

# The Swam!





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*All photos in this edition of The Swan were taken  
before social distancing measures were put in place.*



# HEADTEACHER'S REPORT



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As the Autumn term draws to a close, many of us will not be sorry to say farewell to 2020, an extraordinary year!

In the midst of the chaos swirling around us, our students have responded exceptionally well; learning restarted and lessons have a great vibrancy about them, our curriculum recovery programme is in full swing and some activities are returning to normal - there is still a sense of fun around school – even though at times, the routines have been punctured by isolations for students and staff. Mr Smith, Deputy Headteacher talks more on the subject of COVID-19 in this edition.

[More on pages 6-7](#)

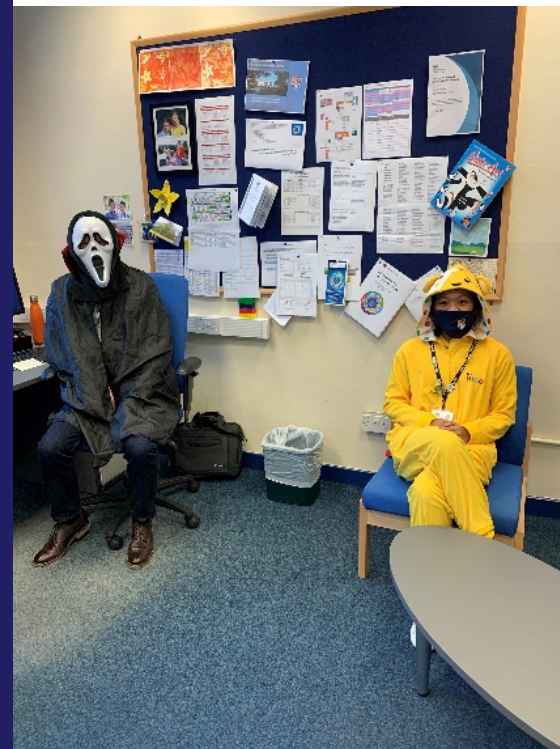
On the 13th of November, we participated in fund raising activities for **Children in Need**. The staff virtual duck race was won by **Mrs Lister** – with her winning duck – ‘Quackman and Bobbin’ - a 5ft teddy bear called Henry was her reward! Staff and students were allowed to attend school in their own clothes, with a ‘come as yourself’ theme. I am delighted to report that we raised **£4,006.59** for this great charity – thank you for your generosity.



Year 11 have recently completed their mock GCSE exams. We did, however, extend the exam period by a further two weeks, to allow all those students who were self-isolating to sit their exams – we didn’t want them to miss out! The exams are an important benchmark in providing further evidence of progress for staff and students alike and I hope Year 13 will spend some time over the holidays to prepare for their mock A-levels which will take place in early January. There is a degree of speculation around summer exams, but we are focused on preparing students as best we can for a full exam season; we will adapt our plans, as and when we have further clarifications.




**D P Jones** | Headteacher





# HEADTEACHER'S REPORT

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This term, we launched our new assessment and reporting framework: full details can be found on our website: [Click here](#) 

Parents and carers will see a new style of report with, we hope, a clearer guide on student progress, in a wider range of attributes.

We have planned and started to implement our curriculum recovery programme, which focuses on four key areas:

- 1** Academic Recovery – Knowledge and Skills and is essentially department/subject based
- 2** Literacy and Numeracy – in which we are using external tutors to work with small groups of students
- 3** Wellbeing – focusing on social, emotional, cultural and fitness recovery
- 4** Special Educational Needs

## Some examples of the provisions we have put in place include:

- Benchmark recovery testing carried out on all Year groups.
- Tutoring programme in English, Maths and MFL.
- Additional Laptops purchased.
- Additional TA support for SEND recovery.
- One-to-one mentoring for identified students.
- Learning resources purchased.
- Catch-up lessons after school.
- New Well-being Co-ordinator.
- Online revision platform 'GCSE Pod' purchased.

I reiterate again, that our recovery programme is not a 'quick-fix'. Our strategy is geared to catch-up lost learning over a period of time and we are convinced it will achieve its aims and get students back on track on their individual learning path.

- A new Key Stage 3 curriculum has been launched in Year 7, although in English, Maths and Science, the new curriculum has been rolled out across all three Year groups.
- A new assessment and reporting framework across all Year groups, (except Years 11 and 13).
- Teaching and Learning focus on Metacognition, Retrieval practice, and Quality First teaching.
- New staff 'Learning Pods' – focusing on: Trauma Informed Practice, Metacognition, Literacy and Numeracy, Gifted and talented, Retrieval practice, Feedback and marking.
- New approach to home learning.

This term we have also launched our new three year Strategic School Development Plan, (a version of which is on our website). A number of new initiatives are already under way:



*Progress on the new plan will be reported to governors at termly meetings and updates will be given in my regular blog and on the school website.*

[Headteacher's blog](#) 



# HEADTEACHER'S

## REPORT



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Despite all the difficulties that COVID-19 restrictions have placed on us, many aspects of school life still continue. In the Sixth Form the Christmas card competition for our Photography students produced a very high standard of entries and the winning photograph, which will be on the front of our Christmas cards this year, was won by **Lauren Morgan**, with **Will Nuttall** taking second prize.

