



Plympton Academy

R E V I E W

AUTUMN EDITION 2020



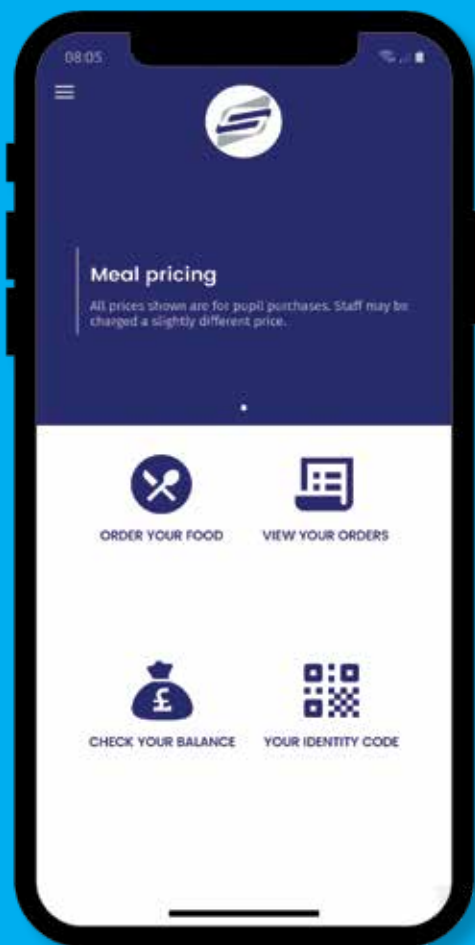
Personal Development Week

Students engage in a wide range of activities across the Academy

FIND MORE EXCITING NEWS INSIDE!

Fusion

Catering Service



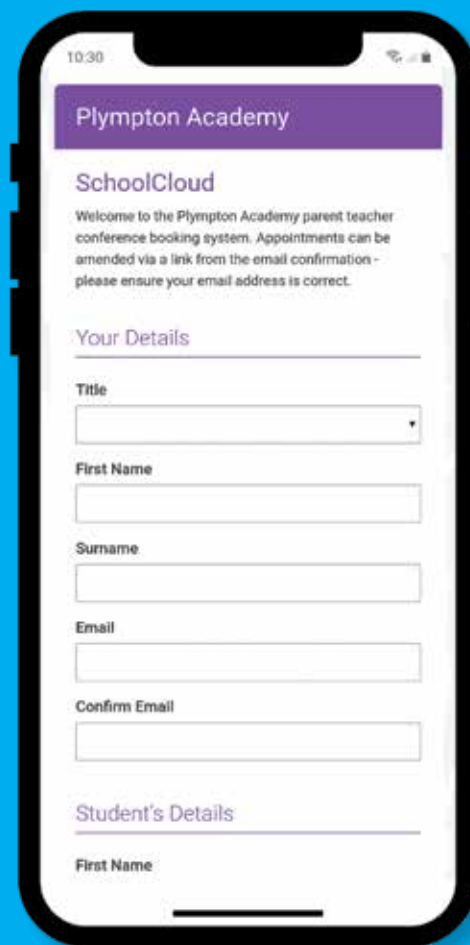
In September we launched a catering service app called Fusion. Fusion is a cashless online payment and ordering system that enables students to pre-order food at break and lunch time from our extensive range of hot and cold food and then pick up their order from a collection point. This has been successfully received by all our students and not only has it reduced food wastage for the Academy but increased student engagement with daily food ordering and the reduction of queueing times at both break and lunchtime the Academy. On a daily basis we are able to provide lunch for all students who order within 7 minutes.

On our website under Parents - Food we have provided a comprehensive guide to the Fusion app and the ordering system.

Please continue to encourage your sons and daughters to use the app daily to order food from the canteen for delivery directly to their year group bubble dedicated areas.

SchoolCloud

Parents Evening Booking System



With the national restrictions preventing physical meetings with parents which we highly value we have implemented an intuitive online parents evening appointment booking system called **SchoolCloud** to continue face-to-face communication with parents. This allows parents to choose their own video appointment time online with teachers to engage in a video meeting during the calendared parents evening from the comfort of their homes.

For the foreseeable future all our parents' evenings will be online using **SchoolCloud**, currently we have live for bookings the Year 7, 9 and 12 Tutor Evening and also the Year 13 Parents Evening.

Please visit <https://plympton.schoolcloud.co.uk/> to book your appointment. Once your appointment has been booked you will receive a confirmation email with a link to join the meeting.

A short guide on how to add appointments is included with this letter and also on our website under Parents - Parents Evening.

MESSAGE from the PRINCIPAL



Plympton Academy
REVIEW



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Welcome to the autumn edition of our Academy Review - and what a term this is proving to be!

I hope you can see from the enclosed content that there is a wide variety of activity taking place in school for our students despite the pandemic and the disruption faced by the requirements of self-isolation.

We have finally moved into a lovely new teaching block this term, which has been wonderful for both students and staff, and this additional space has enabled us to create completely segregated bubbles for each of the year groups. I very much hope that your children feel as safe as they can at school in the current circumstances as we have put in place extensive safety measures to try and mitigate the effects of COVID 19. Thank you to parents and carers for working with us to ensure a smooth transition to the wearing of face coverings over recent weeks.

Please enjoy reading about some of the positive things the students have been experiencing this term and do note the changed arrangements for the ordering of food for break and lunch and for parents' evenings, both of which are now managed through new online apps.

I wish you all a peaceful family Christmas and very much look forward to welcoming all students back on Tuesday 5th January 2021. ■

Lisa Boorman, Principal

COMMUNITY COMMITMENT -

Brother's Ben and Oliver Brockman have been showcasing their community commitment through their work with Cancer Research UK. Ben, who is one of our Year 13 students has been awarded the Ted Osmond Youth award through Plympton Rotary in recognition of his work with the charity. Together, Ben and Olly are part of the Youth Committee for the Relay for Life event. Not only do they support in the organisation of the event, but they also participate with their family and friends in fundraising for the charity. The event itself has raised roughly £300,000 over the past few years.

The brothers can often be spotted in supermarkets completing collections and raising money for the charity through selling Cancer Research merchandise.

Due to this excellent commitment, the brothers have been awarded Cancer Research's highest award - The Flame of Hope Award, which only 1,300 people in the UK have won since 2003. This award celebrates the outstanding achievements of the most inspiring supporters. Their time, energy and passion has helped to continue the work of the charity.

Needless to say, we are very proud of their efforts in supporting such a wonderful cause. ■



Students progress in Plymouth Schools FA trials

Four Plympton Academy students Jack Davidson, Riley Crawford, Harrison Bettey and Ewan Jakes successfully got through the first trial and are now onto the final trial for the Plymouth Schools FA in December. The boys have done fantastically well and followed on from an excellent year last year, where they reached the semi-final of the Plymouth Schools Cup which was unfortunately called to an end in April.

We all wish the boys luck in their final trial and are extremely proud of what they have achieved. ■



An act of remembrance

Plympton Academy mark Armistice Day



On 11th November students and staff at Plympton Academy marked Armistice Day.

