



WEEKLY BULLETIN | Friday 26 February 2021

The Week Ahead

Weekly Menu	Please CLICK HERE to see our current Menu
Extra-Curricular Clubs	Please CLICK HERE to see our current programme
Sports Clubs and Fixtures	Please CLICK HERE to see our current programme
Vacancies	Please CLICK HERE to see a list of our current Vacancies

Key Dates

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



MESSAGE FROM THE PRINCIPAL

Dear Parents and Carers

There's a huge amount of information for you in the following pages. Please do take the time to look through this; there are many opportunities for pupils advertised.

Lateral Flow Device Consent Forms

Many thanks for your support with completing the Lateral Flow Device Screening consent forms. If you have not already submitted a form for your child, please do so by **Monday 1st March** if you consent to your child taking part.

Forms can be found on a School Post sent on Wednesday 24th February, or email thecollege@cambournevc.org to request one.

Testing: Frequently Asked Questions

Please see the FAQ page later in the bulletin where you can find answers to the questions that some of you have been asking this week.

School Reports Years 7 and 9

In a routine year we would have been about to start a set of reports for Year 7 and Year 11 pupils. In the fortnight from March 8th, teachers were due to comment on your children's attitude to learning (on behaviour, classwork, homework and organisation); progress; current attainment – and for Year 11, a projected grade.

This year, due to the circumstances since the last report at the end of the Autumn term, we're not in a position meaningfully to comment on the above so these reports will not be issued. Instead, we will spend the weeks following the return on March 8th focusing our efforts and attention on settling students back in safely, finding out what they have and haven't understood, and teaching them as effectively as possible to make sure they have learned what they need to by this stage of their education. We hope we have your support and understanding in taking this decision.

Equally, we hope that the regular updates that have come to you via Go4Schools will have given you an understanding already of whether your child's learning has been in line with what we expected from them; we will continue to make available to parents and carers all relevant assessment information and results, and to communicate with you about your child's attitude and progress in the usual ways, which we hope are helpful.

For Year 11 students, we will be in touch about the process of awarding grades once the government updates us on what this will entail.

Year 9 Options

Very many thanks to all the parents of Year 9 pupils for returning your Options forms so promptly. Mrs Mallett has been able to make a very good start on compiling the Year 10 Options groupings.

I hope that you all have a lovely weekend and that the sun comes out for us tomorrow, as forecast!

Take good care of yourselves,

Claire Coates

Attendance

Attendance from Monday 08 March

From Monday 8th March, attendance within school is once again mandatory and we will resume our usual attendance monitoring as each year group returns.

The usual rules on school attendance will apply, including:

- parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age)
- the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

If you have any particular concerns about your child returning to school, please contact your year team before Monday 8th March.

If your circumstances mean that your child cannot return in line with the phased-return schedule, then you will need to complete a planned absence request form by visiting the [Absences](#) page on our website.

Please return completed forms by Wednesday 03 March, so that we can review your circumstances and respond before your child is due to attend in school.

ATTENDANCE MATTERS

6 days or less
absence per year
97% or above
**VERY GOOD
THIS IS YOUR
TARGET**

Between
7 and 19 days
absence per year
90% - 96%
**BELOW
EXPECTATIONS**

More
than 19 days
absence per year
Under 90%
**POOR
ATTENDANCE**

ABSENCE REQUEST

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.

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 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.

We appreciate your support encouraging your child's attendance to remote learning during this difficult time.

Attendance from last half term showed, 6.7% attendance within school and 89.5 % attendance online, giving us an overall attendance for last half term of **96.2%**

This is a fantastic effort and we are proud of our pupils continued engagement with their school work.

Please remind your child to log onto their ShowMyHomework every morning by 09.00, as a mean of confirming their presence/attendance.

If your child needs their password reset, please email cam-support@cambournevc.org

Admissions

Admission Entry Arrangements

We have recently determined our admission arrangements for entry into the **2022/23 academic year**.

The policy is available for you to view on our website:
<https://www.cambournevc.org/about-us/admissions>

Or please contact the school office via thecollege@cambournevc.org

Thank you.