[More on pages 19-20](#)



Lauren Morgan Year 13



Will Nuttall Year 13

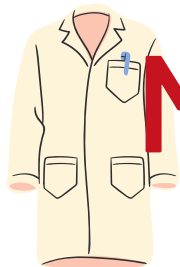
In November, we were delighted to hear that our Anti-bullying Ambassadors received recognition from the 'Diana Foundation' for all the excellent work they had done throughout the year. Well done to our Lead Ambassador, **Nung Sirisot** and to **Mrs Monaghan** who is the staff lead on the programme.

In many respects, the term has run better than we had expected. Staff have rallied round brilliantly and students have been compliant. I am pleased to say that school remains a vibrant community, with everyone pulling together to make things work.

On behalf of everyone at **Chittleton High School**; students, staff, governors and volunteers, I wish you all a very happy Christmas in the hope that 2021 brings better times.







# MANAGING COVID-19



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**Kevin Smith** | Deputy Headteacher

We were thrilled to finally get the approval for school to fully reopen in September. Distance learning had worked well but it was never meant to continue for longer than a term. We knew that the students needed to be back in lessons and we had to find a way to make the school as **COVID-19** safe as possible. There were concerns raised over just how safe the school would be and we had to adapt quickly to new guidance arriving daily, from the **Department for Education**.

Preparations took place throughout the summer holidays to get the site ready and staff training prepared us for everything from how to deal with a coughing student in class, to how to clean the keyboard between lessons. Given the level of prevalence within the community, we knew that we would have to respond to positive cases at some point in the Autumn term.

## So how have we tried to reduce the likelihood of the spread of COVID-19 within school?

- We have reduced the movement of students around the building by creating single-classroom bases for Key Stage 3.
- The timetable has been adapted to reduce the number of teachers having contact with students in Key Stage 3.
- Timings throughout the day are staggered for each Key Stage, to reduce potential contacts between 'bubbles'.
- Seating plans have been created, to be accessed at any time.
- We have increased school cleaning rotas, the number of hand sanitising stations and made the wearing of face masks compulsory in all communal areas.
- Less equipment is shared within school and cleaning takes place between usage of items.

*These actions have so many knock-on effects such as where do students change for PE? How do we give students access to a hot lunch? What happens if it rains during a break? How do we manage examinations with limited space? Can we offer extra-curricular activities?*

As a school leadership team we have never had to make so many decisions in such a short space of time.

## Remember...

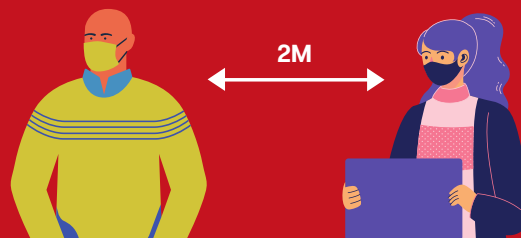
Wash your  
hands...



Wear a face  
covering...



Make **space** between  
yourself and others...





## How do we respond to a positive case in school?

- We use the guidance issued by Public Health England. All students and staff who have been within a two metre radius of the infected person for more than fifteen minutes, are asked to self-isolate for 14 days from the date of contact. The same applies to anyone who has been within one metre of the infected person and had face-to-face contact.
- We identify contacts using our own tracing system that used seating plans, CCTV footage and interviews with students.
- Any student displaying potential symptoms in school are sent home and asked to complete a test. Staff respond speedily to news of positive cases in the evenings, at weekends and during half term, to ensure that any contacts were identified and made aware as quickly as possible. All our forward planning allows this to happen effectively.

## What has been the impact?

*The number of confirmed cases within school has been relatively low. Quick action to isolate individuals and trace their potential contacts has been very successful in preventing the virus from spreading. We are not aware of the virus having spread from one member of the school community to another. Improved hand hygiene and the use of masks will also have had a positive impact too.*

## What does the future look like?

Once the vaccination process against the virus is in fully underway we are hopeful that we will be able to resume so many of the activities that the students enjoy. We have really missed the many brilliant aspects of our school life such as the school productions, extra-curricular sport, Duke of Edinburgh expeditions and school trips.

Looking to next year, I wonder what changes will become 'normal'. Will students continue to keep their hands clean? Will we retain some of the structure of the new the school day? What benefits can we take from online learning?

We are so proud of the students and how many have adapted to the changes. It is worth noting that behaviour across the school has been excellent, especially at break and lunch times. Many families have had to deal with so much uncertainty and we will always be here to support our students through, what may be a difficult year ahead for some.

I hope that from reading this, you feel reassured that we have all the procedures in place to continue to respond to the virus. Could I also say thank you on behalf of all the staff for all your messages of support throughout this challenging time.

I wish you a restful and enjoyable Christmas.

**Kevin Smith**  
Deputy Headteacher





# PARENT POWER IN ACTION

Find out how **CHSA**, the school's **PTA**, have used your generous donations to support our children's futures.

