CCHSG E-Newsletter

17 July 2020

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Executive Principal’s Notes

I would like to begin with sincere and heartfelt thanks to all staff, governors, students and parents who have played their part and pulled together during what has been the most unprecedented of times. In a situation where school leaders received no more notice of dramatic changes to their working practice than the rest of the population, we have all had to respond with flexibility, resilience and creative thinking.

Our students have shown remarkable spirit and initiative. Through the many acts of kindness and generosity illustrated in this newsletter, they have proved themselves the positive and active citizens that we aspire for them to be. They have also risen to the challenge of online learning and continued to work throughout this extended period with commendable dedication. As a staff placed in the position of moving to online working with just 48 hours notice, we are constantly seeking to develop and refine our ability to deliver effective virtual lessons. The teaching staff have attended online training to gain new skills and share good practice. We have worked to increase the amount of live lessons delivered via Microsoft Teams and very much see online lesson delivery as a developing and ever improving process. We have also worked to ensure that we can provide virtual community events for all Year Groups, such as the assemblies and the Year 11 and 13 celebration tea parties that you can read about in this newsletter. We look forward to seeing most of our Year 11 students in the Sixth Form in September.

It was lovely to be able to welcome back groups of Year 10 and Year 12 students over the past month. Our site and our procedures have been adapted and much careful planning has taken place to ensure that we do everything we can to prioritise the safety of our staff and students. We thank our Student Voice members for their valuable support in providing feedback to staff throughout the term and also the parents and staff who contributed to the consultation process prior to our re-opening.



As always at the end of the academic year we say goodbye and thank you to staff who are leaving. We are pleased to say that, despite the additional challenges, we have been able to ensure that we are fully staffed for September. The recruitment of graduates wishing to train as teachers with Colchester Teacher Training Consortium (CTTC) has also been strong.

We send our thanks and best wishes to the following leavers:

Gap Year Assistants: Miss Hannah Martin, Miss Layla Hackett and Miss Alice Woods have spent the past academic year gaining relevant experience as Assistant Science Technicians. We wish them every success in the future. On behalf of the staff at CTTC we also thank Miss Holly Gooding, who has worked with their team as a Gap Year Administrative Assistant.

Mr Steven Callely has given very valuable support this year, filling a temporary vacancy as a Teacher of Maths.

Mr Daniel Stebbings has been with us for one year developing the curriculum as Head of Physics.

Miss Eva Cesinger joined us in September 2019 as a Teacher of German and is now returning to Germany.

Miss Harriet Walachowski trained with CTTC and joined us two years ago as a Teacher of Science (Chemistry and Physics). She also served as a Staff Governor.

Miss Abbie Jupp, a former member of the CCHSG Senior Student Team, joined us as Head of RE in 2017 and has significantly developed the RE curriculum.

Mrs Katie Gooder has been at CCHSG since 2016 as a Teacher of English and we also thank her for her contribution to training teachers in the delivery of English via CTTC.

Miss Megan Jones has made a significant contribution to the Science Department as Teacher of Physics for four years, including leading on the annual Year 12 CERNE visits.

Mrs Victoria Dean has been contributing wholeheartedly to the work of the English Department since 2011, including their world book day fancy dress! During her time at CCHSG she was responsible for promoting wider opportunities for Gifted and Talented students and co-ordinating the Year 9 Extended Project Qualification.

Mrs Deborah Bannister has worked at CCHSG since 2014 as Teacher of Science and inspired many Year 7 students over the years through her enthusiastic leadership of Year 7 Science Club. She also organised the Science Leaders who put on a wide range of activities and 'I'm a Scientist', allowing students from all years direct contact with practising Scientists. Mrs Bannister also served as a Staff Governor.

The term has given us much to celebrate and we must acknowledge the way in which the current situation has illustrated the power of our school community, the adaptability of our skilled and highly trained staff and the strength of the commitment of both our staff and students. However, this has also been a time of sacrifice and of grief. We send our heartfelt sympathies to those among our community who have suffered tragic losses as a result of this lethal pandemic. We wish everyone a restful and restorative summer break.

The Big Build

With the school largely empty, our contractors have been able to make fast progress with the building work that was originally scheduled for over the summer break. The space that previously housed our Library has already been transformed in to two new facilities, a spacious classroom and an office space/meeting room.







Our site team took full advantage of the opportunity to refresh paintwork in many of the corridor areas and to repaint the main hall.

Work on the Library and Art Block is now progressing quickly. The Library, at 200sq ft., will have capacity for 150 students. On the ground floor will be two art studios.





New Art Block & Library



The proposed building is designed to maximize natural light in the Library and Art studios.

Solar panels on the roof of the new block will provide a sustainable power source, as part of the CCHSG drive to become more eco-friendly.





The eco-garden, beside the new bulding, has not been forgotten. The pond is regularly topped up with water to support the local wildlife during hot weather.

The existing Art rooms are being converted into a Science laboratory and a classroom.



From September the Sixth Form students will also benefit from a new kitchen area, also developed from what was previously the Art room space.







To the rear of the M Block a new Maths classroom is nearing completion as part of the remodelling of the building.

For regular news updates follow CCHSG on Facebook @colchestergirls or Twitter @CCHSG_

Social, Moral, Spiritual and Cultural Education

At CCHSG we recognise that it is our duty is to ensure that all of our students are fully prepared for life both in and outside school. SMSC (Social, Moral, Spiritual and Cultural) education is about the principles, core values and attitudes students are encouraged to hold towards learning, knowledge and society. SMSC is woven into our curriculum. Teaching staff plan opportunities for students to reflect on their SMSC learning. SMSC is highlighted at every opportunity, for example, through the Assembly programme, use of tutor time, our curriculum and our Student Voice group.
We encourage our students to develop positive attitudes and beliefs by being given opportunities to:

- Develop spiritual values and reasoned personal and moral values
- Consider the diverse nature of society, developing their understanding and respect for those with different religions, beliefs and ways of life
- Value everyone equally
- Develop personal relationships, based on trust, self-esteem and mutual respect
- Become active, responsible citizens in a democratic society
- Develop an appreciation of human achievements and aspirations
- Develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment

We promote SMSC in the following ways:

Spiritual Development
This relates to the search for individual identity and the meaning and purpose in of our existence. It leads towards the understanding of self and others. It concerns feelings, emotions, attitudes and beliefs. It is not linked to any particular doctrine or faith and spiritual development is therefore accessible to everyone. At CCHSG spiritual development may be encouraged, for example, through:

- Allowing time for personal reflection
- Studying the concept of identity
- Exploring different beliefs & faiths
- Engaging with visual arts, drama, music and dance and the beliefs and values of different cultures that they often represent.

Moral Development
Students are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. From this basis students may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour. Moral development is encouraged through activities such as:

- Studying texts and exploring moral dilemmas that characters face
- Using weekly assemblies and Tutor sessions to explore big questions in a collaborative way using Votes for Schools
- Asking and answering moral questions

Social Development
A clear focus on social interactions enables students to become conscientious participants in their family, class, school, as well as the local and wider community. Alongside this there should be an understanding of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and compromises such membership requires. At CCHSG we celebrate difference and actively promote tolerance and respect of all, regardless of sexual orientation, race or religion We aim to encourage social development by providing opportunities for students to:

- Develop oracy skills through student led activities like class discussions or co-curricular clubs like debating
- Learn collaboratively in lessons, using and assisting fellow learners in our own on their own personal learning journey
- Gain greater awareness of potential dangers and how we can support members of our community in such circumstances, like social media and how to use it critically.
- Engage in clubs or wider school leadership positions where community voices can be heard, like Student Voice or the Head Girl Team

Cultural Capital
At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions, background and beliefs of others. At CCHSG we promote cultural capital in a variety of ways such as:

- Celebrating the cultural differences in our community as seen in the Evening of Languages
- Having a curriculum that embraces trips and visits to museums, theatres, sites of cultural interest or foreign travel to broaden the outlook and experience of our students
- Fostering European links with partner schools through language trips and exchange visits

British Values
In addition to developing spiritual, moral, social and cultural opportunities for students, we also ensure that the British Values of democracy, the rules of law, individual liberty and respect/tolerance permeate the work of CCHSG.

I CAN I AM
Resilience Education Programme

This half term, students in Years 9 and 10 have been taking part in the "I Can, I Am" programme created by Sports Leaders Qualifications to support young people through the current Covid-19 crisis.
The programme supports young people to learn and build five key personal skills: Communication, self-belief, teamwork, self-management and problem solving. During the course of the programme, students will complete 10 challenges that require them to demonstrate each skill and reflect on what they have learned. Once all 10 challenges are complete, students will receive the "I Can, I Am" Award Certificate. As part of the programme students are asked to make a pledge of positive actions as a 'Community Builder' and carry these out so that they become a part of the solution for the new future.

Student Voice

This term, Student Voice have had to adapt to not having our ordinary Friday meetings during registration. All the same, we've been working to help with the running of the school, even in these very odd times.

Our biggest achievement this year is our rearrangement of the awards system, prompted by general dissatisfaction in upper years about not receiving merits or R awards. Unsurprisingly, when asked what they considered a suitable reward, the student body decided on food. We also decided to change the basis awards are given on; instead of just rewarding academic achievement, we came up with the acronym AWARD, which stands for Academic achievement, Wider life in the community, Attendance, Respect, and Determination.

We also reassessed the student planner, mainly providing feedback on how often some of the extra pages are realistically used by students. We also decided on new formatting and cover art for next year.







There's been ups and downs regarding lockdown. Unfortunately, like a lot of things, some of our plans for events and changes had to be out on hold. One of these ideas that we were still discussing was the possibility of a clothes swap for charity that upper years could perhaps participate in, which is obviously not possible now. However, student voice have still been meeting every week, albeit over Teams, and we've been helping coordinate the uncharted territory of home-learning. We were also the first students to see what the reopened school looked like, and how the social distancing guidelines would be implemented. After our initial horror ("what?! No vending machine?!") we decided on how to present this information to the rest of the school, with a pre-recorded presentation and explanation from Mrs Daniels.





