



Chipping Sodbury School Newsletter

3rd April 2025



Key Dates:

April:

4th	End of Term 4
4th	Non Uniform Day
22nd	Start of Term 5
22nd	INSET Day
22nd	DofE Training Day
25th	Silver DofE Practice Day
25th/	GCSE Art &
28th	Photography exam

May:

1st	Y10 Maths Challenge, Malmesbury
2nd	GCSE exams begin
2nd	Y10 mock exams begin
2nd	Bronze DofE Practice
5th	BANK HOLIDAY
12th	Y12 mock exams Begin
12th	Mental Health Awareness Week
23rd	End of Term 5

Head Teacher's Message

Welcome to our new and improved Chipping Sodbury School Newsletter! Following parent voice, we have worked to increase the range of information included in our termly communication home. This will help you as parents and carers to be fully informed and equipped to hold meaningful conversations at home as we work together to ensure each and every student aims to be brilliant in everything they do. We hope that this newsletter evolves over time and would welcome your thoughts.

In this term's newsletter there is a wealth of information for you! **A faculty focus**; This term it comes from our fantastic English department who are keen to share what's been going on in lessons. **Enrichment and Extra-curricular**; Here you will find information on the wide range of opportunities students have got involved in outside of lessons. **Pastoral information**; This term this includes the launch of our Anti-Bullying Alliance which is an incredible initiative aimed at promoting a zero tolerance to bullying led by some great Year 10 role models. And last but not least, **guidance and support for you as parents and carers** as you navigate the challenges of raising secondary school children. Amongst many topics, in light of the national discussions sparked by the success and impact of the hard-hitting Netflix drama 'Adolescence' we have looked to include information around online safety that we hope will be helpful.

We are committed to continual improvement of our communication home as we too aim for brilliance. Should you have any thoughts or suggestions on anything else that could be included in future issues, we want to hear from you. Please drop us an email at enquiries@chippingsodbury.school with the subject: 'Suggestions for newsletter'.

It is of course, impossible to include all the fantastic things that our students achieve every day. I wanted to say I've been hugely impressed throughout the term with so many of them as they have demonstrated our core values of Aspiration, Responsibility, Respect and Integrity. Just last week, along with the rest of the Senior Team, I had the pleasure of meeting one to one with Year 11 students to discuss their mocks and their next steps. It was fantastic to hear so many of them being so focused on their next steps to maximise their success in the summer and referring to work being done in class to close gaps in their learning. As the sun starts to shine and the days get longer, it is all too tempting for students to decide that revision can wait for another day, but I was pleased to see so many of them already with revision plans for the Easter holidays. We have included some top tips for revision in this newsletter to help you support them with this final stretch before the exam season kicks off.

I hope that you and your families have a restful break and that this sunshine is here to stay. A reminder, that due to the Easter Monday and an Inset Day on Tuesday, we will be welcoming students back to school on **Wednesday 23rd April**.

Rob Skipp
Headteacher



Key Messages

A note on piercings and nails

You may recall that earlier in the term we sent out a reminder about uniform expectations, including those around piercings and nails. Holidays are often a time when students may look to get these things done. Thank you in advance for ensuring that these are removed by the start of next term so that conversations with students on day one can focus on welcoming them back positively and helping them get back into learning.

Below are the reminders previously sent out:

- **Hoodies** (including zipped versions) and sweatshirts are not allowed in school and are not an alternative to a coat. (Year 11 Leavers hoodies will be allowed from Term 5)
- Socks can be **black only** – no coloured markings allowed
- School ties should be worn at all times
- Black full length leggings can be worn instead of tights - **no trainer socks. A school skirt must still be worn**
- Only **one stud per ear** is allowed. No hoops or stretchers
- Rings, bracelets and necklaces are not allowed
- Nose piercings (including clear and taped over) are not allowed
- Nail varnish as well as acrylic, gel and other false nails or extensions are not permitted
- False eyelashes are not allowed

By having these clear, consistent expectations, conversations with students can focus on their learning

Curriculum & Learning

What is ASPIRE?



Here at Chipping Sodbury School we encourage every student to demonstrate our core values of Aspiration, Respect, Integrity and Responsibility. One way we do this is through our use of house points and lots of rewards to celebrate those students that regularly receive these. As part of our drive to encourage our students to aim for excellence in everything they do, we launched our Aspiration Challenge:

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Students received house points if they:

- ✓ Complete Independent work (in addition to homework) or produce an outstanding homework response
- ✓ Ask great learning-based questions in lessons and act on the answers.
- ✓ Respond positively to gaps or mistakes and look to learn from these
- ✓ Take ownership of their learning and use initiative in class
- ✓ Participate in learning outside of lessons
- ✓ Support a learning partner with their learning
- ✓ Attempt challenge tasks in lessons
- ✓ Contribute to wider school opportunities - clubs/ leadership
- ✓ Provide detailed and well thought out responses to questions when asked in class.

