



# WEEKLY BULLETIN | Friday 12 February 2021

## The Week Ahead

Weekly Menu	Please <a href="#">CLICK HERE</a> to see our current Menu
Extra-Curricular Clubs	Please <a href="#">CLICK HERE</a> to see our current programme
Sports Clubs and Fixtures	Please <a href="#">CLICK HERE</a> to see our current programme
Vacancies	Please <a href="#">CLICK HERE</a> to see a list of our current Vacancies

## Key Dates

15-19 February 2021	Half Term Break
Monday 22 February 2021	Deadline for submitting Year 9 Preferences Forms
Tuesday 02 March 2021	Year 8 Virtual Parents Evening—1.30pm to 4pm
Thursday 04 March 2021	Year 8 Virtual Parents Evening—4pm to 6.30pm
Friday 26 March 2021	Last day of term

# Principal Letter

Dear Parents and Carers

Phew! I think that parents, students, and staff have heaved a collective sigh of relief at the end of an exceptionally hard-worked half term. Thank you for all your efforts in supporting your children's education under such challenging circumstances – take a look at our Facebook page: <https://www.facebook.com/CambourneVC/> for this Friday's Shout-Outs; staff are continuing to be impressed by the quality of so much of the work achieved.

**Parent Survey** We are keen to have your feedback on the effectiveness of our remote provision; if you have not already done this, please take a few minutes to complete the survey on the link below and submit by the end of Sunday 14 February so that your responses can be analysed by Ms Gildea over the half term. <https://forms.office.com/Pages/ResponsePage>

**Year 8 Parent Consultation** Parents and carers of pupils in Year 8 should have received a separate School Post message inviting you to book appointments for your consultation; bookings will go live on Friday 19<sup>th</sup> February at 6pm.

- Tuesday 2<sup>nd</sup> March 1:30pm – 4pm
- Thursday 4<sup>th</sup> March 4pm – 6:30pm

Please note that Critical Worker School will finish at 12:40 on Tuesday 2<sup>nd</sup> March. If any pupil needs a space until 3pm please let us know.

**Year 9 Options** Thank you to everyone who has attended a guidance interview with their child. Please remember that the deadline for submitting the options forms is Monday 22<sup>nd</sup> February; these have been sent to parents via School Post. If any student is still making their final choices, information about the courses on offer can be found on our options webpage: <https://www.cambournevc.org/about-us/Y9-options-evening>

## **Battle: Cambourne – DAY 5 Update from Ms Curtis**

HEADLINE NEWS: The lead that Great Cambourne have is starting to dwindle as the two other areas of Cambourne are close on their heels. Upper Cambourne are only leading Lower by 7 miles!!!

- 1<sup>st</sup> place: Great Cambourne
- 2<sup>nd</sup> place: Upper Cambourne
- 3<sup>rd</sup> place: Lower Cambourne
- 4<sup>th</sup> place: Cambourne Exiles

Thank you to everyone who has been logging their miles. So far we have travelled over 1420 miles. The challenge will continue to run during half term so please do continue to get out and about and log your miles, separately for each family member please. The link can be found here: [Battle: Cambourne Distance Submission Form](#)

**School Reopening** We are awaiting an important announcement from the Prime Minister on 22<sup>nd</sup> February regarding the reopening of schools - hopefully from 8<sup>th</sup> March. We also hope for a decision on the process for awarding grades to Year 11 this summer and understand the anxiety that this uncertainty is causing our students.

In the meantime, we wish you and your children a well-deserved, restful and enjoyable half term break

Please take good care of yourselves,

Claire Coates

# Attendance During Remote Learning

During this period of remote learning, we log pupils' engagement via Show My Homework each morning. It is important you continue to report students' absence if they are unable to complete work due to illness, as we refer to this when checking students' submission of work.

Please email [thecollege@cambournevc.org](mailto:thecollege@cambournevc.org) on the morning of absence before 9:30am. **Please state your child's full name, their tutor group and the reason for their absence.**

Please remember to continue to indicate if the reason for your child's absence is due to COVID-19 as we still need to collect this data for the Department of Education.

If your child has an appointment during the school day, even if it is not for the full day, please also notify us so that teachers can be informed that not all work may be submitted for that day, or there may be a delay in submission.

Thank you.

**Please remind your child to log onto their Show My Homework every morning, latest by 09.00, as a mean of confirming their presence/attendance.**

If your child needs their password reset, please email [cam-support@cambournevc.org](mailto:cam-support@cambournevc.org)

Thank you.

## **Planned Absence Request Forms:**

To notify us of any planned absences, please visit the [Absences](#) page on our website and submit an Absence Request Form, with 2 school days' prior notice for this to be reviewed for authorisation.



We appreciate your continued support in encouraging your child to attend their online classes.

# #StandFirm

**#STANDFIRM** is a new campaign reminding people they must stick to the rules in the continuing fight against COVID. It shares true and emotive stories of people's experience of COVID-19. No one wants to risk how awful COVID can be and so we must all remain on our guard against complacency - to protect ourselves, our families and the local community.

For further details [visit the website](#)

# #standfirm

Stay home.  
**Protect family.**  
Protect community.

## Free Sanitary Towels and Tampons



The school always has a supply of these items. Any families who would find this useful can email our school nurse, Mrs Barker via [jubarker@cambournevc.org](mailto:jubarker@cambournevc.org), who will be pleased to organise the collection or delivery of packages for you.

This arrangement will be in place for the remainder of the lockdown period and thereafter students would be able to access such items from the nurse's office at the College.



# YEAR 9 OPTIONS

Parents of year 9 students will have received their **Options Forms** today on Schoolpost. The **deadline for completion is Monday 22 February**.

If you have not received this Schoolpost message, please email us at [thecollege@cambournevc.org](mailto:thecollege@cambournevc.org)



## CLASS OF 2021



### Class of 2021 – Yearbooks and Hoodies

We have successfully secured the deposit for the production of the Yearbooks with 150 orders!

Once ParentPay is fully activated on Monday 22 February, you will be able to pay the outstanding balance for those who paid the deposit, and I am delighted to be able to share that we will also be able to take late orders for those who initially missed the deadline.

Details for purchase of Hoodies to follow after half term break...

Thank you  
Year 11 Team



# Virtual Work Experience



## Virtual work experience opportunity with Morgan Sindall Construction, 6<sup>th</sup>-9<sup>th</sup> April 2021

Morgan Sindall Construction are offering a virtual work experience opportunity for Year 10 and 11 students who would like to find out about green careers in the construction industry.