Of course, the majority of our meeting time is spent discussing rather boring arrangements like hand dryers not working, clocks being late, or pegs in the changing rooms being broken. I can safely say that almost all of the matters raised with Student Voice have been mentioned in meetings and then addressed by the Site Team. Though rather uninteresting to say that we have put up new clocks and fixed the changing room benches, it does make daily life at CCHSG much easier and is greatly appreciated by my fellow students.



Therefore, the Student Voice team owe a huge thanks to the Site Team, for responding so quickly to any issues raised, as well as Mrs Frost and Mrs Stubbs, who attend all the meetings with us, as well as putting together the weekly minutes. On behalf of Student Voice, thank you to everyone who has helped us over the year, and we wish you a wonderful summer!
Emily Chen, Year 12

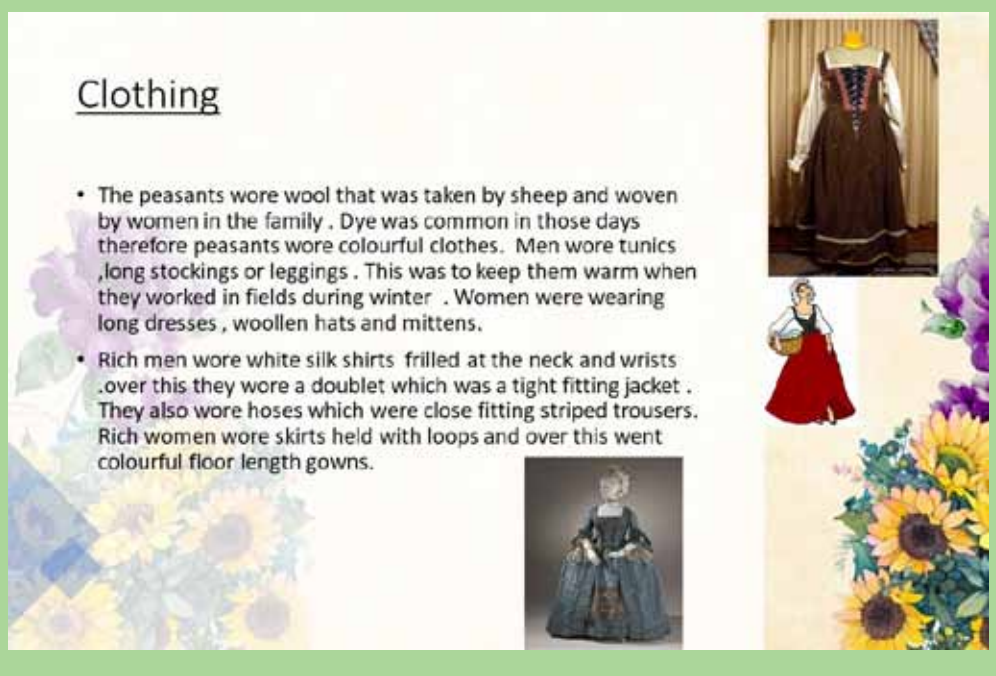
Year 7 Shakespeare Projects

As part of their Midsummer Night's Dream contextual research, Year 7 were set a Shakespearean project. They were tasked with producing their research information in the form of a leaflet to also practise their writing skills. Their work was submitted electronically, via Sharepoint.

Contextual research, especially around William Shakespeare, is essential so that students can appreciate Shakespeare's influence on English Language even today. As well as being important whilst studying English, there are also strong contextual links with History, Religious studies, Geography and Drama.







The World Of William Shakespeare

Shakespeare's London, Tudor England

Queen Elizabeth 1 ruled England in 1599. Her reign is thought of as the Golden Age, it was a time of extravagance and luxury in which a flourishing popular culture was expressed through writers such as Shakespeare and explorers that sought to widen England's territory overseas. Queen Elizabeth always preferred to wear sumptuous costumes and jewellery for style, creating a sense of well-being. But life in England wasn't always wonderful, poor became poorer, books and opinions became censored and plots to overthrow the Queen were rife.

Life in the late 1500s varied according to how wealthy you were. London had a population of about 60,000 people. The streets were narrow and dirty and the upper floors of the timber houses often overhung the roads.



Housing

The houses of the poor were self-made and had thatched roofs, thick straw piled high with no wood underneath. They had little access to anything.

The houses of the rich were much more complex with fancy beds, wallpaper (very expensive), tapestries, carpet (extremely expensive), but instead of putting it on the floor, which was too expensive, they were hung on the walls or over tables. They lit the house with candles, the very rich had pocket watches and many were fond of gardens- mazes, fountains, topiary (hedges cut into shape).

Clothing

The poor people wore thin clothes, usually wool as it was cheap and accessible. The Sumptuary laws stated that people of lower classes can't wear silk, velvet, satin, or any other clothing that resembles the luxurious upper-class fashions. Fashion showed people's financial status.

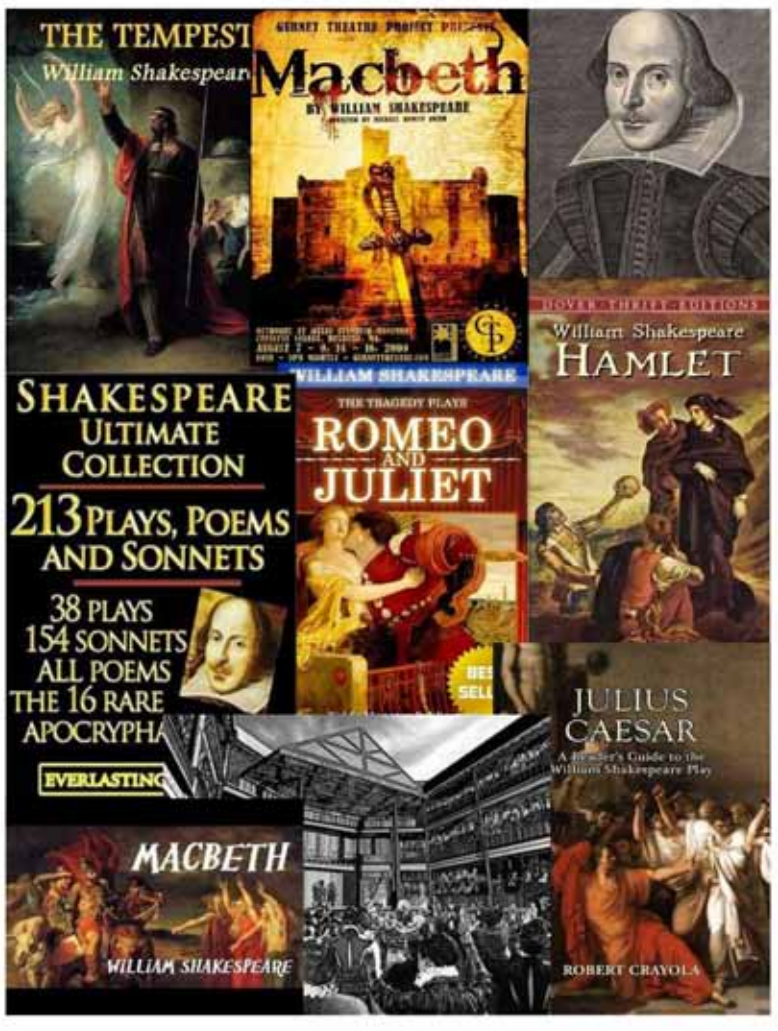
The rich wore velvet (gowns, coats, hats), satin (gowns, coats), cambric (shirts, kerchiefs, apron), lawn (collars, aprons and kerchiefs), scarlet (petticoats, waistcoats, gowns, cloaks, linings), chamlet (coats) and damask (summer gowns, coats). These fabrics show that they are very wealthy.

Food & Drink

The poor, although not having access to a lot of food, had a healthier diet than the rich. The rich believed things that grow on the ground or trees (fruit & vegetables) are food for poor people and ate all the unhealthy, sugary foods which caused them to get fat and have rotten teeth. Both their main drink was water, and sometimes milk and wine.

Whereas a rich person would help themselves to endless amounts of sugar, meat, eggs, bread and more, the poor would be stuck with eating a lot of bread, fish, and cheese, and sometimes homegrown fruits and vegetables. This meant that the rich had a lot of problems the poor didn't- Scurvy, Rickets and more deficiencies.

William Shakespeare



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Shakespearean Context

Biography

William Shakespeare was born in April 1564 in Stratford-Upon-Avon. William Shakespeare was a famous play writer in the 1500s and 1600s and many people went to watch his plays. His father was John Shakespeare and his mother was Mary Arden. William was one of 8 children but sadly 2 died, this made William the eldest child. His father had a strong position in the town, so William went to a grammar school.

When he was 18, he married a woman called Anne Hathaway. Together they had 3 children and sadly one of them died at a young age. Then Shakespeare became a founding member of the Lord Chamberlain's men and wrote many of his most famous plays. Shakespeare died in his Stratford-Upon-Avon in April 1616.

Plays

In total Shakespeare wrote 38 plays, and around 156 poems!

Some of Shakespeare's plays can be categorised, these are a few.

Comedies:

- Twelfth Night
- Merchant of Venice
- Taming of the Shrew
- Much ado about Nothing
- The Tempest
- Midsummer Night's Dream



Tragedies:

- Romeo and Juliet

Another theatre was the Swan which was situated near the Globe. It was built in 1595. It seats 426 people. It was built by Francis Langley. Many people enjoyed watching plays at this theatre. There were many other theatres too.



What was it like?