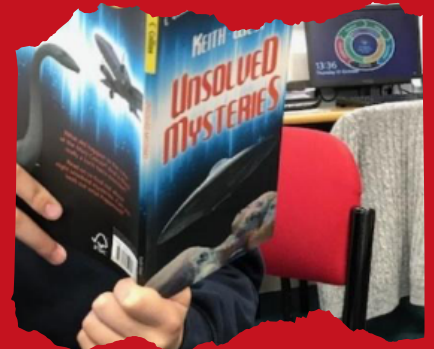
## Magnificent Microscopes for Biology

A huge thank you to the **CHSA** For supplying the Biology Department with 8 new microscopes. The up-to-date microscopes have features such as improved resolution, built-in LED illuminators and rechargeable batteries. Using light microscopes is an engaging, hands-on opportunity to explore cells and organisms that would otherwise be invisible. This support from the **CHSA** enables the Biology Department to continue to develop its teaching and learning, inspiring new students and developing key skills. Many thanks from all the Biology Department.

- Jane Parker, Head of Biology.

## Supporting Student Welfare

We funded resources for the Student Services department to help reluctant readers make progress and develop more confidence. The more a student enjoys reading, the more likely they are to continue, and good literacy skills are important across the whole curriculum.



We also provided new resources for social and emotional skills sessions, which have started up again this year and support our students in developing positive self-esteem and confidence. The students are getting to know each other and making new friendships, through cooperative learning and sharing experiences in a safe and nurturing environment.

- Suzanne Ashman, SENDCO.

# PARENT POWER IN ACTION

## Perfect Preparation in the Food Department

CHS Food students would like to say a HUGE thank you to the **CHSA**. Their donation has allowed them to have brand new blue aprons and new colour coded chopping boards. They also have new baking trays to replace the ones that were at least 20 years old!

GCSE Food students can be seen putting these all to good use in their mock Practical Food Preparation exam in September.

- Hilary Kelly, Head of Design and Technology.



## Professional Skills on Show in PE

The **CHSA** funded a brand new SMART TV with Apple TV and smart apps. We are excited to have it positively impact the teaching and learning of all pupils within our lessons. The department will be able to model practice of professional athletes and mirror pupils work on the TV for instant feedback from both peers and teachers, along with self-analysis. The use of technical skills can be broken down on the iPad and shown visually on the TV using coaching apps.

We also hope it will help to engage the pupils with how technology and sport can work together, exhibiting future pathways within the sports analysis, sports media and sports science industries, all of which are constantly evolving.

- Emily Garner, Head of PE.

## Current Projects:

*Thanks to your generosity we are also funding:*

- The creation and refurbishment of a new welfare room, providing a vital resource for our students in these uncertain times.
- The development of the Junior Yard, to enhance the student experience during their breaks and so benefit their physical and mental wellbeing.





# PARENT POWER IN ACTION



## The Wider World of Geography

The new visualisers have been invaluable across the Key Stages in supporting students with peer and self-evaluations, examining model answers and sharing best practice. They have enabled students to undertake walking, talking mocks which support Key Stage 4 students preparing for unseen examinations. The new atlases are an invaluable addition; Atlas and map skills is a key element of the learning pathway for our Geographers and we have been able to fully embed this across the Year 7 curriculum as a starting point in their skills sets with the new atlases.

- Claire Stoker, Head of Geography.

## Engaging with English

Thanks to the generosity of the **CHSA**, the English Department has been able to purchase an exciting range of brand-new texts for use in Years 7, 8 and 9, which have allowed us to completely re-vamp our Key Stage 3 curriculum offering. Our new curriculum is student-driven and embraces the idea that very little in life is so binary that it has a right or wrong answer.



We study a broad range of topics at both local and hidden levels and introduce students to a rich range of challenging stories, engendering a true appreciation of human creativity and achievement. We can't wait to get going with our new texts and would like to extend our thanks once more to the **CHSA**.

- Adam Simpson, Head of English.

# NOTICES FROM THE CHSA



**Please take a few moments to find out how you can help.**

As Treasurer of the **CHSA**, I am only too aware that we are not able to raise money in the traditional ways this year. However, there are lots of simple and easy ways to give your support. Some are entirely free, many take only a few minutes of your time and some give you the chance to win a prize!

## Do your Christmas Amazon shopping through Amazon Smile

At no extra cost to you, **Amazon** donates 0.5% of your eligible purchases to a charity of your choice (**CHSA** we hope!). All you need to do is start your shopping at [amazonsmile.co.uk](https://www.amazon.co.uk/amazonsmile) and select us as your charity.



## Chocolate Tasting!

Chocolate-tasting event coming in February 2021.  
*More details coming soon!*

## Employee Match-funding

Many companies will match funding raised by an event you are involved with. If your employer is one of these companies, please get in touch with us.



# CONTACT:

If you would like to get more involved, please contact us. There are lots of ways to help and you don't have to make a huge time commitment.

Visit our website: [www.chsa.org.uk](https://www.chsa.org.uk) Or email: [chairofchsa@christleton.co.uk](mailto:chairofchsa@christleton.co.uk)



What's it like to attend Christleton in Year 7?

We asked some of our new Year 7 students how their first term has been at Christleton High School...

THE SWAN



# MY FIRST TERM AT *Christleton High School*

Sophie: "The best part of Year 7 was making new friends and meeting new teachers and students. I learn a lot of new things in my lessons."



George: "I am enjoying going to school and I have met new people who are now my friends. I like all the subjects that I have been learning."

Harry: "I like how much I've learnt and many friends I have made. It has been fun and the teachers are nice."

Austin: "I have enjoyed making friends and getting to know new people. I have enjoyed the lessons as the teachers are all kind and caring."