Students will work as part of a team on a project brief with an environmental focus, including cost and programme and impact on the environment.

Please see attached leaflet for more information, students can apply using the [vacancy link](#). The application deadline is 15<sup>th</sup> March 2021.

*Whilst an appropriately trained adult will be present in each virtual meeting, the organisers are intending to use both first and surnames throughout the week. This means that students accessing the sessions should be extra vigilant about disclosing any further personal, identifiable infor-*



## Virtual Work Experience Vacancy

One Week unpaid Virtual Work Experience vacancy week, commencing:  
**6<sup>th</sup> April – 9<sup>th</sup> April 2021**

We are looking for individuals who would like to find out about green careers in the construction industry. You will work as part of a team to deliver a project brief to a green brief, including cost and programme and impact on the environment.

### Key skills/requirements:

- Team worker
- Good communication skills
- Basic knowledge of Microsoft Knowledge
- Ability to work independently
- Ability to work from home
- Laptop or tablet with working mic
- Internet

### What does the week involve?

The work experience is delivered using Google Classrooms that meets all GDPR and Safeguarding requirements. You will work in virtual offices. There will be several meetings each day. You will work as part of a team and each of you will take a job role to deliver the project.

- Get a project brief
- Virtually meet job role experts
- Virtual Site Tour
- CV & Interview Techniques workshop
- On the Friday afternoon you will as a team present back your project
- This is a 4-day week: 9.30am – 5pm (Tue – Fri)



**MORGAN  
SINDALL**  
CONSTRUCTION

Available Between

**6** **9**  
**APR** **APR**  
**2021** **2021**

## Virtual Work Experience

**MORGAN  
SINDALL**  
CONSTRUCTION



**Interested?** To apply, please register via the following.

Register as an Educator user: <https://www.s4snextgen.org/Sign-Up/Schools>  
Register as a Young Person user: <https://www.s4snextgen.org/students/Take-Part>  
Vacancy link: <http://www.s4snextgen.org/Opportunities/View/id/1110>

**CLOSING DATE:** 15<sup>th</sup> March 2021



# Opportunities

## **Trinity College: Litmus Creative Writing Project and Workshops (Years 9 – 11)**

In collaboration with renowned author Ali Smith, this is an opportunity for year 9-11 students currently attending a state school (or on a full scholarship to a fee-paying school) to submit a short piece of writing of under 500 words in poetry, prose or any other format (including artwork) based around a theme for publication. Using our submission form you can submit your work, but we're also going to be hosting free creative writing workshops in the last two weeks of February during which students at participating schools will have the opportunity to try new things, learn techniques and gain confidence.

To gain more details and to book one for your school, email [thelitmus@trin.cam.ac.uk](mailto:thelitmus@trin.cam.ac.uk) with the session you would like delivered and your preferred date/time and she will get back to you to confirm arrangements. But whether you take part in one of our workshops or not, and whether you're already a creative writer or have never tried before, we'll be delighted to read and publish your work. Everyone who submits will receive personalised feedback and have their work published on our website, while our favourites will appear in a published anthology in summer 2021. <https://web.trin.cam.ac.uk/litmus/>

## **Faculty of Divinity: Film Competition (Years 9 – 13)**

Students are invited to make a short film inspired by one of the 50 Religious Treasures of Cambridge, and stand a chance to win a share of £500. Open to all UK Year 9-13 students. **Closing date 1st March 2021.** <https://www.divinity.cam.ac.uk/study-here/open-days/film-comp>

## **Robinson College: New Directions Composition Competition (All ages below 18)**

The New Directions competition is an opportunity for budding musicians to try their hand at composing a piece of music, and consider its role in bringing communication and creativity to life. The competition is open to anyone below the age of 18 and compositions can be from any style or genre: a song, an instrumental work, a piece on Logic – the more inventive, the better! Winning entrants for each age category will receive £50, and have the chance to attend a Music masterclass hosted by expert musicians at Robinson College, University of Cambridge (dates dependent on COVID guidelines). **The submission deadline is 19th March 2021.**

Further details and the competition brief can be found on the Robinson College Music Society website: <https://robinsoncollegemusicsociety.co.uk/outreachprojects>

## **Emmanuel College: Intermediate Japanese Taster Workshop - and link to pre-recorded Taster Lecture which might be interesting for any language student!**

### **(Year 11)**

This workshop will be a chance to engage with Japanese language and culture, for Year 11 students across the UK. There will be 20 places available for students who already have some experience of Japanese – whether self-taught or at GCSE level. The Workshop will be held at 4.30-6pm, Thursday 4th March 2021, over Zoom. Apply here **by Thursday 25th February**, noon (including parent/guardian consent!): <https://cambridge.eu.qualtrics.com/jfe/form/>

Priority will be given to students studying at non-selective UK state schools and/or who meet our WP Criteria. Not sure if it's for you, or want to get a taste of what the session will be like in advance? Watch this taster lecture: <https://www.youtube.com/watch-feature-youtube>



# MODERN FOREIGN LANGUAGES

GCSE



Over the next few weeks, Year 11 students will be preparing and recording their **Spoken Language Endorsement** for their **MFL Language GCSE**.

This does not affect the grade a student receives in their MFL Language GCSE (it has a 0% weighting). However, students must complete the assessment as part of the course and are awarded a separate grade for it ("Pass", "Merit" or "Distinction"). The criteria for each grade have been shared with students, both during the Autumn Term and during the current remote learning period, and we will continue to share this with them at every opportunity. In particular, they should note the need to ask and respond to questions.

Assessment of the speaking will consist of two self-recorded tasks, with the first being a short presentation set as part of the normal timetabled remote learning. Students will record their presentation and send it to their teachers via Microsoft Teams. We would appreciate your support in encouraging your child to complete the speaking endorsement to the highest standards.

To complete the endorsement, students will need to do a further spoken task following their presentation; details will follow in due course. In addition, all the work that your child is doing with the Foreign Language Assistants and in any Live remote sessions will also count towards this endorsement, as well as the spoken work done in face-to-face teaching.

Good preparation of this part of their GCSE will also really help students with the writing and listening parts of the course, as the same skills are required to be successful.

Any questions you may have can be directed to your child's class teacher.

# Guidance Interviews



The next step of the post 16 application process is **guidance meetings/interviews with post 16 providers**.

College guidance meetings/interviews are more like a discussion, rather than a formal interview. The aim is to allow students and course leaders/college to discuss the subjects/courses applied for and figure out a suitable study programme for your child.

