



# NEWSLETTER

October 2020

[www.carres.uk](http://www.carres.uk)

## Useful Dates:

### Wednesday 7 October

Year 10 Information Evening  
(not taking place)

### Friday 9 – Sunday 11 October

DofE Silver Practice Expedition

### Wednesday 14 October

Year 11 Information Evening  
(not taking place)

### Thursday 22 October

End of Term

### Monday 2 November

Start of Term 2

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## Foreword by Mr Law, Headteacher

We are now over half way through the term and everyone seems to have settled into a new routine and rhythm in school. We have started with some of the extra-curricular activities after school, as well as music lessons during the school day, and these are being well attended, so hopefully the students will feel that some degree of normality is returning for them. We recognise that there is much uncertainty, particularly for those who are due to take external exams at the end of the academic year, so will be working with external agencies to provide sessions and support for our students throughout the year as well as offering the students support within school.

## Covid Update

You may have heard that Kesteven and Sleaford High School has had confirmed cases of COVID-19 in Years 8, 9 and 11, but there does not seem to be transmissions between bubbles. As I write, we have had no confirmed cases in Carre's, but we need to be vigilant both in school and outside, with students remembering the 'rule of 6' and social distancing. They should put their masks on when boarding buses and keep them on when travelling for the duration of the journey. Please note that students should be providing their own masks, and not request these from the school office.



Mr Law practicing social distancing wearing a hat made by Mrs Sharples, Art Teacher



Sleafordian Coaches are creating designated year group seats within their buses and coaches. There will be signage displayed accordingly. Please can students support this by sitting in their designated year group seats.

During the school day students remain within their bubbles in different zones around the school. Whilst our students are very good at adhering to the measures within the school environment we continue to have reports of students not being mindful of the social distancing and bubbles outside of the school. Once away from the school it is the student's responsibility to self-regulate and remember that they should not be in a group of more than six. Could I respectfully request that you have this conversation with your son/daughter and that they are mindful of the sensibilities of other people in town.

### **Clothing**

The students look very smart in school and wear their uniform proudly. However, as the weather changes we still have to ensure ventilation in the classrooms which means that whilst the heating is on, we have to leave windows open. It would be prudent, therefore, for students to have warm clothing, which conforms to the school uniform code, of course, which would mean black V-neck jumpers; so, no round neck jumpers, no jumpers or sweatshirts of a different colour other than black and no hoodies under blazers. Similarly, students are outside at breaktimes so a coat is a useful addition to their attire. We keep the policy of being outside at breaktime under constant review, as we do with all of our current measures, and please be assured that when the weather is inclement students will move indoors.

### **Remote Learning**

It appears that rates are increasing both nationally and locally and it is possible that we may need to have one or more-year groups on remote learning at short notice. As in many other schools, Microsoft Teams provides us with the greatest chance of maintaining your child's education with minimal longer-term impact. It means that staff will only communicate via their work email addresses and students will only be able to access it through their protected school accounts. As well as offering streamed audio and video content, Microsoft Teams also enables teachers to set, monitor and feedback on students' work and students to make use of live chat, as a group, to ask questions. As such, it will be our preferred and dominant delivery method during periods of remote learning. We would appreciate your support in this by making sure any computer hardware at home is able to facilitate Teams-based activities.

To help us gauge the IT capability that students would have at home, could you please complete the 30 second survey:

[https://forms.office.com/Pages/ResponsePage.aspx?id=41\\_ewOP1L06Lz\\_HFSzjyizlJYIktectFtwspoo2Boj1UNUM0R0JQMERHUjMzQ0pYTENVOUNXWTRVQSQIQCNO0PWcu](https://forms.office.com/Pages/ResponsePage.aspx?id=41_ewOP1L06Lz_HFSzjyizlJYIktectFtwspoo2Boj1UNUM0R0JQMERHUjMzQ0pYTENVOUNXWTRVQSQIQCNO0PWcu)

