



# Cleeve Park School

New Year, New Look Newsletter



Welcome to our Autumn Newsletter. It's been six weeks since we came back after the summer and already there is a lot to report. Our Year 7s have settled in well and our parents welcome meeting for Year 7 students was really well attended. The Head of Year (HoY) 7 was delighted with the number of parents who came along, as were the form tutors. Likewise, the recent Year 11 Parents Evening was extremely well attended by parents and students and the Head of Year 11 was impressed with the positive atmosphere during the evening and the direct focus on GCSEs.

We also welcomed Cleeve Meadow students into our school. There are 29 Year 7 and 8 students in total and they have been settling in well, enjoying some lessons in our science, music and food technology rooms as well as learning the songs for our upcoming production of The Wizard of Oz. (More details to follow).

The new school building is on schedule to open in February next year and our 3G sports pitch is due to be handed over to us after October half term - so just a week or so before we can use it!

Our Sixth Form team have also been really busy inducting our Year 12s into sixth form life as well as organising hustings for our whole school to vote on who should be our Head Girl/Boy and our Deputy Head Girl/Boy. I'll let you read on to find out who they are but needless to say we are very proud of how they conducted themselves. Well done.

Over the last few weeks we have had our transition open mornings for our Year 7 2020 intake. We are now fully subscribed in every year group with waiting lists - something we are all very proud of.

We look forward to working with you this year. Happy reading.

**Mrs J Tyler-Maher**

Executive Head Teacher.

**Mrs C Bonner**

Head of School

# Attendance Matters



Why is Attendance so important? Missing school means missing out on so many things such as being with friends, experiencing new activities and learning new skills as well as impacting on a young person's future prospects.

Future employers and training providers look to see what grades a young person has achieved. We know that pupils attending for more than 95% of the year achieve GCSE results that are one grade higher than those that don't.

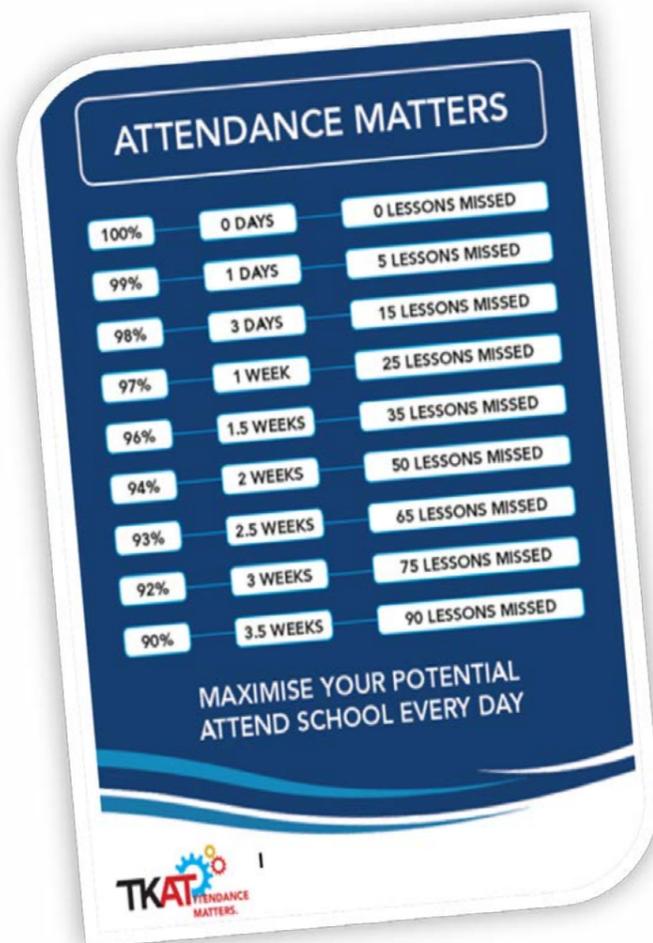
There are very few reasons why a pupil should not be in school and it is essential that you, as parents or carers, play your part. Facts to think about:

- **Attendance that drops below 95.9% will be monitored.**
- **90% is equal to missing 19 days in a school year. Over 11 years of education, this is equal to missing one whole year of school.**
- **Being late by 15 minutes every day means missing two weeks of learning in a year.**
- **Children do not need to stay off school if they have mild health problems such as conjunctivitis, a cold or headache. Additionally, they do not need a 24 or 48-hour recuperation time if they have been sick.**

More information is available on our website: [www.cleevepark-tkat.org](http://www.cleevepark-tkat.org)

I am sure you can see the benefits of making sure your child doesn't miss out and helping your child to attend school every day they can.

**Ms Hayden**  
Deputy Head-teacher



# Commitment, Pride, Success

The underlying principles of Cleeve Park School's behaviour policy is embedded in our values of: Commitment to learning, Pride in ourselves and our sense of Community.

## Commitment to learning

- All students need excellent attendance and punctuality to school and lessons.
- Students must bring in the correct equipment: pens, pencils, ruler, PE kit and specific requirements for subjects.
- Students must complete homework and meet deadlines.
- All students have a responsibility to create a positive, safe environment for learning. This means they should not engage in low level disruption e.g. talking over peers or teachers.
- Students need to produce work that reflects effort and ambition. This includes attention to spelling, punctuation and grammar.
- Students should care for the whole school environment so it is a place that everyone can feel proud of.