Sixth Form students

Ciaran Blair and Dylan Cook organised events for the day and wore their cadet uniforms. Ciaran is a Corporal in the Royal Air Force Cadets and Dylan is a member of the Royal Marine Cadets.

The boys ordered a wreath from the Royal British Legion and together with Principal Lisa Boorman, they laid the wreath as an act of remembrance.

Events at the Academy included students writing messages on poppy crosses, displaying Poppy posters on classroom doors and

'We will not forget those who have fallen. It is more important to remember them now more than ever. It was great to see how interested students and staff were'
Dylan Cook

reading poetry from the First World War.

Ciaran Blair said, "We have been planning this for several weeks because it is really important that schools mark Remembrance Day. Even in these tough times we can

still do something to support the act of remembrance."

Dylan added, "We will not forget those who have fallen. It is more important to remember them now more than ever. It was great to see how interested students and staff were."

The Academy also placed silhouette soldiers in classrooms around the Academy to help students remember that those who died in the wars were real people and to remember their sacrifice. ■



New to the PA team

Welcome and wishing all the best to our new staff members joining Plympton Academy

MRS COPESTAKE - ATTENDANCE OFFICER

Hi, I'm Laura and I joined the Academy as Attendance/ Student Services Officer in October. I worked in other schools across Plymouth before having my two Daughters, but most recently worked at Sainsburys Marsh Mills.



I am really enjoying settling into my new role as busy and varied as it is! Please pop by Student Services and introduce yourselves, but beware I am rubbish at remembering names-sorry!

When I'm not working or in 'Mum-Mode' I enjoy going away in my Motorhome, walking my Pug and learning to swim freestyle.■

MR CARTER - ENGLISH TEACHER

I have worked in education for the last 5 years and been fortunate to work in other schools all across the city.

When I am not teaching, you can find me on a tennis court pretending

that I am playing at Wimbledon, reading political science books about the state of global affairs, catching up with friends (pre-lockdown) and spending time with my family.

I am looking forward to working with the English team at Plympton Academy and plan to continue the great work that they do.■



MISS BARNETT - DESIGN & TECHNOLOGY

Miss Barnett is new to the Design and Engineering department this year. She was born in Devon and studied Product Design at the University of the West of England in Bristol.

She then worked in industry as a Graphic Designer in Dorset for several years, designing educational publishing material as well as creating illustrations and typesetting for publishers.

She is looking forward to seeing the creative ideas the students at Plympton Academy are able to generate, as well as encouraging students to develop their practical skills within Engineering, 3D Design and Hospitality and Catering.■



MR WILKEY - MUSIC TEACHER

I'm new to the school and started here as a music teacher in September. I've played live in lots of different bands covering rock, pop, jazz, funk



and soul music styles. My most successful band became popular on American College radio, but I left before the American tour started because my son was due to be born. My claim to fame is that I once recorded in the same studios as Ben Howard, Jesse J, Oasis and Muse (I even used Muse's guitar amp).

In my spare time, I'm a keen surfer and regularly go to North Devon and Cornwall unless the waves are too small. In which case, you'll find me on my racing paddleboard somewhere between Dawlish and Torquay.■



WANT TO JOIN OUR TEAM? -

Check online at plympton.academy/about/job-vacancies to see our regular job section.



Personal Development Week

Students engage in a wide range of activities

From Monday 2nd to Friday 6th November, students across the Academy took part in the first Personal Development week of the year.

Students in Year 7 explored 2020 and what it meant to them. From the first three days, using the mediums of art, dance, drama, technology and textiles, students developed their own responses to Coronavirus; Black History Month; British Culture; Climate Change and Positive Thinking. The last two days were spent completing the Operation Moonbase Challenge, where students were challenged to build a utopian society on the moon by developing their own cityscape including 3D models, laws and roles for citizens of the society.

Students in Year 8 stepped it up a gear with a week focused on healthy living and lifestyles. Students followed a carousel of activities focusing on heart rate before and after physical exercise, trying different sports

and both planning and cooking a meal following the Eatwell plate as a guide.

Year 9 had a Human Rights focus with students participating in a variety of workshops based on the overarching theme of Human Rights and Social Justice. Students examined what this means in the 20th Century and the impact climate change is having on communities around the world. Alongside this, other workshops included investigating the importance of hair in communities around the world; Fair Trade; how 'sweatshops' are used to make clothes and the work of non-governmental organisations including Amnesty International and Christian Aid. The week finished by examining the impact of the Selma to Montgomery, Alabama march in 1965 as part of the civil rights movement and how this march still has an impact on elections in America today.

There was a slightly different focus for Year 10 and 11 students as their week focused on preparing for the upcoming exams and the

next steps in their education. Year 10 students focused on English, Maths, Science and RS whilst exploring the world of employment and higher education including online webinars with Marjons University. For Year 11 their focus was English, Maths and Science and preparing for further education by exploring the different types of qualifications available to them and what pathways they needed to follow to succeed in their chosen career. For students in Year 12 it was an opportunity to 'prepare for adulthood' as they learnt about personal finance, how to manage their own health and to prepare meals on their own so that they are ready for the next steps in their life.

It was a fantastic week with students across the Academy enthusiastically engaging in a wide range of activities. There was a positive buzz across the site and we are looking forward to our second week in February which will focus on topics which are part of the PSHE curriculum.■



Nomination for charity of the year

St Luke's Hospice

At the start of each academic year, students and staff are given the opportunity to nominate a charity to become Plympton

Academy's Charity of the Year. The nominations are collated and then put to an Academy wide vote. The winning charity is then supported throughout the year by a number of fundraising events.

Our charity of the year for 2020/21 is St Luke's Hospice, following on from Crohns and Colitis UK (2019/20) and Young Minds (2018/19). St Luke's Hospice was nominated by a number of students and staff in recognition of the support they have offered to family members and friends in terms of palliative care and emotional support for families. More information can be found about St Luke's here - www.stlukes-hospice.org.uk



Our first fundraiser took place in October and raised £1128.57 and Wayne Marshall, Community Fundraiser for St Luke's said that this amount will cover the end of life care of one patient at home plus the additional support needed for their family and at very difficult time. He continued by saying that, "Your students should know that they are doing something very real and very powerful with their fundraising."

Students and staff are busy arranging a variety of fundraising events throughout the year including 'I'm a teacher get me out of here' and running the Plymouth Half Marathon.■

CHILDREN in NEED -

On Friday 13th November, staff and students at Plympton Academy took part in the annual Children in Need fundraiser. Whilst the money is still being counted, we hope to have raised over £850 and will be announcing the final total on our social media pages.



BAKE SALE -

On Friday 2nd November, the Academy held its first fundraising day for our Charity of the Year, St Luke's Hospice. Whilst we have had to adhere to Covid restrictions this year, Year 8 did not let this stop them from raising lots of money to support the Charity. Students were challenged to bring in cake donations and money to purchase the goodies at break time. We were overwhelmed by the thoughtfulness of all of the students who donated and even had to extend the cake sale into lunch time due to the number of donations! A special thank you to students in 8DKE who brought in the most donations!