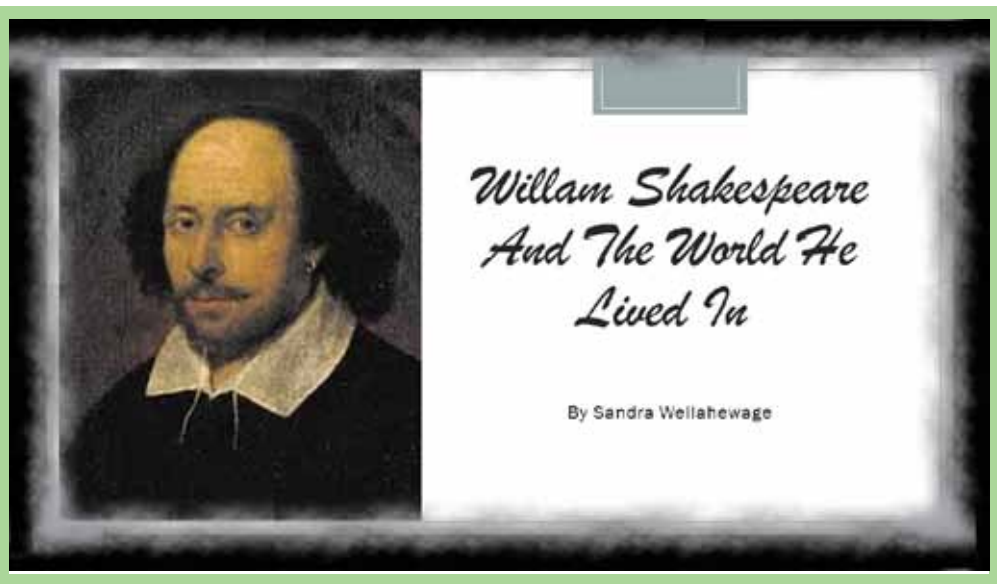
In the 1500s women were not allowed to act. So, men had to play the female parts. Before theatres were made actors would travel around to different places performing their acts. But when theatres were created this made access to plays much more available. It also made the show more dramatic and there were many large audiences.

The Lord Chamberlain's men

The lord Chamberlain's men were an acting company in London in the Elizabethan and Jacobean era. Many famous people were in this organisation. Richard Burbage (who created the first theatre 'The Theatre') was in this and played many of the lead roles in the performances. Shakespeare wrote many of his most famous plays when he was in the organisation. These were performed to large audiences.

Richard Burbage: An actor in the Lord Chamberlain's men who also built 'The Theatre.'

Will Kempe: Was one of the original actors in Shakespeare's plays. He was and actor and a dancer. He played comic and silly roles in the plays.











BFI “See Yourself on Screen” Challenge

Congratulations to Sameera Bhalotra Bowers for being chosen as a winner of the British Film Institute’s “See Yourself on Screen” Challenge. The judges were so impressed with her pitch, that she was supported in producing a mini-TV show that was aired on E4 in July.



First I sent in a 30 second video pitch, which was all about my experience in trying to construct a self assembly TV stand. I was very pleased to find out that I was one of the competition winners. I was offered a 30 minute masterclass with British comedy producer, writer, actor, and author, Robert Popper, who is the creator of Channel 4’s sitcom “Friday Night Dinner“, who gave me some tips. Then I had to write the script, film and choose the music.

I was in touch regularly with the former editor of “Blue Peter”, who just checked up with me. Everyone was very friendly and kind. After I submitted it, I wrote a piece for “The Week” paper and did an interview for BBC news which then went on their homepage. I learnt how to be concise with my writing and film making as it was only 2 minutes, how to speak confidently to people I have never met before, how to organise filming and casting, how to time manage and learnt interesting things about lighting while filming. It was a lot of fun, very exciting and helped me with many important life skills.

Sameera Bhalotra Bowers





young audiences CONTENT FUND

SEE YOURSELF ON SCREEN CHALLENGE



BFI competition winners mini-TV shows broadcast

The British Film Institute competition winners will have their two-minute long TV shows aired on national television.

Children from across the UK submitted videos about their life in lockdown. Celebrity mentors were assigned to each winner to help fine-tune their videos.

The winners for the 4-7 age group aired on Milkshake! and the 8-13 group aired on CITV between 8 -10 July, with indigenous language winners airing in Welsh (S4C) and Irish (TG4).

The 14-18 aged group videos will air on E4 on 15, 16, 17 July.

Produced by Bella McShane

12 Jul 2020

BBC news website link

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Year 7 Geography - Amish Project

Challenges Amish Adults Might Face in Life

It is not only the children who find avoiding technology difficult but also the adults. They have to work much harder in things like construction and farming and if they have to take up job offers outside the Amish community, there will be technology all around them. Amish adults might face other non-Amish adults who might disapprove of their methods or dislike the fact that they use corporal punishment. Amish have to be quite forgiving people and sometimes it might be difficult for them to do it. For example, in 2006 there was an Amish school shooting and many Amish children lost their lives. However, it is said that parents who lost their children forgave the shooter. It must have been extremely difficult to forgive the man who killed their children. **Siya Gupta**

The Amish and COVID-19

Since Amish don't own or use technology, they aren't receiving as much news about the coronavirus as other people. Churches and schools have been shut, but some of the Amish are still doing massive church gatherings increasing the risk of spreading the virus. They are less cautious then non-amish and this is because they believe they are ever protected by God or God wants to take them away to be with him in heaven. **Celia Taiwo**

Challenges Amish Children Might Face in Life

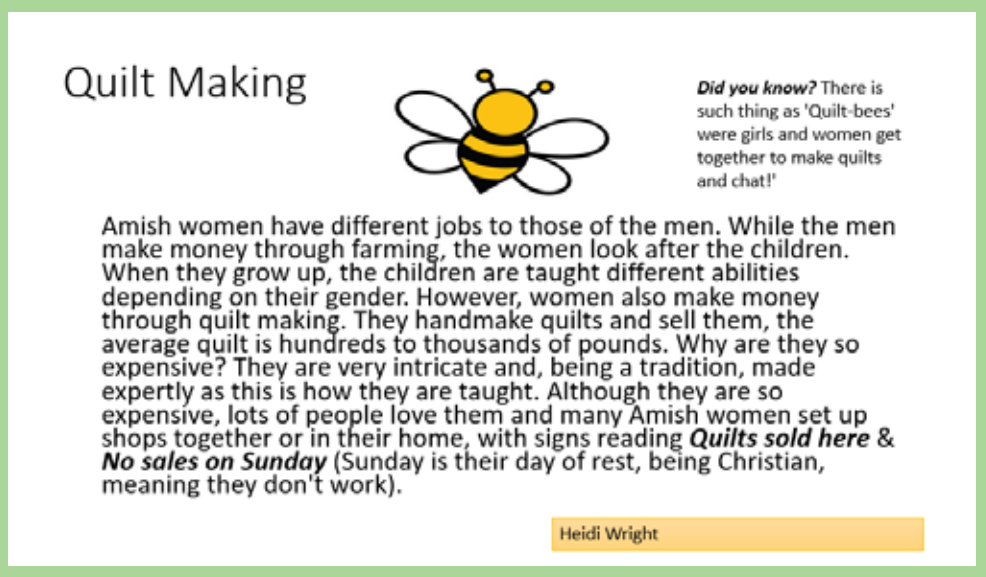
They are young and tempted to do things other children who are not Amish might do – use technology, try different clothing, have different experiences etc. This is difficult to avoid because in modern USA they are surrounded by all this. Amish children will not grow up with a wider range of knowledge as their education ends at Year 7 because the Amish believe that the basic knowledge offered is sufficient enough. Amish children might face rejection from other non-Amish children and might be teased because of what they wear and the things they do. **Siya Gupta**

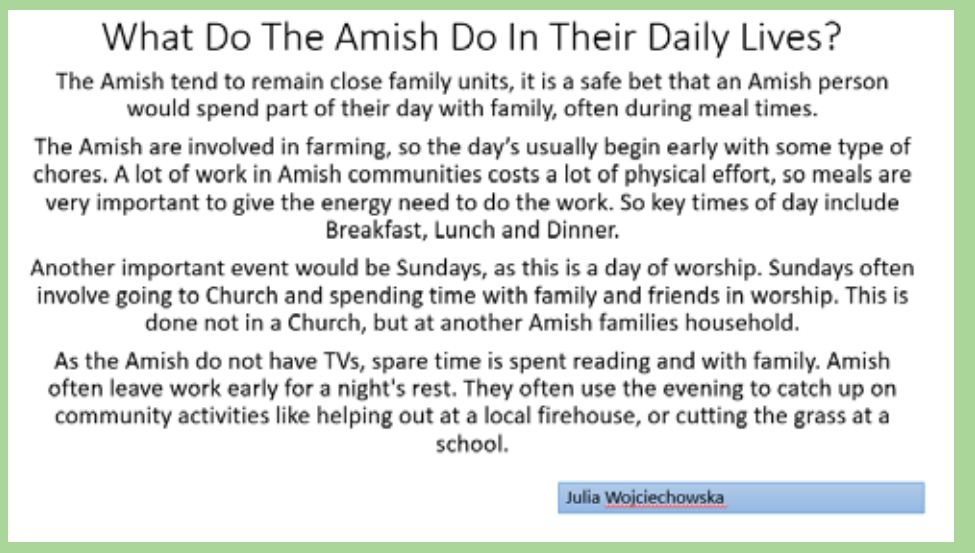
Problems the Amish are facing in the modern USA

The Amish occasionally clash with the modern American community. For example, on the 2nd of October 2006 Charles Robert went into an Amish school and shot 10 girls as revenge on God for taking his own daughter's life. School shootings are common in America, but this was different because it was direct upon the Amish religion. The Amish are seen as tourist attractions, which can be beneficial for them (because it brings a source of income) however some may find it upsetting to be seen as an attraction rather than a person. They may also see it as disrespectful, that they are subject to tourism because of their religion and traditions. Also if taken a picture of, then they have disobeyed the Bible because it is Biblically forbidden to have a "graven image."
Lily Tyler

This project was set as an enrichment task to run alongside students learning about Sikhism. They have researched many facets of the unique and misunderstood Amish culture. They have looked into their history, where they live, their daily routines, traditions and rules as well as challenges the community faces in modern US society.









Healthy Living Recipes

During lockdown many students enjoyed learning new cooking skills and trailing recipes sent out by Mrs Webb. Mrs Webb herself has experimented with new ideas including, most recently, a chilli using jackfruit and 3 different types of beans, it was actually very nice!

