides on our website:

www.ccs.northants.sch.uk/news-and-events/letters-home/remote-learning-programme

We're also pleased to offer a Rapid Lateral Flow Testing station in school, which allows us to regularly test and be able to identify asymptomatic staff and students and thus prevent further infection. More details on our provision can be found below.

Caroline
Chisholm
School



Ambition Confidence Success
Everyone Every Lesson Every Opportunity



COVID-19 testing in school

We have now successfully set up our Lateral Flow Testing (LFT) station in school, which is based in our Main Hall. We have a team of 30 externally trained staff to help with all aspects of testing, and in our first week of testing, we carried out 244 LFTs.

Over 1,000 tests have now been carried out since we re-opened in January, roughly around 60 a day, and we can proudly say we have had only two positives, both of which were identified in our first two days of testing. We offer weekly testing for all on-site students in secondary phase, and twice weekly testing for staff.

See below some photos showing our testing station set up:



Test subjects enter our Main Hall via a one-way system and are greeted by one of the testing team at the registration desk who provides them with a unique barcode to register their test with the NHS database.



Test subjects are then directed to one of our three testing bays, where the user administers their own test. The team are on-hand to help answer any questions and supervise the test.



New on-site secondary students are required to sit in our waiting area until the Lateral Flow Test has registered a result, if the result is negative, the student can return to class as normal. If the test is positive, the student is sent home to self-isolate for 10 days.



Plea for digital devices

We'd like to say a huge, heartfelt thank you to parents and carers following our plea for donations of any unused digital devices to help those in our community who are without access to a device of their own. We received an influx of emails from people wanting to donate their old devices, and even offers of donation of funds to allow us to purchase brand new laptops for our students in need. Two generous members of our school community have donated £1,000, and £120 respectively to help us purchase brand-new laptops.

Your generosity during these difficult times has been overwhelming and provided a lifeline to students in their learning.

Thanks to donations from our school community, and a long-awaited delivery of Win-books, we are in the extremely fortunate position to be able to offer a range of options to help families and students with their remote learning:

- Free devices provided by the DfE and Local Authority;
- Free use of a device donated to the school by the community;
- A Lenovo E11 Win-book Yoga ThinkPad device with a touchscreen and stylus – available to loan for a £50 refundable deposit, provided the device is returned to school undamaged when we re-open (a reduced deposit may be available to assist anyone experiencing financial difficulties - please get in touch)

Please visit the following link for more information on the devices available: [Digital devices for CCS families](#)

Vacancies

We are always on the look out for talented people to join our school. Please keep an eye out for any suitable opportunities that may arise on the vacancies section of our website: <https://www.eteach.com/careers/ccs-northants/> or send in your CV via the link to join our Talent Pool.



Updates

Celebrating our successes

Students

Below you will find a variety of positive feedback for students that our staff have put forward for recognition.

- "Just to say how pleased I am with my Year 11 11C/IT group, what a transformation from last term. Behaviour is really good, engagement great and attendance is nearly 100%!" - Mrs Sawbridge
- "So Year 11 history are going all out to try and impress me with their work ethic during lockdown and [I] have been utterly transformed - huge shout out to L Rosevear who is pretty much already an A level student standard, but also credit to J Westwood and JJ Adams. I can genuinely say that 99% of the group are working really well and deserve success for their efforts." - Mr McCormack
- Year 10 Drama students have proudly showcased their intellectual playfulness skills in a recent virtual lesson - Mr Holt came up with the great idea for students to practice their lines in break out rooms and then come together and perform to each other. The group performed a scene from Hard to Swallow - please click on the following link to watch their great 'virtual' performance: [Sensation Superstars](#)
- "G Meachem (Year 12) took her LAMDA Grade 6 Bronze Medal in Acting exam a few months ago and received an outstanding result this week – she got Distinction. The medal awards are the highest level of LAMDA exams and the results go towards UCAS points when applying for University so this is an amazing achievement. She is now studying for a Gold Medal LAMDA award and Gold Level English Speaking Board (ESB) exam." - Mrs Atherton

2022 Commonwealth Games

We are extremely proud of two of our Sixth Form students, B Wizard and E Mildred, who have qualified as one of 85 chosen swimmers to be part of the first-ever English Swimming Team ahead of the 2022 Commonwealth Games.