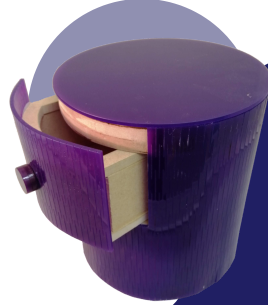


Annabelle: "My first term at CHS has been amazing! I loved it. The transition was strangely made easier due to Covid."

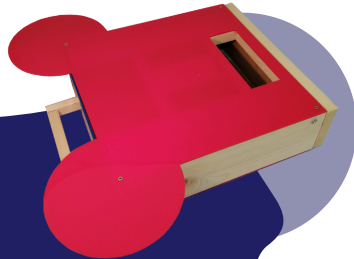
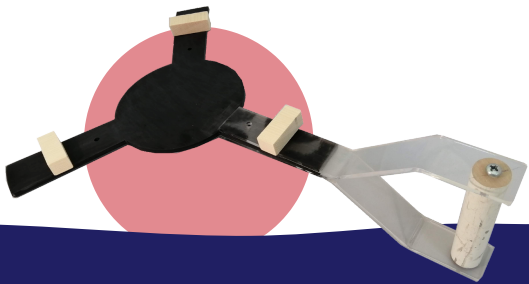
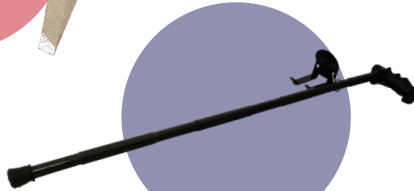
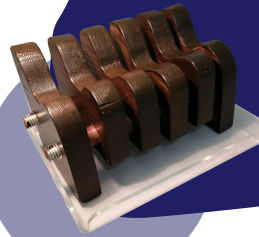
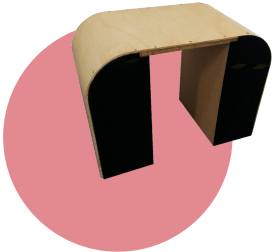


LiLi: "My time at Christleton has been amazing because I have met new people and the teachers are nice, they will help you with anything."

# DESIGN AND TECHNOLOGY



All of the teachers in the **D&T** department were immensely proud of our **Year 11** students this year.



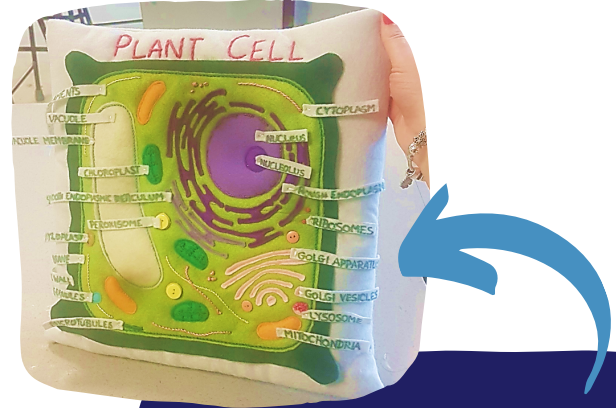
They completed their coursework projects just a few weeks before lockdown and worked incredibly hard to meet the deadline. Here is a selection of their fantastic prototypes!





# YEAR 7 MODEL CELL PROJECT

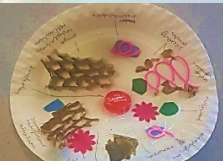
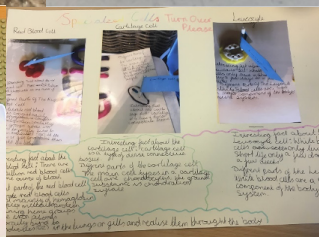
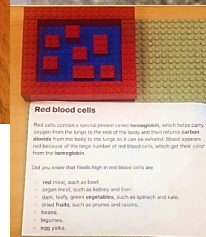
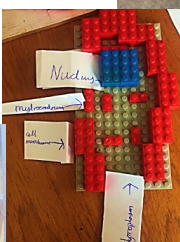
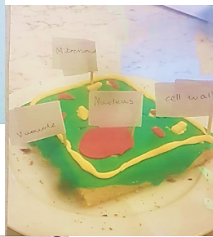
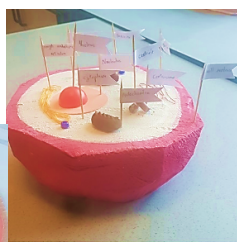
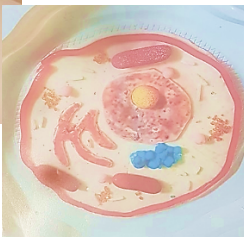
We have been absolutely blown away by the effort that has gone into creating these model cells this half term. These models have been made as part of the "Organisms" topic where we study specialised plant and animal cells.



We love how detailed this fantastic cushion is and are so impressed that even the labels have been sewn on.



We also had many edible creations and here is an example of a delicious "plant cell cake". It's not often that you get to eat your own homework!



LEGO, sweets, insulation foam, play dough, clay, biscuit, felt, polystyrene, recycled plastic and salt dough are just some of the materials that the students used to make their models.

A massive well done to our creative Year 7s!

