



Countesthorpe Leysland
Community College

Magazine

MEET THE HOUSE

Hawkins - a local hero



Merit Success
Did you make the grade?

Community Spirit
*Helping the local food
bank*

After School Clubs
Find out what's on

Plus Much More!

To inspire and
enable all to be the
best they can be



WELCOME

As we move towards the Spring half term break of this academic year, I wanted to give you a flavour of some of the fantastic work that is going on in the college and the continued progress we are making.

September 2017 saw the launch of a House system across the college. Students belong to one of seven Houses. Each House is made up of students from Years 7-13 and is led by a 'Head of House' who oversees the academic progress and pastoral care of the students in their House.

Over the coming weeks, we will share with you the ethos and values for each of the Houses starting here with 'Hawkins'. Students are taking a real pride in belonging to a House and as well as benefitting from having students from all ages to help support learning, it encourages healthy competition between students and indeed the staff.

Students gain points from merits awarded in lessons, entry to House competitions and good attendance. Overall points are published every week by Mr Thurston, Senior Assistant Principal with oversight of the House System. Over the next few months, we will continue to develop competitions, clubs and activities for students to take part in.

Since I last wrote to you, I am pleased to say that students are responding well to our focus on ensuring we have the highest standards and I would like to thank you for your support with this. More information about this can be found on our website.

"We offer support for parents to help children revise at home"

We have a very busy few months ahead and I will keep you updated on progress. One of our key priorities over the next few months will be to ensure that Year 11 and 13 are prepared for their GCSE and A Level exams. The recent changes to exams means that students need to prepare differently and as such revise differently. We know this is a pressured time for both students and parents and have offered some helpful tips on page 6 as a starting point. We will also be running support sessions in college to offer parents more tips on supporting revision. More information will follow on this.

Once again, thank you for your continued support.

C.E. Aitcheson

Mrs C. Aitcheson
Acting Principal

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MEET THE HOUSE

Slytherin, Hufflepuff, Ravenclaw and of course, Gryffindor. Probably the four most famous School Houses in history and they are not even real! When it was announced that CLCC was moving to a House system there was quite a buzz around the college. What would they be called? What would they represent? Could we have a sorting hat? No? Oh well – worth a try...

Frivolity aside, the move to a House system has been a huge change with positive results. Staff and students agree it has really helped a big school stay personal. Every House has roughly 200 students who are welcomed daily by their tutors. It is great to see year 13s reading with younger students; year 8s persuading year 7s that they do want to play in the Inter House football tournament, and it doesn't matter that they have no football skills, not when the House reputation is at stake!

Each of the seven Houses is a school community in its own right. Each House has a base where students from all years gather daily. Everyone has worked hard to create a sense of House community which helps students be the best they can be.

From the time of the announcement, one of the major talking points was what the Houses would be named. Students and staff voted, and the category of "Great Britains" was the outright winner. Seven significant British figures were chosen for their contribution to society. Over the course of our next few newsletters, we aim to introduce you to our Houses.

The creation of a student leadership team for individual Houses is a really important aspect of the CLCC House System. In the first of our articles, we get an idea of who Leicester woman Alice Hawkins was, her contribution to equality, and what she means to students in Hawkins House.

ALICE HAWKINS

Alice Hawkins was one of England's brightest women. She made a real change. She made such an important mark in history as a Suffragette. This magnificent lady helped to bring equality between men and women. Our school even has a house named after her for her

persistence and independence that inspires us to try our best every day.

On the 3rd of October 2017, Peter Barratt (Great Grandson of Alice) came to our school and did an assembly, telling us what Alice Hawkins did that made her so important. After that assembly, Alice Hawkins was no longer just a name, she meant something important to us all.

We are all proud to be in Hawkins house. She inspires us to be great and to never give up. Isobel Savory, House Captain, quoted "I am currently doing my GCSEs and they are very hard, but Alice Hawkins inspires me to keep on going and to never give up."

"Gender should not be a barrier to anything" - Allan Clark, Deputy City mayor.

As part of the 100 Years of Votes for Women celebrations, there will soon be an unveiling of a statue of Alice Hawkins in Leicester. The 7ft-tall, bronze sculpture of the political campaigner will be placed in the city's new market square. She will be the first named woman to be recognised with a statue in Leicester. The statue has been sculpted by Sean Hedges-Quinn and paid for by Leicester businessman Jamie Lewis.

Mr Lewis owns the former Equity Shoe factory, in Western Road, West End, Leicester, where Alice worked. The statue will be unveiled at 2pm on Sunday, February 4th. All students and families are welcome to come and represent our school.

Our House will also be featured on the BBC TV programme Inside Out programme on Monday 12th February. Watch out for an interview with our Head of House, Mr Page!