*I am pleased to share with you that three of our new Year 7 students went out of their way recently to help an elderly resident who had fallen in town and suffered a head injury. They comforted her and waited with her until the paramedics arrived. The lady's daughter would like to pass on her profound thanks for their support and kindness. We would like to share in thanking the boys concerned – we are very proud of them.*

# How we kept busy over the summer

*The BIG 6 - Art on the Theme of the Number 6 – by Year 8 Students*



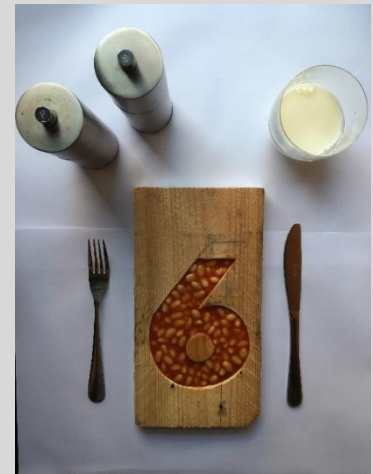
Thomas 8C



James 8L



Freddie 8L



Reilly 8L



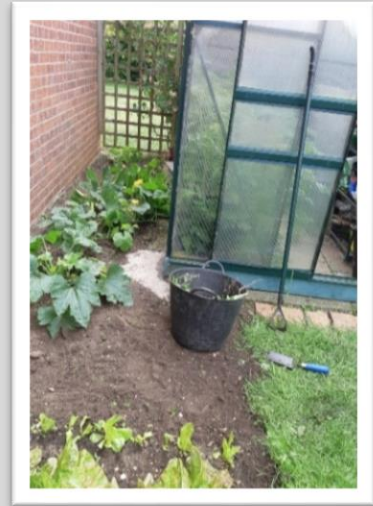
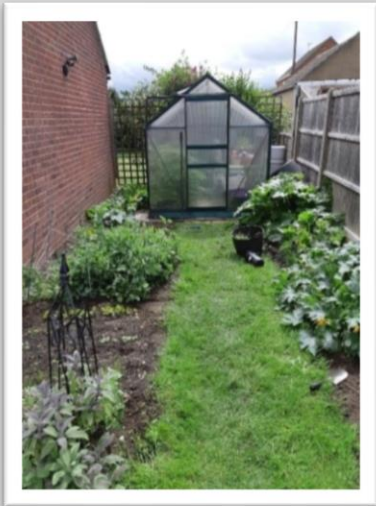
Thomas 8C



