



NEWSLETTER

No. 678
w/c Mon 20 July

SONG TITLE OF THE WEEK

“(There’s No Place Like) Home for the Holidays” [Perry Como]

Dear Parents and Carers

(Home-)School’s Out for Summer!!

Congratulations! You’ve made it to the end of term! Make sure there is nothing perishable in the bins, and any unclaimed work left lying around may be thrown away. Don’t forget to wipe down all the equipment, and put the chairs up for the cleaners – ah, that would be you as well.... And if your children burst out of your front door like the High School double-doors in all the movies, they will have to turn round sheepishly and come back in again.

More seriously, thank you very much for everything you have done to support your children’s learning over the past 14 school weeks. It’s dangerous to generalise, as I know full well that some students have been brilliant; they have loved lockdown, looked forward to the daily lessons, enjoyed working at their own pace and spending all day on something if they fancy doing so (look at the brilliant artwork in the Lockdown Gallery – that wasn’t dashed off in 30 minutes). At the other extreme, there have been parents who have been so frustrated at their child’s reluctance or refusal to do even a handful of subjects. (We have been able to take some into ECP, if eligible, and this demonstrates how important the routine of school can be: the same students who did nothing at home did at least two hours every day in school.) The majority will be somewhere in-between. It will have been difficult to sustain motivation at times, for all students.

So, a sincere thank you for everything that you have done; the more students have done during lockdown, the better it will be for their educational and psychological well-being when we return in September. And thank you for your feedback; it seems ages ago that we didn’t really know what we were doing so decided on a pragmatic approach to homelearning. 3-4 hours a day, not tied in to set times. Inevitably, some parents felt that we were setting too much, others not enough; the majority (and your children) told us that it was about right, so we continued. I think perhaps this is why we have been more successful in sustaining remote learning for the whole term: we neither peaked too early, nor gave the impression that not doing much didn’t really matter. And yes, we knew that some students would not engage despite our best efforts including home visits; but we are nowhere near the shock-horror figures reported in the media. Yet again, the tripod holds up, as indeed it should. If the child, home and school all do their bit, the tripod (child’s progress) holds up well. Even in lockdown. Thank you.

Lockdown Lessons (don't panic, not more home-schooling)

It hasn't been perfect, and there will always be exceptions and hard cases, but I think the Clyst Vale community has had a good lockdown (so far), certainly better than many expected or hoped. There are some things we could have done better, of course. One related to the Year 8 narrative reports. Unlike many schools we've always produced an annual narrative report for all year groups. However, the difficulties during lockdown of formally assessing student progress, coupled with challenges accessing the normal assessment and reporting systems meant that we couldn't produce robust and meaningful reports. And of course my colleagues have worked hard during lockdown to ensure that contact and connection with the SONG TITLE OF THE WEEK "(There's No Place Like) Home for the Holidays" [Perry Como] "Education Is not the learning of facts, but the training of the mind to think." Albert Einstein school and learning have been maintained. Some parents felt that we were a bit slow with using Teams; compared to many schools this is a bit unfair, and we decided early that a five lesson day on the hour every hour would not fit the routines of the majority of our families' routines. And we learned quickly, so that work was better differentiated, and much more enrichment work was set. And as we improved, it helped to refresh remote learning; first email, then Teams, then Teams assignments, then more audio & visual, then the Year 9 into 10 "refresh" then more live lessons, then Assignments Summary. Much has gone well: colleagues' use of ICT has grown incredibly, the curriculum (especially in C42, B&V) has focused directly and explicitly on lockdown and on Black Lives Matter. I stressed from the outset that maintaining a sense of "belonging" to CVCC was the top priority, and we have maintained contact with students incredibly successfully. Engagement rates have been very good. ECP has been a triumph, with over 70 students benefitting, some of them who had been struggling at home. The Welfare Team has been a very successful model, improving engagement with many students, and is a model we wish to retain. Year 10 and 12's return also worked well, and will definitely aid those students when they come back in September. However, just a small reality check. We are favoured by being in the south-west, much of our catchment is rural and reasonably good in socio-economic terms, and while I think we have definitely "done our bit" I am well aware that other parts of the country and the world are facing real challenges; I am also aware that some CVCC families face uncertain times in terms of employment and income and mortgages and rent and affording those expensive children. So yes, we have completed this term, and yes, we are looking forward to September, but the holiday is a "pause"; many of these issues will continue during the summer and may (hopefully not) impact on families and our students.