What an incredible achievement to you both. For more information and to view a list of all 85 chosen swimmers, please visit: [Athletes in England Swimming Team ahead of Commonwealth Games](#)



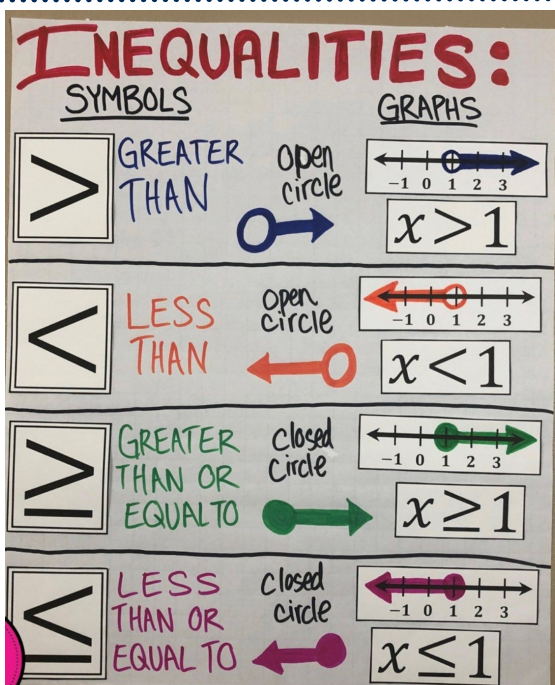
Analyse why it is important for Enzo and Lea to establish clear and measurable objectives when drawing up a financial plan and when monitoring its progress. (10 marks)

Making a plan clear and measurable means that is more likely to prove successful. Having a clear plan written out means that it will be easier for both Enzo and Leah to follow and they are less likely to become confused or forget how they are planning. Making a plan measurable allows them to track their progress to see how close they are to achieving their aspirations. It will also indicate whether they need to make changes if they are off track or have more available income. If the objectives are not measurable it will be hard to keep track of their progress. Progression can be used a motivator which can encourage Enzo and Leah to continue on their financial plan if they see progression and they are getting closer to their aspiration.

When monitoring progress having a clear plan can make it understandable when revisiting it to ensure they are on track. If their financial plan was not working as expected it can be challenging to notice where the error has occurred when the plan is not clear. It can become confusing and their financial situation can worsen. For example, keeping a budget in your head rather than writing it down will be unsustainable as it will be very challenging to keep up to date with all the incoming and outgoing payments. Having measurable objectives such as building up an emergency fund of £3,000 by the end of the year makes tracking progress very easy. And when reviewing the plan it will make it clear to see if they are on target. If they are not they can make easy adjustments to help them achieve their goals. On the other hand if they are clear of their aspiration they may want to make it more challenging, this will be easier if they plan it out.

Confusing plans can become unsustainable to maintain. Meaning that Enzo and Leah can end up in financial problems if they are not keeping track of the plan. If it is confusing an complicated it can make it harder to ensure accuracy in the plan. Meaning that what is recorded may not actually be accurate compared to their bank accounts. This can lead them to needing borrow unsustainably to make up losses as a result of confusion.

"A superb answer by M Blomley, Yr13 Finance, on the importance of clear and measurable objectives in a financial plan." - Mrs Westwood



"F Richardson has created some brilliant notes on inequalities for Maths" - Mrs Norman



Visual Art students

The Visual Art department would like to say a huge "Thank You" to all the students for their hard work, commitment and dedication during this current lockdown. We know how difficult it is to stay motivated, organised and on top of the workload, as well as dealing with all the worries brought on during the pandemic.

KS3 students have worked really well on their research tasks and producing personal responses to a variety of different artist's work. We are very proud of their achievements and hope they continue to enjoy the set assignments during this difficult time. We really enjoy seeing all their amazing creations.

KS4 and 5 students have stepped up to the mark, by learning to work incredibly independently on the coursework themes and we are extremely proud of them. They continue to surprise us with their determination, resilience and motivation... which is no mean feat. Students have been sending their printing to us in school, then collecting this, thus ensuring their continued progression. They have also been able to request resources and equipment (the cupboards are not quite bare yet in the department) and also collect this from school. We have also set up a system whereby students can safely come in and work in the lower E block gallery to do their photoshoots. To do this, students need to email Mr Walker so that he can arrange a time and day for them to work and have a Covid test in the morning before they commence (parents need to email Mr Walker with consent prior to this happening).

The Royal Academy of Art has re-launched its annual Youth Summer Show Exhibition competition and a letter was sent out to all parents of Primary and Secondary school students. Last year, one of our Secondary students was selected for the main exhibition at the Royal Academy in London, which was a huge achievement and we hope to do even better this year. We would greatly appreciate it if parents could encourage their children to participate in this event. All the information was sent to parents via Schoolcomms.