- Miss Maguire

# YEAR 9 MATHS: $\pi$ PI PROJECT

Year 9 were asked to create a memory aid to help them remember the digits of **Pi**. They created a sentence and the number of letters in the word corresponds to the digit in **Pi**. Here are just some of the amazing entries:

### Oliver Vine

*Can I feel a goat's intestine in Boston?*

### Sophie Mochrie

*Bob, I read a super newspaper on Britain!*

### Dylan Jones

*Can I tame a tiger?*

### Grace Tittershill

*Can I have a large apartment in Greece?*

### Aidan Higgins

*Can I take a small newspaper in Norway?*

### Rose Levitt

*Can I make a model sculpture of people?*

### Grace Monaghan

*All I need; a super afternoon to unwind*

### Mrs Kennedy

*Can I have Pi?*

### Thea Hamilton

*Yes, I have a doggy.*

### Kiera Williams

*May I have a young youngling?*



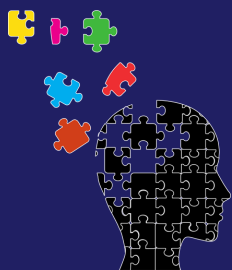
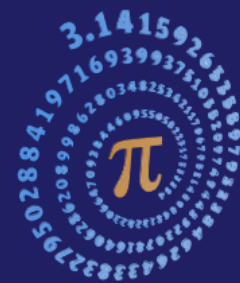
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## HALLOWEEN QUIZ

With the Christleton High iResearch Centre still regrettably unavailable to lower school students due to Covid 19 restrictions, the library wasn't able to host its Halloween Quiz in the usual way. However, while student quizzers could not enter the library bubble, we did bring the seasonal supernatural quiz to students virtually in their classrooms. After **Miss Cowley** put together a Horror-themed Quiz on Kahoot, Year 7 and Year 8 students tested their knowledge on popular scary books, films and Halloween traditions.

Many student teams took part on the final Friday before half term break, with Year 7 students **Mahdi Hasin** and **George Kattani** achieving the top score and taking a large tub of sweet shop candy as their winner's prize. The boys didn't fuss over modesty when it came to their victory which saw them outscoring several Y8 forms. "It was an easy win," they said, "As a form we're attempting world domination, one competition at a time."

Indeed it has to be said that **Mahdi** and **George's** form 7K1 threw themselves into the Halloween spirit more than any other group, bringing in costumes and masks on the last day to really put them in the mood for a morning horror quiz. Many of these freaky accessories were brought in by the winners themselves - "Hopefully our costumes spooked the other forms!" they said. "Thanks to **Miss Cowley** for prizes, we certainly didn't whine." Mahdi and George, along with other Key Stage 3 Form groups will get another chance at topping the Kahoot scoreboard during the last week of December term when the library will be inviting them to compete in a Christmas-themed quiz for another festive prize.





# THE MATHS DEPARTMENT

## AUTUMN ADVENTURE...

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*Lots has happened in the maths department even in the current situations.*

Mid October, a group of Year 10s took part in a virtually held enrichment event delivered by the Advanced Mathematics Support Programme. They investigated the maths and probabilities behind risk-taking games and the strategies to help them win.

Early November, 70 Year 11 to Year 13 students took part in the UKMT Senior Maths Challenge. The challenge involved a number of tricky 'out of the box' thinking questions, testing the students mathematical skills. From those who took part, 23 students achieved a Bronze Certificate, 11 achieved a Silver Certificate and 3 achieved a Gold Certificate which is an amazing achievement!

A special mention to **Natasha Sage** and **Olivia Dowdeswell** for getting best in their year and to **Calvin Edwards, Emily Bolton** and **Edward Dunford** for achieving Gold and making it through to the next stages of the competition. We eagerly await the results!



Left to right: William Atkinson, Evie Bradley, Kate Williams, Hannah Marshall

# PATHWAY TO LEARNING

THE  
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## FOR WORK: YEAR 10 STUDENTS ENJOY WORK AND COLLEGE PLACEMENT SUCCESS



As part of the Year 10 Learning to Work course, students have been enjoying a full day placement at Reaseheath College every Wednesday. This has given students the opportunity to experience the world of work by learning the skills of particular skilled trades and occupations which are always in demand, such as construction, animal care or motor vehicle maintenance by really getting involved in a practical area of interest.

The feedback from college tutors about the progress the students have been making has been really positive, so congratulations to all involved.

*Here's what some students think about their experience so far...*



*"I have chosen to do the course in motor vehicles. I am interested in this because some of my family members work on cars and I loved working with them so I thought I'd go there and learn something new.*

*During the first week or two we started off very well. We learned about safety things. Since then I have learnt about the tyres and what the numbers and letters mean and how to take brakes off and tyres.*

*The PPE (Personal Protective Equipment) we have to wear is overalls and boots that have metal in them and glasses. This is because of our safety and car parts are heavy so if it falls on your feet it would break them and glasses because of acids and flying objects.*

*I would recommend doing this course to anyone who wants to work in a garage or start one when they are older."*



*"I have chosen the construction course as I find it interesting and it gives good life skills. During the first two weeks at the college, we got tours around and got to go around the zoo. Since then I have learned how to get around the college.*

*Also in my course I have learnt how to build a wall in an efficient way and how to stay safe in a working environment. The PPE equipment we have to wear is a hard hat, a hi-vis, toe cap shoes and overalls.*

*The hard hat protects your head, the hi-vis keeps you visible to others and the overalls are used to keep your clothes clean. The thing I most enjoy is at the end of the day when you get to knock the walls down! I would recommend this course to anyone who enjoy hands-on work and doesn't mind getting a bit dirty."*