Here are a couple of recipes that Mrs Webb hopes you will enjoy trying out at home.





Sausage Ragu



You can use any type of sausage for this dish, meat, vegetarian or vegan, all work very well).

Ingredients

3 tbsp olive oil
1 onion finely chopped
2 large garlic cloves, crushed
¼ tsp chilli flakes
2 rosemary leaves finely chopped or 1 tsp dried Rosemary
2 x 400g cans chopped tomatoes
1 tbsp brown sugar
6 or 8 sausages
150ml whole milk (or dairy free alternative)
1 lemon, zested
350g rigatoni pasta (or any type you have in the cupboard)
Parmesan cheese and Parsley to sprinkle over the top once cooked (optional).

Method

Heat 2 tbsp of the oil in a saucepan over a medium heat. Fry the onion with a pinch of salt for 7 mins. Add the garlic, chilli and rosemary, and cook for 1 min more. Tip in the tomatoes and sugar, and simmer for 20 mins.

Heat the remaining oil in a medium frying pan over a medium heat. Slice the sausages and fry for 5-7 mins until golden. Add to the sauce with the milk and lemon zest, then simmer for a further 5 mins.

Cook the pasta following pack instructions. Drain and toss with the sauce. Scatter over the parmesan and parsley leaves to serve.

Easy Margarita Pizza



Ingredients

olive oil, for the tray
200g plain flour
7g packet easy-blend dried yeast
1 tsp sugar
125ml warm water
85ml passata
100g mozzarella, half grated, half chopped
2 tbsp grated parmesan
or vegetarian alternative
small bunch basil, half chopped, half left whole
side salad, to serve

Method

1. Heat oven to 240C/220C fan/gas 9. Oil a 20 x 24cm baking tray. Mix the flour, yeast, ¼ tsp salt and the sugar in a bowl, then stir in the water. Bring the mixture together, knead until smooth, then press into the oiled tray.

2. Spread passata over the dough, leaving a thin border round the edge. Season the passata, then sprinkle with the chopped basil, the mozzarella and the Parmesan, and bake for 15-20 mins or until cooked through. Scatter with the remaining basil and serve with a side salad.

DofE in Lockdown



Although life is different at the moment and we cannot go on expedition, the DofE participants have been working on their other sections. Some have changed their activity to help other people in this difficult time, others so they can continue the award at home. In recognition of their effort, participants that complete 3 sections will be awarded a “certificate of achievement” by the award scheme. Here are some examples of the activities chosen:

Volunteering Section

Hana Hagras (Bronze) set up a swap table on her driveway for her neighbours.



Georgia Domoney and Flora Allen (Bronze) have participated in online research for Zooiverse. When Freya Baker (Bronze) was unable to continue volunteering at her local library, she became an ambassador for the service and promoted the online library services. Other students have been mentoring their siblings and helping with wildlife studies.

Physical Section

As gyms and clubs are closed many students have started running, walking, or cycling in their local area, followed online exercise sessions at home or devised their own training programme.



“Walking through a Bluebell wood” - Bliss Falowo (Bronze)

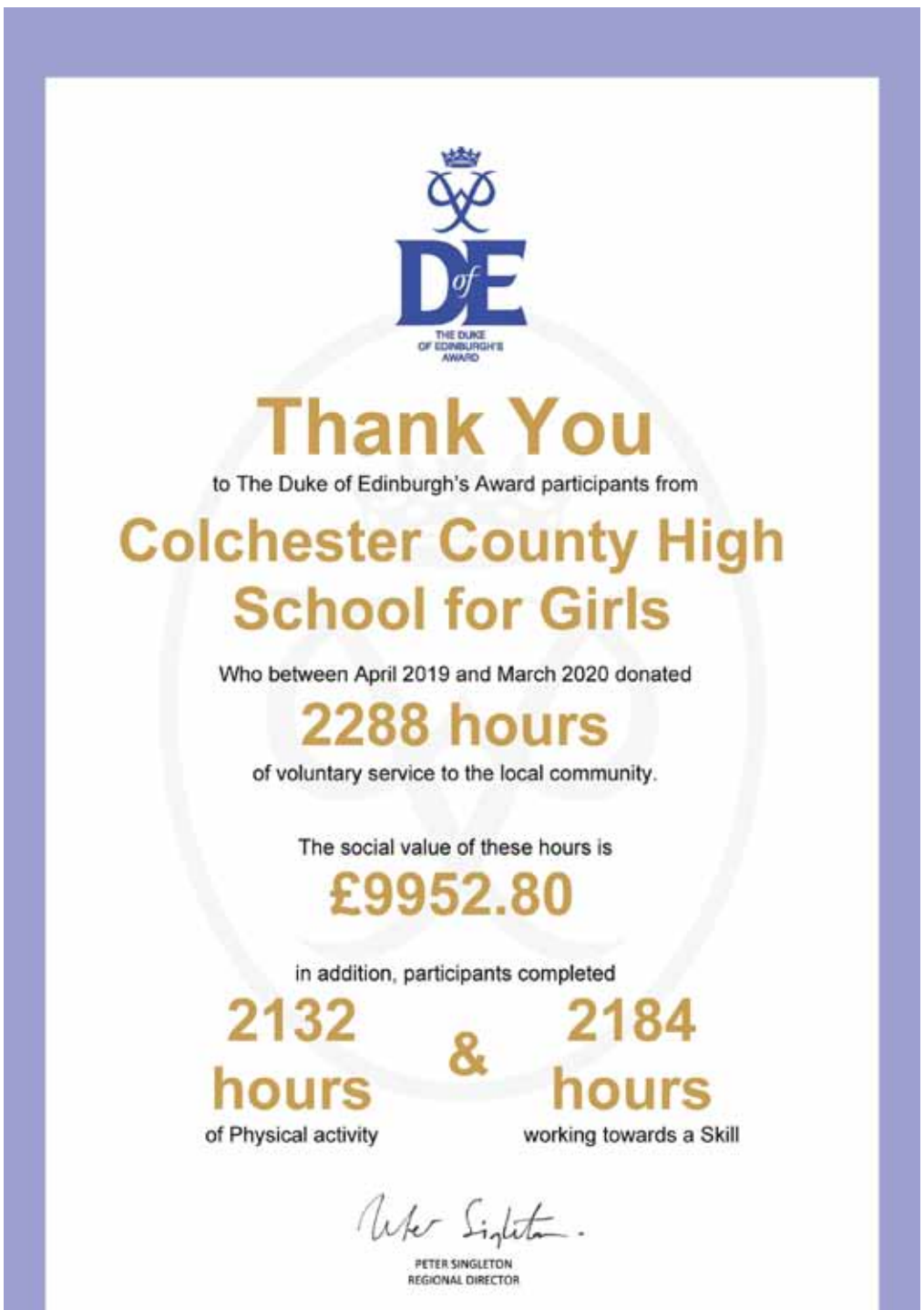
Skills Section

The additional time at home has given many of you the opportunity to spend time playing musical instruments, learning to code and by far the most popular activity - baking. Our most prolific bakers are Kathryn Carling (Gold) and Freya Baker (Bronze). They have uploaded more than 70 pictures of their cakes, biscuits, and cookies into eDofE.

Erica Joscelyne (Silver) has been busy producing pottery pieces.



Congratulations to all the students involved for continuing with DofE, especially those of you who are close to completing three sections.



Excellent Biology Intermediate Olympiad Results

All Year 12 biologists were invited to take part in this year's Royal Society's Intermediate Biology Olympiad competition in June. This is an international competition set by the Royal Society of Biology based on challenging A Level biology content. Despite lockdown and being at home the students were invigilated via Teams every day over the week to maintain exam conditions and 40 students chose to take part.

The students found it challenging but useful revision for their end of year examinations. All of our students achieved very high results, with 2 gold award, 8 silver awards, 10 bronze award and 6 highly commended and 7 commended, a fabulous achievement. These awards should be used as part of the students UCAS personal statements as it is a recognised competition. Some of these students will hopefully now sit the Biology Olympiad in January 2021 and these intermediate results look promising for the next level of competition. Congratulations to Emma Pass and Mia Urwin our joint to top scorers with the gold award.

Science Enrichment During Lockdown

We are delighted to be able to tell you about the wide range of activities that the students have undertaken in order to keep the Science flag flying high since lockdown started. From kitchen tables to outer space, our students have participated in a huge range of enrichment tasks advertised by the science department, mostly free, via Teams, email and the weekly bulletin to students.
Year 7s thoroughly enjoyed the kitchen chemistry experiments creating crystals, bath bombs and gases. "I really enjoy them! I loved the vinegar and baking powder to make carbon dioxide experiment: it was really interesting and fun." This has certainly helped maintain their enthusiasm for practical science!







Photos: Isabel Denny, Ellie Barber, Isabel Hicks & Alicia Russell.



Many students enjoyed the talks from The Association for the Study of Animal Behaviour. One Year 8 said "my dog and I were definitely entertained watching the Science of Pets talk! I'm extremely grateful for the recommendations".

Covid-19 was a focus for many activities. "Catalyst Magazine", the Radio 4 "More or Less" programme and some fabulous practical based sessions from The Wellcome Sanger Institute near Cambridge (using bioinformatics to look at COVID and designing diagnostic tests) were enjoyed by many. A Year 8 student said '"I was especially interested reading about the fast-track technological solutions post-outbreak", a Year 12 said "it was very informative even if it was slightly complicated at times, I enjoyed experimenting with the software" and a Year 9 said "It was interesting to see how Covid tests work and what scientists do with the positive tests".

The asteroid Q and A day was popular '" thought it was really cool to listen to stuff from the national space centre and found everything said really interesting!", along with the 'Pint of Science' Audience with Astronauts and a new scientist online lecture called 'Alien Oceans on Earth and Beyond' about potential life on moons in the solar system. Many have taken the opportunity to investigate STEM careers; "Speakers for Schools (was) very informative and engaging, and cleared any doubts I had about general healthcare", "I looked at careers in chemistry and found it interesting as there was lots of careers that I had never considered and lots of careers that I did not know used

chemistry". Others listened to "The Life Scientific" podcasts from Radio 4.