We are very much looking forward to seeing all our students again in school. In the meantime, work hard, play hard and keep safe.

All the best.

The Visual Art Team.



Children's Mental Health Week 2021

Children's Mental Health Week is taking place between 1st-7th February 2021. We would love all at CCS to take part during this week, as now more than ever, it is vital we talk about mental health and wellbeing. The theme this year (organised by Place2Be) is 'Express Yourself'. Expressing yourself is about finding ways to share thoughts, ideas or feelings. This can be creatively, or simply doing something that makes you feel good.

Students need to take time to focus on their mental health and wellbeing, so we will be sending an activity grid/checklist with a variety of activities for students to complete during the week (also pictured on the following page). These activities will range from 'take a long walk' to help with wellbeing to 'dress to express' which is one way we can join in this year's theme. We would love for everyone in our CCS community (students **and** family members) to take part and send in pictures of you completing these activities to Wellbeing@ccs.northants.sch.uk. More information, including the checklist, will be sent out prior to the week.

Please also look out for a special video featuring staff pictures and messages which will be shared with all students at CCS!

**WE'RE PROUD
TO SUPPORT**



#ChildrensMentalHealthWeek



Children's Mental Health Week Activities



Express yourself by taking part in 'Dress to Express'	Go for a long walk	Listen to your favourite music	Do some baking (send in a pic)	Learn a new dance	Learn and sing a new song	Look through family photos	Have a movie marathon	Perform a random act of kindness	Do some chores to help out at home
Enjoy some mindfulness colouring	Go for a bike ride	Read a chapter of a book	Go to bed early & get a good night sleep	Do a headspace session (Headspace is now on Netflix!)	Take time to celebrate an achievement	Video call your friends or family	Have an evening without social media	Make (help to make) a meal for your family	Connect with nature
Do a Joe Wicks workout	Listen to a podcast or audiobook	Research a topic of interest	Read a new book or an old classic	Make a den using your sofa cushions/ pillows.... Sorry parents	Spend an evening with your family	Hug a pet!	Help with the washing up after dinner	Keep a diary of your thoughts and feelings	Play a game with someone at home
Reduce your screen time for the day	Spend time with your siblings/ family member	Pay somebody (including yourself) a compliment	Learn a new skill	Design and complete a workout with your family	Spend time on your hobby	Express yourself with something creative	Try a new food	Try to find a new hobby	Make a scrap book
Draw or paint a picture	Design a treasure hunt using your new map skills	Try some yoga (Cosmic Yoga for the younger ones)	Phone/speak to someone you haven't spoken to in a while	Write a letter to someone and tell them what you've been doing	Watch a film with your family	Have some quiet, alone time to reflect on thoughts and feelings	Have a family/ friends bake-off	Write a list of things you're grateful for	Complete 10,000 steps in a day





Free home learning resources

As we now enter another lockdown, we understand it can be hard for children to stay motivated with their learning at home. Detailed below are some fantastic free resources that students can utilise to help support their learning and provide a fun and different way to study at home.

[**Audible**](#) are offering a variety of free audio books to children – these are free to stream via computer, laptop, phone or tablet.

[**BBC Bitesize**](#) provides students of all ages access to a range of videos, quizzes and practices activities in a wide variety of subjects.

[**Change 4 Life**](#) offer a host of indoor activities to keep moving even when you're stuck inside...

[**Cosmic Yoga**](#) is great way to keep active and stay strong and is suitable for children 3+. There is a YouTube channel dedicated to Cosmic Yoga with a large variety of videos available.

[**National Geographic For Kids**](#) contains lots of great online resources across a variety of subjects such as: History, Science, Art and Design and much more!

[**Seneca**](#) offers a variety of virtual learning resources to help your studies including a large amount of learning resources and end of topic tests to cement your learning.

[**Stem Learning**](#) is currently offering free remotely-delivered, curriculum-linked science lessons for young people aged 5-19.

[**The Maths Factor**](#), created by Carol Vorderman offers free times tables checks, daily sessions, games and much more!

We'd also like to share an article with some suggestions of ideas to help children excel whilst learning from home, Miss Cambio was also interviewed for the piece, and explains some of her own tips!




Please click the following link to read: <https://www.itv.com/news/2021-01-06/how-to-make-sure-your-child-excels-while-learning-from-home>



High Performance Learning

What are we focusing on throughout February 2021?