## Pride in ourselves

- Students should value hard work in themselves and others and want to celebrate this
- Students should understand that good behaviour around the school, good uniform and good manners all reflect a sense of self worth
- Students should not shy away from praise and welcome recognition for success.

## Sense of community

- Students need to be mindful of the way they speak to others. Our students must avoid language which is discriminatory, unlawful, rude or disrespectful. It is important that students remember this is a place of work.
- Students should not make any member of the community feel unvalued, unsafe or unwelcome
- Students should care for the environment
- Students must respond to the instructions of adults in the school without argument

## Code of conduct includes:

- **Correct uniform – see contact book**
- **Correct equipment including contact book**
- **Arrive to school and lessons on time**
- **Complete all homework**
- **No electronic devices to be in school**
- **Respectful at all times**

For more detailed information, please see pages 2-15 in the contact book or refer to the Behaviour Policy on the website.

**Mr Moloney**, Head of Behaviour

# A Polite Request

**NO UNAUTHORISED  
VEHICLES  
BEYOND THIS  
POINT**

We have received a number of complaints and we are urging parents to respect our neighbours and not park across driveways when dropping off or collecting students. The safety issues this causes for other drivers as well as pedestrians is of great concern.

Please remember that parents must not drive into the school grounds to drop off or collect children (unless a prior agreement has been made with Mrs Tyler-Maher or Mrs Bonner). This behaviour is a Safeguarding risk as well as increasing the chances of an accident.

# Knowledge Organisers

## Organisers



### KS3 Knowledge Organisers - Homework

This term we have launched our new Homework strategy, using Knowledge Organisers to embed key ideas and vocabulary, as well as supporting memory retention and revision.



"Knowledge is power.  
Information is liberating.  
Education is the premise  
of progress, in every  
society, in every family"

**Kofi Annan**  
(Research who he is)



The Knowledge Organisers are to be used across Key Stage 3 and allow students to access the basic principles for their subjects each term.

Most knowledge organisers will include the essential facts about the topic, usually laid out in easy-to-digest chunks; key vocabulary or technical terms and their meanings; images such as maps or diagrams; and famous quotations, if relevant.

### Year 7 Knowledge Organiser - Term 1

Research shows that our brains remember things more efficiently when we know the 'bigger picture' and can make links to other topics. Making links, essentially, helps information move into our long-term memory.

In the same vein, because every child has the same knowledge organiser, it gives a class a 'level playing field' of knowledge, with more children having a general awareness and set of knowledge about a topic, rather than just a handful of children (who may have visited museums and done hours of research over half term!)

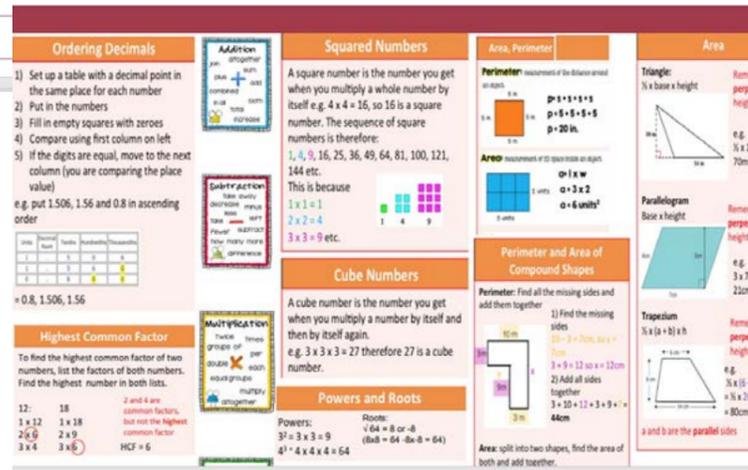
Students will work from their Knowledge Organisers at home for independent study and have received an exercise book to complete their notes which they are required to bring in to school every day.

For your information, Years 7, 8 and 9 will be required to complete the minimum of 5 pages each week. Additional homework may be set by subject teachers where appropriate.

The Knowledge Organisers will all be available online each half term for students to access via the school website, with a master copy being handed to students this term only as an introduction.

Lunch time and after school support will be provided for students who have any difficulty.

**Ms Hayden**  
Deputy Headteacher



## YEAR 8



Hello all, I would like to introduce myself as Miss Tebbutt the new Head of Year 8. I hope that you enjoyed your summer break! I aspire to help your children to develop academically as well as socially in the coming year.

I will be implementing strategies to ensure a smooth and successful year ahead for your child. I very much look forward to working with Year 8 over the coming weeks.

With Thanks,

**Miss Tebbutt**  
Head of Year 8

### Year 11 Prom, Birchwood Park Golf Club, Wilmington

The theme for the 2019 Year 11 prom was Hollywood Glitz and Glamour. The Prom included a sit down 2 course meal, professional photographer for the evening and a party that went on until the early hours (Carriages just before Midnight!).

On arrival the students were greeted by photographers who were able to capture them in their stunning attire. Some of the methods of transport were impressive to witness as well. Plenty of photos were taken throughout the evening so that students will have fond memories to look back on.