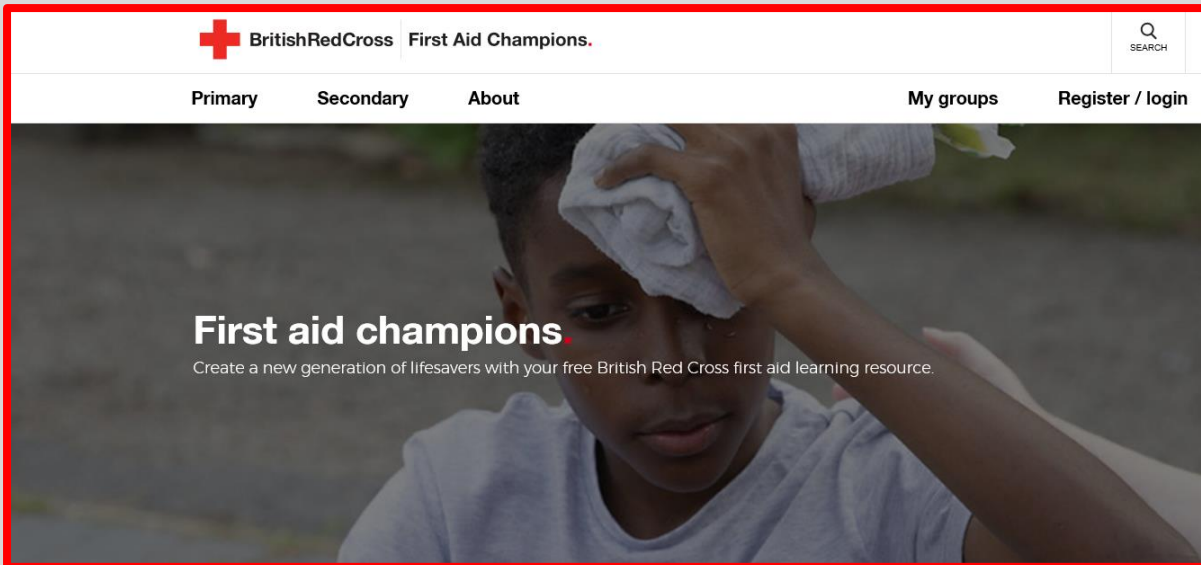
William 8C



**Jack's Garden (8B)**



**Haydn's lasagne (8L)**



**First Aid Champions** is a British Red Cross website for learners aged 5-18. It teaches the skills children and young people need to help save a life. Activities include films, PowerPoints and quizzes and promotes independent learning.

First Aid is an important part of our RSE and health curriculum. During lockdown we asked students in Years 7 -10 to complete three of the 17 learning modules and students will be completing the rest of the course throughout this academic year.

Students who are new to the school will shortly be receiving details about the course and their unique learner IDs; all other students will receive a reminder of their unique learner IDs.

Congratulations to Che, Vincent and Connor who have already completed all 17 modules and have received a First Aid Manual in recognition of their superb effort.



**Che – a First Aid Champion!**

Mrs Livsey, PSHE Coordinator



So, there I am, sat in the chair, ready to have my hair cut, my eyes looking around frantically trying to find anything that will put my mind off of the haircut. But before I say anything else, I would like to tell you about the Little Princess Trust, they are an organisation that make wigs for people that have conditions that cause hair loss such as cancer, so everyone can



have hair, the wigs cost £500 to make but there are for a good cause, they are a wonderful company and they deserve more appreciation.



The barber starts cutting, I relax back in the chair and try not to focus on it. All of my hair was going, the hair that I had been growing for years. With each strand of hair that fell to the floor the sadder I felt, like something that I treasured dearly was being taken from me, part of my identity was being stripped from me like it was nothing. When the haircut



finished, I didn't really like the style of my hair, but as the days went on and the nights slipped by, I started to like it more. In the end we successfully managed to raise more than £500.

**THE END**

Well done Jensen (7L)

The Little Princess Trust provides free real hair wigs to children and young people, up to 24 years, who have lost their own hair through cancer treatment or other conditions. Since the charity began in 2006, they've provided over 8,000 wigs and have given grants of over £5 million pounds to childhood cancer research.

# Music

I have put together a video of Year 7 lockdown performances of Beethoven's Ode to Joy last summer. It is in a private YouTube channel – this is the link <https://youtu.be/HtSXNLxPTDE>



Year 7 didn't let lockdown stop them from learning to play the keyboard in their music lessons over the summer term. Some students were lucky enough to have a piano, others dusted off keyboards that had been in the attic since the 1980s and some used virtual keyboards on computers or tablets. There were many fantastic performances of Beethoven's 'Ode to Joy' theme from his 9<sup>th</sup> Symphony (this year celebrates the 250<sup>th</sup> anniversary of Beethoven's birthday).

Here is a video compilation of some of their performances. We hope you enjoy it <https://youtu.be/HtSXNLxPTDE>

Mrs Quinton, Head of Music



## Remembering 75 Years Since VJ Day – 15 August 2020

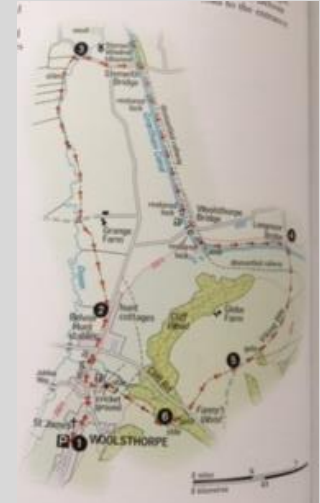
My Grandad, Thomas Henry Wood who was a prisoner of war in Singapore and the medals he was awarded.