Despite the lockdown, we continue to support and encourage our students to develop the Advanced Cognitive Performance Characteristics and Values, Attitudes and Attribute they need to be successful learners. If you could also continue to support your child's development of these important behaviours and learning skills, this will be massively beneficial. Alongside the development of their ability to work independently, we will focus on the following key ACPs and VAAs over the month of February:

w/c 1 st Feb 2021		<u>Strategy-planning</u> 'The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work'
w/c 8 th Feb 2021		<u>Big Picture Thinking</u> 'The ability to work with big ideas and holistic concepts'
½ Term Break		
w/c 22 nd Feb 2021		<u>Complex and Multi-Step Problem Solving</u> 'The ability to break down a task, decide on a suitable approach and then act'

What can you do to help? Here are a few starting points:

- When your child is learning something new, ask them to consider what they already know about the topic. How do they remember that information? How can they help the new information to stick in their memory?
- Our assemblies at the end of January and throughout February deal with concepts such as: wisdom, honesty and equality. You could discuss what these concepts mean both in and out of school. How are these ideas reflected in the household? Does your child see the value these ideas? How do they demonstrate them in their daily lives?
- Half-term Problem solving – Set a task which requires strategic planning and working out.
 - * Build the tallest tower you can using dried spaghetti and sticky tape.
 - * Create a bridge out of paper.
 - * Play logic games/puzzles: [Logic Puzzles — Best Logic Puzzles \(parade.com\)](https://www.parade.com/Logic-Puzzles/)



High Performance Learning at home

The below resource has been developed by our friends at “high performance learning” and is aimed at providing practical advice for parents and carers during this period of remote learning. We wanted to share this with you in the hope that it provides further advice and support for parents and our young learners.

10 ways to create routines in learning at home



Your child's school is now closed and all learning is online. Suddenly you have been thrust into the role of teacher helping your child engage in virtual learning. You have no experience of it and it can be frustrating. It's a big change for them and a big one for you. It may start as fun and a something of a novelty but that is unlikely to last. You are in it for the long haul. How do you stay sane?

Make it clear from the start that they won't have to work as long.

It's hard to sustain a full day of engagement. Remind yourself and your child that learning comes in many forms and that just talking and playing games is a form of learning. So maybe just the morning doing formal school work and more informal activities after lunch.

Keep a routine for getting up, breakfast and starting work.

Most children learn best in the mornings so make the most of that productive time. Keep to the routine you had when they were in school and instead of heading out to school start work at home. It's tempting to go for an extra lie in but avoid it.

Clear a space before starting work.

We need to show that children are entering a 'school' space and that their attitude and behaviour – and yours – is going to reflect that. If you have a space that can become the 'school room' then that is ideal but more likely this will be the kitchen table.

Help them get started.

Rather than helping them download the material from schools and then saying, “OK off you go, I will be back in an hour to check on you”, instead take five minutes to make sure they understand the lesson or task and can get started. You'll be interrupted less this way.

Make sure they have everything they are going to need.

When teachers are trying to make activities interesting they often ask children to do practical tasks. This may involve drawing. It helps to have paper, pencils, felt tips, safe scissors etc. There's nothing more annoying that a constant stream of requests for things.

Build in time for breaks.

If your child is older, especially if they've started secondary school, you can challenge their lack of motivation by highlighting the importance of working hard. They need reminding that the work they're doing now is preparing them for future success, and that it's worth putting in the effort now.

Show an interest in what they are doing.

Children are not used to working alone. You'll need to judge when they cannot do more but you can extend the point at which that occurs by showing an interest in what they're doing. If you helped them get started, when you in check ask them some questions.

Celebrate effort rather than achievement.

This is always better for the child. If your child struggles to motivate themselves, it can be tempting to offer incentives. The problem with bribery is that it creates a mentality where children are just looking for what they have to do to “win the game”. It's better to reward effort.

Build in rewards but keep down the sugar.

We all like to have a reward when we have done our work and stayed on task. Little rewards can make a big difference but do avoid too many rewards that involve sugar, for example, sweet and biscuits. Otherwise they will be ‘bouncing off the walls’

Share the burden with someone else if you can.

If you have a partner, it's likely that you're both working from home. Rather than both of you being half available, decide who is supervising the children over a given period of time and take it in turns. Employers know they need to be flexible in these extraordinary circumstances.

Finally, show them some love.