The formal part of the evening began with fruit punch followed by the sit down meal. Miss Hill, their Head of Year and I thanked the pupils for their efforts, behaviour and determination to succeed that we have witnessed over the past five years at school. It has been a privilege to teach them and wish them all the best for their future, be it into further education, apprenticeships or employment.

It was an absolute delight to see the students dressed in their beautiful formal attire dancing the night away with long term friends. The evening ended with a rousing rendition of New York New York where everyone hugged and said their final goodbyes and drove off into the night

A truly wonderful evening,

**Mrs Hobbs**, Pastoral Lead KS4





## Meet Mr Mackenzie, Head of Year 11

We have started this important final year with a change of Head of Year 11. The expectations are that student's attendance is 100% to maximise the learning hours we have left in this academic year. Form tutors and the Pastoral Team are monitoring any students with low attendance as this is key to success!

The expectation this year is that students attend every lesson of every day. Punctuality is vital to ensure the teachers have the maximum amount of time working with students.

Students should be in full school uniform and electronic devices will be taken if seen during the day. Make up is not allowed, this includes false nails and eyelashes.

School shoes must be worn every day unless you have a medical note from a professional. Hoodies and body warmers instead of blazers are not permitted and will be confiscated.

## REVISION

Students have been given a black folder with a breakdown of every subject Cleeve Park School offers at GCSE level. Students will find enclosed in the folder; revision timetables, Personal Learning Checklists, revision techniques quizzes and some mentoring sheets.

It is imperative that students are using this black folder throughout the year for revision purposes and if students require any help with this, the first port of call will be Form Tutors, then the Head of Year.

**Form Tutors** - During form time, we have a rigid routine and plan in place. Students are receiving assistance with learning exam preparation and exam tips. We have a dedicated day to monitoring Behaviour and Attendance. The students will also be completing booklets of 'Creating Success & Power to Perform'.



We are delighted to announce that Cleeve Park School has recently invested in GCSEPod. As a subscriber, your child now has access to GCSEPod's library of over 6,000 'Pods,' 3-5 minute videos designed to deliver knowledge in short bursts.

GCSEPod also has the ability to identify knowledge gaps and automatically send playlists to help fill them. After completing any homework set on GCSEPod, your child will get a personalised "Boost Playlist" of Pods relevant to their identified areas of weakness. We strongly suggest you encourage your child to review these playlists regularly as this will speed up their progress.

### IS YOUR CHILD USING GCSEPOD TO REVISE?

We've subscribed to the award-winning, learning and revision resource, GCSEPod.

GCSEPod is designed to support your child through their GCSEs and it's never too late for them to start using it!

Wow!  
Emma actually asked if GCSEPod counted as revision as she can't believe it! I can't believe it either!

Parent

- 3-5 minute expert-written videos ('Pods') covering all the key knowledge needed for 25+ GCSE subjects
- Exam specific playlists ('My Courses') provide ready-made revision
- Watch Pods together and use the identified keywords to create flashcards, memory posters and mind maps
- Students can test their knowledge in GCSEPod assignments set by their teacher

**Top tip:** Use **My Courses** to create a timetable with your child.

Access your child's account at [www.gcsepod.com](http://www.gcsepod.com)  
Your child should already be aware of their login details.

### KNOWLEDGE ROUND-UP

Test your child on their Pod knowledge with some of these general questions.

#### GENERAL QUESTIONS

1. What did you learn from watching the Pod?
2. What will you remember?
3. Tell me 3 key words you have learnt from the Pod.
4. Tell me everything you know on the topic.
5. How confident do you feel on the subject?
6. Do you think you need to learn more on that subject?
7. What part of the Pod interested you the most?
8. What was your favourite part of the Pod?
9. Teach me what you've learnt.
10. Where you surprised by what you've learnt?
11. What was your least favourite part?

**Tip!**  
Print out this page, take it everywhere you go and ask questions when you're in the supermarket, in the car, cooking dinner...

#### ENGLISH LITERATURE QUESTIONS

1. What's the book/play about?
2. Can you give me a plot overview?
3. Where is the book/play set?
4. How does the setting reflect the book?
5. Who are the main characters in the book/play?
6. What genre is the book?
7. Do you know any important quotes?
8. What is the structure of the book?
9. What are the book/plays themes?
10. Does the story interest you? Why?

#### CHARACTER QUESTIONS

1. Who are the main three characters of the play/book?
2. What are their relationship with each other?
3. Which social class do they belong to?
4. Do the main characters change by the end of the book/play? How?
5. If you had the change to talk and ask each character a question - what would you ask them and why?

**Tip!**  
Think of some specific questions on other subjects, like photosynthesis, algebra or WWII.

**gcsepod**  
education on demand

**EXAM SUCCESS**

## SUPPORTING YOUR CHILD WITH EXAM STRESS

Don't let the stress of exams overwhelm your child. Help them stay in control with these top tips.

**GET ORGANISED**

Supporting your child with their organisation will help them feel more confident and in control. Make a list together of everything they'll need to study and create a schedule.

**MAKE SLEEP A PRIORITY**

Without getting the proper rest it will be even harder to retain information. A good sleep between 7-9 hours every night will help your child relax and feel well rested.