Secondary School Place offers will be sent out by Cambridgeshire County Council on Monday 01 March.

Anyone who applied on-line and requested notification by email will receive an email on the offer date Monday 01 March and can view their offer online via the Citizens Admission Portal.

If you have received notification from County Admissions offering your child a Year 7 place for September 2021 at Cambourne Village College, you must accept this offer by Friday 12 March 2021.

Please see our website for details on how to accept your offer:

<https://www.cambournevc.org/parent-carer-and-student-information/new-intake>



We have now moved from WisePay to ParentPay for our student catering, events and trips.

You should have received an email on 8th February containing the activation details for your ParentPay account.

If you have not already activated your account, please follow the instructions on the email to do this as soon as possible. If you have any questions about this or require assistance, please do not hesitate to contact our support team at CAM-Support@cambournevc.org

10 TOP TIPS FOR PROMOTING YOUR CHILD'S MENTAL HEALTH DURING LOCKDOWN, from SSS LEARNING

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.



Frequently Asked Questions

Frequently Asked Questions on Testing and Returning to School

◇ **Clinically Extremely Vulnerable pupils**

We have been advised that “Clinically extremely vulnerable children and young people should not attend school or other educational settings, because the risk of exposure to the virus in the community is now very high. Your school or college will make appropriate arrangements for you to be able to continue your education at home”.

If you have a letter to say that your child should be shielding, please contact Julie Barker (school nurse) at jubarker@cambournevc.org. We are waiting to hear from the Local Authority for a list of these pupils so your support in confirming this would be appreciated.

◇ **Individuals who have tested positive in the last 90 Days and LFD testing**

Pupils who have tested positive for Covid-19 in the last 90 days are exempt from taking part in LFD screening. If someone in the household has tested positive but your child hasn't, then they are not exempt.

If, however, a pupil/ parent chooses for their child to continue to be part of the LFD screening even though they have tested positive in the last 90 days, they can. If a result were to be positive from an on-site LFD test, the pupil and the household would need to isolate for 10 days immediately.

When using the home-testing kits in the future, a positive LFD results in:

- NHS PCR test needing to be booked
- The individual and household isolating for 10 days from the point of a positive LFD result

If your child has tested positive in the last 90 days and you would like your child to be **exempt** from the LFD screening, please don't send them to school for their first test slot. Please tell your child to say at the registration desk that they are exempt from future tests in school when attending tests with the rest of their group.

◇ **LFD screening is voluntary**

If you do not wish your child to take part in the LFD screening tests, please do not send your child in for their first test slot. Any pupil without consent will not be tested. You do not need to inform us of this directly. We may well be in contact during the first week to check that this is your preference and that there hasn't been an issue with access to the consent form.

◇ **Face Coverings**

The government is strongly recommending that pupils wear a face covering at all times in class, as well as when moving around internal areas of the site. As a school we will be encouraging this.

Government guidelines state that only those who have a physical or mental impairment or disability should be exempt. We are therefore asking that if parents do not want their child to wear a mask in the classroom for any of the above reasons, they should inform the school by completing this form by March 8th - [CamVC: Wearing of Mask](#) - After this date, please provide any updates to your child's year team.

SURVEY RESULTS

February 2021 Survey Analysis

Thank you to all parents, carers and children who gave, via our surveys, feedback on changes made to our remote teaching last half term. We are pleased that we will be welcoming students back soon, and therefore of course our focus is shifting away from the development of remote teaching, back to how we best cater for students in a safe way in classrooms. Nevertheless, you might be interested in an overview of the results.

On the whole, the changes that we made in response to our first survey had been welcomed by parents and carers: 88% found the additional learning time at KS3 helpful, with 7% finding it unhelpful; 87% felt the additional live lessons had been helpful for their child, with 4% finding them unhelpful; 80% found the changes made to Go4Schools indicating whether student work was in line with our expectations helpful, with 5% finding it unhelpful, and 71% found the deadline of 5pm for work to allow greater flexibility in the day helpful, with 5% finding it unhelpful. Only the turning on of cameras in live lessons met with a less positive response – as we had anticipated, with students so rarely taking the opportunity: 32% felt it was helpful; 62% felt neutral; 5% felt it unhelpful for their child.