At the end of the 'school' day and also during it keep showing that you love them. It's a tough time for everyone and tempers may fray. It's understandable but in the end a child needs to have the reassurance of knowing that they are loved so – show them some love.

Learn more about HPL
www.highperformancelearning.co.uk



January MedSoc update

Hello everyone! We hope you all had a restful Christmas break and Happy New Year! This is the president of CCS MedSoc writing this update. Each month we will be having a MedSoc Update which will be published in this very newsletter you are reading, detailing all of the wonderful things that have happened in our MedSoc over that month!

To kick-start the New Year, we decided to invite a special guest speaker to join our meeting to give us a talk about life as medical student and the medicine application process, as well as some top tips for our aspiring medics and dentists. Jack Stacey, a 2nd Year Medical Student, kindly gave us a very insightful and informative talk which was certainly very useful to all of our society members. We were able to learn about the application timeline for medicine and how we can keep on top of the different aspects of the application such as the admissions tests, interviews and exams. This was then followed by a small Q&A session where many of our society members asked Jack some questions about his degree.

For our next meeting, we had a Year 13 student (B Wang) present a small research project he had conducted on the topic of 'Racial Inequality in Healthcare – and how to combat this'. This was a fabulous opportunity for us all to learn about such a significant topic in our world right now and especially how it links to medicine. As aspiring medics, it is important that we keep up to date with current affairs and recent advances and our Research Project Initiative in the MedSoc allows students to research and present their findings – also meaning they develop research and presentation skills! Following B Wang's presentation, the MedSoc Committee held a presentation in which we created and walked through a Patient Case Study. Our patient 'Jane Doe' had been complaining of tiredness and fatigue as well as breathing problems. As a society, we analysed and interpreted each aspect of the patient pathway (such as the roles of members in a GP, how to take patient histories as a doctor, what the route looks like from consultation to getting treatment/ medication at a pharmacy). At the end, we came to unanimous diagnosis that Jane Doe was suffering from Asthma. This was a really good opportunity for us all to learn about the role of General Practice and its associated services.

That's it for the January MedSoc Update! Thank you for reading! If you are interested in joining CCS MedSoc, please contact Mrs Ideson via Teams or e-mail (JIdeson@ccs.northants.sch.uk). Thank you for reading!



Message from CCS Friends

CCS Friends 100 Club

CCS Friends are delighted to announce the launch of our BRAND NEW 100 Club – with the FIRST prize draw taking place on 8 February 2021.



Here's how it works...

For a yearly subscription of just £36, that's only £3 a month, complete the CCS Friends 100 Club application form and submit your payment to CCS Friends Association by bank transfer. This buys you one membership number (we will allocate), which enters you into the monthly draw. All participants must be over 16.

The prize money, divided into 1st, 2nd and 3rd winners will total 40% of the membership fee taken that month. The remaining 60% goes to the school to help fund additional equipment, resources and opportunities for pupils.

All details are on the school website <https://www.ccs.northants.sch.uk/about/ccs-friends> or alternatively, email us for an application form: CCSFriends@protonmail.com

The deadline to submit your payment to enter the prize draw is the 1st of each month.

JOIN OUR 100 CLUB TODAY AND YOU COULD BE A WINNER! We are super excited to be announcing our first 3 winners after the CCS Friends meeting on 8 February.

Virtual Pet Show – Primary Phase

29th January 2021 to 14th February 2021

The CCS Friends Committee members love seeing pictures of much-loved family pets so we are giving our Primary Phase pupils the chance to put smiles on our faces by entering your furry friends into our Virtual Pet Show by purchasing a ticket via our events website.

Once you purchase a ticket, you can upload a picture of your pet and the CCS Friends Committee will vote for our favourites! The competition opens on Friday 29th January and we need your entries by Sunday 14th February.



Do you have more than one pet? That's fine, just purchase a ticket for each and you can enter as many times as you like. You do not have a pet? That's fine, just send us a drawing or a poem of what your "ideal pet" looks like or means to you.

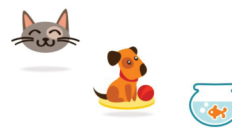
Our winners will receive a small gift for either their pet or themselves! We would love to feature our winners on our social media, so please do tell us if you would prefer us not to by sending an email directly to CCS Friends at ccsfriends@protonmail.com.

To buy tickets and upload your picture, please visit our events website, entry costs 50p (plus a booking fee of approximately 21p). - www.pta-events.co.uk/ccsfriends

CCS Friends would like to thank you for your support by participating in our virtual events, as it allows us to continue to fundraise for our school during these times.