Due to the COVID-19 (Coronavirus) pandemic, many face-to-face interviews have been cancelled, **most colleges/sixth forms will be arranging interviews over the phone or online**. Remember that college staff may be working from home and may call from a mobile or other unknown number.

If your child is uncomfortable answering calls from unknown numbers, contact the post 16 provider to discuss a solution.

**Please check your emails regularly, including your junk or spam folder. This is the way colleges will let you know about upcoming interviews.**

Please also **remind your child to check their MyChoice16 account for correspondence**. Guidance meetings generally take place February-March.

If your child has not had any correspondence from a college or sixth form that you have applied to by the end of March, please speak to Ms Larbey-Douglas or Mr Thomas.





# TOP TIPS


## 10 TOP TIPS FOR PROMOTING YOUR CHILD'S MENTAL HEALTH DURING LOCKDOWN

1. **Connect with your child every day.** Try to have make time every day for an activity where you can connect with your child without distractions that enables comfortable conversation.
2. **Have quiet time together.** Uninterrupted quiet time provides an ideal environment for your child to focus and build their attention span. When things are overwhelming, quiet time can help your child reset their thoughts and avoid behaviour escalation to meltdowns.
3. **Praise your child when they do well.** Recognise their efforts as well as achievements- praise the small steps.
4. **Foster your child's self-esteem.** Self-esteem is how they feel about themselves, both inside and out. Children with good self-esteem generally have a positive outlook, accept themselves and feel confident.
5. **Actively listen to your child.** That's really listening to what they are saying and how they are feeling.

For fuller answers, and the remainder of the 10 Top Tips, please [visit the website](#). Maintaining good mental health is just as important as having a healthy body. It affects the way children think, feel and act. As a parent, you play an important role in promoting your child's mental health and recognising when there may be early signs of difficulties.

# EXPLORE MORE

The Geography Department would like to share their new 'Explore More' series. Each week during remote learning, the Geography Department will highlight interesting online talks, recommend books, and suggest other activities so that students can explore more Geography!




**NETFLIX recommendation**

Actor Zac Efron journeys around the world with wellness expert Darin Olien in a travel show that explores healthy, sustainable ways to live. Eight episodes.



**16**

17:30-18:30 Online Talk



**United against the climate crisis**

Join Academy Award-winning actor Jane Fonda and two climate activists to discuss some of the core issues at the heart of the climate crisis. They will share how they've been impacted in their own lives and reveal what motivates them to stand up and take action.

[nhm.ac.uk/events/unity-against-the-climate-crisis.html](https://nhm.ac.uk/events/unity-against-the-climate-crisis.html)

**Photo of the week**  
'Smallest reptile on Earth' discovered in Madagascar – 1.3cm!



**Geography Joke...!**  
It's getting Chile so I might buy a New Jersey!



# Explore More!

## GEOGRAPHY

CAMBOURNE VILLAGE COLLEGE

**Did you know?**  
The UK is building the world's first airport for flying cars!

Search for 'flying cars airport UK' on Google. Or: <https://www.weforum.org/agenda/2021/02/uk-first-airport-electric-flying-cars>




# History Live Drop In Sessions

**Every Friday KS3 students** are invited to at least one optional live session that will take place between 1.30-3pm.

**Every Thursday KS4 History students** are invited to our optional live session that takes place between 3.15-4.15pm.

In these sessions we will provide an overview of what has been studied remotely. These sessions are optional but recommended as students will receive instant feedback to any questions they may have. The links to these sessions will be distributed via notices and Teams- come along!

## Extra Dose of History

We are keen to help students to continue to enjoy History and we are encouraging those interested in the subject to make the most of the *Extra Dose* of History extensions shared every week via Teams/SMHW.

In addition, we are offering weekly History lectures with academics and Historians: recordings are available, and we highly recommend attending!

<https://www.cambournevc.org/news-and-events/historic-all>

### Get an extra dose of HISTORY!

- Listen!**  
*Black and British: A Short, Essential History: A Short Essential History*  
Book by David Olusoga  
**Listen to the first chapter with Mr Hussain!**
- Read!**  
Cambridge Anglo-Saxon graveyard found under King's College halls
- Podcasts!**  
*The Great Fire of London*  
Join Greg Jenner in 17th-century London to look at the many mistakes made as the city attempted to battle the famous fire of 1666
- Explore!**  
*National Museum of Computing* - A virtual tour of the National Museum of Computing in Bletchley Park.
- Learn!**  
Dig School is an online programme of lively extra-curricular in-school workshops themed around archaeology.
- Watch!**  
*The Iliad | Classics TL:DR*  
The Iliad tells one part of the story of Ilium, another name for Troy, the city on the Hellespont which was besieged by a Greek army for 10 years before being destroyed by the wooden horse and the warriors hidden within it.
- Play!**  
Join Oxford Classics as professors and students play *Assassin's Creed Odyssey* and discuss the historical world behind the game.

### Team History

- Mr Hussain**: This week I've been finding out more about the history of the *London Underground* and its abandoned stations!
- Mr Hussain**: I'm listening to a HistoryExtra podcast by *Marc Morris* on the Norman Conquest
- Miss Oliver**: This week I've been reading the *Essex Serpent* which is set in the C19th!
- Miss Oliver**: This week I've started reading Jack Hartnell's book '*Medieval Bodies*'
- Miss Angell**: This week I watched *The Dig on Netflix* and really, really enjoyed it!
- Mr Olivey**: This week I've started reading Jack Hartnell's book '*Medieval Bodies*'
- Mr Green**: This week I watched *The Dig on Netflix* and really, really enjoyed it!

**Historic-All**  
Keep your eyes peeled for more information about our **FREE History lectures EVERY week!**

**Hall**



# History Lectures Programme

Thank you all for your support of our free public lecture programme so far. Originally, we intended to host these monthly but due to the current lockdown we have decided to host at least one a week throughout this term. We hope that these lectures will help students and the wider community during this period of remote working, and we are incredibly grateful to all the speakers who agreed to take part at late notice. Since moving our lectures online, we have been able to invite multiple schools - attached is a map highlighting where people are 'tuning in' from.

Initially our idea was to host these monthly, but for this term we have managed to put together a weekly programme to help with this period of remote learning. We have had up to 270 people attend our live lectures and even more access our recordings which are freely available on the school website: <https://www.cambournevc.org/news-and-events/historic-all>

Check out our new updated schedule for the next half term!

For this academic year, all lectures will be online and shared via Microsoft Teams. Details about how to join the events (free of charge) will be available via the school website and via [Twitter: @Historic All](#) - Our monthly scheduled lectures will continue from March.