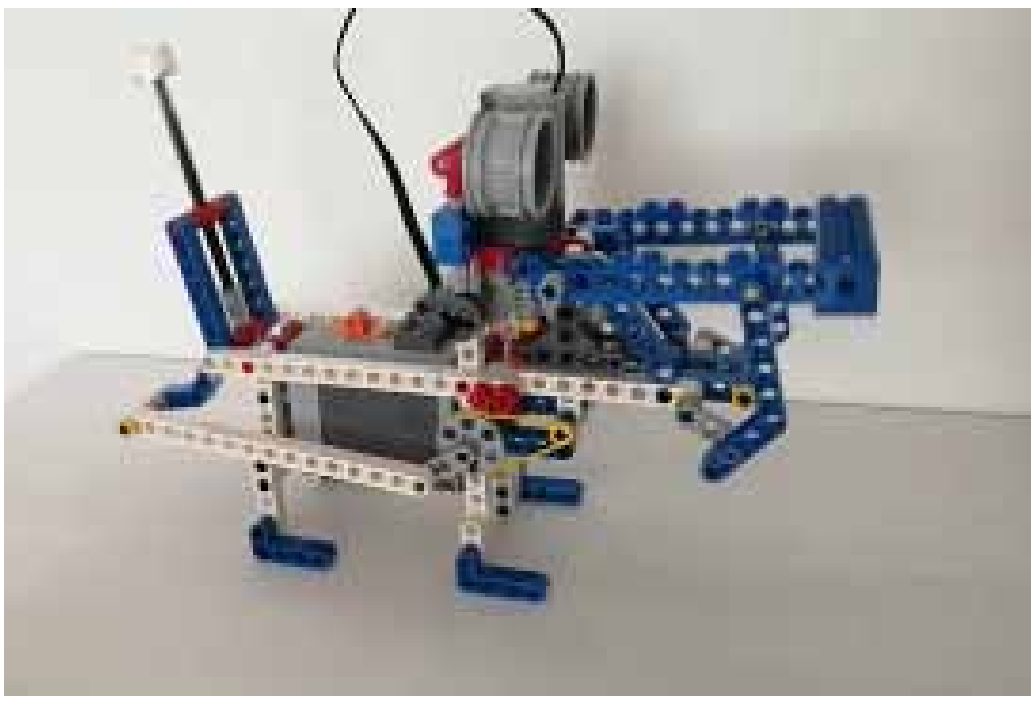
Virtual open days have allowed students to 'travel' to universities that are further afield than they may have normally considered. A potential veterinary student said "whilst not ideal, it has given me a bit more of an idea about my potential university options and how my subject of interest is taught". MMI practise sessions have been ongoing via Teams, and are improving students' ability to answer the more obscure interview questions quickly and articulately.

Being able to view anatomy sessions through the Post Mortem and Operating Theatre Live was a fabulous and rare opportunity. "I watched the post mortem sessions and it was a great series which taught me things about parts of the body I had never studied in detail before such as the brain but also built on my A Level Biology in areas such as the heart and the lungs".

Students have also expanded their learning by making the most of a wide range of free FutureLearn online courses such as Forensic Science by the University of Strathclyde. "I really enjoyed this course as it gave a good introduction to forensic science. There was a case study that would be updated every week and I was able to use what I had learnt in the case study to understand and follow along with the forensic process and crime scene investigation".

Finally, we must congratulate 2 students:

Anna Witrykus (Year 8) won not one but TWO national STEAM challenges run by the company Rapid. Here is the motorised dog she built and coded from her prize for the Lego competition.



Anais Giles-Scieller (Year 12) was highly commended in the Franklin Society Essay Competition from Robinson College, Cambridge! She says she really enjoyed the research especially as her topic was coronavirus.

So it would appear that Science has been alive and well in lockdown. We will continue to advertise science enrichment opportunities to all students.

One last suggestion for the summer holidays is Bio Bake Off 2020

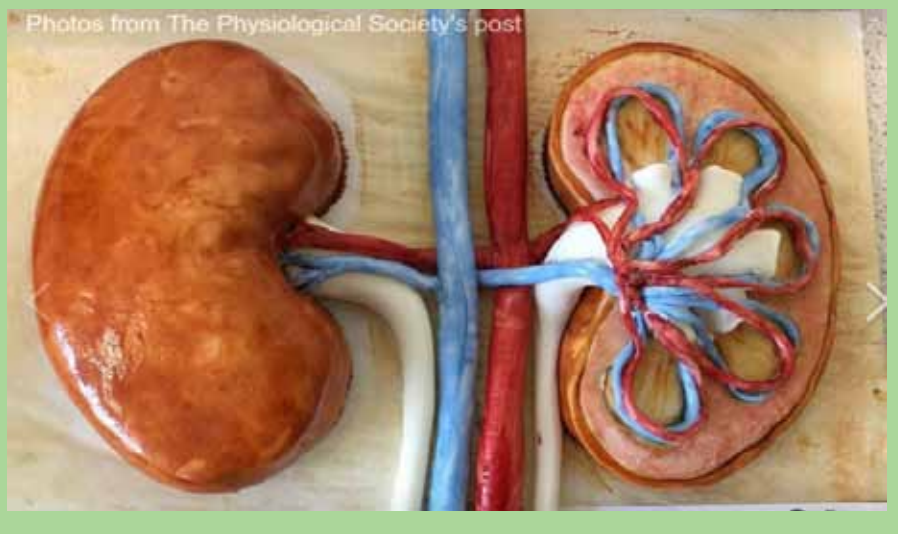
Have you been practising your baking skills while at home? Well this is your chance to win a national competition and a Kitchenaid food processor from the Physiological Society with their annual Bio Bake off competition. Six years ago a student from CCHSG was the overall winner so it could be you, but only if you bake and enter!

Entry rules: any bake - cake, cupcake, pastry, sugar craft etc that is based on human biology (physiology) that you have created eg the brain, muscles, lungs, the heart, blood vessels, kidney, head, pancreas, a foot etc., the limit is your creativity!

How to enter: Please submit a photo of your baked good representing physiology, along with an explanation of how it shows how the body works and the hashtag #BioBakes. You can submit your entry via Twitter (@ThePhySoc), Instagram (@ thephysoc) or using the form on their website below. The deadline to submit a photo of your Biology based cake or cupcake is Friday 28 August, the public judge and the national winner will be announced on 4 September.

The Biology Department also want to see your entries and will be judging the best CCHSG entry with a special prize, so please send your images you submit (or as Bake off says 'Show us your bakes') to us via Teams or by email to a Biology teacher. We will announce our school winner on the first Friday back at school in September.

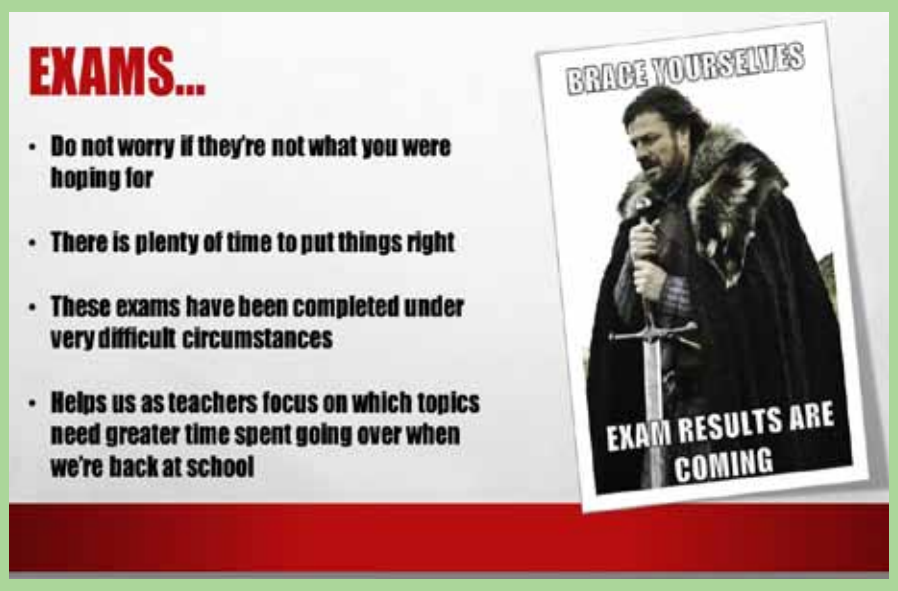
Full details here: https://www.physoc.org/supporting-you/public-engagement/biobakes/



Year 9 Virtual End of Term

This year our traditional end of term assemblies and celebrations were replaced with virtual community events which students could all attend online.

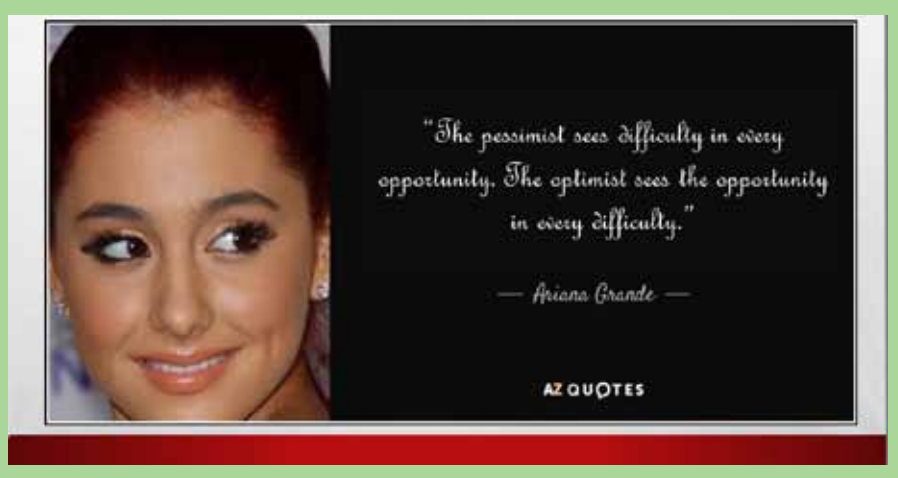
Mr Williams ran an assembly for Year 9 students, celebrating the activities that they had been doing, then providing advice and answering student questions. Tutors had also sent in their own messages to their tutor groups.