Wonderful Top 50 Winners:

Ellen S 9TR1	Nevaeh F 9FR1	Katie O 9AV1
Zara A 9AV1	Zara G 7AV2	Grace P 9FR2
Phoebe L 9SV1	Megan L 10TR2	Sam R 7AV2
Callum B 8FR1	Carla P 7FR1	Mia S 9FR2
Sara K 7SV1	Brooke T 9TR1	Jasmine U 9TR1
Hannish M 9TR1	Zainah A 8FR1	Eva C 7AV2
Jamie M 10TR1	Seb B 9FR1	Kirsty A Base
Darcy R 9TR1	Phoebe C 7TR1	Emily B 10TR1
Daniel C 7AV2	Erin G 9AV1	Will C 9TR1
Beatriz D 8FR1	Leah H 9TR1	Arthur D 8AV1
Carson L 10TR1	Luka H 7TR1	Flo D 8SV2
Jacob L 9TR1	Beatrice K 9FR1	Lauren E 11FR1
Reuben P 7SV1	Sophia L 8AV1	Ewa G 11TR1
Tyler R 9SV1	Max M 7SV1	Summer H 11AV1
Daniel F 9TR1	Maisy M 10TR1	Milly J 10SV1
Matthew M 8AV1	Theo N 7AV1	Harry K 8AV1
	Olivia P 9FR1	Zac M 9FR1

Revision support

Something has only been learned if it can be remembered! Any child can review and revise a topic regardless of whether they are preparing for an assessment or not and it is important they have the skills to be able to do this.

Year 10 and 11 students and parents/carers were first introduced to our 'Super 7' revision techniques during study evenings at school. In assemblies this term, all Key Stage 3 students have learned about the 'Super 7' revision techniques appropriate to their year group.

Overleaf is an overview of the research behind all seven techniques and what each method involves. Please do get in touch with your child's tutor or PPL if you have any questions or need further support.

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The 'Super 7' Revision Techniques

- 1) Look, Say, Cover, Write, Check
- 2) Video tutorials (online to on paper!)
- 3) Flashcards and post-its
- 4) Quizzing
- 5) Mindmaps
- 6) Knowledge organisers
- 7) Past papers

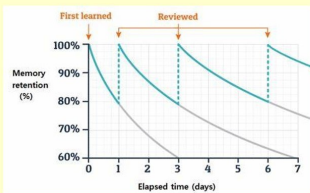


Repetition is the key...



- When we learn new information it makes the first connection in the brain, but this can be weak, lost or forgotten
- The information must be repeated in a variety of ways and numerous times in order for it to be retained and to form memories

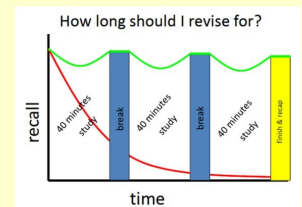
The forgetting curve....



- Research shows that it is best to revise for short periods, frequently
- Revisit topics several times
- Testing yourself forces your brain to try and retrieve information
- If we don't test ourselves we forget information.....

Little and often....

- ✓ Take regular breaks
- ✓ Have a snack and drink of water to hand
- ✓ Move in between
- ✓ Music can be helpful
- ✓ Put the phone away and IF it's a revision tool monitor this!



1) Look, Say, Cover, Write, Check

- Look
- Say
- Cover
- Write
- Check



**"Double, double toil and trouble:
Fire burn, and cauldron bubble."**

Method 2 - Video tutorials

- 1) Get your workbook and **equipment** ready
- 2) **Write** the date and topic (and video number)
- 3) **Watch** the video, stop when needed
- 4) **Take notes** of key facts and formulae
- 5) **Copy** key examples down
- 6) Attempt the **questions**, showing clear workings out where necessary
- 7) **Mark** your work



Method 3 - Flashcards

- 1) Write the topic at the top (number them if there are multiple ones)
- 2) Summarise key facts and formulae
- 3) Include an example
- 4) Add questions and answers on the reverse for others to quiz you!



Method 4 - Quizzing

There are so many amazing websites that have in built quizzes!

Sparx Science



Seneca



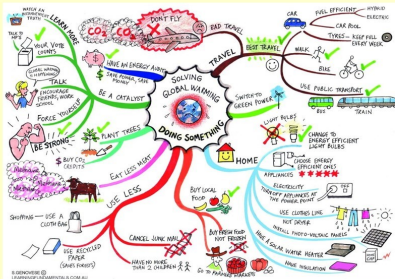
Watch the video and make notes first :)

Sparx Maths



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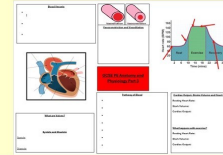
Method 5 - Mind maps



- ✓ The key themes are the main branches
- ✓ Break them down into mini topics
- ✓ Use picture and colour
- ✓ Include words/phrases for prompts