Virtual Pet Show



We'd also like to say a **BIG** Thank You to everyone who purchased a Big Raffle Ticket in December. You helped raise a whopping £733.50 for CCS Friends. Unfortunately, no-one at CCS was lucky enough to win in the daily draws, but please find detailed a list of the winners from across the schools that took part.

18 th December	A Supporter of Croesty Primary School
17 th December	A Supporter of Moorlands School Federation
16 th December	A Supporter of Worsley Bridge Primary School
15 th December	A Supporter of Christ Church Primary School
14 th December	A Supporter of Friends of St Mewan School PTA
13 th December	A Supporter of Barnehurst School
12 th December	A Supporter of Hawthorns Primary School
11 th December	A Supporter of Wellesley Primary School
10 th December	A Supporter of Huxlow PTFA
9 th December	A Supporter of Parent, Staff & Friends Association of Darrick Wood Secondary School
8 th December	A Supporter of Hurst Park Primary School PTA
7 th December	A Supporter of Toddington St George's PTA



Snow Day

It was lovely to see how many of our students got to enjoy the snow and were very creative when making their snowmen! Pictured below is a compilation of all the fantastic pictures we've been sent in:





Teaching and Learning

Foundation Stage, KS1 & 2 updates

Ice balloon investigation

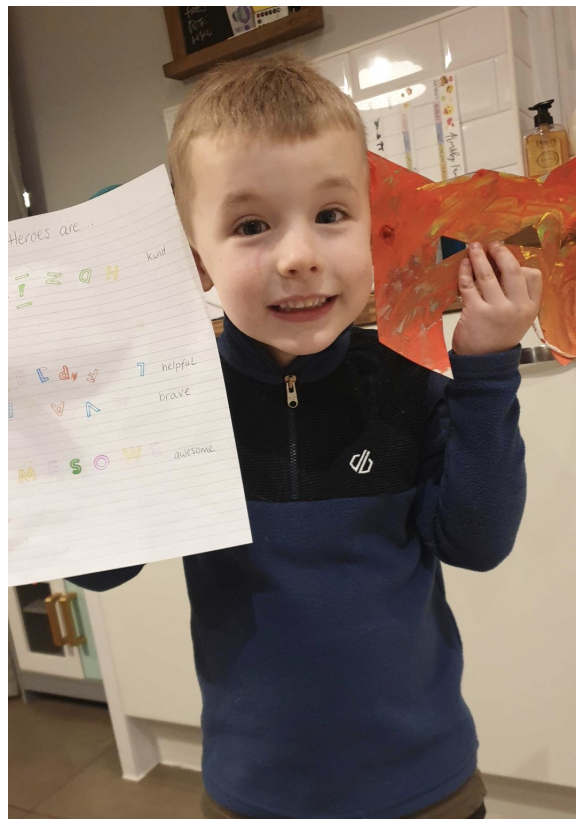
Foundation Stage pupils were set the fun task of investigating the scientific process of freezing. The children at home have been busy filling balloons with water and a toy and then investigating what happens when they leave it in a freezer.



Superhero Day from home!

Not being in school didn't stop our Super Reception Class celebrating Superhero day at home. The children have had lots of fun dressing up in their costumes and completing a range of tasks and challenges given to them.

(Please view the pictures on the following page to how the pupils enjoyed the day!)