We are really proud to say that as a year group, we raised over £120 on the cake sale alone, not including our donations from the mufti money. Well done Year 8 - keep being kind!■



Harvest Festival

Year 7 students collect donations for local Foodbank

On 1st October, Year 7 students celebrated Harvest Festival by collecting food items to donate to the Plympton Foodbank. Calvin Harper and George Shuter (aged 11) organised the event.

Calvin said, "We put a box in every Year 7 class and asked people to bring in a donation to the Harvest Festival. In just one week we collected a lot of food for the Food Bank."

George added, "We also had a Harvest loaf - it was amazingly nice! I had not seen one before and it was really well made with little mice made of dough hidden among the wheat."

The Harvest Wheatsheaf loaf was handmade by Penelope Williams of The Artisan Bakery School in Sparkwell. Penelope said, "I have always loved baking harvest loaves, because they make me feel connected to nature and to a very ancient human tradition. This year, it meant more than ever.

'The traditional Harvest Festival was first introduced by the **Reverend Robert Stephen Hawker** in 1843. Hawker was born in Plymouth and is buried at Ford Park Cemetery. I think he would be pleased to see Plymouth students still marking his festival'

Thank you, Plympton Academy, for thinking of us."

Mr Edmonds said, "The traditional Harvest Festival was first introduced by the Reverend Robert Stephen Hawker in 1843. Hawker was born in Plymouth and is buried at Ford Park Cemetery. I think he would be pleased to see Plymouth students still marking his festival on

the day he chose - 1st October."

Philip Smith, Coordinator of the Plympton Foodbank, was delighted to receive such a large Harvest donation of food from the Year 7 tutor groups. As there is a possibility there will be a surge in unemployment through the winter, the Foodbank is preparing to respond to help families in need. The Plympton Hub, at the Rees Centre in Mudge Way, can also refer for food help, as can Doctors, Headteachers, Job Centres and Citizen's Advice.

If desperate for support, then a request for an Emergency Parcel can be made confidentially via 07795026939. ■

YEAR 7 PSHE WEEK 2020 -

Wow! What a week it was for Year 7 during the first week of November.

Year 7 did us proud with the creation of art, photography, dance and drama to represent 2020 in the UK. They then went on to start a new colony with operation moon base and took part in an Army challenge to build a self-propelled vehicle.

The performing arts team, the Year 7 tutors, members of staff and Mr Strachan and Mrs Keane were so impressed by the student's work that they created during this week. We saw dance routines that would rival groups on the X Factor, art work that looked like it belonged in an art gallery, drama that not only made you think but also made you laugh and engineering and technology work that would rival NASA. The Army challenge saw students developing their team work skills and Operation Moonbase made students develop their understanding of Laws, Society and the challenge of making a perfect community.

We can't wait to see the awesome work that Year 7 will produce. Thanks everyone for making the week so brilliant. ■



Welcome to the Year 8 Zone!

This year, Year 8 are very fortunate to be zoned within the lovely new building! Each tutor group has taken ownership of their new tutor room and have demonstrated the utmost respect for their new and inspiring learning environment. This year, our focus is excellence. We have decided that in order to be excellent, we must work hard, be kind and NEVER give up. We are proud of being excellent!

CATCH ME BEING EXCELLENT

This year, in line with our year group focus, all students in Year 8 have been challenged to 'catch me being excellent'. Teachers will be actively looking for students to go above and beyond with their work in lessons and will be passing examples to Miss Kneebone to display on the board of excellence. So far, we

have had many examples submitted, including poems writing for the lockdown anthology and photographs taken for the 'moor to shore' project in Art.



CLASSCHARTS HEROES

After a superb lockdown period for ClassCharts points last year, we have been so impressed with the way that the students have returned to the Academy, eager to learn. So far, the year group have achieved in excess of 21000 positive points - well done!

We recently celebrated our top achievers (pictured below), rewarding them with a certificate of success. Keep up the amazing work ethic Year 8! ■



CLASSCHART HEROES: (Back row) Tegan Pinder, Aiden Williams, Daisy Humphrey, Harry Hansford, Jacob Evans and Konnor Grills - (Front row) Chloe Green, Theo Bools, Theodore Clancy and Harry Kua

PROUD and KIND -

Year 10 students have had a fantastic start to the academic year demonstrating they are still 'Proud and Kind' learners with a drive and determination to succeed.

We have celebrated many successes with our Hot Chocolate Friday, our Class Charts SuperStars and supporting our charity St. Luke's Hospice.

We are delighted to share the achievements of Elizabeth-Iris Richards; her submitted piece of writing for the Rotary Writing Competition won the district level and is now entered into the National level competition - we cannot wait to hear the results.

Ben Bacon has shown kindness and been awarded the Head of Year Kindness Award for his creation of Christmas Chocolates to raise money for St. Luke's Hospice.

Amelia Mitchell won the St. Luke's raffle and with the rest of Year 10 and the Academy, raised over £1000. ■



Year 11 Student Success

Celebrating students responses to their studies

Our Year 11 Students have returned to school hard working and dedicated to being successful. A number of our Year 11 students have produced some phenomenal responses this term to their studies. Please join us in celebrating the success of Rachael, Carys and Ellie ([featured on page 13](#)).

RACHAEL EASTERBROOK - SPOKEN LANGUAGE ASSESSMENT

Good afternoon,

Are you aware that, worldwide, 5 million women a year are hospitalized due to abortion related complications? 47,000 of these women die. Not to mention that the US has the highest maternal mortality rate of any developed nation, making them highly accountable for these shocking statistics. I'm going to be speaking about abortion rights in America and unveil the misogyny on which they are built. I question why a woman who doesn't want a child is automatically branded with a cold hearted demeanour and viewed as being more masculine, as if not wanting a child makes her any less of a woman. This predisposition does not have a place in a world that labels itself as accepting of diversity. I think we're all familiar with the classic novel *'Little Women'*, which reads that, "Women have minds and souls as well as hearts," "ambition and talent as well as beauty," and the antagonist states she is "sick of people saying love is all a woman is fit for," I too, am sick of it and it's 2020... *Little Women* was written in 1868.

Don't get me wrong, I fully understand that many pro-lifers argue that if a woman thinks herself mature enough to participate in

sexual intercourse, she should have to accept the potential consequences. A fair point ... until you realise that this attitude is extremely outdated and sexist as it implies women are just baby making machines and shouldn't be

able to enjoy casual sex in the same way men can.

Amidst the *'pro-life'* vs. *'pro-choice'* argument, many *'pro-lifers'* fail to recognise that you can be *'pro-choice'* and not get an abortion that is why it's called pro CHOICE. However many pro-lifers continue to persist at trying to take that choice away for those

respect women and is outwardly, extremely misogynistic day to day.

In January of 2020, Trump described abortion as, "Ripping babies straight from the mother's womb." Now I know this lack of compassion is the normality for this man, but the example of patriarchal ideology he sets for the rest of the world and western culture is simply audacious. His hyperbolic use of such violent language is set in place to make women feel guilty and ashamed and this is not okay. It's also important to mention how many of the leading politicians in America base their opinions on Abortion on the bible, an outdated and highly contradictive text. Not only is it transcribed by monks, making it an unreliable and sexist source, but also states, "I will make your pains in childbearing very severe; with painful labor you will give birth to children. Your desire will be for your husband and he will rule over you."