Method 6 - Knowledge Organisers

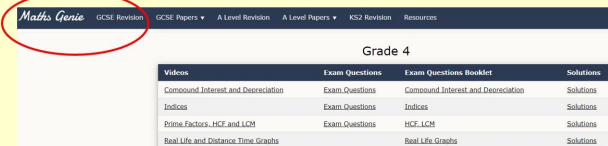
- ✓ A topic on one page to bring knowledge together
- ✓ Broken down into sub-topics
- ✓ Include key words
- ✓ Can be written by the student OR used by the student



Method 7 - Past papers

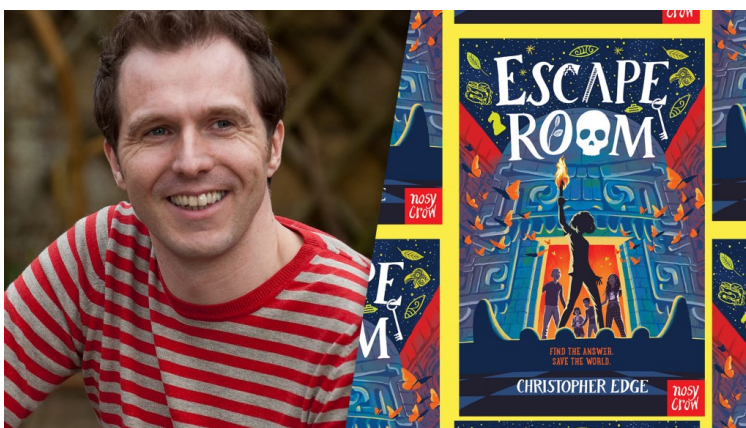
- ✓ It is best to revise a topic THEN attempt an exam question!
- ✓ Make sure you find out the correct exam board first
- ✓ Go to the CSS Revision Hub (via the school website) for exam papers
- ✓ Use the mark schemes to mark your answer
- ✓ Lots of websites have worked examples including help videos

CSS Revision Hub



Faculty Focus — English Department

Visit from Award Winning Author Christopher Edge



This term we welcomed award winning author of 'Escape Room' and 'The Infinite Lives of Maisie Day' Christopher Edge to Chipping Sodbury School to run an interactive workshop for KS3 students based on his recent novel 'Black Hole Cinema Club'.

Students from Years 7, 8 and 9 with the highest number of House Points were invited to the sessions as a reward for all of their hard work so far this year.

Christopher took them through interactive games linked to the cinematic adventures in his latest novel, as well as giving them the opportunity to ask questions about what inspires him to write, and how to craft a great story.

We were also lucky enough to have an exclusive cover reveal for Christopher's new novel 'Escape Room: Game Zero', a follow up to his internationally successful 'Escape Room'.

What have students been studying in English this term?

Students have been covering a huge variety of texts and skills this term. Here is a snapshot of what they have been doing.



Year 7 have continued to study *Romeo and Juliet*, with one of the main focuses being on how Shakespeare presents masculinity. Here is what students have said about this topic:

"I have enjoyed it because you can see what life was like in Shakespeare's time."

"I really enjoyed acting out the play."

"I have enjoyed pretending to be characters and writing as them."



Year 8 have also been reading a Shakespeare play, this time *Much Ado About Nothing*. This gives students an opportunity to experience a Shakespearean comedy in between reading the tragedies *Romeo and Juliet* in Year 7 and *Macbeth* in Year 10. Students have said:

"I like the storyline and the plot twists that happened throughout the play."

"I have enjoyed Much Ado About Nothing because it isn't the same as other books."

"I have enjoyed the play because of the language."



Year 9 students have been busy conducting their GCSE Spoken Language speech and looking at writers' views and perspectives in various non-fiction texts about topics such as the environment, social media, celebrity and immigration.



In Year 10, students have been focusing on exam skills and revising *A Christmas Carol* and *Macbeth* in preparation for their forthcoming mock exams.

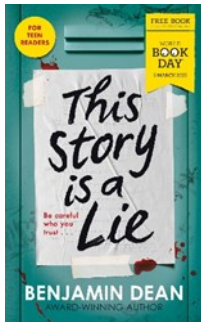


Year 11 are in the final run-up to their GCSE exams now. This term students have reviewed their mock exam performance, identifying areas to improve, and ensuring they know as much as possible about their GCSE English Literature set texts.



Literacy Focus

As part of the Year 8 Literacy Interventions taking place this year, students are being encouraged to read new texts and share with their peers. An increased focus on reading for pleasure is being demonstrated by our wonderful Year 8's, who have some exciting recommendations for students at CSS.

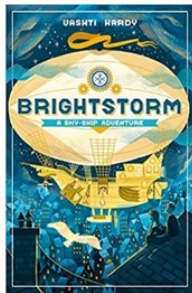


This Story is a Lie by Benjamin Dean

Review by Anonymous

(This student used her World Book Day voucher to purchase this read and can't put it down!)

“The book is about a boy who gets onto a special program for talented people, he is selected to participate in this year's competition. When he arrived at the school, he's not the only student in line. Harley is catapulted into the spotlight, which helps him make new friends but also envious enemies! What happens next will shock you!”