The aim of these lectures is multifaceted: they expose our students and the wider community to academics and scholarly debate, and they are intended for History teachers to continue to build subject knowledge, but most importantly they foster a love and interest in the subject. This also fits in with our wider school remit of being a Village College, inspired by the ideas of Henry Morris, in which schools should act as a community hub and that education is a lifelong process. Everyone is welcome- spread the word!

Thank you for all your help and please do get in touch if you have any questions.





Join us for a series of  
*free* online history  
lectures

The lectures are **open to  
all** and will be hosted via  
Microsoft Teams

## FREE LECTURE PROGRAMME

Thank you to all of our generous speakers for contributing to  
this programme!

### February

Wednesday 24<sup>th</sup> February 4-5pm: **Alessandro Salvador, University  
of Nottingham: *From Democracy to Dictatorship: The Rise of  
National Socialism in Germany.***

### March

Wednesday 3<sup>rd</sup> March 4-5pm: **Dr Enrico Emanuele Prodi,  
Special Lecturer in Classics, University of Oxford.**

Thursday 11<sup>th</sup> March 4-5pm: **Dr Sujit Sivasundaram, University of  
Cambridge: Author of *Waves Across the South: A New History of  
Revolution and Empire.***

Thursday 18<sup>th</sup> March 4-5pm: **Spencer Mawby, University of  
Nottingham: *The End of The British Empire: Migration, Conflict  
and the Building of Institutions.***

Tuesday 23<sup>rd</sup> March 4-5pm: **Joe Stanley, Sheffield Hallam  
University: *Strikes, Food Riots, and Living Standards in the  
Yorkshire Coalfield 1786-1801.***

Follow us on Twitter @historic\_all for dates and updates

For more information contact:  
jangel@cambournevc.org







## Twilight is coming to you!

Held every February half-term, Twilight at the Museums is traditionally a time when our local museums open their doors to families for an evening of torch-lit exploration. Due to current COVID-19 restrictions, we might not be able to welcome you in person but we'll still be bringing you a taste of Twilight fun.

**From Monday, 15 February** this page will be home to a whole load of twilight-themed activities, games and videos for you to enjoy. Whether it's getting outside and trying your hand at a bit of stargazing, or staying warm and having a go making shadow puppets, we'll have plenty for you to watch and do.

Keep an eye on our [Facebook](#) page for updates or email us at [info@museums.cam.ac.uk](mailto:info@museums.cam.ac.uk) for more information.

### **Trinity College: Litmus Creative Writing Project and Workshops (Years 9 – 11)**

In collaboration with renowned author Ali Smith, this is an opportunity for year 9-11 students currently attending a state school (or on a full scholarship to a fee-paying school) to submit a short piece of writing of under 500 words in poetry, prose or any other format (including artwork) based around a theme for publication. Using our submission form you can submit your work, but we're also going to be hosting free creative writing workshops in the last two weeks of February during which students at participating schools will have the opportunity to try new things, learn techniques and gain confidence. To gain more details and to book one for your school, email the-[litmus@trin.cam.ac.uk](mailto:litmus@trin.cam.ac.uk) with the session you would like delivered and your preferred date/time and she will get back to you to confirm arrangements. But whether you take part in one of our workshops or not, and whether you're already a creative writer or have never tried before, we'll be delighted to read and publish your work. Everyone who submits will receive personalised feedback and have their work published on our website, while our favourites will appear in a published anthology in summer 2021. <https://web.trin.cam.ac.uk/litmus/>

### **Faculty of Divinity: Film Competition (Years 9 – 13)**

Students are invited to make a short film inspired by one of the 50 Religious Treasures of Cambridge, and stand a chance to win a share of £500. Open to all UK Year 9-13 students. Closing date 1st March 2021 <https://www.divinity.cam.ac.uk/study-here/open-days/filmcomp>

### **Robinson College: New Directions Composition Competition (all ages below 18)**

The New Directions competition is an opportunity for budding musicians to try their hand at composing a piece of music, and consider its role in bringing communication and creativity to life. The competition is open to anyone below the age of 18 and compositions can be from any style or genre: a song, an instrumental work, a piece on Logic – the more inventive, the better! Winning entrants for each age category will receive £50, and have the chance to attend a Music master-class hosted by expert musicians at Robinson College, University of Cambridge (dates dependent on COVID guidelines). The submission deadline is 19th March 2021. Further details and the competition brief can be found on the Robinson College Music Society website:

<https://robinsoncollegemusicsociety.co.uk/outreachprojects/>

### Trinity College: Target Oxbridge (Year 10)

This free online programme will provide Y10 Black African and Caribbean students, and mixed race students with Black heritage, the opportunity to gain an early insight into life at Cambridge and how to secure a Cambridge place. Students will be invited to attend four monthly webinars between April and July. These webinars will provide the chance to hear from current Black students at Cambridge and to ask questions about their experiences. The team at Trinity College, Cambridge will also provide information on what admissions tutors are looking for in applicants, and how students can make the right A Level choices to improve their chances of securing a place on their preferred Cambridge courses. The webinars will also provide advice and insights into how degree subject choice impacts career options, as well as the chance to take part in a mini lecture run by a Cambridge academic.

<https://www.trin.cam.ac.uk/access/outreach-during-covid-19/targetoxbridge/>

### Emmanuel College: Intermediate Japanese Taster Workshop - and link to pre-recorded Taster Lecture which might be interesting for any language student! (Year 11)

This workshop will be a chance to engage with Japanese language and culture, for Year 11 students across the UK. There will be 20 places available for students who already have some experience of Japanese – whether self-taught or at GCSE level. The Workshop will be held at 4.30-6pm, Thursday 4th March 2021, over Zoom. Apply here by Thursday 25th February, noon (including parent/guardian consent!): <https://cambridge.eu.qualtrics.com/jfe/form/>

Priority will be given to students studying at non-selective UK state schools and/or who meet our WP Criteria. Not sure if it's for you, or want to get a taste of what the session will be like in advance?

Watch this taster lecture: <https://www.youtube.com/watch>

## Political Literacy



We are delighted to offer an **exciting opportunity for any student in year 10:**

From next month we'll be running a six-week course (each session lasting 1.5 hours) in Political Literacy.

As in previous years, this course, devised by Shout Out UK, results in certification by the exam board AQA, and culminates with an evening of students' presentations and a guest speaker (often an MP or political journalist).

Please email Mrs Coleridge or the College to register your child's interest.

Thank you.