**OVERCOME PROBLEMS**

Encourage your child to come to you in they're struggling to understand topics and work together through them.

**REWARDS**

Set out small incentives and reward your child for their good revision practice. Having something to look forward to like their favourite meal on a Saturday night or trip to the cinema can make all the difference when in the world of revision.

**TALK ABOUT YOUR NERVES**

Nervousness is a natural reaction to exams but bottling it up will only make it worse. Talk to your child about how they're feeling, it will help them to relieve any stress and worrying they maybe experiencing.

**EAT RIGHT**

Ensure your child is eating three healthy meals a day and limit their caffeine and sugar intake. Power foods for your brain include blueberries, salmon and nuts!

**KEEP THINGS IN PERSPECTIVE**

Exams will seem like the most crucial thing, but in the grander scheme of things it's only a small part. Remind your child of this and tell them, they can only do their best and that's enough!

# SAFEGUARDING TEAM



## Being Safe on the Internet

It is important that we understand enough about the Internet to keep our children safe from harm but it is equally important that we equip our children with the skills they need to keep themselves safe so they can experience the Internet positively and responsibly.

Children start using computers from a very early age and are increasingly using the Internet more and more whether at home, in school, on their mobile phones or on a games console. With this in mind, Internet safety and knowing how to help protect children and young people online is essential. Some key facts to consider are:



### Unsupervised Use

Many children are using the internet unsupervised at an early age. Studies found that over 71 percent of parents do not supervise their children's internet use after the age of 14, yet a shocking 72 percent of all missing children cases that begin online involve children who are 15 or older.

### Hiding Information from Parents

Unfortunately, regardless of parental intentions and involvement, the Kidsafe Foundation reports nearly 32 percent of teenagers hide or delete their browsing history from their parents. It is imperative for parents to be diligent. Likewise, 16 percent of teens have email or social media accounts their parents are unaware of. Often, children even lie about their ages in order to create such accounts, attracting attention from older children or even adults.



### Sexual Predators

The National Centre for Missing and Exploited Children (NCMEC) reports 15 percent of children between ages 10 and 17 have been contacted via the internet for sexual intent. It is highly likely many of these solicitors are sexual predators. Adults and children need to use the same precautions online they do when confronted with a stranger face to-face. According to the Associated Press, over 90,000 sexual predators have been discovered and removed by authorities from the vast social networking site MySpace, once popular among teenagers. Many of these predators have been tried, convicted, and are now incarcerated.

### Friends with Strangers

Often, teenagers and sometimes even adults are Facebook friends and have conversations online with individuals they have never met in person. Teenagers are trusting - often willing to meet with strangers. A recent study found 16 percent of teenagers have simply considered meeting someone they have conversed with online, and 8 percent have actually physically met with someone.



### Talk About Internet Safety

From privacy concerns to sexual predators and identity theft, lots of dangers exist on the internet. Children and teenagers need supervision when using the internet whether they are 5 or 15 years old, and adults need to remain attentive as well. Attention to specific safety concerns, such as sharing whereabouts, photos and personal information, as well as always maintaining a sense of awareness and diligence, will go a long way in protecting your loved ones.

## Meet our Safeguarding Team



Mrs C Bonner  
Head of School



Mr A Moloney  
Head of Behaviour



Mrs L Lawrence  
Pastoral Leader



Mrs A Harmer  
Teaching Assistant



## Grooming - what is it and what can we do?

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional.

**Groomers may be male or female. They could be any age.**

Many children and young people don't understand that they have been groomed or that what has happened is abuse. The signs of grooming aren't always obvious and groomers will often go to great lengths not to be identified.

If a child is being groomed they may:

- **be very secretive, including about what they are doing online**
- **have older boyfriends or girlfriends**
- **go to unusual places to meet friends**
- **have new things such as clothes or mobile phones that they can't or won't explain**
- **have access to drugs and alcohol.**

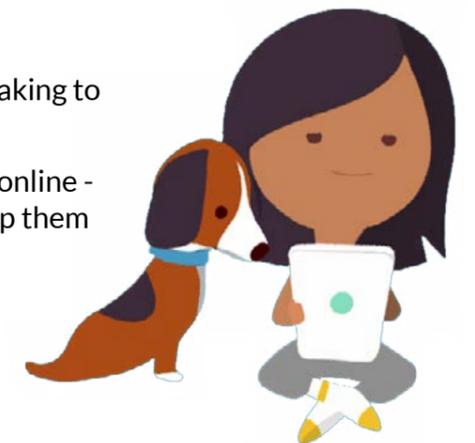
In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

**If you're worried that a child is being groomed or abused, watch out for any unusual behaviour:**

- \* **withdrawn** \* **suddenly behaves differently** \* **anxious** \* **clingy** \* **depressed** \* **aggressive** \* **problems sleeping** \*
- \* **eating disorders** \* **wets the bed** \* **soils clothes** \* **takes risks** \* **misses school** \* **changes in eating habits** \*
- \* **obsessive behaviour** \* **nightmares** \* **drugs** \* **alcohol** \* **self-harming** \* **thoughts about suicide** \*

## Talk about their online world

1. We talk to children about crossing the road, bullying and speaking to strangers. But what about staying safe in the digital world?
2. Having regular conversations about what your child is doing online - just like you would their day at school - is the best way to keep them safe.
3. You'll be able to spot any problems, encourage them to come to you if they're worried and make sure they know what's ok to share online - and what's not.