From the left. The 1939-45 Star awarded for service in an operational area. The Pacific Star awarded for service in the Far East other than Burma. The Defence Medal awarded for a minimum 3 years' service in a non- operational area. The 1939-45 War Medal awarded to everyone who served in the war. The Territorial Efficiency Decoration awarded for good conduct and long service.



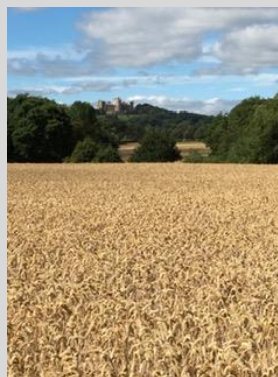
This was my tribute to my Grandad and the 'Forgotten Army' - remembering VJ Day on 15 August 1945. He lived to the age of 90!



Woolsthorpe-by-Belvoir and Grantham canal walk



RSPB Frampton Marsh  
Nature Reserve



Mrs Feneley, School Office



# CGS OUTREACH IMPACT TERM 6

1st June - 10th July 2020



## National School Sports week



## Lincolnshire School Games Finals

**4**  
medal winners

## Lockdown Statistics



## #TeamCentral Virtual Games Entries

**211**



## Hours Spent in Primary Schools in Term 6

**616**



# CGS OUTREACH IMPACT Holiday Activities

23rd July - 1st September 2020



Number of Children attending Holiday Activities

**132**



Accumulative days spent with Carré's Outreach

**691**



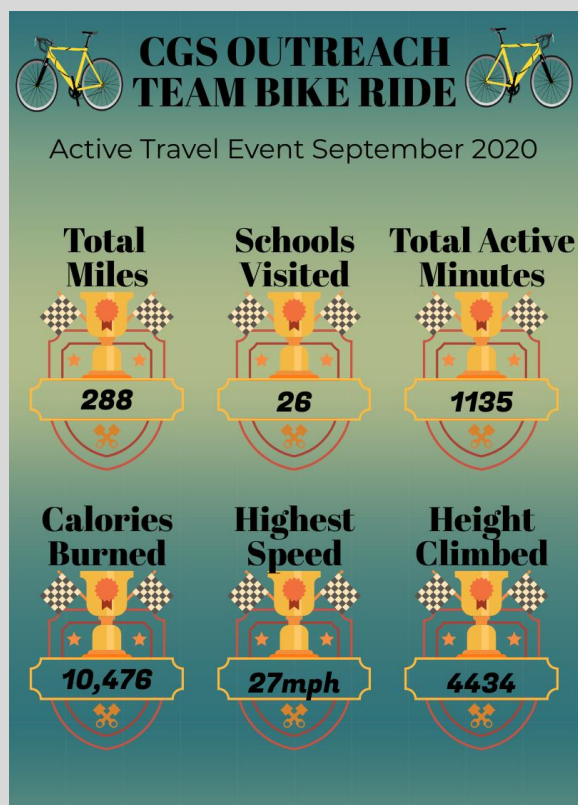
Hours Spent doing physical activity during holiday activities

**3455**



# Autumn Term 2020

## CGS Community Outreach Team



**Team Bike Ride to local primary schools to promote our Active Schools Challenge – see pictures on the next page.**



Our **Year 7** journey has been enjoyable throughout the first three weeks because it has been a new adventure, it's been challenging and it's been awesome! We used to be the big fish in the pond and now we are the little fish in an ocean.

There has been a lot of new experiences and we have learned lots in our lessons already. We know that we are going to learn so much this year! We've been lost a bunch of times (and once the whole class got lost) but we are getting to know the school layout and the one-way system better.