September

It's tricky, and reflects the strange end-of-term-get-everything-done-or-the-sky-will-fall-in syndrome. I've been tasked by government to get a plan and risk assessment in place by today, even though the start of term is seven weeks away. Seven weeks back, schools were closed, there was no world-beating track-and-trace, and we were still chortling in disbelief about Mr Cummings' road trips; my point being that lots happens in seven weeks. So, I have written to you separately about September Plans, which I am confident will work, and strikes the right balance between maximising normality and education with due regard to health. There are quite a few bits of detail to be worked out during the summer, but at least you have the outline. It's tricky because, like all planning, you don't want to plan for every little eventuality when it all could change, but equally you can't wait until the last minute either. Right now, who knows what the final verdict will be on face masks? And there are still public spats between The Science and The Politics; today, people are being encouraged to continue to stay at home but go back to work if they can [great timing, exhorting people to return to work just as the school holidays start...].

I really want to be back in September. Virus-wise, the biggest worry isn't the risk to the vast majority of students, BUT they are transmitters to vulnerable families and the community, and I have a duty of care to the adults on site. I believe that the plan reflects this, is a sensible compromise, and will work, but it will need everyone to understand it and act on it. Clyst Vale students are generally really sensible, but we do have the inevitable stereotypical teenagers who think they are immortal and do not always appreciate the interests of others. We will be stressing the "Respect" part of Respect, Participate, Learn. Everyone has a right to health; in the CVCC context this will mean thinking and acting on the control measures.

Annual Awards

Congratulations to this year's winners, announced in a packed end of term assembly! They are as follows:

- Outstanding Personal Achievement Award to Luana Dart (Year 10)
- Spirit of Devon Award for Progress in Years 7-9, to Maddie Firminger (Year 9)
- Tolman-May Award for Perseverance despite significant challenges to Riley Beer (Year 10)
- The RRS Shield (for championing RRS issues) to Joe Hartley (Year 11)
- The Caring Cup for care and support for others to Emily Pattison (Year 10)
- The Pope's Challice for Music to Megan Newbery (Year 11)

Staff Changes

Leaving at the end of this term are the following colleagues. It has been both unusual and sad that we have not been able to give them the customary send-off, but all have contributed much to Clyst Vale during their time here, including the past few challenging weeks. Clearly, very special mention and our very best wishes to Clyst Vale "stalwarts" Katrina Sprengel and Terri Pieczenko, who have served generations of Clyst Vale students and parents, and been highly valued colleagues. Mrs Sprengel has worked at Clyst Vale for 23 years, Mrs Pieczenko for over 30.

- ◆ Terri Pieczenko (Art. 0.2), retiring
- ◆ Katrina Sprengel (Music & Drama 0.6), retiring
- ◆ Lucie Emmett (Spanish), to a full-time post at King's, Ottery
- ◆ Rebecca Jones (Teaching Assistant)
- ◆ Catherine Hall (English), to a post at Notre Dame High School, Plymouth
- ◆ Ben Cooksley (Science, 0.6), to a full-time post at Exeter College
- ◆ Des Kumar (Maths, 0.6), end of contract
- ◆ Adele Saunders (Finance Assistant, maternity cover ends)
- Colleagues who are stepping down to part-time positions but not leaving:
 - ◆ Heather Padden, Head of History
 - ◆ John Purchall, Head of Technology

Grades, Appeals and Results Day

This is an excellent and well-explained summary of the situation which parents of children in exam years should find extremely helpful. <https://www.tes.com/news/gcses-2020-guide-appealing-grades>

Lockdown Art Gallery

Throughout lockdown, our amazing students have produced some great art work at home. This has been collated into a virtual "Gallery", updated regularly, and my art colleagues have completed the last update. There is a sort of trailer on the website home page, and the Gallery can be found here: <http://www.clystvale.org/departments/art-and-design-technology/nggallery/page/1> Term dates 2021-2 (This is the year after next!).

Term dates for 2021-22

Have now been approved and are attached. They will also appear on the website. One important point to note is that there is a slight departure from Devon's term dates around the Easter holidays 2022. Because of the incredibly short turnaround between the end of the Easter holidays and the (likely) start of exams, we will break up three days earlier before Easter and return three days earlier afterwards.

Kooth and Year 6 to 7 Transition

Kooth is a children's support organisation which has been established in Devon for several years and has a good reputation. It is a web based confidential support service available to young people that provides a safe and secure means of accessing mental health and wellbeing support either by speaking to one of our online counsellors and/or engaging in our Kooth community online with the range of therapeutic support tools we have online. KOOTH.com is available in Devon for young people aged between 11 – 25 years to access over the summer. For young people transitioning from primary to secondary school we want to ensure young people are supported through this challenging time and informed of the Kooth service and their accessibility to the support for their emotional health and wellbeing.

Newsletter

The Editor is taking a short holiday which may involve social distancing in a beer garden and certainly not playing sardines on a beach. The Newsletter will return with a couple of holiday specials before the end of the summer holiday starting on Friday, 21st August.

You Couldn't Make It Up

We have finally had the first delivery of some of the equipment promised under the Government scheme. It is of course the last day of term, and the equipment is to help with remote learning..... However, given recent news of major security concerns, I'm halfexpecting the Department for Education to ask for them back.....