# PATHWAY TO LEARNING

## FOR WORK: YEAR 10 STUDENTS ENJOY WORK AND COLLEGE PLACEMENT SUCCESS



*"I have chosen to do the course in construction. I am interested in this because I think it is a good job if I choose to do it in the future and it is very useful even if I don't. During the first week or two we started off by having a tour around the college, going through health and safety precautions and what we will be doing throughout the course. Since then I have learnt to lay bricks with and without a partner."*

*The PPE (Personal Protective Equipment) we have to wear is a hard hat, steel toe cap boots and a hi-vis. This is because if any bricks fall on our feet or head they will protect us and the hi-vis helps people see others better."*

*"I have chosen to do the course in Animal Care. I am interested in this because I love animals and I want to be able to work in a zoo when I'm older."*

*During the first week or two we started off by walking around the whole zoo, we saw most of the animals and we went over the safety rules. Since then I have learnt how to be aware around the animals and how to take care of them and also feed them. The PPE (Personal Protective Equipment) we have to wear is good because when it is rainy that means that we don't get our clothes wet. This is because when I have to go home then my clothes won't be wet."*

*The thing I enjoy the most is just being around the animals. During my time there I have got to know the safety rules and mainly what to feed the animals. Reaseheath College is good because I get to learn about what I want to do and that is animals. I would recommend doing this course to anyone who wants to work with animals."*



*"I chose to do animal management because I have a dog at home called Milo. Before I got Milo I loved going to the zoo with my Grandma. I enjoyed seeing the animals so I like animal management because I feel like I am working in a zoo. When I signed up to do animal management I wanted to learn how to take care and keep animals safe so I might get a job taking care of animals."*

*In my first two weeks at Reaseheath I learned about reptiles, mostly about snakes because I have a snake called Jeffrey so I learnt how to carry them, to see if they get ill and how to check their eyes when they shed their skin. I have learnt how to feed the animals and the parts of their bodies to check if they get ill or get hurt."*

*We have to wear PPE because the animals are in cages that look like their habitat so we have to wear our PPE because they might attack us or step in the wrong place. So when I finish college I am going to find a job about how to teach other people about animals or get a job at the zoo to take care of them."*

*The thing I most in enjoy in Reaseheath is being with the animals because I want to know how their life works, how they eat, how they take care of themselves and how they survive in the wild. I got to know how to take care of the animals so I know what food they need, how much heat they need and how to keep them safe."*

*After I finish High School I am going to continue at Reaseheath so I can know more about the animals so I can get a job that works with animals."*



# GET INVOLVED IN *Photography*



## LAUREN MORGAN

“Taking photography as an A Level has allowed me to develop as a photographic artist through expanding my knowledge and curiosity of the subject. It has given me many opportunities, including the ability to experiment with new styles and professional resources and facilities, whilst also discovering many photographers who inspire me.

In the school Christmas Card Competition 2020, we needed to independently create and edit shots that could be used on a Christmas card. For this, I took my time planning different scenes before getting the props I needed to generate my ideas. Luckily, we were given time inside of school to use the studio and equipment and entrants could each submit 2 shots. For both of mine, I explored the use of camera settings, props, lighting and viewpoints. In editing I increased the amount of bokeh as well as making slight colour adjustments to make my outcomes more appealing.

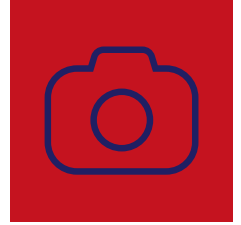
On the day of the presentations for the competition winners, we weren't initially told what was happening when we went to see Mr Jones, and thought we were going to a meeting about our past experience of GCSE Art! When we were told we had won, honestly, I was really shocked as I didn't expect to win, but I also felt a sense of achievement. For first place I won a £50 gift card and Mr Jones also said some very complimentary things about my work. I was glad I took part in this experience as it showed that working efficiently can pay off as I look forward to further opportunities to study more, and build on my existing photographic skills.”



**Y13 First place winner  
in the CHS Photography  
Christmas Card  
Competition 2020**



# GET INVOLVED IN *Photography*



## WILL NUTTALL

"In my opinion, A Level Photography is really enjoyable because it gives you a chance to express yourself due to the freedom you have when choosing what you want to base your personal investigation on. This is one of the reasons I would recommend taking A Level Photography.

When entering the school Christmas Card Competition, I used natural lighting coming in through the windows, a white background made from sheets of card, and I created bokeh effects using Christmas lights and a 35mm lens. After I had captured a photo I was happy with I was able to edit in Photoshop. I used the patch tool to get rid of any messy parts that my photo had, and I blurred some of them out as well so the focus wasn't too much on them.

To be honest, I wasn't really sure who was going to win the competition because all the entries I saw were of a high standard; I found it hard to decide who the winners would be. I ended up coming second in the competition and I received a £25 Amazon voucher.

When I found out I had come second, I was shocked because seeing some of the others entries made me doubtful that mine would win; because all of the entries were good, and everyone had worked hard, I am happy that Mr Jones was kind enough to buy the other entrants some chocolates. I feel proud of coming second in the competition and I think I will enter more competitions in the future."