We are looking forward to clubs starting soon and to getting to know everyone in the class even better.

## 7W - What are you reading?



7W have set up a 'What are you reading?' board in their form room to recommend books they have really enjoyed reading. It's great to be talking about their favourite books and it helps them to get an idea of what to read next. Mrs Wilson has recommended Dan Smith's book 'Below Zero' as a really good book - Zak's plane crash lands on Outpost Zero, a small Antarctic research base in one of the most isolated places on Earth. He discovers a cold, dark nightmare involving an evil corporation and giant, scuttling robot spiders! .....

Mrs Wilson, Form 7W



# Careers



Welcome back! At Carre's we continue to offer careers advice across all year groups and links in the curriculum are mapped throughout.

Tutors will be taking time during the year to deliver a careers programme which will help guide students on possible future pathways. Students continue to have access to resources in the Sixth Form areas as well as the LRC.

I have attached to this a recently published resource for parents which focuses on Apprenticeships. Many resources such as this are shared with students during the year and they should keep an eye on their emails.

Further information on apprenticeships can be found at <https://amazingapprenticeships.com/resources/>

For those students who are considering University it is worth regularly checking their preferred University website as many are now gearing up for virtual open days in these current times.

We will be re-commencing 1-2-1 guidance interviews in October. Should your son or daughter need any advice their first port of call should be the tutor who will then be able to signpost them towards the correct path.

# Work Experience

As a part of your Year 12 experience you will be asked to undertake a professional **Work Experience** placement where possible given the current Covid situation we all face.

Students who are offered a placement outside of the dates published will be allowed to undertake the opportunity, but we would encourage these to be during holiday periods where possible. Please be mindful of assessment weeks and that things may well change either way as the year progresses.

Typically, students have travelled far and wide for their work experience, as well as staying more local but in these current times, I would encourage you to look closer to home. The important thing is to ensure that the placement is relevant to your future career.

To this extent I am giving you the 'heads up' - strike early, plan what you are going to and ***discuss it with your parents and tutors.***

You will be asked to find your own placement and have it confirmed in writing. In order to do this, you should send a covering letter along with your CV to possible placements in the way you would approach seeking a job.

Once you have written confirmation of acceptance you should **complete** the **Self-Find Placement Form** (which has already been sent to all students) and **return** this along **with a copy of your acceptance letter**. This then starts the process of Health and Safety Checking.

Placements should be **secured by 31 March** where possible.

The dates for Work Experience are **19 – 21 July 2021** inclusive. You are allowed to complete the full week if the placement provider and parental permission are both granted as the following two days are the start of the summer holiday.

If you have any queries please speak to your Form Tutor, Mr Pickard, Mrs Hickmore or myself.

Thank you.

**I Scholefield**  
**Teacher of DT and Work-Related Learning Co-ordinator**



FRIDAY 31 MARCH 2021

**ESSENTIAL PLACEMENT INFORMATION: 19 to 21 July 2021**

Student Name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_ D.O.B. \_\_\_\_\_

Company Name: \_\_\_\_\_

Contact Person in Company: \_\_\_\_\_

Position in Company: \_\_\_\_\_

Company Full Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Telephone Number: \_\_\_\_\_ Ext. No: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Does the company have Public Liability Insurance?** YES/NO

**Does the company have Employer Liability Insurance?** YES /NO

*(Please note that without these insurances in place we cannot allow a placement to go ahead)*

Student Job Title/s will be: \_\_\_\_\_

Agreed Session times: \_\_\_\_\_

**ADDITIONAL PLACEMENT INFORMATION:**

Activities to be carried out: .....

Hours: .....

Meal arrangements: .....

Travel arrangements: .....

Clothing requirements: .....

Is an Interview required? YES/NO

# Duke of Edinburgh Award

Applications for this year are still open. Bronze Year 9, Silver Year 10 (or Year 11 Direct Entry) and Gold Years 12 and 13 – continuation of journey or Direct Entry.