All that remains is for me to thank you all once again for your support, and to wish you and your families a safe and happy summer break.

Best wishes



Dr Bawn

Safeguarding

During the closure, we encourage all parents to be responsible for safeguarding children in our communities. If you have any concerns, please contact the school and ask to speak to a **Designated Safeguarding Lead** (Mr Sutton, Mrs Albutt, Miss McConnachie, Mr A Pearce).

If this is not possible please contact MASH, The Multi-Agency Safeguarding Hub: 0345 155 1071. Further information on safeguarding children can be found by visiting www.devon.gov.uk/childprotection

Attendance, Absence and Requests for Absence

DURING THE COLLEGE CLOSURE FOR COVID-19, PLEASE CONTACT THE COLLEGE ON THE CONTACT INFORMATION BELOW IF YOUR CHILD HAS COVID-19 SYMPTOMS OR HAS ANY OTHER SIGNIFICANT ILLNESS WHICH HAS AN IMPACT ON THEIR ABILITY TO LEARN EFFECTIVELY WHILE AT HOME.

Please let the College know of any absence on the first day it occurs.

If the absence continues beyond the first day, please contact the College on each subsequent day of absence, too. To comply with safeguarding obligations, we cannot simply assume a student's sickness absence is ongoing; we need to be certain that the reason for absence is due to continuing illness.

If you do not notify the College, then we will make contact with you to identify the reason for absence. This is important as it helps to reduce unauthorised absences and truancy.

Please note, the College may ask you to provide medical proof if a student is absent from College due to illness.

Medical appointments:

We encourage students to maximise their levels of attendance; research indicates a direct link between attendance and examination performance.

The timing of many medical appointments means that often students can attend school first, and return afterwards. By doing so, students minimise missed learning whilst keeping their attendance levels as high as possible. Therefore, we ask that parents/carers send their child into school for morning registration, even when a medical appointment takes place in the middle of the morning. Similarly, appointments scheduled for the afternoon should, where possible, be arranged after Period 4 - during lunchtime. Students are encouraged to return to school after a lunchtime appointment, if they can.

Thank you for your support in helping your child maximise their attendance and learning.

For Years 7 - 11 Absences

Please ring:

Penni Ball (Attendance Officer)

Direct line: 01392 463911

Email: studentabsence@clystvale.org

For Year 12 - 13 Absences

Please ring:

Jassy Barrington (Post-16 PA)

Direct line: 01392 462697

Email: barringtonj@clystvale.org

Do you use Twitter? Then why not follow us @clystvale to find out what's going on in the College community.



COLLEGE DRESS: WE WILL BE BACK EVENTUALLY !!!

Clyst Vale aims to maintain a simple pattern of College dress to promote a clear sense of identity and enable students to come sensibly dressed, at reasonable cost, for a range of learning activities. If a student is improperly dressed, correct uniform will be provided for that day or the student may be sent home to change his/her clothing, at the discretion of the Principal. **If parents are in any doubt about the suitability of an item of uniform they should check with the College before buying it.**

Uniform for all students in Years 7 to 11

- White collared shirt
- School colour tie
- Clyst Vale V-neck jumper with College logo.
- Boys trousers - Banner Slimbridge (Black)/Banner Falmouth (Black).
- Girls trousers - Trutex GTN (2 pocket black)/David Luke DL965 black).
- **All trousers must have Clyst Vale logo rivet on waistband.**
- Skirts - Blue Tartan and knee length
- Trutex Senior stitched down/Taylor Tartan (blue) skirt and may be worn no more than 2" above the knee. Knee length black tailored shorts may be worn.
- Black sturdy shoes or **all black** trainers.
- White socks or black tights with skirts.
- Clyst Vale reversible jacket or other outdoor coat.

All uniform and PE Kit can be purchased from Thomas Moore, Exeter. Thomas Moore offers both a personal service in their shop and also the opportunity to order on line at www.thomasmooretoymaster.co.uk.

- Eyebrow jewellery, facial, tongue, nose and lip studs are not permitted.
- Leather jackets, all denim garments and all hoodies are not permitted.
- Hats should not be worn indoors.
- Outer coats should be predominantly plain in colour and without large logos.
- A plain white t-shirt or vest may be worn under the shirt.
- On health and safety grounds, shoes should be appropriate for a work place. Flipflops, open toes, Uggs, Dr Martens (or equivalent) are not permitted.
- Jewellery may be worn, providing it is not excessive or potentially hazardous. However, it is a legal requirement that all jewellery must be removed before undertaking sporting activities. It is the responsibility of the wearer to do this.

The Principal, in consultation with the Governors of the College, will decide on the suitability of the appearance of a student attending the College - extreme hair styles, of either cut or colour, are not permitted.

CONTACT INFORMATION

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Principal: Kevin Bawn, BA PhD