**Y13 Second place in  
the CHS Photography  
Christmas Card  
Competition 2020**

# THE SIXTH FORM: 360 Futures

## "School is about grit as well as grades"

This statement sums up the thinking behind the launch of our 360° Futures programme in the Sixth Form.

According to Mr Cosstick, Head of Christleton Sixth Form:

**"Our vision is that all our students will leave Christleton Sixth Form, having the skills, knowledge and behaviours necessary for skilled employment in their chosen field, as well as the transferable skills that are needed in any career"**

## Update:

- OVER **100** Students presented their Extended Project Qualification in Year 12.
- 40** Students have reached the planning stage of their Duke of Edinburgh's Gold Award.
- 20** Students set up their own business in their Young Enterprise Project – hopefully winning numerous prizes and awards along the way to the regional finals.
- 30+** Students have taken part in the Model United Nations course: debating issues with other schools and defending their opinions against other schools. Look out for exciting opportunities coming this term.

THE FUTURES BRIGHT... THE FUTURES **360!**



# THE SIXTH FORM: 360 Futures

## Update:

### 30

Students are being trained as Lead Mentors and working with other students to help them be the best that they can be.

### 15

Students are being supported and guided to gain work experience and voluntary positions to help with their Post-18 aspiration.

### 18

Students have undertaken a Mental Health, Well-Being and Mindfulness Course designed to help with exam stress and the pressures of teenage life. They are being trained as Mental Health First Aiders.

### 25

Students have gone the “Extra Mile” by setting off on a journey into Medicine, Dentistry, Veterinary Science or Oxbridge. This is the start, we hope, of a unique and successful programme that provides all of our students with a fulfilling and meaningful programme which is not simply a bolt-on addition to the academic provision.

THE FUTURES  
BRIGHT...

THE  
FUTURES  
**360!**

What's it like to attend Christleton Sixth Form?

We asked some of our current Year 12 and Year 13 students why they chose Christleton Sixth Form...

THE SWAN



# WHY I CHOSE

## *Christleton Sixth Form*

Heather: "I valued the fact that subject specialists are delivering A Level content to you. I feel I can really trust the teachers with such an important part of my life"



Will: "The support of the Sixth Form team and all my teachers has been brilliant. There's more to the Sixth Form here; more than just great grades, they care too"



Ben: "The reputation of the school played a major role in my decision to come here. The best thing that Christleton has to offer is the sense of community that the staff and students all share"

Jack: "I chose Christleton Sixth due to its excellent reputation. It's the extra freedoms and the extra responsibilities of being a Sixth Former which I love"





# SIXTH FORM VIDEO

THE  
SWAN



[Click here to watch the full video](#)



For our potential new Sixth Formers we created an instructional welcome video and give you an idea of life at Christleton Sixth Form.

We believe that our Sixth Form students are amongst the most successful in Cheshire and we acknowledge the responsibility we have in helping them as they set out in the latest stage in their educational development.

Enrolment opens **Monday 4th January 2021**. For more Information about Enrolment, please [click here](#).



# TRULY 'FLUSHED' WITH PRIDE

**MR GRESTY WRITES ABOUT HIS OWN  
EXPERIENCE ON BBC'S 'THE HIT LIST'**



Now I know how Peter from The Great British Bake Off felt! Travelling home on a sunlit motorway after a surreal day's filming, we knew that we had to keep a secret for months...

9am in Glasgow. 23rd July. Sean and I wait to be brought to the BBC studios where we will record our episode of The Hit List. With surmounting excitement and trepidation, it was finally happening...

The application process started back in February when one of our friends suggested that we would be "perfect" contestants for a quiz show based solely on testing musical knowledge. An application form, a Skype audition and a few months of Covid-19 uncertainty later, we were finally invited to take part.

Music is an integral part of both our lives: our love stems from the experience of our parents raising us on 70s and 80s rock, to the respective soundtracks of our growing up in the 90s and early-noughties. It prepared us well to harness our breadth of knowledge whilst being our wonderfully weird and whimsical selves on television!

When we arrived at the BBC studios, we were extremely well looked after. The whole behind the scenes production crew had a real challenge with COVID restrictions and social distancing, but they made sure that our day was relaxed and as enjoyable as possible. We shared many laughs behind the scenes, and in our final moments, before the final round, the crew helped alleviate my fear of losing all the prize money!





During filming, it was a pleasure to share the stage with the presenters Marv and Rochelle. They were true professionals and chatted away to us in between takes. At one point I asked Rochelle when their baby was due. She wryly commented, "...at this rate, the baby's going to come out with hair and teeth!"

The actual filming of the show was great fun, but it still presented some challenges. Understanding that in each round, the buzzer had a different purpose (buzz in or skip), it took a minute or two for us to "wire our brains" into what we were doing. But as you have already seen or can view for yourselves on BBC iPlayer, our consistently good knowledge from across the decades really helped! However, being on TV wasn't just glitz and glamour – there was quite a bit of standing around between takes, with the filming amounting to almost four hours!

And that brings us to the airing of the show and watching it with the nation on Saturday 5th December... The love and support that we have had has been amazing. We feel very humbled to have been given the opportunity to be ourselves and to take part in a show that allowed us to share our love of music. More importantly, we were happy to make our friends, families, and Christleton High School proud. This was a win for the power of positivity, and we are so glad to have shared it with you!