Year 11 & Year 13 Celebration Teas

Year 11 and Year 13 students were invited to meet in two separate celebrations on Teams, together with their respective Year Groups, Tutors and teachers. They marked the end of term and shared fun memories of their time together. All the Senior Leadership Team and Mrs Marshall congratulated both Year Groups, thanked them for their contribution to the school and wished them every happiness and success in the future. Many of the teaching staff and all the Tutors had also recorded their thoughts and good wishes. We look forward to seeing most of the Year 11 again soon, as they join the Sixth Form in September.

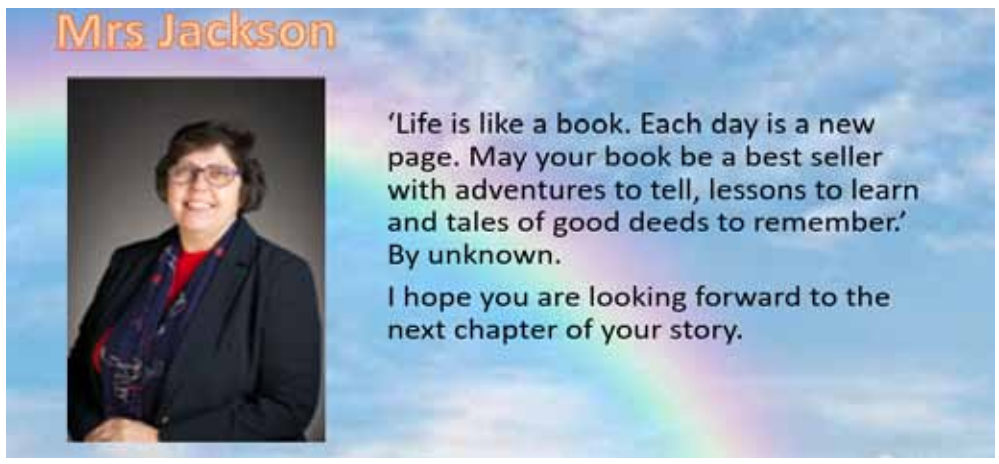
This is part of the message to Year 11 from Mrs Daniels:
I hope you are well and that you have all been able to join me this afternoon. What I really wish is that you were all sitting in front of me now, so I could tell you in person how lovely it is to see you, and how much we have missed having you in school. But for now I will have to imagine your faces on the other side of this camera all smiling at me, hopefully. I don't think anyone could have predicted what has happened this year and this is certainly not the ending to the year that any of us would have wanted. There will be times in your life when things do come along that challenge and test you, just as I've no doubt this period has, but the important thing to remember during difficult times is that you will get through it, they will eventually pass and you will be ok. It's been an absolute privilege to be your Head of Year and I hope that I have been of help and support to you when you have needed it. Even as you move into the Sixth Form to start your next adventure, my door will always be open to you. **Mrs Daniels**











Message to Year 13 from Mrs Marshall:

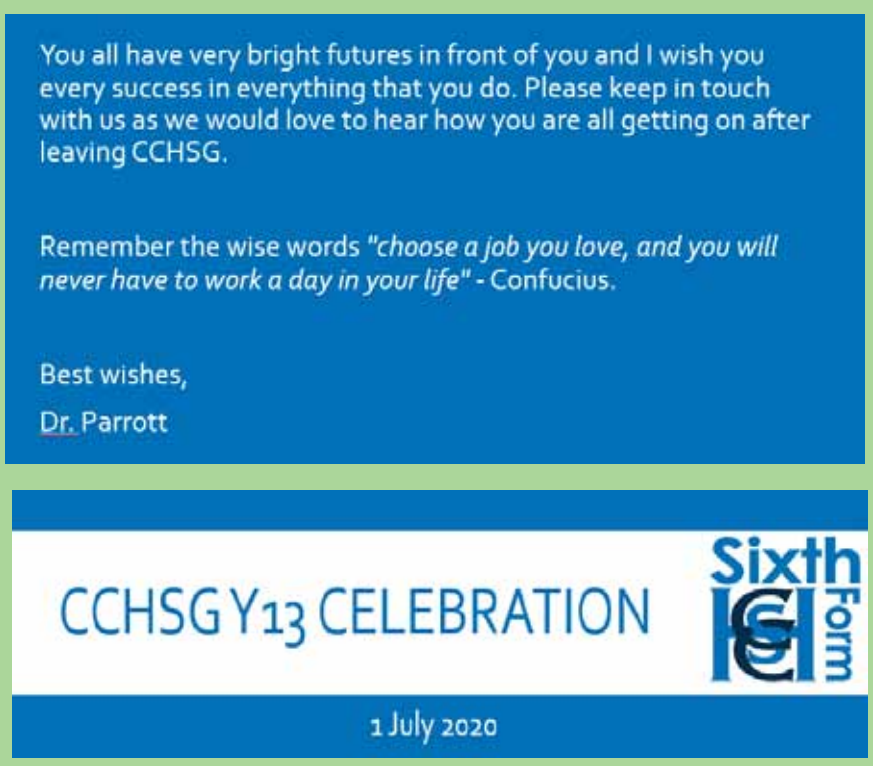
We would not have wished to end the term in this way but we do not feel we are saying goodbye to you. Hopefully there will be a time in the future when we can all meet again. To Mr Gosling, the Tutors and Mrs Beaumont I would like to offer our sincere thanks for their hard work, enthusiasm and good humour. I would like to thank all of our Year 13 students, the class of 2020, you have been a wonderful Year Group. Please keep in touch. Remember to value yourself and like Nemo, "just keep swimming".



Remember…

Success is failure turned inside out –
The silver tint in the clouds of doubt,
And you never can tell how close you are,
It might be near when it seems afar;
So stick to the fight when you're hardest hit -
It's when things seem worst that you must not quit.

Mrs Marshall



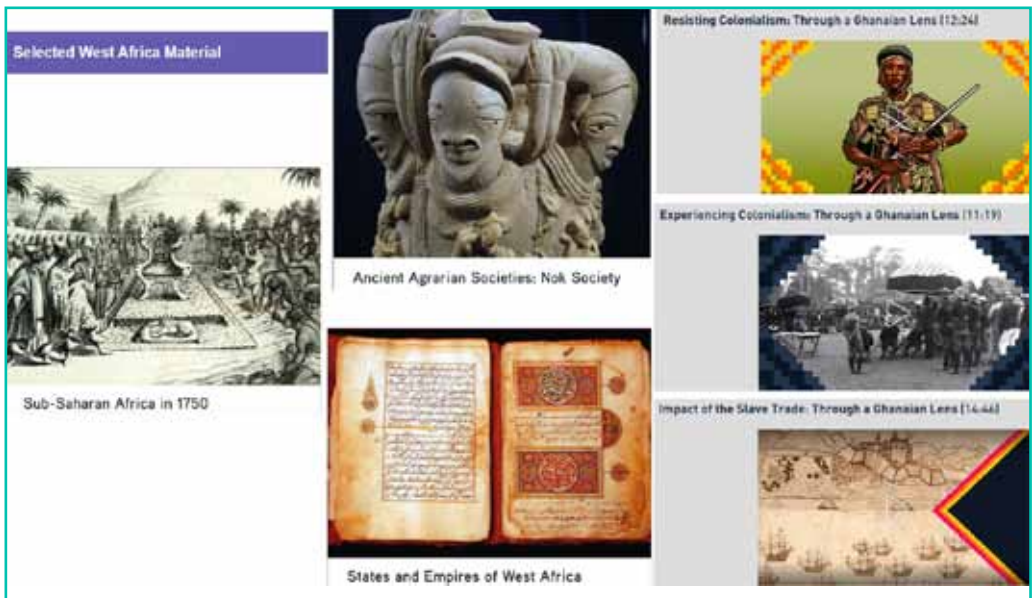
Time for Tolerance & Hidden Histories

The Time for Tolerance group, organised by Mr Paz, which normally meets regularly to debate current issues, has been running via Teams during school closure. This group aims to provide a supportive forum for students:

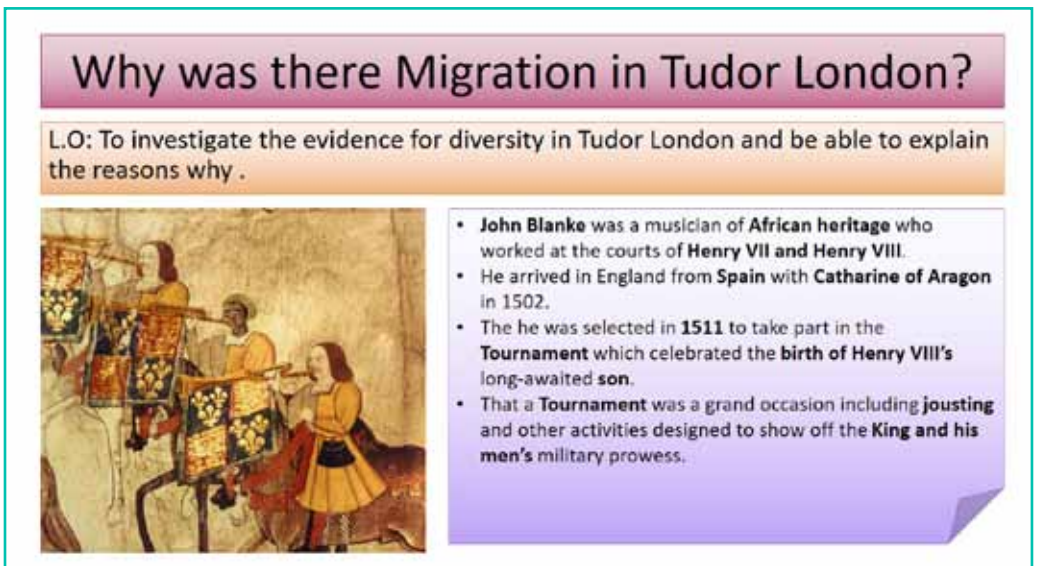
“This group makes me feel comfortable and welcome, allowing me to be who I want to be! Although I have not been in this group for very long, I can already tell it’s an awesome one! “

“I have loved being part of the Time for Tolerance group because it feels like a welcoming and open community. It has really opened my eyes when people share resources on here, as there have been some really thought-provoking and fascinating videos. It has really felt like a community even while we are not together at school. I love the different channels with recommendations of music to listen to, books to read and movies and TV series to watch. Thank you so much to everyone taking part in the group.”