The responses in terms of what was working well and what was challenging were, from both parents/carers and from the students in each year group, very insightful. Again, we saw the real mixture of what works best for individual students, whether live lessons (a sense of being in touch; the chance to ask questions instantly – but also for some children and families, for various reasons, not manageable or helpful) or recorded lessons and tutorial videos (students can access at own pace, and can rewind). Because of this mixture of preferences – and in many cases, the view was expressed that the variety itself is best – we feel confident that our mixed approach is the best fit for our diverse community of learners.

This feedback is always useful and was tremendously constructive in tone: thank you to all who responded. We are also, though, warmed by each message of thanks and support that was expressed, by you and by your children: the children's messages of thanks have been shared with the members of staff they named, who were delighted to know they'd helped your child; your messages of encouragement and thanks have been shared with the staff generally. We feel very fortunate to be part of this community of families – and look forward to seeing your children soon, when teaching and learning will hopefully be relatively more straightforward!

If you would like any more detail relating to the survey findings, please contact egildea@cambournevc.org

Emily Gildea

Deputy Principal, Teaching and Learning

CLASS OF 2021

Year 11 Leavers – Yearbooks

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.



Year 11 Leavers – Hoodies

It is finally time! **2021 Leavers' Hoodies** are now available to order on ParentPay. We are offering the Fizz College Style Hoodies so you can choose the size and colour for £22. Your child's name will be included in the main design on the back, but for an extra £4 you can choose to also have their name/nickname printed above it.

There are two listings on ParentPay, please order either:

- **Standard 2021 Leavers Hoody £22** in your child's size and choice of colour; or
- **Personalised 2021 Leavers Hoody £26** in your child's size, choice of colour, and name/nickname printed on the back above main design

Deadline for orders is **Friday 16th April**. Hoodies will then be put in production ready for delivery late June 2021 – **we will not be able to take late orders once they are in production.**

#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.

Mrs Barker 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 will be able to access such items from the nurse's office at the College, as previously.

Thank you.



Virtual Work Experience



Virtual work experience opportunity with Morgan Sindall Construction, 6th-9th 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 15th 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 in these sessions should be extra vigilant about disclosing any further personal, identifiable information.



**MORGAN
SINDALL**
CONSTRUCTION

Virtual Work Experience Vacancy

One Week unpaid Virtual Work Experience vacancy week, commencing:
6th April – 9th 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)



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: 15th March 2021



National Careers Week 2021

and Virtual Careers Fair

1st - 6th March 2021



Next week is National Careers Week. You can find a useful NCW Parents' Guide for download on the [Careers page](#) of the college website.

The guide provides information aimed at helping you support your child(ren) to make choices for successful futures after GCSEs.

The guide includes the most up to date information on topics such as apprenticeships, universities and revision techniques.

Opportunities

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>



[Click here](#) to view a fantastic poster on raising awareness on energy usage created by one of our pupils for his DofE volunteering. Brilliant work!

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 to register your child's interest:
icoleridge@cambournevc.org

Thank you.



EXPLORE MORE

The **Geography Department** are continuing 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!

<p>DOWN TO EARTH WITH ZAC EFRON</p>	<p>NETFLIX recommendation</p> <p>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.</p>	<p>MAR 3</p> <p>12:30-13:00</p>	<p>Wild Dogs, Lions and Me</p>	<p>Meet Rosie Woodroffe as she describes her fieldwork experiences working with large carnivores in East Africa. Ask Rosie about close encounters, how wildlife and people can live side by side, and what she enjoys most about being a zoologist.</p> <p>zsl.org/science/whats-on/wild-lunch-wednesdays</p>
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Photo of the week

Mount Etna erupts in Italy.

Geography Joke...!

Have you heard about the pilot who decided to cook whilst flying? It was a recipe for disaster!

Explore More!