And despite the prevalent obnoxious sexism this text, many pro-lifers take from this that abortion is not okay either, heightening the levels of discrimination and oppression towards women and leaving them in a lose/lose situation.

Finally, on the topic of a lack of compassion and safety for women, we cannot ignore the fact that as hard as the government make getting an abortion, abortion rates will hardly fall. Well, safe abortion rates will fall, however the rate of fatal backstreet abortions will only skyrocket. However, this alone shows that pro-lifers value the survival of a few embryos over a living woman.

Abortion is, and will always be necessary, and until it is recognised as such the likes of me will continue to fight for the right for a women to have control over what happens to her body.

Thank you for your time. ■



who really need it. Isn't that just borderline selfish? Also amidst this ongoing battle in the US, we have men. It's important to mention not all men hold these oppressive and archaic views, nor am I ripping them of empathy and handing it over to women, who I know also have these views. However, men simply do not qualify to make any rules or even have a valid opinion about abortion because to qualify you have to have a womb. The adequate empathy levels are simply not there, especially in men like Donald Trump, (arguably the most powerful man in the world) who has even admitted before that he doesn't

Spoken Language Assessment

Carys Macaskill - Feminism

Imagine a society where women didn't have to worry about having a late night walk. Where women were recompensed. Where women were equally significant. Where every single individual on earth had just rights.

"Is feminism still relevant in the 21st Century?" many enquire. Yet, many also make a muddled misconception about the idea in the first place, so let's get this straight - Feminism, putting it simply, is, and I quote **'the advocacy of women's rights on the ground of the equality of the sexes'**.

There is and has been a social stigma that feminism is **'selfish'**, **'fallacious'** and **'erroneous'**. This must be abolished. Feminism is the concept that all women ally to combat the unjust patriarchy carried through ancient to modern society.

Feminism challenges social, economic and political discrimination such as toxic masculinity, the pay gap, gender stereotypes and numerous more topics.

Extortionate penalties have been encountered for women courageous enough to object and mutineer against society - take Emmeline Pankhurst. World-known for her efforts and suffrage for women's voting rights during the devastation of World War One; but her followers punished and imprisoned despite peaceful protesting. Emmeline and her two daughters founded the Women's Social and Political Union in 1903. Their aim was to obtain equity in the right to vote. Women could not contribute because they were women. Let that sink in.

Peaceful protests continued until in 1928, Pankhurst was triumphant as women were granted voting rights, proving eminently that

advocacy is key to change.

You'd believe that a whole century on, in 2020, among the high ambitions and expectations of achievement, egalitarianism would be achieved.

Unfortunately not. Three years ago, the White House held a women's health board meeting. Not one woman was in attendance to discuss their own healthcare.

63% of women in a recent survey stated if there were no men in the world, their first desire would be to walk alone late at night.

Today, COVID-19's depredations and corruptions have reinforced the **'stay at home'** derogatory stereotype of

women in society, instated to the early dates of the 16th Century!

So don't sit there and tell me feminism is irrelevant today. We as a society are substantially distant from the ideals, attitudes and beliefs written in the stars for ourselves.

More than 50% of the Disney movies you know and love have dialogue as much as 98% dominated by men. Only 7 of all Disney films have 50%+ female dominated dialogue.

Why is that so?

We as women (and men over time) have had to fight our way to basic rights that everyone should be able to access. Although you could argue the lack of women's rights is growing in abundance, this is only because of our facilities such as social media used to spread awareness and create a strong community of feminists.

So bear in mind, the fight is everlasting. Feminism is, and always will be relevant. Equality will always be relevant.

Thank you for listening. ■



CELEBRATING YEAR 9 RESILIENCE -

With the first term of Year 9 coming to an end, I think we can all say it's been a very unique one. Starting Key Stage 4 and potential new subjects is an exciting and yet challenging time, however the Year 9 cohort have shown great resilience and character in overcoming every challenge they've faced whether it's work in lessons, homework or the issues that COVID-19 has presented.

During the term we have asked staff to give a **'shout out'** to students in their subjects to celebrate students doing well in a whole host of ways. Over 80 students received an acknowledgement and this was shared with them during one of our celebration assemblies. The option subjects in particular had some brilliant work, including the great artwork below. ■



GCSE English Language

Character Description Homework



Students in Year 11 have been working hard revising their GCSE English Language skills for creative writing. They are awarded 40 marks for a creative writing piece inspired by an image or a written prompt. **Faith Street, I KLA**, has produced a phenomenal piece of work under timed conditions exploring the character of a librarian. We hope you enjoy reading it as much as we did!

FAITH STREET - A CHEERFUL LIBRARIAN

Once upon a time, in a land not too far away, a small plain building stood waiting. It waited for what felt like centuries. The building was mournful at the emptiness. But one day, everything changed! Suddenly, there were people walking in and out every day, with smiles plastered on their faces. One of these people was Miss Woods.

Every day, at 8 o'clock precisely, Miss Woods would stroll alongside the building's walls and unlock the grand doors. The doors welcomed her presence with a warm flourish and she smiled. It was the place she cherished. The library.

Striding on, Miss Woods switched on the lights and headed to the office. She heaved a huge sigh of relief as she released the staggering pile of books she was carrying, onto the little wooden table. Like most librarians, Miss Woods loved to read. One of the perks of the job was the access to all of the thousands of books in the library. Her favourites were fiction. Although

she loved crime and detective novels, she was partial to a romantic comedy, when she needed to clear her mind.

Click. A small push and the kettle was on. The water bubbled frantically as she retrieved a mug and tea bag from the cupboard. In a few seconds, the water was boiled and in the mug. Miss Woods stirred the tea with a silver spoon and the fridge grunted frustratedly as she pulled out the milk. The last of the milk dribbled into the tea and...

"Aaaaaaaah," she sighed. "That's just the ticket!"

After a few slurps of tea, Miss Woods heard the usual sound of the doors opening again. Mrs Bear, the senior librarian, staggered grumpily into the office, making some complaint or another, before tipping the entire contents of her trolley onto the countertop,

eagerly searching for her pills. As Miss Woods left the office, she heard a muttered comment of, "There you are, you sods!"

She reached the children's section. She loved it there; the vibrant colours, comfortable furniture and endless amount of stick people drawn all over the walls, made her smile and think of the never-ending possibilities of childhood. The land of the imagination beckoned. Miss Woods remembered a time in school, where she would play games of make-believe with her friends. They would be princesses or pirates or pilgrims, and it would be some much fun. The hilarious stories that sat in the children's section, waiting to be laughed at, winked enticingly at Miss Woods. She laughed as she made her way to the windows.

Sunlight peeked through the grey blinds, inviting itself in. The blinds were opened and the library immediately felt brighter.

As half past eight inched closer and closer, the computers were switched on, more tea was brewed and the books were thoroughly checked. Mrs Beer shouted angrily about the lack of milk and told Miss Woods to, "get her bottom down to the corner shop quick-sharp". It was exactly half past eight as Miss Woods stumbled breathlessly through the doors.