As for the prize money, as much as we are both "flushed" with what we won, we are not just intending to buy the infamous toilet; it may also go towards a spell in the sun, somewhere, next year!

*Alan and Sean Gresty*



## Remember...

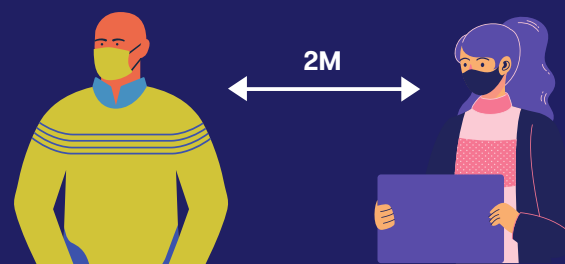
**Wash your hands...**



**Wear** a face covering...



Make **space** between yourself and others...





# KASH

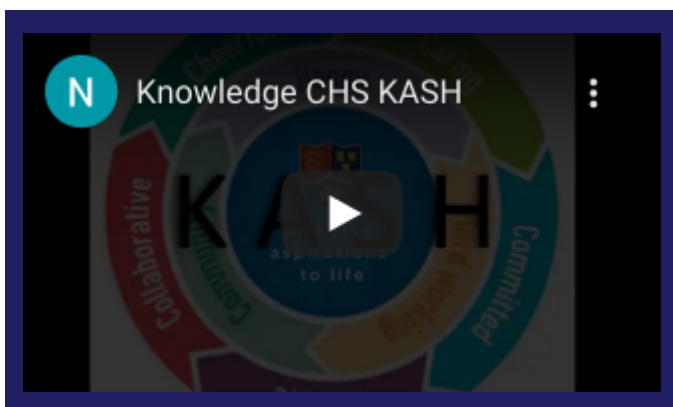
THE  
SWAN

## KNOWLEDGE ATTITUDE SKILLS HABITS

Over the last academic year, we have been engaged in thinking and consultation about how we can design an assessment system for Key Stage 3 students that first and foremost supports teaching and learning, whilst providing meaningful feedback that students can act upon.

Our new assessment system  
aims to:

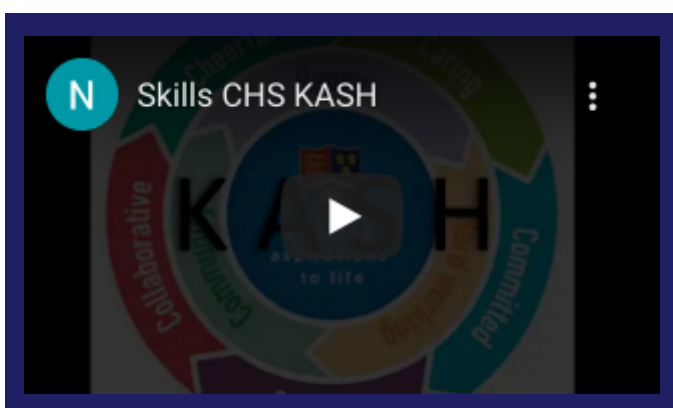
- Provide a method for assessing and reporting student progress that is simple and easy to understand - for students and parents
- Be based on high expectations and challenge for all and to provide opportunities for all students to experience success
- Be closely linked to the curriculum and focused on supporting students in developing the knowledge, understanding and skills needed for success at Key Stage 4
- Support teaching and learning and encourages a 'growth mindset' by providing students and parents with high quality next-steps feedback focused on specific objective



[Click the link to watch the full video.](#)



[Click here to watch the full video.](#)



[Click here to watch the full video.](#)



[Click here to watch the full video.](#)



# PETS AT CHRISTLETON

THE SWAN

Can you guess the **name** of the pet from the clue?

1. My name is the name of a popular biscuit snack...



HELLO  
my name is

\_\_\_\_\_

HELLO  
my name is

\_\_\_\_\_

2. I share a name with 23 year old actress \_\_\_\_\_ Williams...

HELLO  
my name is

\_\_\_\_\_



4. I share a name with Prince Harry and Meghan Markle's son.



3. I played Sandy in the schools production of Annie and I share a name with American actor and comedian \_\_\_\_\_ Murphy...

HELLO  
my name is

\_\_\_\_\_



HELLO  
my name is

\_\_\_\_\_



5. I have a companion named Jim and lived on a narrowboat.

Answers: 1) Oreo, 2) Maisie, 3) Eddie, 4) Archie, 5) Rosie

# PETS AT CHRISTLETON

THE SWAN

Can you guess the **name** of the pets from the clue?

 Named in honour of the NHS 



6. One of us shares a name with a famous Nurse and one of us is named after a character In Black Adder.



HELLO  
my name is

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HELLO  
my name is

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HELLO  
my name is

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7. I share a name with a Tweenie character.



8. I share a name with a famous TV series featuring Michael C. Ball.



HELLO  
my name is

---



---



Answers: 6) Florence and Nurseie, 7) Bella, 8) Dexter





**YOUR  
SCHOOL  
LOTTERY**



 **TOGETHER**  
**WE WILL**  
**GET THROUGH THIS**  



**PLEASE**  
**SUPPORT OUR LOTTERY**

We need you now more than ever

- Help raise valuable funds
- Tickets cost just £1 each
- Win up to £25,000

**Support Us Now**

Supporters must be 16 years of age or older.