During lockdown the Co-ordinator contacted all DofE registered students to offer support and encouragement to complete their awards. As a result of this, there were 14 Bronze, 3 Silver and 2 Gold students who completed their award in full during lock-down.



Central England DofE office sent a Certificate detailing the 767 volunteering hours completed by students at Carre's Grammar School for Year 1 April 2019 - 31 Mar 2020. If these had been paid for at the minimum wage, the value of these was £3,336. I am sure you will agree this is hugely valuable to the local town; well done to all of the students.

6 staff and 26 students from the Trust embarked on the first expedition of the season which was the Gold expeditions to the North Yorkshire Moors 18 - 21 August (should have been the last). Sleafordian coaches were extremely helpful. The Co-Ordinator purchased DofE Robert Carre Trust snoods for all to wear for facemasks. A special COVID Risk Assessment was completed along with a parent questionnaire. All but one student attended, but this was due to returning from France and having to quarantine. A group of seven were assessed and completed their expedition section during the week.



DofE has supported students throughout the lock-down and has designed a special COVID Certificate of Achievement for those who have completed their Volunteering, Physical and Skills sections but have not managed to get out to complete their expeditions this year.

These have started to be issued to the 13 Bronze, and 1 Silver student eligible. This will be in place for all those completing the three sections before the end of December 2020.

DofE has also enabled many students to change their sections during the period to something more home-based due to the lock-down which many students have taken advantage of.



As DofE Co-Ordinator for the Robert Carre Trust I am extremely proud of the students who have diligently continued working towards their awards despite the disappointment of not getting out as planned to complete their expeditions. We have new dates booked through the autumn and I look forward to getting them all out and enabling them to complete their full awards.



Mrs Mel Walker, DofE Co-ordinator



## ***Life After Carre's – Jamie Shelley (2008-2015)***



I originally left Carre's at 16 to work in a sausage factory. However, after repeatedly riding my bike into a ditch on the way to work, coupled with my growing distaste for processed meats, I decided the universe was telling me to return to school. Despite missing part of the first term, Carre's afforded me the opportunity to study Maths, Spanish and Physics at A2 and Biology at AS. I had no idea what I wanted to do in life but had developed a passion for Spanish over the summer and had always been fond of Maths and problem solving. During my A Levels, the school provided me with incredible opportunities, particularly within the Language and Maths departments. However, during the second year I found myself in the familiar situation of not knowing what I wanted to do in life, but after a series of fate deciding coin flips I was set on studying Mechanical Engineering at the University of Leeds.

At the beginning of my degree I considered dropping out – having not really researched Mechanical Engineering prior to arriving, I was unaware that I would have to undertake subjects such as material science and thermodynamics (which don't particularly interest me), but soon fell in love with the course when we got deeper into the maths, programming and creative design. The University of Leeds was great for practical projects, which encompassed a wide range of engineering principles. The social aspect of living in halls was incredible, as it allowed me to meet new people and live in a multicultural environment – after making friends with an Ecuadorian student I even got free one on one salsa lessons! I continued picking up new languages whilst at University, which opened countless doors both socially and professionally. I was lucky to have interviewers on multiple occasions who hired me either because I was able to speak to them in their native language, or because they saw potential in having a multilingual engineer in their team.

During University, I completed summer internships in different domains every summer. One internship was the bespoke design and manufacture of robotic equipment to verify simulations performed by a PhD candidate. This experience helped me to decide on a career in robotics. My Bachelor thesis was based on research for assistive robotic exoskeletons, and for my Master thesis I worked on designing and building a bespoke robot with an integrated computer vision system for use in competition.

After finishing my integrated Master and Bachelor of Mechanical Engineering with first class honours, I was determined to incorporate my love of languages in a professional environment, which resulted in me accepting an offer in the automotive industry in Germany. It was a great choice linguistically, as the working language was German, and the multitude of Arabic and Italian immigrants allowed me to practice other languages too. I eventually decided to leave this job, because the nature of the work wasn't robotics as originally promised. However, it gave me the chance to spend a year working in Germany, opening doors to the German and Swiss job market, and gave me the chance to work out what I really wanted to do in life.