Close behind her, the first book borrower of the day waddled along the path. The short, hunch-back old man went straight to the romance section and Miss Woods giggled again. It was going to be a fantastic day...■



Live Link-Up with Best Selling Author

AJ Hartley addresses schools from across the country

On 22nd October the Year 9 Creative Writing Group took part in a live link-up with award-winning novelist AJ Hartley. He read from his new book **'Monsters in the Mirror'** and then answered questions from schools across the country (including one asked by Finlay Wallis).

AJ Hartley is a bestselling writer of mystery and thriller novels. He was born in northern England, but has lived in many places including Japan and is currently the Robinson Professor of Shakespeare studies at the University of North Carolina, Charlotte.

Finlay said, "It was interesting hearing him read from his own book and his encouragement to younger writers. I hope we can do this again."

AJ Hartley's advice to anyone wanting to become a writer was simple, "Start writing.



And keep on writing!"

Speak with Mr Edmonds if you are interested in joining the Creative Writing Group. ■

ELLIE JAMES -

Prim's Cat - English Language Paper 1 Q2 - Full mark response

The writer uses military anthropomorphism to describe Prim's cat as viscous and overprotective. The subordinate clause **'guarding her'** creates a false sense of security as we know that realistically the cat is nothing more than a **'scrawny kitten'**. The military verb **'guarding'** has connotations of safety, protection and power. The idea of the false security in the **'scrawny kitten'** is further explored later in the extract when Katniss talks about Prim naming the cat **'Buttercup, insisting that his muddy yellow coat matched the bright flower'**. The juxtaposition of the varied adjectives **'muddy'** and **'bright'** further magnifies the falsified hope in the strange creature. Alternatively, the naturalistic reference to the noun **'flower'** could allude to the growth of the animal's bond with Katniss and how he's **'stopped hissing at (her)'**.

Furthermore, the use of the hyperbolic phrase **'the world's ugliest cat'** creates a semantic field of disgust around the animal. This can be seen when the cat is described as having a **'mashed-in nose'**, **'crawling with fleas'** and riddled with **'vermin'**. The use of the horrific verb **'crawling'** creates a sense of discomfort for the reader as they itch and squirm thinking of the animals past state. The writer also uses the metaphor **'eyes the colour of rotting squash'** to connote repulsion and abhorrence. This further links to the semantic field of disgust and the feverish dislike of the cat. ■



Hegarty Homework

A great start to the year in Maths

What a great start to the year in Maths we have had so far! Hegarty homework's are going great and we have a lot of engagement from pupils. It is great to see so many pupils putting in extra time beyond their allocated homework time and answering so many questions. A huge well done to the students below, your effort is commendable.

The following pupils have completed more than 9 hours work already!

Year 10 - Ethan Roberts, Isabel Burnett, Elizabeth-Iris Richards and Eloise Trevor.

Year 11 - Ellie Beddell-Garne, Dylan Thornton, Casey Clegg, Paige Gould, Leah Nelson, Lucy Packer, Maddison Darvill and Jordan Howe.

Year 12 - Abi White

The following pupils have answered over 200 questions correctly!

Year 7 - Jazmine Williams, Logan Raymont, Jake Lewis, Jayden Hughes, George Hillyer, Kaleb Dolling, Mia Hughes, Chloe Kerr, Harry Whattingham-Cocks and Harrison Yates

Year 10 - Elizabeth-Iris Richards

Year 11 - Leah Nelson, Ellie Beddell-Garner and Faith Street

Year 12 - Abi White

Miss Preece has built a Year 8 UKMT team for us to start working with to enter regional competitions. We also have a Maths google classroom for fortnightly challenges which is run by Mrs Pitcher. The following are some



'I think the memri section on **Hegarty** is really easy to use and it helps with helping you to revise and revisit sections you weren't sure on previously, it's a really effective way of revising'
Year 11 Student

examples of the questions they have been completing in Year 8.

Q1 At Christmas a mathematical grandmother finds that the sum of the ages of her two eldest grandsons is 24. Next Christmas the product of their ages will be 168. How old are they each now?

Q2 When I add the squares of two positive consecutive whole numbers the answer is 145. What is the total of the two positive consecutive numbers?

Q3 A square of side 8 cm has an equilateral triangle drawn onto each of its sides to create

a new shape. What is the perimeter of the new shape?

We have also welcomed two new members of staff to our department - Miss Blount and Mr Butler. Both of these teachers have a wealth of experience and we are very lucky to have them with us.

You can read a little bit more about them below.

MR BUTLER - KS5 MATHS TEAMLEADER

I have been teaching for 13 years and I have come here to be the Head of KS5 in Mathematics. Outside of school I spend most of my time with my children and the rest of my family. When I have free time I like being outdoors and watching sport.



MRS BLOUNT - MATHS TEACHER

I have recently come back to being a Mathematics teacher after spending the past few years being a Mathematics HLTA and studying for my Masters in Education. I am really looking forward to meeting more students as my time progresses here. Outside of school I like to walk my dog and see my friends. ■



Seneca Science Champions

Students embrace new online learning platform with amazing results



The Science Department has changed the way students at the Academy complete their homework this academic year and have rolled out the use of Seneca as their online learning platform. Parents and students alike can use this to access a range of resources to aid understanding of a variety of different concepts across Biology, Chemistry and Physics.

Seneca uses retrieval, interleaving, spacing and visual cues as ways to improve independent learning.

This online platform has been proven to significantly improve scores in standardised tests, when used alongside other revision strategies and when homework time frames were adhered to. These timeframes are the same as the KS3 and KS4 expectations at Plympton Academy.

"Seneca has been scientifically shown to be effective. In a study of over 1000 Year 9 students, those who had spent time using Seneca as part of their revision achieved test scores that were twice as high as those who hadn't."

Research around the field of cognitive science shows that most independent work, carried out by students, usually focuses on 'passive' learning. Examples of this include reading and re-reading and highlighting. These learning techniques are shown to have very little effect on improving outcomes. Roediger III and Pyc, 2012, alongside other articles, have shown that retrieval practice and using

'Seneca has been scientifically shown to be effective. In a study of over **1000 Year 9** students, those who had spent time using Seneca as part of their revision achieved test scores that were twice as high as those who hadn't'

visuals alongside text have been shown to improve retention of learned content.

As a team we have really been looking forward to using Seneca as a homework tool, and now that we have the platform up and running we are pleased to announce our first Seneca Champions (half-term September - October).

A huge well done to all students who have completed all homework to the deadlines issued and those who have gone above and beyond with their Seneca tasks and timeframes.

There have been so many amazing scores and the staff have been so impressed.

Well done to all students for embracing the new online platform and for the work you have submitted so far.