GEOGRAPHY

CAMBOURNE VILLAGE COLLEGE

Did you know?

Ghana was the first country this week to receive free Covid vaccines as part of a global effort to immunise the world's poorest people.

Search for 'Ghana vaccine' on Google. Or: <https://www.bbc.co.uk/news/world-africa-56180161>

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

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 started reading Jack Hartnell's book '**Medieval Bodies**'
- Miss Angell**: This week I've been reading the **Essex Serpent** which is set in the C19th!
- Mr Green**: This week I watched **The Dig on Netflix** and really, really enjoyed it!

H *all*

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!

March

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

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

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

Tuesday 23rd 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



Maths

Have you seen some maths in everyday life?

Have you seen a geometric natural phenomenon?

Have you seen some shapes on your daily walk?

Email **Miss Pickett** with your pictures to be in with a chance to be entered into a competition!



The Winton Gallery



The Science museum has an interesting gallery which examines the fundamental role of mathematicians and their impact in the world we live in.

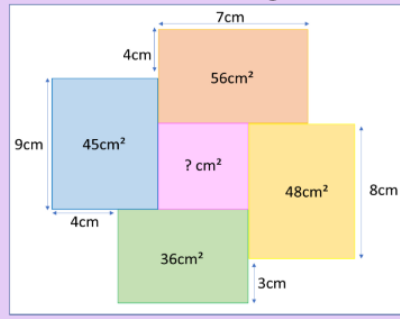
Worksheet can be found here

[KS3](#)

[KS4](#)

<https://www.sciencemuseum.org.uk/see-and-do/mathematics-winton-gallery>

Find the missing area



Alan Turing

1912–1954



Turing studied Maths at Kings college, Cambridge in 1931. Then he completed a PhD in mathematical logic at Princeton University. During his time there, he developed the idea of a 'universal computing machine' which could solve complex calculations. This would become known as the Turing Machine.

In September 1939, after the war was declared, Turing joined the Government codes and cypher school at Bletchley Park. A team of codebreakers were put together to break the Enigma code, a secret form of communication created by the Germans.

Alan Turing and Gordon Welshman designed a machine, known as the Bombe to help decode messages from the Germans. Turing was then able to decode naval messages, which aided the allied victory in the Battle of the Atlantic.

After the war, Turing was given an OBE for his code-breaking work. However, the fact that they had cracked the enigma code was kept a secret for another 30 years.

Due to anti-homosexuality laws in the UK, in 1950s, Turing was charged with gross indecency—later pardoned in 2013 by the Queen. In 1954, Turing was found dead, his cause of death was cyanide poisoning which was believed to have been injected inside an apple. This has not been proven

Historians consider Turing to be the 'father of modern computer science.' It is believed that Turing's work in Bletchley Park shortened the war by as much as two years which saved countless lives. When Steve Jobs was setting up Apple, he wanted to honour Alan Turing as the father of computer science. Hence the logo became the half eaten apple.

<https://www.youtube.com/watch?v=ynTAFpukXBk&pbjreload=101>



Watch Imitation Games

Cryptography activity

Write the deciphered letters above the code as you work through the message.

A	••	N	••••
B	••••	O	•••••
C	•••••	P	••••••
D	••••••	Q	•••••••
E	•••••••	R	••••••••
F	••••••••	S	•••••••••
G	•••••••••	T	••••••••••
H	••••••••••	U	•••••••••••
I	•••••••••••	V	••••••••••••
J	••••••••••••	W	•••••••••••••
K	•••••••••••••	X	••••••••••••••
L	••••••••••••••	Y	•••••••••••••••
M	•••••••••••••••	Z	••••••••••••••••

Useful Websites for Additional Guidance

Key Stage 3 and 4

Timestable Rockstar – <https://trockstars.com/>

If you are unsure about login detail, please email apickett@cambournevc.org

Corbett Maths - <https://corbettmaths.com/contents/>

Hegarty Maths – <https://hegartymaths.com/>

Key Stage 4

Mathsbot - <https://mathsbot.com/gcseMenu>

Mathsbot is great for generating GCSE practice papers or GCSE questions on specific topics.