Students can email [tellit@cleevpark-tkat.org](mailto:tellit@cleevpark-tkat.org) if they have concerns about themselves or another student

**Safeguarding is not a policy but a culture. It is everyone's responsibility**

**If you're worried about a child in school contact one of the Designated Safeguarding Leads or Contact the NSPCC hotline on 0808 800 5000**



## Cleeve Park Youth Travel Ambassadors team

The YTA had a packed year in 2018/19, engaging fully in the Transport for London scheme and overcoming their personal challenges to promote active travel to their peers.

The team, comprising eight students from year 7, two from year 8 and two mentors from Year 12, had identified that the overcrowded buses, particularly the unreliable B14,

were a cause of stress to students. As year 7 students, still getting accustomed to travelling independently, this was a particular issue. They recognised that it would be difficult to increase bus capacity, so to improve the passenger experience they needed to look at changing behaviours. Their first step was an assembly to Year 7 focussing on safe behaviour on buses and at bus stops: this was the first time most of them had ever addressed such a large audience and many of them were very nervous.



In the Spring term they worked on a bid presentation for TfL's "Dragon's Den" to request funding so they could make a film promoting active travel, reasoning that if they couldn't have more spaces on buses they needed to encourage people to walk or cycle, especially for short journeys. They also actively promoted the "Big Pedal", encouraging students to walk, scoot or cycle to school over a two week period.

As part of the Big Pedal activities, Bexley Council ran Bikeability courses at school for any students who had not already completed their training at primary school. Fifteen CPS students participated with most reaching level three, meaning they are judged safe to cycle on even busy roads.

Having successfully bid for £250 funding, the YTA team spent the summer term writing the script for their promotional film. This was shown to Year 7 students as part of a further assembly promoting active travel, and was also shown to our new Year 6 students as part of their induction.

The YTA team returned to the London Transport Museum for a final Showcase event, where their film was shown to students from several other school and they also gave a presentation reporting back on what went well and what they would do differently.

All the students felt they had learned a lot from their activities, including speaking to a large audience, learning their lines and how to script a movie, and are very keen to continue as YTA.



Summer school was held over two days in July for our new Year 7 students who started in September - it was a fun action packed two days.

In the first day two police horses visited the school and their handlers explained about grooming, training and safety when the horses are ridden on the road. They arrived in huge horse boxes which had everything inside for the comfort of the horses. Students were allowed to stroke and ask as many questions as they wanted.

The sniffer dogs then demonstrated what they do whilst working – they are trained to find money, missing people, drugs etc. There were police bikes and police cars on show as well. The students were then taught about traveling on the school bus and how to travel safely. At the end of the day they were given a talk on what the Police Cadets do and how to join.

We spent day two creating Art, performing in Drama and a little taste of the Secondary English syllabus. There was also a chance to win some prizes. Summer School is about increasing confidence, building and making new friends to make the start in September a positive experience. It was a wonderful two days and enjoyed by all - even on the hottest two days of the year!!!!



## THORPE PARK TRIP

In July 75 year 9s were taken to Thorpe Park for their end of year reward trip linked to behaviour and attendance.

After a car fire on the M25 we finally made it to Thorpe Park (along with thousands of other school students) to join queue upon queue. The sun was shining and the water rides were a very popular way to cool down. The students had a lovely day. Snacks were provided and despite most things melting, the donuts survived!

It was a day of queuing and the trip home was no exception. All in all it was a lovely day, good weather, good slushies and a nice way to end the year.

Thank you to Mr McNiffe and Miss Hayward for supervising on the coach and to Mr Mackenzie for driving the minibus.

Ms Tangi



REWARDS

# YEAR 9



I have the honour of being Head of Year 9 for this coming academic year of 2019/20. The form tutor has a very important role with the day to day contact with your child. If there are any issues regarding your child it is likely that the form tutor will be in contact with you in the first instance.

Equally if you have any issues please contact your child's form tutor who will endeavour to resolve any low level issues. In the instance of more persistent or more urgent issues please contact myself and in the case of pastoral concerns please contact Mrs Lawrence.

We are very excited to be working with Year 9 this academic year and my team aspire to help develop all students into well rounded individuals. All students in your child's year group are capable of achieving and fulfilling their potential and I hope you will support the year 9 team to push your child to excel at Cleeve Park School.

In order to support your child and the school in achieving the best outcomes possible, you should:

- **Ensure your child is appropriately equipped for school – this includes a pencil case with adequate pens and pencils, a ruler, sharpener, rubber, scientific calculator, and a reading book.**
- **Ensure your child attends school every day.**
- **Ensure your child is wearing correct uniform to school every day.**
- **Ensure your child arrives at school promptly and on time every day.**
- **Ensure your child completes all their homework.**
- **Ensure you appropriately reward and sanction your child for their efforts.**
- **Communicate any concerns with your child's form tutor and I so we can support your child with any issues.**

The year 9 team very much look forward to working with you and your child to ensure your child has a successful year.