In the autumn term the History Department will be running an off timetable day for Year 9 students, exploring the often forgotten history of Black Britons and the history of the Civil Rights movement for women and LGBT+ communities under the theme of ‘Hidden Histories’:







Oxbridge Club

Student members of the Oxbridge club were given a fantastic opportunity to participate in a live Q&A session with students from Cambridge, Oxford and Durham Universities. The students representing their respective universities carried out a presentation about what their universities are looking for in prospective students, and how we can make ourselves stand out from other applicants. Students were able to ask any questions they may have regarding what it is like to study at these three prestigious universities, as well as interviews and personal statements.

Overall, this experience was extremely valuable and insightful, as it has provided us students with a competitive edge in our applications to these universities and a better idea of what day-to-day life is like studying there. **Alex Hutchinson**





Languages - Learning Japanese

When someone says Japan, the most common thing to envision is sushi, anime, and sumo wrestlers but the country has an extensive history and rich culture that is not always touched on.



I am half Japanese and, although I have lived in England my whole life, Japanese was my first language. I spoke it fluently up until age 4 when I started school and began to speak less Japanese until my parents enrolled me in a Japanese Saturday School in London aged 6. Over the past 9 years, I have studied according to the Japanese National Curriculum, and have built back my fluency. I can read and write almost fluently and can speak the language as well as I can speak English. In Year 8, I took the Japanese GCSE and am currently considering taking Japanese A-Level on the side of my usual school subjects.

My mum comes from the Hyogo prefecture in the South of Japan and I go back to see my family and friends every 2 or 3 years. I usually get to spend 2 weeks in a Japanese school and in 2017 I got to spend a month at Itami City Matsuzaki Juniour High School. It was an incredible opportunity that allowed me







to further develop conversational skills with people my age. During my visit in 2017, I visited the ancient city of Nara which used to be the capital in 710 CE. The city is famous for its many old buildings and the semi tame deer which you can feed.

Japan is the 18th most crowded country in the world with 337 inhabitants per square miles. This is due to the country being 75-80% mountainous and flat land being quite rare. It means that most people live in apartments to save space and that the nearest mountain is never more than half an hour away.

When someone says Japan, the most common thing to envision is sushi, anime, and sumo wrestlers but the country has an extensive history and rich culture that is not always touched on. In September, I will be starting a Japanese Club where we will be looking at modern-day culture, history as well as the language. Keep an eye out for posters and I hope to see you there!

Elsbeth McLauchlan

Viviane Ghiglino, 11O Joins NYO

I am extremely pleased to have been accepted as one of the flutes of the National Youth Orchestra of Great Britain (NYO) for 2020. Currently, I study flute at the Junior Guildhall School of Music and Drama, and am also a member of Britten Sinfonia Academy, a youth chamber orchestra. I would like to promote NYO to other young musicians as it is such an amazing place to make music. Auditioning is a great idea but even just participating in their Inspire courses or going to see them in concert is inspiring alone!

Please do, if you play an instrument, or even if you have no musical talent whatsoever, have a peek at what young musicians can achieve with NYO. For example, on Sunday 5 January we preformed at the Barbican in London. The programme featured music that represents the power of music for protest and revolution, in particular during the social changes which happened in the 20th century.

Viviane Ghiglino 11O

If you are interested in more information about any of the organisations mentioned, please go to the following websites:

Junior Guildhall School: www.gsmd.ac.uk
Britten Sinfonia Academy: https://brittensinfonia.com
NYO: www.nyo.org.uk



Poppy Sugden
Volunteering for the Sparkle Foundation

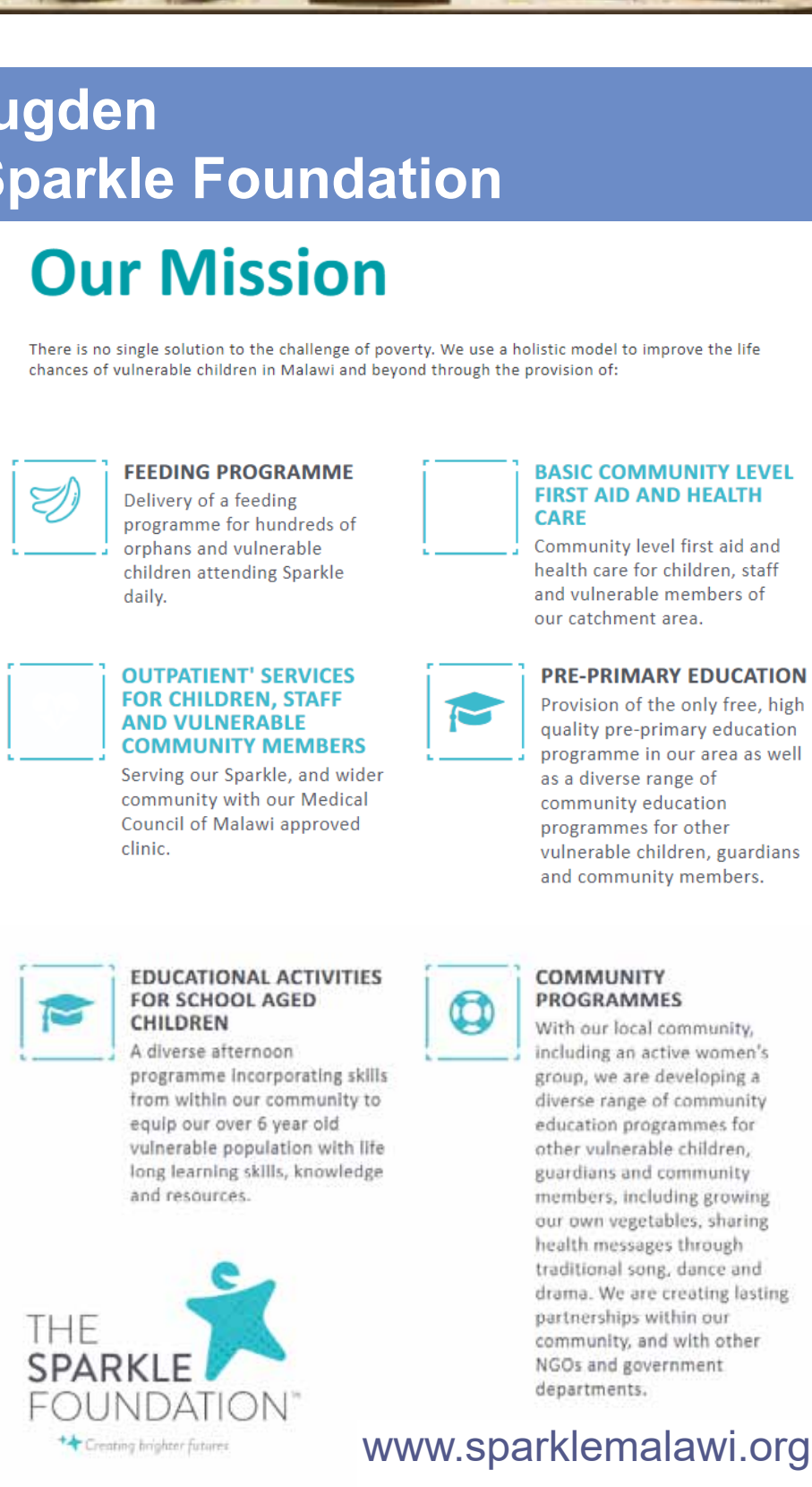
During lockdown I've been spending some time doing voluntary work for The Sparkle Foundation. This has involved research based projects and the organisation of virtual events. The Sparkle Foundation is an amazing charity based in Malawi and during the Covid-19 outbreak they have been busy providing food packages to families. I've loved having more time to help them where I can and it is a privilege to be part of their growing team of volunteers, I've learnt a lot from the experience, including participating in the organisation of schools' quizzes.



Poppy Sugden

www.facebook.com/SparkleMalawi/





www.sparklemalawi.org

Wellbeing Ambassadors

Our wellbeing ambassadors took part in a virtual school council meeting with other schools in North Essex, to discuss and suggest ideas for supporting student wellbeing when returning to school, raising awareness of homelessness and early intervention for attention deficit hyperactivity disorder (ADHD).

On Wednesday 8th, Miss Wiseman and five of our Wellbeing Ambassadors (Victoria Utti, Vyoma Upadhyaya, Josie Hepworth, Shannen Smith and Eva Jones) had the pleasure of joining a live meeting led by Kierran Pearce of the Multi School Council. We discussed how we can help others manage post-lockdown anxiety and how to support students dealing with stress coming back to school. We also talked about the stigma surrounding autism and ADHD and the importance of education on the subject. Another key topic was homelessness, and how we can support and raise awareness for homeless children and families. It was an excellent opportunity to talk about important matters and brainstorm ideas to improve wellbeing. We contributed lots of ideas and Wellbeing Ambassador Eva Jones won Star of the Meeting for her responses!

Shannen Smith 9H

The Wellbeing Ambassadors are part of the school network offering help and support for students, to overcome difficult situations of everyday life. Any student can apply to be a Wellbeing Ambassador.