After being offered some exciting opportunities, I opted for a job in Switzerland as a Robotics and Artificial Intelligence Engineer (this time without the help of coin flipping), starting in September. The job will entail around 50% technical work and 50% client interaction, enabling me to work as a robotics engineer with projects in German, French and Italian (the three main languages of Switzerland), whilst exploring the swiss mountains in my free time!

*Carre's provided me with countless opportunities to hone my skills and follow my passions, and I happily look back on the time I spent there. I am eternally grateful to certain members of the teaching staff, who believed in me and supported me in unimaginable ways, both during and after my time there.*



Ollie Chessum who left us just over 1 year ago, played for Leicester Tigers in the Gallagher Premiership on Saturday 29 August, away to Gloucester. He did well and played most of the game and we're confident that it was the first of many appearances for them.

Ollie was not that good at Rugby during most of his school life. He was never in an academy or made elite squads until he was 17. In Sixth Form, he really started to progress and has had a meteoric rise through to the top level of Rugby in the country. If you keep plugging away then who knows where you can get to?



Ollie has now played 3 times for the 1<sup>st</sup> XV in the Gallagher Premiership. Gloucester, Wasps and Bristol the opponents.

## Information from 'The Parent Guide'

[www.theparentsguideto.co.uk](http://www.theparentsguideto.co.uk)

Welcome back to the new academic year. With so much uncertainty about safety and next steps in the battle against Covid-19, parents are likely to be in regular touch with lots of questions about what impact this will have on their children and what they need to do to support them. We're mindful what this will mean for you, and how much stress this might put on your time.

To help, we've created a range of **free resources for parents** on how they can support their children at home.

**[To view this newsletter online with access to all our downloads, click here.](#)**

**[Free guide: The Parents' Guide to Homelife and study](#)**  
**(suitable for parents of teens aged 14-19 years)**

2020 has been a remarkable year and many parents, after months of home schooling, have renewed admiration for what a fantastic job teachers do. September's return to school, albeit with different rules and processes than before, has mostly been welcomed by parents and children alike.

However, it seems we're not out of the woods yet, and Coronavirus infection rates are on the rise, the threat of a second wave is ominous. So now, more than ever, parents will want to make sure their children are as physically and mentally healthy as they can be. An excellent immune system helps prevent illness and speeds recovery, building resilience helps combat stress and makes coping with challenges easier, and a safe haven at home makes it a secure and comforting place to be. This guide has been written to help parents make their children's homelife the supportive infrastructure needed during these difficult times.

Please share this **free guide** with any parents (or schools) you think may find it useful or direct them to [www.theparentsguideto.co.uk/coronavirus](http://www.theparentsguideto.co.uk/coronavirus) so they can download it themselves.

**[Free guide: The Parents' Guide to helping your child know 'What's Next?'](#)**  
**(suitable for parents of teens aged 14-19 years)**

To help parents understand what options their children have after GCSE and Sixth Form, we've created a summary of the different levels of education, what types of qualification are available, and how different options suit different students.

This guide includes information for parents on how their children can:

1. Decide which subjects to study next;
2. Understand apprenticeships;
3. Select the right university and the UCAS application process;
4. Write a personal statement; and
5. Alternatives if academic learning is not for them.

Please share this **free guide** with any parents (or schools) you think may find it useful or direct them to [www.theparentsguideto.co.uk/whats-next](http://www.theparentsguideto.co.uk/whats-next) so they can download it themselves.