Brightstorm by Vashti Hardy

Review by Anonymous

“Twelve-year-old twins Maudie and Arthur's world comes crashing in when the unthinkable happens to them. With their name tainted and being sold to a horrible family in the Slumps of Lontown, can they escape and save the Brightstorm name?”

English Homework – Educake



It is really pleasing to see the majority of students in Years 7- 11 engaging with their English 'Educake' homework but there are some who are still experiencing difficulties. If any student needs help e.g getting on the website/forgotten passwords etc, students should speak to their English teacher in the first instance and Miss Mills is available in C1 on Wednesday lunchtimes for support. Below is a reminder what 'Educake' is and how it works.

What is Educake?

- Educake is a website for homework, and revision.
- Teachers set homework.
- You can set yourself revision quizzes.
- You can use Educake on smartphones, tablets, and computers.

How do I log in to Educake?

1. Go to www.educake.co.uk.
2. Click on the “Student login” button.
3. Type the username and password your teacher gives you.
4. Your username is:
first name + first letter of your last name + a four digit number
For example, Brian Pie's username is brianp0009.

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How do I do homework?

- Quizzes that your teachers have set you are in orange.
- Click on a quiz to answer the questions.

What are Educake quizzes like?

- Educake quizzes are made of short questions.
- Some questions are multiple choice.
- For other questions, you need to type in an answer.
- You can make small spelling mistakes, but you should try to learn the correct spelling.
- After you answer a question, you get feedback straight away.
- When you finish a quiz you can see your results.

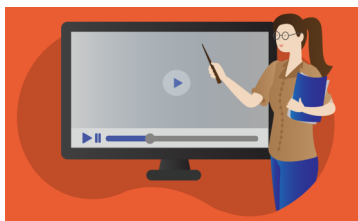
How do I view my progress?

- Subjects/Topics you know well are green.
- Subjects/Topics you need to revise are red.

To sum up Educake

- Your teachers can set you quizzes.
- You can set yourself quizzes.
- Educake shows you which areas you know and which areas you need to revise.
- Keep practising! The more you answer questions, the better you will learn.

How can you use Video Tutorials to Revise for English?



With Year 10 mock exams fast-approaching, and Year 11 students preparing for the real thing, there's no better time to get stuck into a Revision Programme to give yourself the best chance of success. But how do you actually revise?

A great strategy is **Video Tutorials**.

Get your workbook and your equipment ready. Watch the video straight through once. Perhaps you could do this with a friend or family member. Watch the video again, pausing at important points and making notes. Copy key facts and examples down. The format is your choice – mind-maps, bullet points, Cornell notes – use whichever method works best for you!

Below is a series of links to essential English Language and English Literature GCSE Revision.

- [AQA English Language Paper 1 Question 3 \(2025 Only\)](#)
- [AQA English Language Paper 1 Question 2 \(2025 & 2026 Exams\)](#)
- [AQA English Language Paper 1 Question 4 \(2025 Only\)](#)
- [AQA English Language Paper 1 Question 5 \(2025 Only\)](#)
- [AQA English Language Paper 2 Question 4 \(2025 Exams Only\)](#)
- [AQA English Language Paper 2 Question 5 \(2025 & 2026 Exams\)](#)
- [AQA GCSE English Language Past Papers | Mark Schemes](#)

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- ['An Inspector Calls': Mr Birling Character Analysis \(animated\)](#)
- ['An Inspector Calls': Eric Character Analysis \(animated\)](#)
- ['An Inspector Calls': Sheila Character Analysis \(animated\)](#)
- ['An Inspector Calls': Mrs Birling Character Analysis \(animated\)](#)
- ['An Inspector Calls': Gerald Animated Character Analysis \(spoilers\)](#)
- [2025 Ultimate Guide to AQA English Literature Paper 2 Section C: Unseen Poetry](#)
- ['Storm on the Island' by Seamus Heaney in 5.5 Minutes: Quick Revision](#)
- ['Exposure' by Wilfred Owen in 5 Minutes: Quick Revision](#)
- ['London' in 6 Minutes: Quick Revision](#)
- ['Extract from The Prelude' in Under 6 Minutes: Quick Revision](#)

Finally, apply your new knowledge to an exam question, and mark it to see how well you've done and identify your next steps. You don't need to do a whole paper – little and often is the key to successful revision.

You can find past paper questions, mark schemes and example answers here: [AQA GCSE English Language Past Papers | Mark Schemes](#) [GCSE English Literature Past Papers | MME](#)

Well, what are you waiting for? Start revising now.

What does feedback look like in Chipping Sodbury School in English?

At Chipping Sodbury School, we understand the importance of providing meaningful feedback. Done well, it supports student progress, building learning, addressing misunderstandings, and thereby closing the gap between where a student is and where the teacher wants them to be.

Students provide confident statements about the texts and showcase their knowledge.

Teachers ask questions to allow further engagement with the task.