Our school is honoured to be representing such an important lady.

By Melody (Year 8) Isobel (Year 11)

"If the cabinet ministers thought that fourteen days in Holloway Jail would dampen the spirits of Alice and the other twenty-eight women imprisoned with her, they were badly mistaken."

AFTER SCHOOL ACTIVITIES

Mondays

Girls' Dance (all years welcome) in the Countesthorpe Drama Studio

Basketball with Leicester Riders (all years welcome) in the Countesthorpe Sports Hall

Tuesdays

Girls' Trampoline Club (Years 7, 8 & 9) in the Countesthorpe Gym

Girls' Dance Club (Years 10 & 11) in the Countesthorpe Drama Studio

Girls' Netball Club (Years 7, 8 & 9) outside on the Astro Pitch

Orchestra (Grade 2 Standard or above) in MU2C

Homework Club (all years welcome) in IT3C

Art Club (Years 7, 8 & 9) in A6L - limited spaces available so check with Mrs Natalay first

Wednesdays

Rest night!

Thursdays

Girls' Trampoline Club (Years 10 & 11) in the Countesthorpe Gym

Girls' Football Club (all years welcome) on the outdoor MUGA Pitch 3

Girls' Netball Club (Years 10 & 11) on the outdoor Astro Pitch

Choir (all years welcome) in MU2C

Computing Club (Years 10, 11, 12 & 13) in IT1C

Homework Club (all years welcome) in IT3C

Textiles Club (Year 7) in the Countesthorpe Textiles classroom

Fridays

Film Club (all years welcome) in ME1C

Week 1 - Board Game club (Years 12 & 13) in E11C

Week 2 - Board Game club (Years 7, 8, 9, 10 & 11) in E11C

Plus at Lunchtimes

Music Tech Club in MU3C - Wednesdays

Board Game club in M10L - Every day

Cyber Space IT Club in IT1C - Every day

HOUSE POINTS

2nd May 2016. Where were you? What were you doing when you heard the news? Leicester City had done the impossible and won the Premiership. The buzz and excitement of the days, weeks and months after this changed things in the city.

Whilst our Inter House Competition is no Premiership, it is changing our college community. Students and teachers are clearly feeling a sense of loyalty and belonging to their House.

Each week, we find out who is at the top of the House Point League Table – there are triumphs, there is sadness, but there is no transfer window! As one student was heard to say, "I am Wilberforce 'til I die!". Much greater loyalty than a Premiership footballer!

House points are awarded to celebrate student successes on every level. We are looking for those students who are working hard to be the best they can be, showing the qualities we value as a school – such as resilience and teamwork as well as academic success.

House points are given to Teams who represent their House in Inter House competitions. There have been a number so far including spelling and sporting competitions. Individual students are also given House Points for going above and beyond our expectations.

House positions have changed throughout the year so far. It is a marathon and not a sprint, so watch this space for the winning House....



Top Merit Achievers

Do the right thing, in the right place at the right time. It is simple enough idea, and it is what we expect. We made a decision that students who do this every day deserve to be recognised. Teachers award merits based on punctuality, attendance, and completing quality work. Additional Merits can be given at the teacher's discretion for outstanding work or effort, or showing kindness, consideration, empathy and initiative.

Students are awarded Bronze, Silver and Gold certificates for earning Merits, but we thought a special "shout out" to the top merit earners in each House was in order!



ATTENBOROUGH

Paige 8SGL

569 Merit Points - Autumn term 2017



BRUNEL

Erin 7SBU

764 Merit Points - Autumn term 2017



HAWKINS

Maisy 7HKA

590 Merit Points - Autumn term 2017



LAWRENCE

Hope 8NWI

679 Merit Points - Autumn term 2017



SPENCER

Connor 8KTI

536 Merit Points - Autumn term 2017



TURING

Ruby 7IMA

688 Merit Points - Autumn term 2017



WILBERFORCE

Ellie 10EME

667 Merit Points - Autumn term 2017



COMMUNITY SPIRIT

Another exciting and rewarding event in the school has been donating items to the local food bank. As a group of students who care for and take pride in our community, many of us made a donation for those who may find themselves in hard times during Christmas and New Year.

We decided to do this to support our local area and residents as well as to give back to the village of Countesthorpe. Pictured are some of the House Captains and Vice Captains from the school Houses along with a representative from the Food Bank.

In total we collected over 300Kg of food in only four days - a fantastic achievement!

Thank you to everyone who brought something in as your donation was greatly received by the food bank and has gone on to help a family.

Penelope
Year 11 - Turing House

Thank you to everyone who donated

Thank you to Blaby District Youth Council
& Westleigh Partnerships



STUDENTS SET TO SOAR

We are delighted to be in receipt of a grant of £900 through the Blaby District Community Grant Scheme, 50% of the funding is from Blaby District Youth Council and 50% from Westleigh Partnerships (whose grant scheme they administer).