I look forward to seeing who will get the title of Seneca Champion in the next half-term averages.■

Miss Hagan, Head of Science

SENECA CHAMPIONS -

YEAR 7 - SCIENCE

Liam Talmage (94%), Lizzy Griffiths (93%), Matilda Latham (91%), Owen Collings (91%), Millie Webb (84%), Georgia Howell (84%)

YEAR 8 - SCIENCE

Isaac Forder (94%), Daisy Humphrey (79%), Beth O'Donovan (79%)

YEAR 9 - BIOLOGY

Livvy Collins (100%), Korey Bevan (84%)

YEAR 9 - CHEMISTRY

Livvy Collins (100%), Charlie Root (91%), Phoebe Griffiths (89%)

YEAR 9 - PHYSICS

Korey Bevan (87%), Jessica Blencowe (87%), Kiera-Leigh Marshall (80%)

YEAR 10 - BIOLOGY

Connie Puckering (93%), Harry Fawcett (92%), William Tranter (92%), Sam Bell (92%), Jasmine Burton (76%), Amber Lindsay (56%)

YEAR 10 - CHEMISTRY

Elizabeth Richards (98%), Leona Downie (96%), Ismael Ali (85%), Jerrard Lake (82%)

YEAR 10 - PHYSICS

Jerrard Lake (78%), Ben Morris (78%)

YEAR 11 - BIOLOGY

Peter Prokai (100%), Luca Petrescu (100%), Ellie James (100%), Ella Blackford (100%), Katie Stephenson (100%), Joanne Hore (100%), Oscar Holbrook (99%), Chloe-Keeley Andrews (90%), Alfie Webber (90%), Isaac Smith (84%)

YEAR 11 - CHEMISTRY

Charlotte Jones (86%)

YEAR 11 - PHYSICS

Joanna Hore (100%), Peter Prokai (98%), Oscar Holbrook (92%)

Engineering

Mastering the art of hand drawn engineering techniques

Year 9 BTEC engineering students have got off to a strong start this term with mastering the art of producing hand drawn engineering drawings as well as the tricky techniques to produce free hand isometric 3D drawing. Scott Proctor demonstrates the level of accuracy required in producing engineering drawings, Scott said, "It's important to make sure everything is precise so your drawing makes sense and the product you are drawing, if made, will work correctly."

After much of the year spent working on engineering theory work, the Year 11 Engineering BTEC students are enjoying the opportunity to return to the workshop. They have spent time dismantling engineered components in order to fabricate replacement parts. Callum Walker is currently producing custom made parts to reconstruct a skateboard axle. Callum says he has really enjoyed stepping away from the books and being able to use the workshop machinery. He says he has learnt a number of new manufacturing techniques and sees how he could perhaps do this type of work as a job one day.

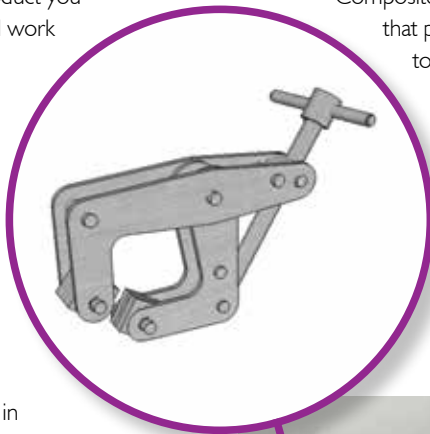
This term Year 13 engineering students have been enjoying the opportunity to continue using the Computer aided design software to reproduce drawings from a live product. Whilst challenging to develop the expertise of the software programs as well as develop an understanding of the components that make up the engineered product, the students are producing high quality outcomes

for their BTEC coursework.

Connor Perry in Year 13 has advanced his skills considerably throughout the term to produce some good drawings.

Connor said, "Using the cloud based software is at times challenging, but does have the added advantage that I can work on my drawings from home. My experience in computer aided design in engineering has proved useful and advantageous in gaining a position at the engineering company

Composite Integration in Saltash that produces engineering tooling equipment for a number of engineering sectors. I have been gaining valuable experience in the design team helping to update and produce computer aided design drawings." ■



KS3 DESIGN and TECHNOLOGY -

Some great work from KS3 design technology classes this term. A special mention goes to Year 7 student Tilly McClelland's clock design (pictured below). Tilly has suggested that the design has come out well, but would like to have experimented further with the colour and perhaps develop some of the characters in the design. ■



Hospitality and Catering



SAVOY EDUCATIONAL TRUST

What exciting times in the Food technology department! We have a fantastic new kitchen in the new building that is proving to be a great hit with all of the students who have used it! There are brand new cooking appliances alongside wonderful shiny worktops and many cupboards! Also, thanks to a substantial grant from the Savoy Educational Trust, we now have brand new equipment to go in it!

Piper Bailey, Year 12, said, "I think the new room is colourful and spacious. It is a great place to work individually or as part of a team! I love the new equipment as it is enhancing my lessons."

The Year 8's all had an opportunity to cook in the kitchen during their recent Personal Development Week where they were learning about healthy lifestyles, including healthy eating and they thoroughly enjoyed the facilities. The grant is also financing an

update of the existing Food Technology room. There will be industry standard electric and gas ranges as well as Salamander grills, deep fat fryers, ice cream makers, fridges and a freezer. These will be fully utilised by our Key Stage 4 Hospitality and catering students and the Key Stage 5 Food science and Nutrition students. This gives them the chance to experience what life is like working in the Hospitality sector, as well as enhancing their learning.

The work is due to start on the room in the very near future! ■



Just another brick in the wall! -

The Design Technology department are embarking on an ambitious environment friendly initiative to attempt to slow down the copious amounts of plastic going to landfill. The eco brick uses 2l plastic drink bottle that is packed tight with non-recyclable plastic to create a reusable building block. The eco bricks can be used to create structures ranging from wall to garden planters, benches, and table. Whilst recent events have slowed the participation of this initiative, a special mention goes to staff member Suzanne Fox who has consistently provided Eco bricks over the past few months. It is aimed to produce an eco-friendly seating area using the bricks the summer 2021. We will need your help.

1. Take a 2L drinks bottle
2. Stuff it with all your plastic (clean only please) with a stick as tight as you can make it.
3. Check it weighs between 650-700g
4. Bring it to school to the Design technology dept.

It is estimated that over 5 million tons of plastic is used each year and only a quarter of this is recycled. Plastic can take 1000 years to decompose and whilst making eco bricks is a small gesture, it is hope that this project can raise awareness as well as show how the environment can be improved with some free building materials. ■



HUMANITIES

The Box is Plymouth's new museum, art gallery and cultural centre which the History department had the pleasure of visiting at the end of September. We were thrilled with the nine permanent galleries, all showcasing incredible collections. These included 14 monumental ships' figureheads, thousands of natural history specimens, a full-size woolly mammoth replica, paintings, drawings, prints, sculpture and ceramics from the city's art collections, objects, film and photography from its media collections and documents, maps and plans from its archives. What a wonderful place with so many opportunities to learn about our rich and diverse past! Alongside this, Miss Stark in her role as Teacher Ambassador has worn a hard hat and explored the Elizabethan House on the Barbican whilst it is being restored, discussing with Learning Officers how we can utilise these incredible buildings to enhance our students' understanding of History.