At CSS, we provide student friendly success criteria. Students are able to understand what the students have completed correctly and what they need to improve on instantly.

Students actively respond in green pen to "polish" their pieces.

④ Can you make a link to the Big Picture?

monster has been brought to life and has been elaborated it will probably be in pain. this illustrates that the monster is like Victor's sins and wrong-doings come to life as something that is in constant pain.

Shelley explored the year of society during the time the text was written. Shelley does this when it says "dull yellow eye of the creature opened; it breathed hard and a convulsive motion agitated its limbs." The word "dull" makes his eyes seem plain and adjective "bloodless". The phrase "breathed hard" makes the monster sound like he is in pain and the phrase "convulsive motion" makes it like the monster can't move properly. The word "agitated" makes it like his movements were irritated or annoyed the monster. Shelley was inspired by Luigi Galvani and his experiment on a frog.

verb

1) Shelley picks a gloomy setting to ~~show~~ preshadow the ~~emotions~~ emotions of Victor once he realized what he brought to life.

2) adjective "the dull" becomes adjective

3) Victorian reader would

Gothic Fiction Assessment

1. Can you zoom in on words/phrases/ language devices?
2. Can you discuss the connotations of words?
3. Why has the writer used words/language devices?
4. Discuss what/ who influenced Shelley (Galvani/Industrial Revolution/ Grave robbers.)
5. Shelley wanted to educate/ exploit her reader's fear further by...

Galvani- Body snatching Pathetic fallacy Hysteria Alarm Victorian reader Exploits Foreboding Science vs

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Three types of marking and feedback which occur during teaching and learning.

Development Marking in which inclusive feedback on attainment and success is given to accelerate and deepen learning for the student.

Self-Assessment and Peer Assessment of attainment and success of a piece of work.

Live Marking is conducted throughout the lessons on visualisers. This is deliberate practice, to challenge misconceptions and provide further challenge and support; this may take the form of verbal, written or whole class feedback as appropriate.

Student Achievements

Headteacher's Awards

Every term we ask staff to nominate students who have gone above and beyond in demonstrating our core values of Aspiration, Responsibility, Respect and Integrity. These students meet with Mr Skipp and receive a certificate and school badge.

All of these students should be incredibly proud of this achievement.

This term the following students were awarded:

Louie	7AV2	successfully supporting another student
Jack	9TR1	supporting a friend in need
James	9AV1	supporting a friend in need
Harvey	10TR1	showing great leadership, by speaking to students in assembly about the Y10 Anti-bullying Ambassadors role
Elaya	10SV1	showing great leadership, by speaking to students in assembly about the Y10 Anti-bullying Ambassadors role
Meisha	10SV1	excellent ambassador for the school at the Mayor's Summit and showing great leadership, by speaking to students in assembly about the Y10 Anti-bullying Ambassadors role
Bodhi		excellent ambassador for the school at the Mayor's Summit
Amelie	10SV1	excellent ambassador for the school at the Mayor's Summit and showing great leadership, by speaking to students in assembly about the Y10 Anti-bullying Ambassadors role
Riley	10TR2	excellent ambassador for the school at the Mayor's Summit
Harry	10FR1	thoughtful and insightful during Y10 workshops – got the rest of the group thinking
Ava	10SV1	showing great leadership, by speaking to students in assembly about the Y10 Anti-bullying Ambassadors role
Charlie	10TR2	thoughtful and insightful during Y10 workshops – got the rest of the group thinking
Erin	10SV1	phenomenal revision and consistent aspirational attitude to learning – a real role model for other students
Amelle	10TR1	showing great leadership, by speaking to students in assembly about the Y10 Anti-bullying Ambassadors role and for helping organise the student rota

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Megan	10TR2	thoughtful and insightful during Y10 workshops – got the rest of the group thinking and showing great leadership, by speaking to students in assembly about the Y10 Anti-bullying Ambassadors role
Josh	10TR1	thoughtful and insightful during Y10 workshops – got the rest of the group thinking
Declan	10SV1	thoughtful and insightful during Y10 workshops – got the rest of the group thinking
Dan	10FR1	excellent ambassador for the school at the Mayor's Summit
Riley	10SV1	showing great leadership, by speaking to students in assembly about the Y10 Anti-bullying Ambassadors role
Charlotte	10FR1	thoughtful and insightful during Y10 workshops – got the rest of the group thinking
Maisie	10TR2	Being a role model by showing integrity
Jessica	11FR1	Excellent progress shown in mocks and great aspirational mindset



A huge well done to all of these students!

Student Leadership

Anti-Bullying Alliance

We know that our school is for the most part a happy and harmonious community, but no school can say that bullying never happens. The Anti-Bullying Alliance has been set up by a staff team (Mr Kumar, Mrs Wood, Mrs Arnott, Mr Pugh, Mrs Gray and Mrs Howe) to work with volunteer students, with the aim of promoting kindness, safety and care for each other at school.