## **Free support with university applications and personal statements** **(suitable for parents of Sixth Formers)**

The university application for Oxbridge/Medical school is fast approaching on 15 October. For other universities, the UCAS deadline in January 2021 may seem a while away, but it's never too soon for students to start drafting their personal statements. Standing out from others takes thought, and there's lots of ways parents can help, so they may be interested in reading our resources, including:

- [The Parents' Guide to Personal statements - 2021 edition](#)
- [A mind map to guide through personal statement content](#)
- [The Dos and Don'ts of writing a personal statement](#)
- [Virtual work experience – how it can help your child stand out](#)

### **Upcoming events over October:**

Coming up over the next couple of months:

#### **October:**

1<sup>st</sup> – 31<sup>st</sup> – Black History Month [Find out more](#)

5<sup>th</sup> – World Teacher Day [Find out more](#)

5<sup>th</sup> - 11<sup>th</sup> – Dyslexia Week [Find out more](#)

10<sup>th</sup> – World Mental Health Day [Find out more](#)

16<sup>th</sup> – World Food Day [Find out more](#)

Download our free awareness themes, days and events calendar, [click here](#).

### **Support and guidance for parents**

The Parents' Guide to provides a range of free support for both parents of Sixth Form students as well as those taking GCSEs, including guides, useful articles, a Q&A system where we answer questions personally, live chats and a blog with the latest news. Please follow this link to their website: [www.theparentsguideto.co.uk/parents](http://www.theparentsguideto.co.uk/parents)

In the meantime, we wish you a happy start to the new academic year – from The Parent Guide.

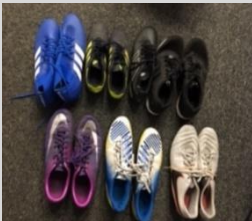
# Notices and Information

## Emergency School Closure

As we are into the winter season we would to remind parents of the arrangements for emergency school closure.

As a matter of policy the school will make every effort to remain open. However, severe weather can sometimes lead to transport problems which make it impossible for the school to function normally. In the unlikely event that the school will be closed, a notice will be posted on the front page of our website at [www.carres.uk](http://www.carres.uk) by 7.30 am. Information will also be posted on the Lincolnshire County Council website and the information will be broadcast on BBC Radio Lincs and Lincs FM.

The school has the facility to send text messages to inform parents of the school's closure. We will endeavour to notify all parents by text as soon as a decision has been made to close the school.



## PE Kit and School Property

A gentle reminder to please label all PE kit and school clothing/property. The Office currently has a large quantity of lost coats, drinks bottles, PE tops etc. Any unnamed property will go into the lost property amnesty in December and anything unclaimed will be sent to charity or thrown away.

## Catering Accounts

Does your son/daughter know their daily spend allowance in The Chill? Do they have enough money on their account? The daily spend default is £5 per day but this can be amended by contacting the school office. Students need to be aware of how much they are spending in The Chill and ensure they have enough money on their account.

## Absence from School

If your son/daughter is absent from school for any reason, please contact the school office as soon as possible.

## e-Access Registration

Access to your child's online data, such as attendance information, progress grades and student events, is available via the school website: [Parents > e-Access Registration](#).

## Road Safety

**Please remind your son/daughter of the importance of using the zebra and pelican crossings when coming to and from school. We have recently witnessed students running across the road outside Tesco and the school which is very dangerous to both the students and other road users.**

# Free School Meals

If you wish to apply for Free School Meals please the following parent portal link:

<https://lcc.cloud.servelec-synergy.com/parentportal>.

Lincolnshire County Council will process eligibility checks for Free School Meals.

## Is my child eligible?

Your child may be eligible if you are in receipt of one or more of the following qualifying benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of state Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more £16,190)
- Working Tax Credit run-on - paid for four weeks after you stop qualifying for Working Tax Credit

Children who get paid these benefits directly, instead of through a parent or guardian, can also get free school meals.

## How to apply

Parents, guardians and carers can apply for free school meals online:

<https://lcc.cloud.servelec-synergy.com/parentportal>.

For more information, please call the Lincolnshire County Council Customer Service Centre on 01522 782030 or email -Free\_School\_Meals@lincolnshire.gov.uk

Thank you.