Although the current Covid-19 situation is impacting on our ability to offer trips to these places, Miss Stark is working with The Box to explore how we can bring their archives to Plympton Academy. Ideas include live broadcasts, virtual tours and a **'Museum in a Box'** which we can have on a temporary loan. We are so excited to be involved in this project, particularly how their film and photographic **'Media Lab'** and **'Active Archives'** will bring greater knowledge of our local story when studying national History! ■



Horrible Histories Club

Year 8 students have fun exploring some historical mysteries

Since September, a group of Year 8 students have been enjoying some horrible histories. The students meet every Wednesday for an hour, having fun exploring some historic mysteries. Students have been investigating who they believe was to blame for the sinking of the Titanic. This led to some very interesting discussions! As always the play doh was out (with Covid-19 restrictions) and students had fun making our own versions of the Titanic.

The students are currently investigating the Home Front in World War Two and beginning to make various models, including

'Students have been investigating who they believe was to blame for the sinking of the Titanic. This led to some very interesting discussions!'

researching and creating the contents of an evacuee's suitcase, various weapons of war and the different shelters used during the blitz.

There is always a lot of laughter and fun, as well as biscuit eating when the club meets, just what we all need at this time! ■



YEAR 7 GEOGRAPHY -

December 1st is Antarctica Day, a day to celebrate the day 12 countries signed the Antarctic Treaty in 1959. As part of Semester 1 programme of study for Year 7 students are exploring the continent of Antarctica and what the Antarctic treaty means for the continent.

This year Plympton Academy have entered the Antarctic Flag competition. Students have had an opportunity to design a flag representing the continent. Winning entries for the school will receive a prize and the top school entry will be sent to Antarctica to be displayed. Examples of flags that have already been submitted are included below.

We are very much looking to displaying photos of the winning flag in the Year 7 zone and sharing with the wider community. ■



Moor to Shore Project

Students explore the beautiful, diverse landscape of the South West

We have been really impressed with the quality of artwork from our Year 8 students throughout the autumn term. In class, they have been working on a project entitled 'Moor to Shore' that encourages them to look at the beautiful, diverse landscapes of the South West.

They have also looked at the work of three very different artists; Angie Lewin, Stephen Wiltshire and Paul Cezanne to encourage them to explore a range of styles and techniques. For homework, students have created collages, abstract drawings and taken photographs of the landscapes, cityscapes and seascapes in our locality. Moving forward, students will be creating final outcomes that showcase their personal responses and their newly acquired skills. We looking forward to sharing some of these on our Twitter and Instagram accounts [@plymptonacademyart](#)



MOOR TO SHORE PROJECT: Students were encouraged to look at the beautiful, diverse landscapes of the South West and create artwork inspired by our locality

THE BIG DRAW

A CLIMATE OF CHANGE

2020 marks the 20th anniversary of 'The Big Draw' and the campaign which shines a light on the need for drawing - making a mark with meaning - and its role as a tool for expression, creativity, learning and sharing ideas. Drawing, in all its forms, helps us make sense of the rapidly changing world around us. It is a global language which cuts across all barriers of culture, race and identity.

This year's festival is about change-makers and all those interested in making a positive and healthy impact on accessing outdoor green spaces and working 'collaboratively' alongside nature. Raising awareness of our climate and the impact that it has on nature and animals.

Many of our students in Year 7 and 8 have taken part in the event this year and have created leaf designs that make a statement to

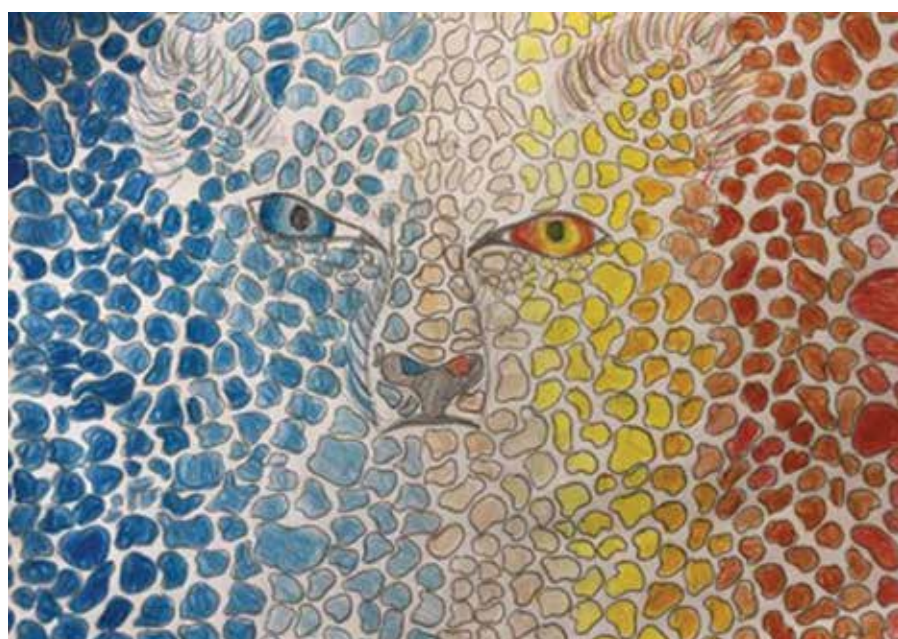
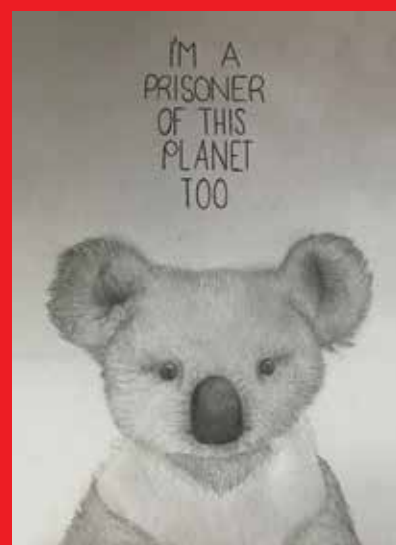
'2020 marks the 20th anniversary of 'The Big Draw' and the campaign which shines a light on the need for drawing'

the world about the importance of taking care of the planet. The leaves are on display in our Year 7 and 8 zones.

We also ran a 'Climate of Change' drawing competition for KS3 and KS4 students. We had many fantastic entries and in the end we chose four winners!

- 1st** - Emma Logan, Jessica Bean,
Gracie Holgate and Layla Bates
2nd - Jake Lewis and Ryan Thompson
3rd - Chloe Court and Chloe Kerr

Well done to all the students that entered. ■



Alumni Update

James Sturt-Schmidt

Leaving PA in 2013, I studied my undergraduate degree in Spanish and Sociology at Aston University, Birmingham. There, I continued my studies of the Spanish language, which my A Level teachers at Plympton Academy (then Ridgeway School) had prepared me very well for. As part of my undergraduate degree, I also studied the history of Spain and Latin America, Hispanic art, culture, literature and cinema, Spanish politics and economics and human rights in Latin America. I also took an extra module in Brazilian Portuguese in my first year. In the Sociology half of my course, I studied Research Methods, Race and Racism, Identities and Inequalities and Social Theory. I also attended weekly '**Feminist Cafés**' throughout my degree with lecturers and postgraduate students to discuss topics pertinent to the Feminist movement. I absolutely loved doing a combined honours degree as it allowed me to continue studying not only one, but two of my favourite A Level subjects.