In the first phase, thirty-five Year 10 students have applied to be 'Ally Leaders'. They completed an application form detailing how they envisage contributing to the alliance, and ten students were selected from this process to form a Leadership Group to be the key decision makers and driving force.

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This term the students have been undertaking lunch-time duties on a rota, stationed at various places around the school, where they are available for younger students to approach if support is needed, or just for a friendly chat. They are easily recognisable by the lanyards that they wear when on duty, and new 'Anti-Bullying Ally Leader' ties have been ordered.



Also, the students are very grateful to Mr Kumar for his support in opening his classroom at lunchtime on Mondays each week. Year 10 Allies are based here, with their friendly faces, for any student who needs support or a quiet space, to reflect on bullying-related issues.

The Leadership Group have also delivered House Assemblies, setting out ideas of what they hope to do over the coming months. In due course, they will be joining with the House Councils to plan how to expand their efforts in to raising awareness about bullying, possibly including:

- a social media campaign
- education workshops and displays around the site
- reporting processes for when bullying does occur
- a buddy system
- recognition for students who show kindness
- understanding that students who use bullying behaviour often need support themselves

Our Year 10 Leaders have enjoyed four training sessions with "Unique Voice", where they have focused on issues around violence towards women and girls. Further training with Kooth is planned for the summer terms, where they will be learning about practical techniques for mentoring and counselling. The intention is that this also involves Year 9 students, who will be the next cohort of leaders, as part of a rolling programme.



House Updates

The 2024-2025 school year has seen plenty of drama in the house championships and a great deal of fun activities to go alongside it. This year's inter-house handball tournament was won by Frome, who dominated the competition with wins in Year 7, 9 and 10. The winning team from each year group had the opportunity to compete against the staff in front of a packed-out sports hall crowd. The teachers were of course victorious in every match, with the Year 11 team fielding an ineligible squad.



Another highlight of the year was the art competition in support of 'Show Racism the Red Card.' Students were asked to create a t-shirt design that would support the message that racism is not acceptable anywhere in the world. There were some fantastic designs and the competition was fierce. However, Brian in Year 7 was crowned the victor, with his impressive design. A set of t-shirts, with Brian's design, will be made and used for future inter-house competitions.

This year all four houses have decided to raise money for two specific charities; Soccer Aid for UNICEF and Children in Need. Each house, led by their house councillors, have committed to hosting a fundraising event. Last term Trym hosted a penalty shootout, at lunchtime, with the winner taking home

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A pair of Bristol Rovers tickets, which were kindly donated by the club. With plenty of students turning up to take part the school raised £32.50 in support of Soccer Aid and Reuben (10TR2) was the eventual winner of the prize. Severn also held their charity doughnut sale on the same day and the sugary treats proved incredibly popular, bringing in a whopping £72 for charity. Next term will see Frome hosting a fancy dress football tournament, so keep your eyes peeled for more updates.

Rock, Paper, Scissors Championships

The last two weeks has seen all students at Chipping Sodbury School attempting to qualify for the inaugural Rock, Paper, Scissors Championships to try and take top place for their house. Each tutor group held their knock-out competitions to find a champion to move on to the grand final for each year group.

In the grand final each competitor was competing to earn points for their house for the inter house championship. After some intense rock, paper, scissor action the year group winners were:

- Y7: James (Trym House)
- Y8: Bella (Avon House)
- Y9: Brodie (Severn House)
- Y10: Sofia (Trym House)
- Y11: Lacey (Avon House)



These students then competed to be the Grand Champion of the rock, paper, scissors tournament, with the eventual winner (showing some amazing RPS skills) being Sofia in Y10!! With all the results in, Avon House were the overall rock, paper, scissors inter house winners taking home 4 points for their house.



Sixth Form Update

We are now in exam preparation time for Year 13, the first A level exam is Monday 12th May. I would like to take this opportunity to wish students good luck with their exams. Year 12 are also preparing for their mock exams which take place during 12th May – 23rd May. The mocks are an important benchmark for Year 12 students, and it is important that they are approached in a conscientious manner.

It has been a busy few weeks again in the Sixth Form. During our Wednesday morning programme Year 12 have been exploring job interview techniques and Mr Skipp shared his knowledge on interview skills in assembly. We had a representative from the Farmers Union talking to the students about the wealth of job

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opportunities in this area. Next term Year 12 will be starting to explore their choices about their next steps after A Levels. We are attending the UCAS exhibition on Friday 13th June at Harbury University where students will be able to talk to a wealth of universities about their courses alongside apprenticeships. During Term 6 Year 12 will start the process of applying for university and consider their options. To support parents through this process we will be holding a Higher Education and Apprenticeship Evening on Thursday 22nd May, 5.30pm - 7.00pm.

Year 13 have started to make their Firm and Insurance choices for university. The deadline date can vary depending on when you received all of your offers. The advice from UCAS is check your application to see your personal deadline.