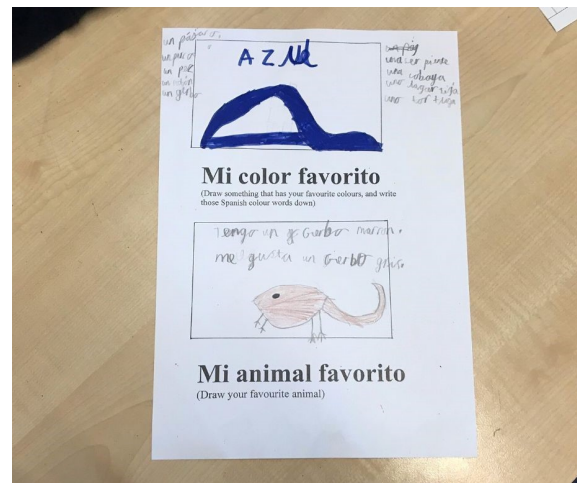
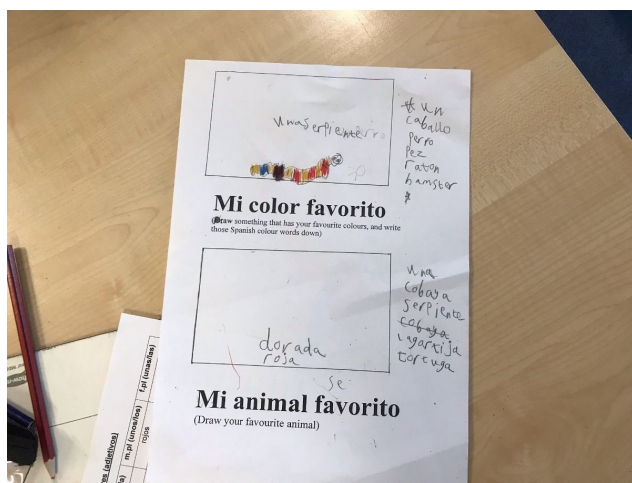
Supergirl seemed to be the firm favourite costume from our FS children!



Fantastic progress in Year 4 Spanish

Children in Year 4 have achieved fantastic progress in their recent Spanish lesson.

They are able to describe animals, which implies to add one or more adjectives to a noun and locate them after the noun using the correct gender. A real achievement! Well done Year 4! - Mrs Bonsor





Performing Arts

Christmas Music CD

During the Christmas term, in conjunction with the Music department, we produced a music CD for Collingtree Care home. Students from KS2-KS5 recorded a variety of music to put on the CD. The Community council wanted to help spread some Christmas cheer to the residents. The Care home was delighted with the CD. Here is part of an email sent from the Care home, expressing their gratitude:

Happy new year to you!

OMG yes they did, we actually had one resident shed a few tears and she was overwhelmed by what the children had done for them. I think this was great for them, as they have been cooped up at the home for nearly a year and no outside contacts as they would normally have, apart from limited visits from their families.

SO A BIG THANK YOU AND SHOUT OUT TO THE STUDENTS!!!

Thanks again to all students that took part in this project. - Mrs Starr.

Drama updates

KS3

Year 9 – just before Christmas we began a new Scheme of Work – ‘Tragedy’ – exploring events surrounding the 9/11 tragedy. We were incredibly impressed with the maturity and empathy the students demonstrated in the lessons; they were mainly working independently – creating their own characters, writing in role and completing solo practical tasks. The standard of their work and their interest in the topic was outstanding – these were some of the best lessons we have ever had with a Year 9 cohort at CCS!

KS3 Remote Learning

The KS3 students have been given the option of working through a Performing Arts Project on Mrs Atherton’s favourite musical – Les Miserables! This should take around 6 hours (approx.) and we have set it up as an assignment on Teams so they can upload this when they feel they have finished it. The project is optional and, if they choose to do it, they can pick and choose elements of it to complete.

[Caroline Chisholm School - Performing Arts at home \(ccs.northants.sch.uk\)](https://ccs.northants.sch.uk)



We are also launching a second optional Performing Arts home learning task shortly – the photo challenge! This will be run as a competition – again, there is no obligation to complete the tasks, but we will set it up as an assignment for each group to complete by **Friday 12 Feb.**

Please see details about how to get involved below (examples will be posted in the KS3 Teams pages for the students to look at!).

Coming soon...‘Songologues’ challenge! More details to follow...

The rules are:

- 🎭 Recreate a scene or poster from a **MOVIE** or **MUSICAL** or a **PLAY** and take a photo of it
- 🎭 Scenes MUST NOT be violent in nature
- 🎭 You may use: costumes, props, hats, other people in your household, pets, cuddly toys, whatever you like!
- 🎭 If you can get some of your family to get involved—even better!
- 🎭 Be creative and as imaginative as you can!
- 🎭 You need to **submit two photos**—your original inspiration (the movie or musical) and your own version of it!
- 🎭 We will set this as an **OPTIONAL** assignment on **Teams**
- 🎭 Winners from each year group will have their work displayed in the school newsletter
- 🎭 **Deadline = FRIDAY 12th FEBRUARY**

Year 10

Just before Christmas Year 10 performed their small group devised pieces to us based on the Baz Luhrmann video clip ‘Everyone’s Free to Wear Sunscreen’. They had been exploring techniques from the practitioner Brecht and working on improving their devising process with rehearsal techniques and acting upon feedback given by peers and staff, before performing their final pieces.