Kind Regards, **Mr L Thompson**, Head of Year 9

## Ajax Tour

Last May some students from Cleeve Park were taken for a football tour to Ajax in Amsterdam, Holland. Cleeve Park departed with 28 boys and the tour consisted of: a friendly fixture against local opposition, 2 x training sessions with an ex Ajax professional called Sonny Silooy, a tour around The Amsterdam Arena, before the students experienced watching the Ajax First Team win the football match that won Ajax the league! The atmosphere was electric from start to finish and the students thoroughly enjoyed it.



## PE Interventions 2018-19

### Rock Climbing

As part of the GCSE PE course, students are required to be assessed in 3 different sports. As a school we offer extra-curricular clubs to enable students to attempt to enhance their performance whilst also offering two additional external sports that we escort the students to. In the summer term, Year 10s took part in three intensive rock-climbing days. Our students were instructed by qualified teachers on the different techniques in isolation and in competition. They professionally graded the students then our PE department scrutinised the grades given for moderation purposes.

### Cycling

Our year 10 also took part in cycling. The students attended the CycloPark in Gravesend on three separate occasions where they have a two-day intensive course on techniques in isolation and a final day focusing in competition. The qualified specialists then graded our students on their practical performances and the PE department then moderate the grades.

The practical side of the course is now roughly 30% of the student's final grade. This is an essential part of the course to hit the higher grades. We are delighted at how our students not only improved their techniques in two new sports but also developed a whole range of new skills towards their GCSE PE course.

## Literacy reading tips for parents



1. Get them reading to you, children who read aloud to someone at home make MORE progress than those who don't.
2. Help them sound out difficult words by breaking them down.
3. Use a ruler to guide their eyes over each line, so they don't rush but absorb.
4. Your child should be able to read most of a page of a book and tell you what has happened, ask them to summarise each page.
5. Look at their school books and see what common mistakes they have.

**Students: Remember to visit Mrs Smith in the Library to see what new books we have ready to lend you!**

# YEAR 7



My name is Mr Southby and for the last 4 years, I have been Head of Year 7 here at Cleeve Park and have seen a good few hundred students pass through.

I myself have taught for over 18 years and have loved every day of my career. I hope to enthuse the students and be the driving force behind them to succeed.

Education is something that everyone should be able to enjoy and understand, and here at Cleeve Park school we all try to make this happen.

I have a fantastic team of tutors for Year 7 and know that they too will be enthusing and encouraging to your child.

If you have any questions or concerns, please do not hesitate to email me.

Kind regards, **Mr D Southby**, Head of Year 7, southbyd@cleevepark-tkat.org

### Year 7 Form Tutors:

- 7COS** - Ms P Coskun [coskunj@cleevepark-tkat.org](mailto:coskunj@cleevepark-tkat.org)
- 7JOS** - Ms M Joss [jossm@cleevepark-tkat.org](mailto:jossm@cleevepark-tkat.org)
- 7HLE** - Mr J Hoyle [hoylej@cleevepark-tkat.org](mailto:hoylej@cleevepark-tkat.org)
- 7MAN** - Mr K Manzoor [manzoork@cleevepark-tkat.org](mailto:manzoork@cleevepark-tkat.org)
- 7VIR** - Mrs Virgin [virginl@cleevepark-tkat.org](mailto:virginl@cleevepark-tkat.org)
- 7WHA** - Mr A Whaley [whaley@cleevepark-tkat.org](mailto:whaley@cleevepark-tkat.org)

# A 'Snapshot' of a busy English Department – 2018-19

As we are setting out on a new school year the English Department wanted to share what they and the students had been up to. It was an exciting year for the English department. We introduced some new text at both KS3 and KS4 which have enabled our students to thrive.

## Trip to UCL

We took 40 of our year 10 students to University College London to be part of a university lecture on Macbeth. The students were exposed to range of high level, complex ideas and were stretched and challenged to critique Macbeth by being exposed to a range of challenging perspective on the play. As well as this, students gained an insight into both university study and university life.

## PGL

In September, we took a small group of Year 11s to PGL in Surrey as part of an intensive revision weekend. Students were exposed to a range of activities to push them from their comfort zones, such as zip lining, whilst also participating in revision lessons to support them for their upcoming examinations.

## Jack Petchey Speak Out Challenge

30 of our year 10 students took part in the Jack Petchey Speak Out Challenge workshop where they learnt public speaking skills including projection, structuring, and body language. At the end of the day, the students delivered a speech to a panel of judges. Our winner, George Summers, went to St Catherine's School to represent Cleeve Park in the Regional Finals. George was an absolute asset to our school.

- Topics covered in year 7:
- Treasure Island
  - A Midsummer Night's Dream
  - Alice's Adventures in Wonderland

- Topics covered in year 8:
- Of Mice and Men
  - Animal Farm
  - Romeo and Juliet

- Topics covered in year 9:
- Lord of the Flies
  - Sign of the Four
  - Conflict poetry

Ms Keeler, Head of English



## Highlights from 2018-19

The choir performed a selection of songs for the Marlborough School Summer Festival on the 3rd July. Their performance was hugely enjoyed by the students and staff of Marlborough School.