2025 Entry Applications

- If you receive your last decision on or before **14th May 2025**, your reply date is **5th June 2025** (except if you're using Extra to find a place).
- If you receive your last decision on or before **17th July 2025**, your reply date is **23rd July 2025** (including Extra choices).

Full details regarding deadlines can be found at [How To Accept Or Decline University Offers & Deadlines For Your Replies](#)

Congratulations to all students who have made their decisions. Applications for student finance also need to be completed and more information can be found at www.gov.uk/get-undergraduate-student-loan and <https://studentfinance.campaign.gov.uk/>

To help those students looking for apprenticeships, websites to look for apprenticeships are www.gov.uk/apply-apprenticeship, www.notgoingtouni.co.uk and www.indeed.co.uk. Students applying for apprenticeships attended a workshop from Ask Apprenticeships giving them help and advice on applying. Congratulations to Harry who has secured his apprenticeship.

The Sixth Form Study Centre has undergone a makeover as you can see in the pictures and students are really impressed with their new learning space.

The students asked if they could improve the garden area and thanks to Jacob and Cameron the overgrown plants soon disappeared. Evie, Bethanie and Daisy spent the afternoon bagging up all the pebbles ready to add the topsoil and replant. We are hoping the sun will stay out for us to be able to sit in this area when our Site Team have organised some seating for us. As you can see, it is a work in progress.



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Finally, we have more PCs going into our quiet study room. Thank you to Ian and Stewart (the Caretakers) who have worked hard to get the room ready.

A gentle reminder about the importance of attendance and punctuality at Sixth Form as set out in the students A to Z.

Attendance and Punctuality



96% attendance is the minimum requirement; it is your responsibility to ensure you are marked present for morning and afternoon registration and all lessons. You must register twice a day in person by law. This could be in a lesson or in a study period. Your tutor will use attendance data when writing your reference for UCAS or apprenticeships. It is essential you arrive on time to all lessons and registrations; your punctuality will be commented on in employment and UCAS references. If you are late you must sign in.

Absence

Absence planned in advance (for university open days or interviews etc) must be approved by the Head of Sixth Form via a Planned Absence Form, handed in several days in advance. Your subject teachers must be informed and all work must be caught up on. If you are absent through illness you must phone the absence line and email your teachers, your Tutor and the Head of Sixth Form by 9.15am. Use the email address '**Cotswold Edge Attendance**' cotswoldedgeattendance@chippingsodburyschool.com, **CSS: 01454 862900**, Head of Sixth Form: Gill.Hilleard@chippingsodburyschool.com. **Driving lessons are not a valid reason for absence at any point.**

Have a really good Easter holiday.

Gill Hilleard
Head of Sixth Form

Sport Updates

Congratulations to the Year 10 boys on their come back win at home to Cotham in the Woodcock Shield. The boys showed great resilience to run out 2-1 winners with goals from Harvey and Jacob.

This sets up an away semi-final with Oasis Academy Brislington, with the winners contesting the final at Ashton Gate in May.

Enrichment & Extra Curricular Updates

Year 8 STEM Day

On Friday 14th March, 60 Year 8 students participated in Blast-Off to Riat, a STEM competition sponsored by RAF Charitable Trust and hosted by Anthony from The Smallpiece Trust.

The day involved students learning about the various contributions the RAF makes in space travel research, and the various roles needed to blast a rocket into space, from catering, to psychology to engineers.

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Students were then challenged to design and build a lander that can carry 100g mass and a ping pong ball safely from a height of 2m.

Students built several prototypes to investigate how parachutes can slow the lander's speed, whether suspension is needed and what leg shapes will be the most stable.

After running several tests, students were tasked with building their final prototype. Working with budgets and a variety of resources, the range of final products reflects the students' problem solving, creativity and ingenuity.

Students found the day "really fun", Flo enjoyed building things and working in teams.

The winning lander was made by Audra, Jessica, Layla, Rosie, Tyler and Zainah.



Life Curriculum

Life Learning Topics – Term 5

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> • Healthy eating • Personal hygiene • Careers and financial literacy 	<ul style="list-style-type: none"> • Body image • Overcoming limiting beliefs • Careers and financial literacy 	<ul style="list-style-type: none"> • Online behaviours, including indecent image and information sharing • The law around pornography and the impact of its use • How the different sexually transmitted infections (STIs), are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing 	<ul style="list-style-type: none"> • Positive masculinity • 'Dare' is a video and a series of lessons, that has been made in collaboration between UWE's Department of Health and Social Sciences, Department of Film and Journalism and South Gloucestershire Council's Public Health and Wellbeing Division. The video and lessons, are linked to healthy relationships and sex and health education
Any Life Learning Lessons Year 11 are not in an exam, they will be using for revision			

Health & Wellbeing

In addition to the sources of support outlined in the South Glos flyer attached with this newsletter, in this section we share details of other resources to support student health and wellbeing. Below are some extra websites and helplines the pastoral support team regularly signpost students and families to.