Year 10 Remote Learning – after an introduction to the Written C3 exam, the students have started to work on their set text – Mark Wheeler’s ‘Hard to Swallow’. Using a mix of interactive ‘Nearpod’ activities and ‘Break-Out’ rooms on Teams – they have started to rehearse the first scene and performed it, in small groups, as a radio play.

We’ve loved hearing this work – they provided their own sound effects and music and, despite Mrs Atherton temporarily ‘losing’ a few people, sporadic internet connections and microphone delays, the work has been fantastic.



Year 11

Congratulations to all our Year 11's who successfully completed the practical sections of the C1 Devised performances, in small groups! This was not an easy task, particularly with the addition of Covid restrictions and students having to isolate intermittently and a mock exam thrown in before the end of term! Virtually everyone attended an all day rehearsal session in the October half-term and the whole Drama cohort attended regular rehearsals after school. The performances were a joy to watch (Please see previous newsletters for photos!) and there was a really positive sense of achievement, despite these difficult times! They are now working on their written portfolios and evaluations and then...Component 1 will be finished!

Year 11 Remote Learning

The students have all been given a choice of two monologues for the Component 2 work and have started some introductory lessons, using the interactive lessons on 'Nearpod' to explore the process of rehearsing these.

Year 12

The Year 12's had a successful half-term, up to Christmas, exploring Ibsen's 'Hedda Gabler' through practical work. They also prepared and presented talks on their own ideas for costume and set, in preparation for their C3 written exam at the end of the A Level. We were lucky enough to squeeze in another 'virtual theatre' experience, organised by Mr Holt – this time we 'visited' Stratford and watched 'Much Ado About Nothing' with the Year 13 group.

Year 12 Remote Learning

Using a mix of interactive activities on 'Nearpod' and Mr Holt's favourite 'Break-Out' rooms, the students have been given an in-depth introduction to the C3 Written Examination and have started to work on their own concepts for 'Hedda Gabler', researching the original performance conditions and then coming up with their own ideas for staging the production.

Year 13

The Year 13's were working on their C1 – 'Re-interpretation of a text' coursework before Christmas. Based on Jim Cartwright's play – 'Two' they have to create a script using a mix of the original dialogue and their own ideas. This component is usually devised in small groups, but the students have had to adapt this year and work on monologues instead! We have been really impressed with their ideas and the progress they have made – we were due to perform these when we came back in January but they are now filming them at home and sending them online.



Year 13 Remote Learning

We have been working on getting the Component 1 written coursework completed and also rehearsing monologues, in addition to recapping on the C3 written exam. The students are performing their monologues 'live' next week and are also sending in their pre-recorded performances for assessment.

Sports

Virtual Extra Curricular PE

We understand it can be hard to keep active from your own home, so our PE Department have designed some fun challenges and activities for our students to try to stay motivated. We have created a dedicated page on our website which contains lots of activities, as well as our Virtual Extra Curricular provision with a new updated timetable for January - February.

Please visit the following link for more information:

www.ccs.northants.sch.uk/curriculum/home-learning-resources/pe-at-home

Year 7 student, E Spencer, has already been busy taking part in some activities from our Virtual PE page! She has even created a [video](#) of her doing various exercises - well done!!

Mrs Evans would like to add:

"Loving her motivation to completing our at home staff workouts this week! Some pupils work so hard at completing everything they are asked!!"





Contact details

If you have recently changed address, names or contact details for your children please can we remind you to ensure you let us know in writing so that our systems can be kept up to date. Please send these in to the specific phase for your child:

- primaryoffice@ccs.northants.sch.uk for Primary Phase
 - office@ccs.northants.sch.uk for Secondary Phase
 - sixthformteam@ccs.northants.sch.uk for Sixth Form Phase
-

Attendance

We expect students to attend all lessons and complete work set and teachers will be monitoring this. The progress team will monitor student engagement and will contact parents if there are any concerns. All lessons will be monitored and absences from live lessons will be followed up.

If your child is unable to take part in educational activities each day due to illness or family circumstances, please contact the Primary Office via primaryoffice@ccs.northants.sch.uk for Primary Phase, and the pastoral team via pastoral@ccs.northants.sch.uk for Secondary Phase, so we can inform teachers of the situation.

Keep up to date!

To stay up to date with key events, information and news here at Caroline Chisholm School why not follow us on Facebook and Twitter and stay updated!



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@CCS_UK

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Vice Principals: Andrew Fisher Katherine Patterson Gary Wakefield

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