Khan Academy – <https://www.khanacademy.org/math>

Really useful videos to help with different topics (is also useful if you are considering continuing maths into A Levels)

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://the-guardian.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	cam-year7-english-help@cambournevc.org
Year 8	cam-year8-english-help@cambournevc.org
Year 9	cam-year9-english-help@cambournevc.org

These email addresses are monitored throughout the school day by a number of members of the English department, which should mean your children receives 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.



BATTLE: CAMBOURNE
Mon 8th Feb until Mon 8th 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!

Logos: GREAT CAMBOURNE (YOU CAN ACHIEVE GREATNESS), UPPER CAMBOURNE (KEEP GOING, NEVER GIVE UP), LOWER CAMBOURNE (REFUSE TO LOWER YOUR STANDARDS), CAMBOURNE EXILES (TOGETHER EXILES SUCCEED).

Compete for your region in Battle: Cambourne

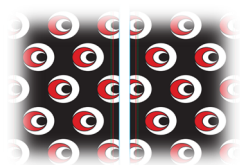
HEADLINE NEWS: The Cambourne Exiles have taken the lead!!!

- 1st place: Cambourne Exiles – 2106 miles
- 2nd place: Great Cambourne – 2103 miles
- 3rd place: Lower Cambourne – 1643 miles
- 4th place: - Upper Cambourne – 1219 miles

If you need some inspiration, do check out our **PE Twitter page**: @CamVC_PE for lots of motivational videos and information on the benefits of physical activity and walking. The link to log your miles can be found here: [Battle: Cambourne](#)

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

Watch this short video for more information: [Battle: Cambourne Information Video](#)



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.

These are now available for purchase on ParentPay. There are 200 snoods available; they will be sold on first come first serve basis.

Once you have purchased your snood on ParentPay, please collect it from the main school Reception.

Online Safety Tips

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/>



Staying Safe



Combined Minds

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/>

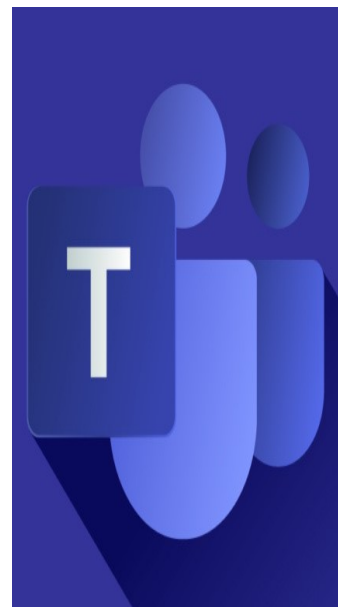
TEAMS | ONENOTE

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](#))





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.

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.



National Online Safety

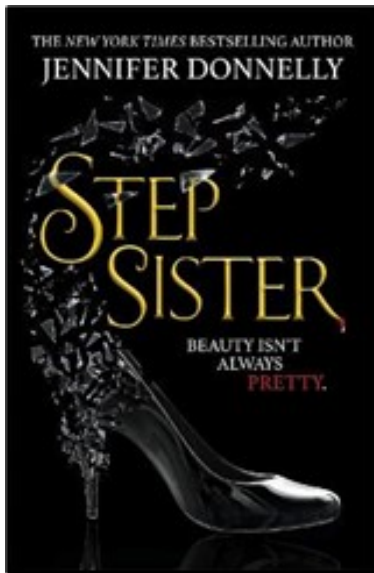
#WakeUpWednesday

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

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

BOOK RECOMMENDATIONS



Step Sister by Jennifer Donnelly

Stepsister takes up where Cinderella's tale ends. We meet Isabelle, the younger of Cinderella's two stepsisters. Ella is considered beautiful; stepsister Isabelle is not. Others have determined what is beautiful, and Isabelle does not fit their definition. Isabelle must face down the demons that drove her cruel treatment of Ella, challenge her own fate and maybe even redefine the very notion of beauty... *Cinderella* is about a girl who was bullied; *Stepsister* is about the bully. We all root for the victims, we want to see them triumph. But what about the bullies? Is there hope for them? Can a mean girl change? Can she find her own happily ever after?