Year 8 students, Carmen Cassius Clay, Aimee Metcalfe and Lucy Young have demonstrated an outstanding dedication to music this year. All 3 girls, in their own time, have learned how to operate the equipment in the recording studio. I have been extremely impressed with the high standard of recordings that they have produced with difficult songs such as 'Bohemian Rhapsody'. Lunchtime recording sessions are starting to really take off in the music department!

We have an outstanding classical composer in year 10. Matthew Cooper is a self-taught pianist who has developed a genuine passion (nay obsession!) with Romantic Piano music. Over the past year, he has independently composed several outstanding piano pieces. His chosen musical style is modelled (surprisingly perhaps) on the great Romantic composers of the 19th century – Chopin and Rachmaninov. Not only does he compose and notate this highly emotional music, but also performs each piece himself on the piano with dazzling skill and expressiveness.



# MUSIC



Once again Cleeve Park Sports Day was enjoyed by all (and helped by the wonderful weather). Hundreds of students took part in this years event with some very fine performances and a lot of competition (especially amongst some of the year 10 forms!). Many races were run, some traditional athletics distances and some fun races too, although these were still completed with the same determination as the traditional events.

Mrs Green, PE Teacher

## Sixth Form Team 2019-2020



There are some new and some familiar faces in the Sixth Form this year. Head of PE, Mr J Luck is also taking on the role of Head of Sixth Form, alongside Mr J Barritt who has taken on the role of KS5 Lead.

They are joined by Mrs J Adamthwaite, our very experienced Sixth Form Study Supervisor and Mrs A Unger, Pastoral Leader for KS5 and Careers Officer.

### And the winners are....

We recently held our Student Senior Leadership elections and are pleased to announce the winners:



**James Knight**  
Head Boy



**Mia Jones**  
Head Girl



**Paige Hills**  
Deputy Head Girl



**Sultan Odenela**  
Deputy Head Boy



Welcome all,

My name is Miss Tangi and I am a long serving staff member at Cleeve Park. I have been a Head of Year for the last 12 years and I also work in the Computer Science and Business Studies Departments.

I am currently Head of Year 10 and I set high expectations for students to achieve and reach their potential. My role is ensuring that every child is able to meet their goals and secure strong foundations to help them progress into further education.

I am supported by a strong team of form tutors who will be the first point of call on a day to day basis. Form time is a productive start to the day where attendance, culture and information are shared with tutor groups and pupils are able to get settled and prepare for the day ahead.

Students in year 10 have begun their GCSE lessons and already the increase in workload from KS3 to KS4 is apparent. This can be a stressful time for the pupils as expectations and work load increases and it is important that all pupils use the resources available to them to ensure they work to their full potential.

If you have any questions or concerns, please do not hesitate to email myself or one of the year 10 pastoral team.

**Ms K Tangi,**  
Head of Year 10



## A New Look for 2019



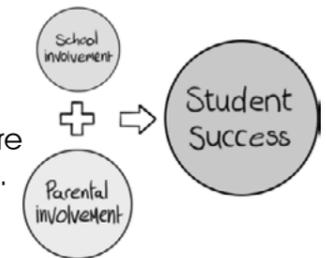
The first day back in September might not have been as sunny as we would have liked but it was amazing to finally see our Year 7 students dressed in the new uniform. Here they are photographed against our new Logo Wall.

There are still a few areas awaiting re-branding but we hope to be fully 'burgundy and silver' by the end of Half Term.

## The Interleaving Technique

### Information for parents and carers

Interleaving is a method used to help students revise and remember more for the exam. It is about what students do with their time when they revise. With the interleaving technique, learning is spread over time, in smaller chunks, rather than dedicating a whole day for one subject or topic.



Research says 'Mixing it up boosts learning' when compared to more traditional methods of block learning where students master one topic before moving on to the next in preparation for exams. Studies have highlighted that students who use interleaving perform better on the examination if the examination was more than one day away. Evidence highlights that interleaving strengthens memory recall because by revisiting material from each topic several times, in short bursts, students can increase the amount they remember in exams.

Watch this video with your child to understand more about how interleaving works - <https://youtu.be/WbDpYmp8F6o>

Help your child to decide on the key topics they need to learn for each subject. Work with your child to create a revision timetable which spaces their topics out across a good period of time.

Short bursts of revision are more effective than long sessions so encourage your child to mix topics up and do little and often as quality is better than quantity. Encourage them to take regular breaks in their revision and not to focus on the same topic for a whole day!



**A LOT OF PROBLEMS IN THE WORLD WOULD DISAPPEAR IF WE TALK TO EACH OTHER INSTEAD OF ABOUT EACH OTHER**

On Thursday 10th October the school participated in World Mental Health Day to raise awareness of what we as a school offer in relation to Wellbeing and to reaffirm the message that our students are not alone and that there is always someone here to listen, help and support them.

Form Tutors started the day by explaining about WFMH and showing short wellbeing videos to their classes.

During break time students were invited to a "Tea and Talk" session in the dance studio to give students the opportunity to have a non-judgemental chat with the Mental Health First Aiders (MHFA). The Dance studio was filled with positive posters and quotes. They then had the opportunity to come back at 3pm for relaxing 'head space therapy.