# Weekly Literacy



## KS3

### Spellings

[KS3 spelling words beginning at dis - disbanded, disagreement \(educationquizzes.com\)](http://educationquizzes.com)

### Grammar

[KS3 Sentences | Learn Some of the Different Types \(educationquizzes.com\)](http://educationquizzes.com)

### Reading

[Jacqueline Wilson | Author of the week | Oak Academy \(thenational.academy\)](http://thenational.academy)

### Writing

[226\\_theauthor \(b-cdn.net\)](http://b-cdn.net)

## KS4

### Reading

[Turning over a new leaf? The best books for a new year | Books | The Guardian](http://TheGuardian.com)

### Writing

*Your school is asking students to contribute some creative writing for its website.*

Write a description as suggested by this picture:

OR

Write a short story that begins with the sentence:  
"Suddenly, I heard it. It was coming from the other side of the passage."

# English Support — KS3

For parents of children in KS3 (Years 7, 8 and 9):

If your child finds that they are in need of help with the work they have been set for English, please encourage them to use the email address below to ask questions and find support from the English team:

Year 7	<a href="mailto:cam-year7-english-help@cambournevc.org">cam-year7-english-help@cambournevc.org</a>
Year 8	<a href="mailto:cam-year8-english-help@cambournevc.org">cam-year8-english-help@cambournevc.org</a>
Year 9	<a href="mailto:cam-year9-english-help@cambournevc.org">cam-year9-english-help@cambournevc.org</a>

These email addresses are monitored throughout the school day by a number of members of the English department, which should mean your children receive a timely and personalised response to their question.

Thank you.



# English

## Cooking at Home | Food Tech — KS3

### Food Preparation and Nutrition at KS3:

#### Cooking at home

It is a great shame that since the beginning of the pandemic, most pupils will not have been able to cook the usual dishes in our KS3 programme of study. Whilst the learning that they are doing at home is now the theoretic aspects of food preparation and nutrition, we would like to give an opportunity for pupils to do some practicals related to their current lessons/practicals that would have been delivered in school.

We will therefore be suggesting each week some recipes to try out at home. Each will be relatively simple, using standard equipment, and a minimum number of ingredients to make the basic dish. If your child would like to do any of the practical activities, they must be done under close parental supervision. Their DT teacher would love to see a photograph of the final dish!

We understand that not all families will have the funds available to cover the cost of ingredients at this time, or ability to supervise their child during the activity. **These recipes are therefore entirely optional!**

Any pupil in receipt of Free School Meals or the Pupil Premium can claim the cost of ingredients by submitting photographs of receipts to Mrs Taylor. We will try to provide reimbursement within 14 days. If you would like to take up this offer, this must be organised with Mrs Taylor **in advance** of each practical activity. Please email on [etaylor@cambournevc.org](mailto:etaylor@cambournevc.org).





# FESTIVAL

Throughout this month, the BBC Young Reporter team are hosting a range of online sessions focussing on **careers**, **internet safety**, **filming** and **storytelling** tips to help you prepare for this year's BBC Young Reporter Virtual Festival!

More details about The Festival in the coming days but for now, here are the workshops confirmed so far for this month. All you have to do is click on the **relevant links** to send us an email to tell us you're interested. We'll then send you the zoom webinar registration links.

## **SAVE THE DATE! TUESDAY 23 FEBRUARY - DIGITAL CITIES VIRTUAL: SPORT AND THE MEDIA**

Still a working title and full details soon!

Throughout the day we'll have sessions exploring news and presenting, sport on digital platforms, and how to be creative with sport reporting.

Speakers from the industry will be sharing their knowledge and tips, and we'll explore the different career options and skills you need if you want to work in sports media.

### **Some important information:**

- These sessions are delivered over Zoom as a webinar.
- They are live events that won't be recorded so you can't watch them later.
- You can share the Zoom links with young people over 16 or parents / guardians.
- Please do not share the link with anyone under 16 years old.
- Under 16s must attend with an adult present.
- Once registered via the Zoom link, you'll receive a confirmation email with the password to access the webinars.

## **Almost Live Theatre Opportunity**

**CAMBRIDGE**  
**JUNCTION**  
ART MEETS LIFE

If you fancy some almost-live theatre and supporting the brilliant, independent Cambridge theatre The Junction, you can buy a very reasonably priced family ticket (contributions from £2.50) for a digital production of 'Dust'.

This will be available to stream all day on **Thursday 18th February**.

'Dust' is written by award-winning children's author Laura Dockrill and uses puppetry, haunting music and poetic language to explore a heartfelt story about love, loss, identity and memory.

<https://www.junction.co.uk/dust-online>

**BATTLE: CAMBOURNE**  
Mon 8<sup>th</sup> Feb until Mon 8<sup>th</sup> March

Log the distance you run, walk or cycle every time you head out your front door.

The region who travel the farthest, will reign supreme!

**GREAT CAMBOURNE**  
YOU CAN ACHIEVE GREATNESS

**UPPER CAMBOURNE**  
KEEP GOING, NEVER GIVE UP

**CAMBOURNE EXILES**  
TOGETHER EXILES SUCCEED

**LOWER CAMBOURNE**  
REFUSE TO LOWER YOUR STANDARDS

## Compete for your region in Battle: Cambourne

The Cambourne Village College PE department is launching a distance competition! The region who travel the farthest will reign supreme! The whole of the Cambourne community can use any method such as walking, running, biking or scooting to cover as much distance as possible between Monday 8<sup>th</sup> February and Monday 8<sup>th</sup> March. The PE department and your region's Year 11 captain are calling you and your household to compete for your region:

Great Cambourne – Izzy ©  
Upper Cambourne – Elliot ©  
Lower Cambourne – Max ©  
Cambourne Exiles – Posy ©

Your team is based upon where you live in or outside of Cambourne. Cambourne Exiles includes anyone who lives outside of Cambourne but has links to Cambourne via the schools, work, family or community. Your region needs you!

**Watch this short video** for more information on Battle: Cambourne:

[Battle: Cambourne Information Video](#)

**Submit your completed distance** using this link:

[Battle: Cambourne Distance Submission Form](#)

## PE Department: Snoods for grabs!

The PE department are delighted to offer pupils, parents and staff the opportunity to buy a CamVC PE snood. Please see information about this sent via School Post.

If you would like to purchase a snood, **ParentPay will open for payment from 9.00am on Monday 22 February**. There are 200 snoods available; they will be sold on first come first serve basis.

All money raised from the sale of the snoods will go towards **fundraising for the Sports Awards**.