Online safety

The Netflix show 'Adolescence' has further raised the important topic of online safety. In a world of growing content and influence online it is essential that parents and carers feel informed and empowered to keep their child safe online. All students at Chipping Sodbury School are educated on how to keep themselves safe through assemblies, Life lessons, visiting speakers and tutor time activities.



- [Thinkuknow](#) by the National Crime Agency - Child Exploitation and Online Protection command (NCA-CEOP) - resources for parents and carers and children of all ages to help keep children safe online.
- [Childnet](#) has developed [guidance for parents and carers](#) to begin a conversation about online safety, as well as [guidance on keeping under-fives safe online](#).
- [Parent Info](#) is a collaboration between Parent Zone and NCA-CEOP - support and guidance for parents and carers related to the digital world from leading experts and organisations.
- National Society for the Prevention of Cruelty to Children (NSPCC) - [guidance for parents and carers](#) to help keep children safe online.
- [UK Safer Internet Centre](#) - tips and advice for parents and carers to keep children safe online - you can also [report any harmful content found online through the UK Safer Internet Centre](#).
- [Inclusive Digital Safety Hub](#) and [Online Safety Hub](#), created by South West Grid for Learning in partnership with Internet Matters - support and tailored advice for young people with additional learning needs and their parents or carers.
- [Parents' Guide to Age Ratings](#) explains how the British Board of Film Classification rates content, and gives parents advice on choosing online content well.
- The Children's Commissioner has published [advice for parents on talking to your child about online sexual harassment](#) specifically, based on input from children themselves.

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If you are worried about online abuse or the way someone has been communicating online you need to let the Child Exploitation and Online Protection centre know using the link: [CEOP Safety Centre](#).

Is your child wanting to get inappropriate content online removed?

Below are two links to free services for under 18's that can help them remove or stop the online sharing of images or videos. Students can remain anonymous while using the service and won't have to send their images or videos to anyone.



Learn How to Remove
Explicit Content from
the Following Platforms



[Report Remove | Childline](#)

[Is Your Explicit Content Out There?](#)

Other websites to support wellbeing:

NSPCC

The very comprehensive website [Support & advice for parents | NSPCC](#) has details of parental and children support with a range of services, i.e. sleep, healthy relationships, parental separation and online safety.

ChatHealth

11 to 19 year olds can get support from Sirona Care & Health's school nurses through the ChatHealth text messaging service.

By texting 0731 263093, children and young people can ask for confidential advice on a range of issues including emotional health and wellbeing, relationships, smoking, stress and anxiety, self-esteem, bullying and drugs and alcohol. The service is open Monday to Friday, 9am to 5pm, excluding bank holidays.

Find out more here: [ChatHealth – Children and Young People's Services \(sirona-cic.org.uk\)](#)

Off The Record

OTR is an award winning mental health social movement by and for young people aged 11-25 living in Bristol and South Gloucestershire. There is a wide range of self-help resources students can sign up to.

[Home - OTR](#)

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OTR SELF-HELP RESOURCES

- HUBS**
 On our Hubs page you can find our collection of zines - mini workbooks which take you through different aspect of mental health such as stress, strengths, self-esteem and loneliness. You can also download a copy of the OTR Self-Care Plan worksheet, which helps you brainstorm how you can look after yourself (otrbristol.org.uk/hubs)
- MIND AID**
 Our Mind Aid project have put together a couple of self-help booklets that you can work through at home. One of these looks at strategies for worry management, while the other one focuses on how we can rethink our routine to incorporate mood-boosting activities (otrbristol.org.uk/mind-aid)
- SHAMELESS**
 On the Shameless page you'll find a bunch of resources around body image and self-esteem. These include a body mindfulness exercise, a workbook all around positivity, and a guide to creating a positive place on social media (otrbristol.org.uk/shameless)
- The Resilience Lab**
 Our interactive Resilience Lab web pages have loads of useful information about what resilience is, tips and tricks for boosting our mood, and how we can learn to recognise our strengths (otrbristol.org.uk/the-resilience-lab)

Mental health support

The **CAMHS Mental Health 24/7 Response Line (0800 9539599)** is a dedicated telephone line for anyone who may be worried about their own or someone else's mental health. You can access support from their teams around the clock.

The telephone line offers out-of-hours care for people and children in crisis 24 hours a day, seven days a week, 365 days a year. If you or your loved one feel unsafe, at risk or unable to cope without professional advice, their dedicated staff will ensure that you are directed to the team best able to meet your needs.

Parents/carers can also telephone **CAMHS** Monday-Friday 9am-5pm for advice/support if mental health changes: **01454 862431**.

Please always keep your GP updated with any changes.

Bristol Children's Hospital also have a CAMHS team in the A&E department. If you are very concerned for your child's mental well-being, or feel they may come to significant harm (through their own actions) please take them there.

If there is an immediate risk of harm to self or to others then to contact emergency services 999 at all times.



Social Media

Follow us on social media for school updates and photographs of trips and events.



Chipping Sodbury School



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