This funding is for a new and exciting after school Drone Club that will be starting after February Half Term. Any student who is interested in signing up for the club needs to see Mr Taylor, Head of ICT & Computing, in the Computing office and they will be invited to come along and take part in the Tuesday Try and Fly, this will be on a rotational basis so every student will get the opportunity to take part. There is also a required session on Drone Safety on Monday Lunchtime in IT1, before you can fly.

For those who show a keen interest in the Tuesday after school session they will be invited to the Thursday after school Drone Racing session. The first Safety session is Monday 19th February, with the first Tuesday session starting 27th February.

Further information will also be in the weekly bulletin (see our website).



REVISION STARTS NOW



“Students spend 15% of their time at school and 85% at home”

For our Year 11 and 13 students we are recommending that they should be doing about 7 hours of revision per week at the moment. This figure will increase dramatically over the next few weeks and months!



Get the task right

Remember students spend 85% of their time not in college, so the amount and type of work they do out of school hours is really important.

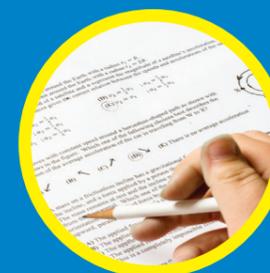
Choose the tasks and make a revision schedule; organising time makes revision manageable.



Cue Cards - A revision tool that fits snugly in your pocket

They may just be a rectangular square of card but they can work wonders for revision. This revision tool is ideal to help students remember vocabulary, specific terminology, statistics or short facts.

When learning vocabulary or terminology simply write one word clearly on each card. More information needs to be kept as simple and as clear as possible. It might be that one word can represent a whole sentence. This will save time and helps build connections in the brain. The card is a visual aid. Learners who consult the cards frequently in the run up to the exam find they are able to visualise the card in the exam and recall the information.



Keep testing

Students who test themselves and try to retrieve material from their memory regularly learn the material better long term.

Start by reading the information then make flash cards of the critical concepts and test yourself. A century of research has shown that repeated testing works.



Parental Support

Parents can help by:

1. Everyday – Make revision a habit
2. Organisation – Plan revision time with your child and get them to stick to it – use the week by week guide to
3. Display the plan - Tick off what's been done to motivate
4. Motivation – WIIFM. Think rewards!
5. Be interested - Look at work. Ask questions. Test them
6. Be informed - Know exam dates and when revision sessions are on
7. Contact – Contact subject staff if you have questions
8. Equipped – Ensure students have revision materials for all subjects including, highlighters, cards, pens and pencils.

For revision support see www.clcc.college/revision-support/

“Please don't make me play on my Xbox. I would much rather revise!”

Is this your household? Perhaps, as you finish a plate of lovingly prepared food, you hear, “No Dad, I really want to load the dishwasher.” Or after work, “You sit down Mum. I'll do the dusting and make you a cup of tea.” Or the outright winner, the gold medal of all comments for the parent of children preparing for exams, “Please don't make me play on my Xbox/see my friends/go to the cinema (please delete as appropriate), I would much rather revise.”

Maybe this is genuinely the kind of conversation that goes on in your house. Or maybe, like many parents across the country, if your teenage offspring said this, you would have your suspicions that an alien abduction had taken place in your home...

We have a lot of experience of working with teenagers and students preparing for exams. We know it is a stressful time for everyone. The breakfast table can become a battle ground when you think they need to work more. Or the real concern as you watch your child putting themselves under so much pressure to succeed they are losing any sense of fun.

Caught in the middle of this is your child. What everyone, parents, children, teachers need to remember is that we are all on the same side in the battle. We are all fighting for the same thing. We want the best for your child. We want your child to be the best they can be.

Like any good general going into battle, in order for your child to succeed, we need a strategy, a plan. Over forthcoming editions, on the college website and in practical workshops and presentations and assemblies, we will be offering advice and support to help your child win.

We can dress it up however we like and try and make it sound appealing, but at the end of the day, Revision is hard work. So, having put all that effort in, how do we make sure it works?

Miss Richardson, Head of Wilberforce House and Geography specialist, has spent a good deal of time researching and drawing on her own and colleagues practical experience and expertise. So here is the first in a series of Richardson's Revision Tips.

The Research Bit

This is what the most recent research suggests works best:

- Students revise, then test themselves
- Revision is spread out over time – create a plan. Be organised about it
- Revision is a habit - make revision a habit for each day. Chunk it up, 20 – 30 minutes
- Revise little and often. Make a timetable to cover all subjects, but make sure that each slot has a particular topic to be covered

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