# Online Safety | Apps

## KEEPING YOUR CHILD SAFE ONLINE

Your child/children may be online more than usual at the moment. Please see below some links to helpful ideas and materials around keeping children safe online:

<https://www.net-aware.org.uk/>

<https://www.thinkuknow.co.uk/>

<https://oursaferschools.co.uk/home-learning-hub/>



## COMBINED MINDS APP

Combined Minds is an app for parents and carers developed for teenage mental health charity Stem4 by Clinical Psychologists. The app aims to help families and friends support young people with their mental health.

Combined Minds use a 'strength based approach' which focuses on the positive attributes of the person and builds on resourcefulness and resilience. The app helps families to find ways to provide the right environment to help individuals they support affect their own change.



The app includes providing further information on certain needs such as anxiety and digital addiction as well as offering ways of accessing further help and useful suggestions of 'things you can do in the moment' to help support the young person.

More information can be found through the Combined Minds website at:

<https://combinedminds.co.uk/>

## TEAMS | ONENOTE

Microsoft Teams, Teams assignments, and OneNote are becoming increasingly more central to the way we are providing and receiving work. Below are some resources to help you support your children with these services.

[Click here](#) for a guide to handing in Teams Assignments

[Click here](#) for a YouTube playlist with short tutorial videos

(if you prefer, your child can access the same videos through their school account [here](#))



Microsoft Teams





# What parents need to know about INSTAGRAM



Instagram is a hugely popular social networking app with over 1 billion users worldwide. The app, which is accessible on iOS and Android devices, allows users to upload images and videos to their feed, create interactive 'stories', exchange private messages or search, explore and follow other accounts they like. Images and videos can be transformed with an array of filters to edit the shot before sharing and anyone with an account can see others' online 'galleries' if their account is not private. To make posts easier to find, users can include searchable hashtags and captions to their uploads. That's why we've created this guide to help parents and carers understand exactly what Instagram is about.



## HOOKED ON SCROLLING

Many social media platforms, Instagram included, have been designed in a way to keep us engaged on them for as long as possible. Behavioural economist, Nir Eyal, calls this the 'Hook Model' and the Instagram feed is a great example of this. Children and adults may find themselves scrolling to try and get a 'dopamine release'. Scrolling may become addictive and it can be difficult to stop until children find that 'something' they are looking for, quickly losing track of time as they get deeper into their Instagram feed.

## SLIDING INTO DMS

Direct messages (or DMs) on Instagram allow users to share posts, images, videos, voice messages and calls between each other privately (or in a private group). Even if your child's account is set to private, anybody has the option to message them and send them content. If the person is not on your child's friends list, the message will still be sent to their inbox but the user has to accept their request to see the message.

## INFLUENCER CULTURE

Influencers are sometimes paid thousands of pounds to promote a product, service, app and much more on social media. When celebrities or influencers post such an advert, they should add a disclaimer somewhere in the post which states that they have been paid for it. Commonly, this is well-hidden in the hashtags or in the comments of their post, making it unclear that their photo/video is actually an advert. This can be very misleading to young people who may be influenced into buying/wanting something promoted by somebody they admire, creating a false sense of reality and potentially affecting their mental health and wellbeing.

## IMPACT ON WELLBEING

In a report by the RSPH, Instagram was ranked the worst for young people's mental health. Using filters on photos on Instagram can set unrealistic expectations and create feelings of inadequacy. Children may strive for more 'likes' by using realistically edited photos. Judging themselves against other users on the app might threaten their confidence or self-worth. In early 2019, Instagram banned images of self-harm and suicide, following the suicide of 14-year-old Molly Russell, who had reportedly been looking at such material on the platform. They since extended the ban to include drawings, cartoons and memes.

## LIVE STREAMING TO STRANGERS

Live streaming on Instagram allows users to connect with friends and followers in real-time and comment on videos during broadcast. If your child's account is private, only their approved followers can see their story. It's important to note they may have accepted a friend request from someone they don't know, which means they could be live streaming to strangers. Children also risk sharing content they later regret, which could be re-shared online for years to come. Public accounts allow anybody to view, so we suggest your child blocks followers they don't know. In early 2019, data gathered by the NSPCC found that sex offenders were grooming children on Instagram more than on any other online platform.

## IN-APP PAYMENTS

Instagram allows payments for products directly through the app. It operates under the same rules as Facebook Payments, which state that if you are under the age of 18, you can only use this feature with the involvement of a parent or guardian.

## EXPOSING LOCATION

Public locations can be added to a user's photos/videos and also to their stories. While this may seem like a good idea at the time, it can expose the location of your child. This is particularly more of a risk if it is on their story, as it is real time. A photo which includes landmarks in the area, their school uniform, street name, house and even tagging in the location of the photo uploaded to Instagram can expose the child's location, making it easy to locate them. If their account is public, anyone can access their account and see their location.

## HIJACKED HASHTAGS

Hashtags are an integral part of how Instagram works, but they can come with risks. One person may use a seemingly innocent hashtag with one particular thing in mind, and before you know it hundreds of people could be using the same hashtag for something inappropriate or dangerous that your child shouldn't be exposed to.

## IGTV

Instagram TV (IGTV) works similar to YouTube. Users can watch videos from favourite accounts on the platform or create their own channel and post their own videos. It's important to note anyone can create an Instagram TV channel and doesn't have to be friends with a person to follow an account and watch their videos. In 2018 Instagram apologised and removed some of its TV content which featured sexually suggestive imagery of children. As the feature may encourage spending more time using the app, it's important to set time limits to avoid children's sleep or education being disturbed.



= POLL

## Top Tips for Parents & Carers

### RESTRICT DIRECT MESSAGES

If your child receives a message from somebody they do not know, encourage them not to accept their message request and 'block' this person; this is the only way to stop them messaging your child again. Children can also 'tap and hold' the individual message to report it directly to Instagram as well as reporting the account itself.

### LOOK OUT FOR #ADS

In 2019, the UK's Competition and Markets Authority launched an investigation into celebrities who were posting adverts on social media and not declaring that they were paid for. Influencers must clearly state that they have been paid for their posts, for example using a hashtag like #ad or #sponsored. Teach your child to look out for the signs of a paid post/advert and discuss with them that not everything they see from celebrities is their personal choice and opinion.

### MANAGE NEGATIVE INTERACTIONS

If your child is receiving unwanted or negative comments, they can block that account so that they can't interact with them. This stops them seeing and commenting on their posts, stories and live broadcasts. In addition, your child can instantly delete unwanted comments from their posts, turn them off completely and control who can tag and mention them in comments, captions or stories, from everyone, only people they follow, or no one at all.