As part of my undergraduate degree, I completed an Erasmus+ year in Spain, where I studied at the Universidad de Granada. I took modules there in Linguistics, Contemporary Social Theory, Classic and Modern Social Theory, Processes of Social Change, Sociology of the Environment, Sociology of Gender and Age, Social Anthropology, Social Ethics and Social Psychology. Whilst living in Spain, I became involved in grassroots activism in favour of animal rights and gender equality. This is where my studies met my passion for social justice, which became the source of great inspiration and focus to continue learning more about the world and ways to address the many issues it faces. For my undergraduate dissertation, I conducted qualitative research into the lived experiences of vegans in the UK and gained my First Class Degree with Honours.

Wishing to further my knowledge of

inequalities and social justice with a human and animal focus, I completed my Master's degree in Sociology at the University of Warwick. There, I studied modules in Social Theory and Social Justice, Qualitative Methods in Social Research, Philosophy of Science, Sociology of Modernity, and Capitalism, State and Market. I also attended extra Undergraduate sessions on the topic of Animal Rights and Human-Animal relations, which was my primary area of interest, and added my insight and own research experience to the seminar sessions. For my Master's dissertation, I conducted qualitative research into the reasons why people discontinued a vegan or plant-based diet after following it consistently for at least 30 consecutive days. My hope was to understand some of the barriers people encountered to transitioning to a vegan diet, in order to be able to address these barriers.

In 2018, after living in London for eight months and working as a social media manager, I moved back to Devon and worked as a Research interviewer for Ipsos MORI

before being accepted onto a PGCE course at Exeter University. In the summer of 2019, before starting Teacher Training, I completed a 12 week intensive French course at Marjon University, with two weeks at a language school in France, and gained a GCSE and A Level in French. Completing the PGCE in the summer of 2020 and gaining Qualified Teacher Status, I am now teaching Spanish and French to children aged 4-18 in an independent school in Leamington Spa. ■

JONATHAN WATSON

We are so proud of our former Sixth Form students as they are settling into their university places, jobs or apprenticeships and are starting out on an exciting new chapter of their lives.

This is Jonathan Watson, who as you can see, is about to start at Cambridge University. He is studying Computer Science there. ■



Senior Head Students

Plympton Academy is pleased to announce its new Senior Head students who will be representing the views of the student body for the remainder of the academic year. The senior students went through a tough selection process which included applications, interviews and a full staff vote. We thank all students who applied, and took the time to put themselves out for the post.

We would like you to know more about the Head Students, Ciaran Blair and Chloe Marcellino, who have provided a brief bio for you.

CHLOE MARCELLINO

My name is Chloe Marcellino and I am a Year 12 student and now one of the new Senior Head Students at Plympton Academy. I wanted to be a head student since I was in Year 7 as I



have always admired the role and jobs they had in the running of the school, plus I also wanted to continue having a voice in the school being part of the school council in both primary and secondary and head girl in primary school. As a head student my ideas and priorities are to help bridge the gap between teachers and students as I would like to help make this school one big community working together. I am passionate about positive change and I look forward to seeing where this school can go and how I can help make that happen. I would like to be seen as a role model but also as someone who is easy to approach with any issues or queries they may have regarding the running of the school or other issues.

CIARAN BLAIR

As you may know I am one of the new senior head students. I had to go through many things to get this position but this is where I am now.

The reason I wanted to apply for Head Student was to provide a supportive and caring network in which students can be happy whilst in school and at home.

My second priority is to promote staff training in areas like counselling to continue to build support networks for students who are in pain and stress.

National statistics suggest that nearly 6.6% of all students are suffering with anxiety, 43% of people aged under 20 are not in contact with health care, social care or justice services at any time before their death by suicide, ChildLine counselling about suicidal thoughts and feelings reached the highest ever levels with 24,549 sessions in 2017/18. With depression occurring in 2.1% of young people aged 5-19. In 2017, 2.7% of 11-16 year olds and 4.8% of 17-19 year olds have had to deal with depression in some way in their lifetime. This, coupled with the challenges presented by Covid 19 means that mental health should be our priority for this academic year. We want to continue to build a safe, caring, community which is available to everyone. This will make sure that everyone can have someone to come talk to and to make sure that they never have feelings of remorse for who they are.

My name is Ciaran Blair, a friend, a support network and now the new Head student. ■



A LEVEL and BTEC RESULTS -

Congratulations to our Year 13 students who collected their A Level and BTEC results.

Jonathan Watson achieved A* in Computer Science, Maths, Further Maths and Physics and Rachel Wren achieved an A* in Religious Studies and A's in Geography and History.

Ethan Wilshaw was another high achieving student who gained A grades in Sociology and History and an A* grade in English Literature. He will be studying Liberal Arts at the University of Bristol.

Pictured below - Leah North, who will be studying Children's Nursing at UWE. Sarah Lyon, who will be studying Law at Exeter. Sam Stokes, who will be studying Musical Theatre at the Italia Conti Academy of Theatre Arts. Rachel Wren, who will be studying Law at Bristol. Devon Moran, who is going to Falmouth to study Creative Events Management. Jonathon Watson, who is going to Cambridge to study Computer Science and Robbie Evans, who is joining the RAF as an officer and is planning to become a pilot. ■



SURVIVAL IN THE SIXTH FORM

I'M IN THE SIXTH FORM, GET ME OUT OF HERE!

By Molly Griffiths, Katharine Way, Tyler Simmons, Toby Balling and Jamie Parsons

ESSENTIALS AND EQUIPMENT NEEDED FOR THE SIXTH FORM!

- Pencil
- Pencil Case
- Ruler
- Rubber
- Calculator (Scientific)
- Pens
- Green Pen
- Flashcards
- Mind Maps
- Multi-pocket Folder
- Spare Stationery

Any specific requirements for the courses will be either supplied by the teachers in question or you will be given a comprehensive list of what you need to acquire over the summer.

Organisation is key in the Sixth Form; there will be a large number of things you will need to balance in order to master the art of the Sixth Form - this will include things like homework and study time.

There will also be many other things you will balance - things like work and your driving lessons, but also your time to relax.

As balancing the lessons and study time make the Sixth Form easier, be organised and allocated time.



WHAT SHOULD I EXPECT FROM SIXTH FORM?

Knowing what the course is? -

Some of your classes may require some pre-reading or work before you are actually taught a particular subject; these are extremely useful and should be completed as your teacher sets them, however some independent reading will never harm your work!

Deadlines -

Deadlines in Sixth Form, as well as other years, are there to keep you on track and to develop skills such as organisation and independent study. Deadlines are very useful and extremely important to keep track of.

The quality and quantity of revision -

Having a neat and orderly pile of filed revision notes aids heavily in assessments and general revision. The time spent on doing this regularly as you go will aid in recall, plus they will be nicer to revisit, review and revise from!

WHAT DO YOU THINK IS ESSENTIAL FOR BEGINNING SIXTH FORM?

Miss Lang (Teacher) - "Summer tasks pre-reading are essential. Trust your teachers' judgements and decisions."

Jack Spear (Sixth Former) - "Setting a schedule or timetable was useful for timekeeping - it really helped to get into the school swing."

Ella Swan (Sixth Former) - "Buying revision books for my classes really helped."