**WORLD MENTAL HEALTH DAY - 10/10/19**

At lunchtime a noticeboard was placed in the student lobby and students and staff were encouraged to write anonymously a positive message to other students or staff members with the aim of brightening up someone's day.

If a student feels that they would like to speak to one of our MHFA team they are **Mr Moloney, Mrs Harmer and Mrs Humber.**

*Remember - you don't need to feel alone - help is out there!*



On the last night, we went to a resort in Bangkok and had a traditional Thai meal and said our goodbyes before we all got on our flights back to our countries. This was an amazing, unforgettable experience that I am so grateful to have had.

**James Knight, Head Boy, Year 13**

## Thailand Experience 2019

In June, I travelled solo to Thailand in South East Asia to complete a 2-week medical work placement across Bangkok and Northern Thailand. After a 5-hour delay thanks to Pakistan and Iran shutting their airspace, my 14-hour flight took off from Heathrow and the adventure began.

I arrived at Bangkok airport and met the group leaders and the other international students in the programme. The next day we took a flight to Chiang Mai where we spent the first week. Here, we visited 4 hospitals, a mixture of both private and government run hospitals.

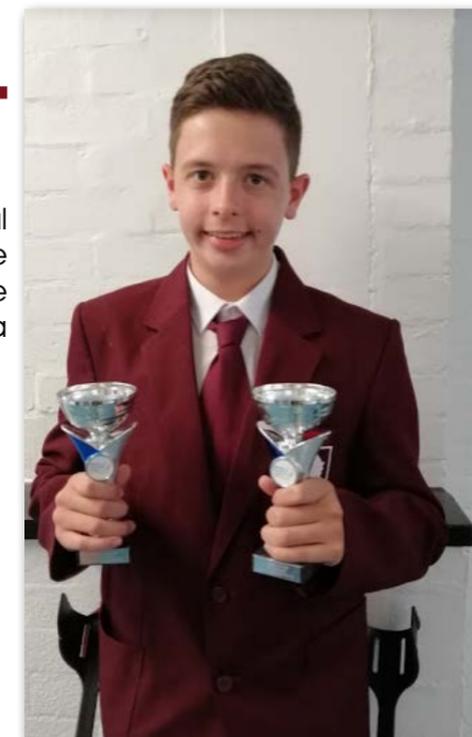
On the very first day, I observed an emergency C-Section, and brain surgery. I saw, first-hand, so many amazing things that I never thought I would have the opportunity to see! Over the rest of the week I rotated around the different departments in the hospitals including physical therapy, dental, ophthalmology, and end-of-life care.

Each day, after the hospitals, we carried out fun activities like a traditional Thai massage and visiting Thai Buddhist temples. On the first Saturday, we visited the Jungle Elephant Sanctuary in Chiang Mai where we got to feed and bathe with the elephants! Then we headed back to Bangkok to complete our final week in the hospitals.

## Outstanding Boccia Achievement

Year 10 student Mikey James, aged 14 took part in his first ever individual Adult Boccia Competition playing for the Bexley Dodgers. There were 40 individual competitors taking part and Mikey won 2 trophies! He won Overall Competition Winner and the Kent Single Adult Boccia Competition 2019.

Not bad for his first adult competition. Well Done Mikey!



In other Boccia news – the team who took part in the London Youth Games 2019 have been invited by the Mayor of Bexley, Councillor Lucia-Hennis, to attend a Celebratory Evening at the Civic Offices, Bexleyheath on the 26th November.

It is fantastic that all their hard work and dedication to the sport of Boccia has been recognised. We look forward to seeing what achievements this year brings them in competition

# Dates for your diary

## October Half Term – 21st to 26th October 2019

### Day in Lieu – Monday 28th October 2019

KS3 STEAM Days – 7th to 8th November 2019

Sixth form Open Evening - 14th November 2019

### Inset Day – 28th November 2019

Year 11 Sixth Form Taster Day – 3rd December 2019

Sixth Form Parents Evening – 5th December 2019

School Production - 12th & 13th December 2019

## Christmas Holidays – 20th December 2019 to 3rd January 2020

Year 9 Pathways Week – 20th to 24th January 2020

Year 9 Pathways Evening – 23rd January 2020

Careers Fair (held at Chis and Sid) – 28th January 2020

Year 11 Parents Evening – 6th February 2020

## February Half Term – 17th to 21st February 2020

### Inset Day – 24th February 2020

KS3 STEAM Days – 27th to 28th February 2020

Year 8 Parents Evening – 5th March 2020

Year 7 parents Evening – 12th March 2020

Sixth Form Parents Evening – 19th March 2020

### Inset Day – 25th March 2020

## Easter Break – 6th to 17th April 2020

Year 11 Parents Evening – 23rd April 2020

Summer Exams Season - 11th May to 24th June 2020



Our NEW website will be going live soon and we would love your feedback - if you have any suggestions or ideas please email them to the school.

We also like to recognise student achievements in the wider community, if you would like us to highlight them on the website or in the newsletter please email some information and a picture to [enquiries@clevepark-tkat.org](mailto:enquiries@clevepark-tkat.org)

Thank you

Please ensure you update the school with any changes of contact details. All communication from the school is made electronically via the MyEd system by email and 'in App Message' (or text in an emergency)

The MyEd App can be downloaded free from the Apple and Android stores.