Longlisted for the 2020 CILIP Carnegie Medal

Available on SORA



No More Excuses: Dismantling Rape Culture by Amber J. Keyser

Soon after the sexual misconduct allegations against film producer Harvey Weinstein became public in late 2017, the #MeToo movement went viral, opening up an explosive conversation about rape culture around the globe. Learn about the patriarchal constructs that support rape culture and how to dismantle them: redefining healthy manhood and sexuality, believing victims, improving social and legal systems and workplace environments, evaluating media with a critical eye, and standing up to speak out. Case studies provide a well-rounded view of real people on all sides of the issues.

ARTICLES

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](#)



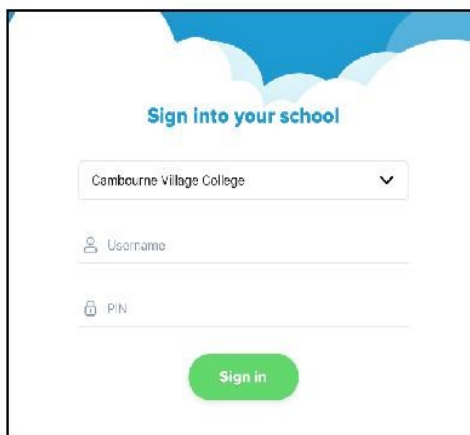
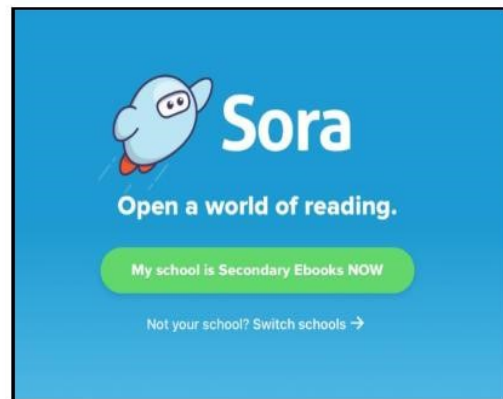
Sora

by Overdrive

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

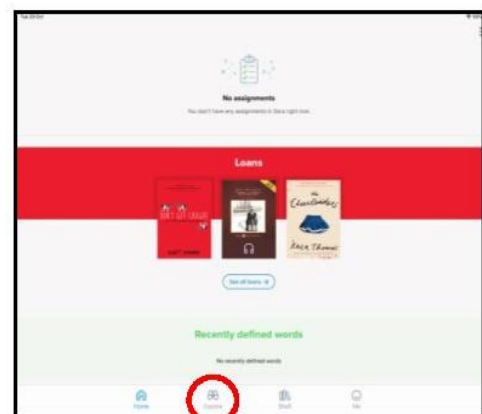
Download the Sora App

- 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



Please ensure that pupils return to school on 8 March in full school uniform—all normal expectations apply. A PE hoodie may be worn as an extra layer for any pupil who finds classrooms cool under current ventilation arrangements.

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

Year 8 – Melanie Stanford cam-year8@cambournevc.org

Year 9 – Kayleigh Blane cam-year9@cambournevc.org

Year 10 – Julia Hewitson cam-year10@cambournevc.org

Year 11 – Louise Ramsay 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** 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.





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

[Extended Learning Opportunities](#)



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

[Parent Bulletin Links - PE](#)

Click on the ink below to view our latest **PSHE** information:

[Parent Bulletin Links - PSHE](#)



Click on the ink below to view our latest **DofE** updates:

[Parent Bulletin Links - DofE](#)

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

[Parent Bulletin Links - Music Clubs](#)



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

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



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.

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 | PSA Louise Boyd

Please email cam-year8@cambournevc.org | PSA Mel Stanford



Please email cam-year9@cambournevc.org | PSA Kayleigh Blane

Please email cam-year10@cambournevc.org | PSA Julia Hewitson

Please email 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



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

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