### MANAGE DIGITAL WELLBEING

Instagram now has an in-built activity dashboard that allows users to monitor and control how much time they spend on the app. Users can add a 'daily reminder' to set a limit on how much time they want to spend on Instagram, prompting them to consider if it's been too long. In addition, once users have caught up with all the previous posts since they last logged on, they'll receive a 'You've completely caught up' message. Both features can help you have a conversation with your child about how much time they are spending on the app and to set healthy time limits.

### PROTECT PERSONAL INFORMATION

Your child may unknowingly give away personal information on their profile or in their live streams. Talk to them about what their personal information is and make sure that they do not disclose anything, including their location, to anyone during a livestream, comment, direct message or any other tool for communication on the platform, even to their friends.

### USE A PRIVATE ACCOUNT

By default, any image or video your child uploads to Instagram is visible to anyone. A private account means that you have to approve a request if somebody wants to follow you and only people you approve will see your posts and videos. Children should also use a secure password and enable a two-factor authentication to add an extra layer of security to their account.

### FILTER INAPPROPRIATE COMMENTS

Instagram has an 'anti-bullying' filter, which hides comments relating to a person's appearance or character, as well as threats to a person's wellbeing or health. The filter will also alert Instagram to repeated problems so that they can take action against the user if necessary. This is an automatic filter, which should always be enabled. Children can also report abusive behaviour or inappropriate/offensive material directly to Instagram from the app. This includes posts, comments and accounts.

### TURN OFF SHARING

Even though this feature will not stop people from taking screenshots, it will stop others being able to directly share photos and videos from a story as a message to another user. This feature can be turned off in the settings. We also recommend turning off the feature which automatically shares photos and videos from a story to a Facebook account.

### REMOVE PAYMENT METHODS

If you are happy for your child to have a card associated with their Instagram account, we suggest adding a PIN which needs to be entered before making a payment; this will also help prevent unauthorised purchases. This can be added in the payment settings tab.

**DON'T FORGET TO BE VIGILANT & TALK TO YOUR CHILD ABOUT THEIR ONLINE ACTIVITIES!**

## Meet our expert

Parven Kaur is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience of working in the social media arena and is the founder of Kids N Clicks, a web resource helping parents and children thrive in a digital world.



## \*NEW FOR 2020\* INSTAGRAM REELS

Instagram Reels is the latest update from Instagram that gives users the ability to record and edit 15-second multi-clip videos with audio, effects, and new creative tools. It is the app's answer to TikTok and can be accessed via the Stories feature. Reels can be shared with friends and family, however, if your child has a public account, it could be shared wider via 'Explore' and viewed by millions of strangers online.



SOURCES: <https://about.instagram.com/about-us> | <https://about.instagram.com/community/safety> | <https://www.bbc.co.uk/news/uk-47410520>

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) Twitter - @natonlinesafety Facebook - /NationalOnlineSafety Instagram - @nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 19.08.2020





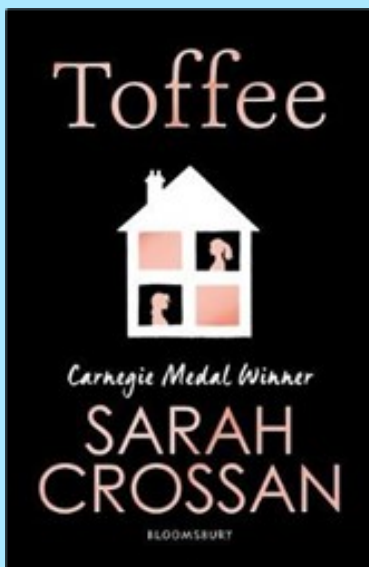
Students have access to a Teams channel of articles that school staff have chosen as being particularly interesting.

If your child is looking for something to read, there is a continually-updated selection – they'll fit nicely into the reading time each day, and offer something current to learn more about. Find it here: [Recommended Articles](#)

## Library Recommendations

Available on  
**SORA**

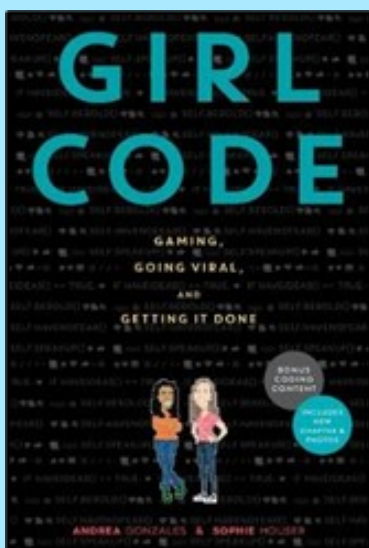
**Toffee** by Sarah Crossan



Allison has run away from home and with nowhere to live finds herself hiding out in the shed of what she thinks is an abandoned house. But the house isn't empty. An elderly woman named Marla, with dementia, lives there - and she mistakes Allison for an old friend from her past called Toffee. Allison is used to hiding who she really is, and trying to be what other people want her to be. And so, Toffee is who she becomes. After all, it means she has a place to stay. There are worse places she could be. But as their bond grows, and Allison discovers how much Marla needs a real friend, she begins to ask herself -where is home? What is a family? And most importantly, who am I, really?

**Longlisted for the 2020 CILIP Carnegie Medal**

**Girl Code** by Andrea Gonzales and Sophie Houser



**Girl Code** by Andrea Gonzales and Sophie Houser

Perfect for aspiring coders everywhere, *Girl Code* is the story of two teenage tech phenoms who met at Girls Who Code summer camp, teamed up to create a viral video game, and ended up becoming world famous. Through the success of their video game, Andy and Sophie got unprecedented access to some of the biggest start-ups and tech companies, and now they're sharing what they've seen. Get ready for an inside look at the tech industry, the true power of coding, and some of the amazing women who are shaping the world. Andy and Sophie reveal not only what they've learned about opportunities in science and technology but also the true value of discovering your own voice and creativity.



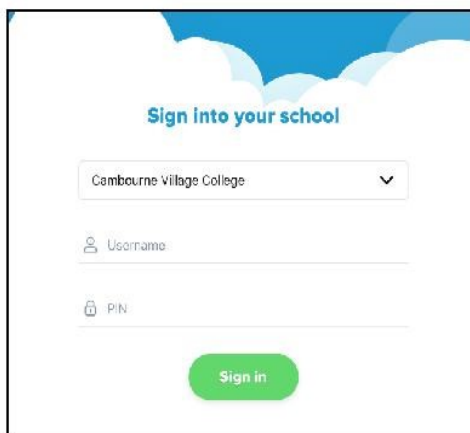
# Sora

by Overdrive

- Accessing eBooks
- and eAudio books
- FOR FREE!!!

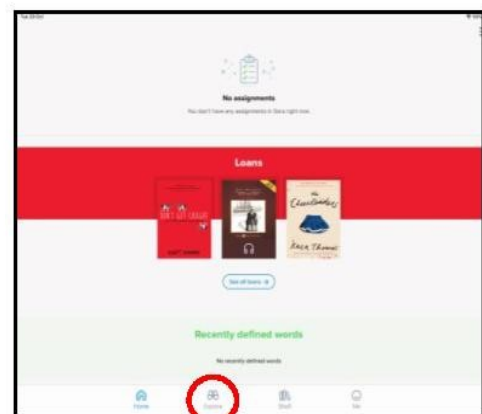
## Download the Sora App

- If you have a school iPad it may already been on it.
- If you have a smartphone at home, please download to it.
- You can also go on the Overdrive website.
- Click to find your school



Both your **Username** and **Password** is your six-digit school learner number, i.e. 219000.

- Your homepage (on the app) will look like similar to this.
- Search for books by tapping “Explore”



For any questions or support with SORA please email:

[CAM-Librarian@cambournevc.org](mailto:CAM-Librarian@cambournevc.org)





Thank you for continuing to support our drive for excellent standards of school uniform, and especially to those parents who have corrected the very short and stretchy skirts that were creeping in.

**Families who find it difficult to afford school uniform at any time should contact their Year team admin (details below), in complete confidence, so that a way forward can be found.**

Year 7 – Louise Boyd [cam-year7@cambournevc.org](mailto:cam-year7@cambournevc.org)

Year 8 – Melanie Stanford [cam-year8@cambournevc.org](mailto:cam-year8@cambournevc.org)

Year 9 – Kayleigh Blane [cam-year9@cambournevc.org](mailto:cam-year9@cambournevc.org)

Year 10 – Julia Hewitson [cam-year10@cambournevc.org](mailto:cam-year10@cambournevc.org)

Year 11 – Louise Ramsay [cam-year11@cambournevc.org](mailto:cam-year11@cambournevc.org)

Our up-to-date uniform policy and suppliers can be found on the [school website](#).

Thank you.

# SecondHandUniform

If you would like to check our second-hand uniform availability, please complete the form below to submit your enquiry.

[Second-Hand Uniform Request](#)

Please allow 48 hours for a response.

If your child has **lost an item of uniform**, please ask them to check with their **Year team office** in the first instance, or please **email [thecollege@cambournevc.org](mailto:thecollege@cambournevc.org)** so that we can arrange for your child to check our unnamed items.

If your child needs a coat/jacket and would like to look through our unnamed items to find something suitable for them, please ask them to go to their Year team office or email the College.



# Useful Links



Please click on the link below to access our **PE** related information:

[Parent Bulletin Links - PE](#)

*Please ensure that your child's PE kit is named. This will help with returning any lost property. Thank you .*

Please click on the link below to access **Covid-19** related information:

[Parent Bulletin Links - COVID-19](#)



Please click on the link below to view our latest **PSHE** information:

[Parent Bulletin Links - PSHE](#)

Please click on the link below to view our latest **DofE** updates:

[Parent Bulletin Links - DofE](#)



Please click on the link below to find information about our **Music Clubs**:

[Parent Bulletin Links - Music Clubs](#)

Please click on the link below to find out more about our **Extended Learning Opportunities**:

[Extended Learning Opportunities](#)

Extended Learning

# Self Isolation Support



## Positive help if you've tested positive (or are a close contact of someone who has)



**Need to self-isolate? We can help you!** If you've been told to self-isolate, you're not alone.

Help is available to everyone across Cambridgeshire who has been asked to do this to break the chain of infection – and stopping its spread to our most vulnerable people.

**This includes financial help, emotional help or practical support to do day-to-day things.**

### What **support** can you receive?



The Government's Test and Trace Support Payment Scheme is run by each of the district and city councils across Cambridgeshire and entitles people who meet certain criteria to **a one-off payment of £500 if they lose income because they can't work**. This payment can be made available on multiple occasions if you are a close contact of people who test positive a second or even third time.



If you aren't eligible for the government support, don't worry – there's a local discretionary fund which can **give you financial support so you can pay your essential bills**.



There is also a network of support hubs run by the district and city councils which can **support you with food shopping, collecting medicine, dog walking, befriending services and in many other ways**.



**Please get in touch if there are barriers preventing you from self-isolating, as we can help you to remove them.**

**There really is no reason not to self-isolate.**

Details of all the support available can be found on your local council's website or at [www.cambridgeshire.gov.uk](http://www.cambridgeshire.gov.uk)



**You can also contact your local support hub via your local council or by calling 0345 045 5219.**





# Students IT Support

If your child needs a password reset, for example to their email, Show My Homework or any of the platforms we use at the College, or if they have any issues with their iPads, please email [cam-support@cambournevc.org](mailto:cam-support@cambournevc.org).

We will aim to respond to any enquiry within 24 hours.

## Communication with the School

### How can I contact my child's Year Team?



Please email [cam-year7@cambournevc.org](mailto:cam-year7@cambournevc.org) | PSA Louise Boyd

Please email [cam-year8@cambournevc.org](mailto:cam-year8@cambournevc.org) | PSA Mel Stanford



Please email [cam-year9@cambournevc.org](mailto:cam-year9@cambournevc.org) | PSA Kayleigh Blane

Please email [cam-year10@cambournevc.org](mailto:cam-year10@cambournevc.org) | PSA Julia Hewitson

Please email [cam-year11@cambournevc.org](mailto:cam-year11@cambournevc.org) | PSA Louise Ramsay

We will aim to respond to any enquiry within 48 hours.

There are a variety of ways in which we will contact you, including by telephone, by letter, by email, in our newsletters and via our website. There are several ways in which you can contact us, and these include:



By email to [thecollege@cambournevc.org](mailto:thecollege@cambournevc.org)



By calling Reception for all general enquiries on 01954 284 000



By writing to Cambourne Village College, Sheepfold Lane, Cambourne CB23 6FR



Via the 'contact us' page of our school website [www.cambournevc.org](http://www.cambournevc.org)

We will aim to respond to any enquiry within 48 hours.