- A small group of students from Years 9-12 are selected following an application process
- They attend a training day, run by "Worth It" covering mental health issues affecting young people.
- They are closely linked to the Student Voice, to encourage a strong network across the school.
- They deliver assemblies across the whole school on mental health, pastoral support and how students can get help/ help themselves.
- They offered Friday drop in sessions, and were available for 1-1 mentoring
- Planning meetings and campaigns are supported by the school co-ordinator, Miss Wiseman.

WORTH-IT®
Wellbeing & Resilience

Would you like your daily work to make a real difference to the lives of others? Are you looking for new opportunities and the chance to develop new skills while pursuing a professional career pathway? If you already have a degree you could qualify as a teacher in Primary or Secondary education with a year of training. CTTC is validated by the University of Greenwich to deliver a PGCE course, offered at either professional or postgraduate level, the latter providing 120 credits towards Master's level study.

Final few training places left for September 2020 start in MFL, Science, Maths, English, Geography & Computer Science.



Colchester Teacher Training Consortium

Established in 2004, the CTTC partnership of local schools annually trains around 90 primary and secondary teachers from its bases here at CCHSG and in Ipswich.

The school centred programme, recognised by Ofsted as outstanding, allows trainees to gain Qualified Teacher Status (QTS) through a combination of taught sessions and practical training alongside colleagues in schools. Local schools are keen to employ trainees from the partnership, with many NQTs and former trainees moving quickly into leadership and management roles.

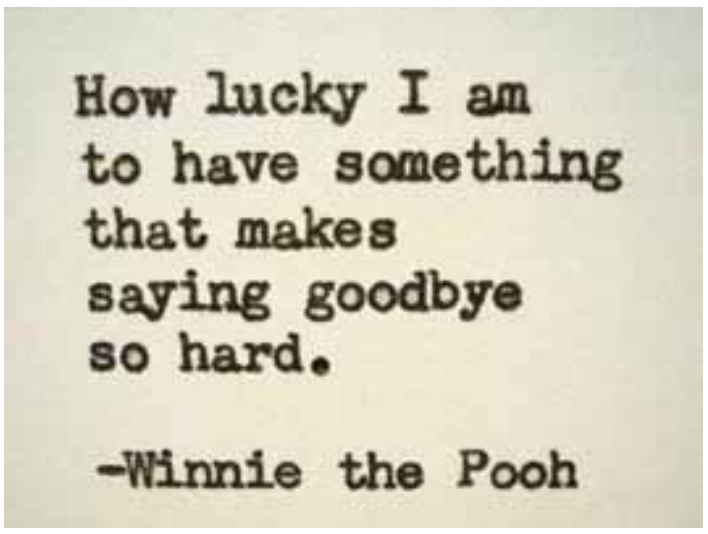
For further information call 01206 364728 see www.colchesterttc.org.uk or contact enquiries@colchesterttc.org.uk

Year 13 Goodbyes

So Long, Farewell, Auf Wiedersehen, Adieu

This article by Sophie Carlin,13S, first appeared in the June 2020 edition of our student magazine “The Kilt”. The full magazine can be read on the CCHSG website.

From that first disco in Year 7 where a girl in our year did a dance move we all subsequently dubbed ‘The Ruth’ in her honour, being part of the class of 2020 at CCHSG was always a whirlwind. Many of us have grown up here and under the roof of CCHSG, we’ve turned from baby-faced children into young adults (although some of us may not feel like it yet). We’re moving on now – many are leaving Colchester and flying the nest to different UK cities like York or Manchester, sun-drenched, exotic and far-flung destinations, I think you’ll agree. It’s strange to think that what has been a major part of our life, from 8am-4pm 5 days a week, has suddenly ended on a random Friday in March.



But many have made fantastic memories along the way. I know members of the form DM from Year 7-11 fondly recall form picnics, sports day wins and very heated Mario Kart tournaments and I think we can all remember the manic lead up to the Choral Competition, trying to work out harmonies to ‘We Dance On’ in very hot classrooms. There was that one bizarre time when the singer Gabs from Britain’s Got Talent turned up and performed for us, a memory that honestly feels like a bit of a fever dream for me. I think it would be fair to say that we’ve all accessed a wide range of emotions in our time at CCHSG – cheering each other on at Sports Day, desperately trying to master how to do Greek dancing in time for the Gym and Dance show and the stress and panic surrounding exam season. In the past however many years, we’ve seen it all.

And a lot of us cried on that last day of Year 13. Not knowing when we’ll see our friends again, saying goodbye too soon to new friends, who we haven’t had nearly enough time with, knowing we’ll probably never all be together in that exact same combination of people again. I think many of us have built meaningful and lasting relationships in our time at CCHSG, whether that be in form groups, A Level classes or extracurricular activities; it’s hard to go from seeing people all the time at school to not at all. And it’s true – we didn’t get the huge fanfare of dress up days, the end of exams and prom. A Levels, which have been huge mountains on the horizon waiting for us to climb, have suddenly disappeared and we’ve gone from not having enough hours in the day to almost having too many. It’s very odd to think about the fact that we will not be returning to CCHSG as students. Now, I’ve been trying really hard thus far to not be too cheesy (I really don’t think I’ve been that successful to be honest, but you know, it’s the thought that counts) but get ready because I am about to fully embrace the cheese. I count myself very lucky to have met you all. Thank you for everything you have taught me and all the memories you have given me. I think the wonderful writing you will see in this edition of The KILT is testament to the brilliant kind of people we have at CCHSG and I hope that The KILT will continue to grow, flourish and mean something to those who are involved in it long after we’ve left CCHSG. Thank you for everything – this is not goodbye forever, it’s just goodbye for now.

Sophie Carlin, 13S


THE KILT

May 2020

Our first online edition!

Your lockdown is about to get a lot more exciting.

Inside this issue:

An interview with medieval historian, Dan Jones! Riannon Chaplin investigates

Slam dunk: Lily Sneddon and Lydia Greene talk biscuits

Feeling down? Alice Mainwood offers some advice to help you through this (dare I say?) “unprecedented” time

Plus: Isabel Dempsey defends Jane Austen with her life

1 – Current Affairs
2- World News
3 – Opinion
4 – Science
5 – History and Politics
6 – Sport
7 – Lifestyle
8 – Culture
9 – Break Time

GOOD NEWS!

Joeille Alfhaily (13C) and Flora Galloway (13L)

2020 has been a whirlwind of a year, and we’re not even halfway through it yet. With all the upset and uncertainty caused by the COVID-19 pandemic, the world can seem overwhelming, and we can forget to stay positive and look out for good news. Despite the devastating repercussions of this current situation, there are still many uplifting stories from around the world which can contribute to our collective hope for a better future. Therefore, to help you stay positive and hopeful, we’ve selected some news stories from around the world that will hopefully make your day a little brighter.

(continued on page 6)

Secret Reading Habits - From our Librarians

Secret reading habits of teachers....

During lockdown we thought you'd all like some insight into the reading choices of members of staff. It's always interesting for us as librarians to discover what people are reading and why.

Dr Martin is reading "Breathing Lessons" by Anne Tyler. She chose an Anne Tyler after listening to the author interviewed on a podcast. The book is based on the lives and friendships of one couple. Written with lots of imagery, Dr Martin feels as though she is there with the couple watching them live their lives.

Miss Wiseman has earned herself a merit from the librarians. She has joined a virtual book group! This is a fantastic way to try news books outside your usual comfort zone. Miss Wiseman has just finished "The Beekeeper of Aleppo" by Christy Lefteri. This looks at refugees journeys to England. She thoroughly enjoyed it, saying it put things into perspective by showing how families lives were put at risk as they tried to reach a safer, happier life.

Mr King is reading book 14 in the Dresden Files series called "Cold Days". The series follows the story of a wizard who works as a private detective in Chicago... Mr King says "it is pure escapism, an alternate fantasy reality with mystery, magic and action."

Mrs Joslin is reading her favourite genre of adult books, crime novels. She enjoys Karen Slaughter because of the way the author writes. The author's clever way with words has inspired Mrs Joslin to do a creative writing course during lockdown! She has just finished "Triptych" and "Fractured", the first 2 books in a series about a homicide detective in America. The books are exciting, funny in places, dark and scary... She can't wait to get started on book 3.

Miss Bowdidge is reading "Crossfire" by Malorie Blackman. It is the fifth book in the 'Noughts and Crosses' series. It has reminded her of how much she loved reading the series when she was a child. The story follows the lives of Troy and Liberty, two teenagers caught in the firing line as a result of decisions made by their families and even though the world is a different place for Noughts and Crosses the consequences are just as dangerous....

Miss Barrett is reading "Early Riser" by Jasper Fforde. He is one of her favourite authors. This is a fantasy novel with most of the population hibernating for winter. The protagonist Charlie Worthing is selected to be a novice Winter Consul. Charlie was selected as he could memorise a short passage. Will he survive the extreme cold of the Welsh winter or be taken by Nightwalkers? This question and more are still to be answered by this intriguing book. Miss Barrett is enjoying it so far as it has really captured her attention and she needs to know more about the alternative reality in which the characters live. Miss Barrett thinks that Jasper Fforde's strength is writing stories that have some basis in reality whilst still being fantasy. She recommends the "Last Dragonslayer" by the same author for lower school students.

Mr Paz has been very busy reading... He started with "Girl, Woman, Other" by Bernardine Evaristo. This is the beautiful and poignant compilation of life stories from the viewpoints of (mostly) women of colour in Britain. He confessed that it made him cry multiple times! Get out your tissues and start reading... He also read "Inglorious Empire" by Shashi which is a ground breaking study examining the dark side of British colonial rule, thanks to overlooked primary sources and newly discovered documents. For his book club Mr Paz has read "Measure of a Man" by Marco Malvaldi. This is an historical novel about Leonardo da Vinci as he attempts to manoeuvre court intrigue, assassinations, financial woes and egos, all the while trying to solve a murder and work on a famous horse statue that was only finished a few decades ago!



Our Librarians, Mrs Cox and Mrs Craig would like to congratulate all Year 7 combined, who have read 100 million words for Accelerated Reader during lockdown. That's amazing! Well done Year 7. www.renaissance.com

Art Department Projects

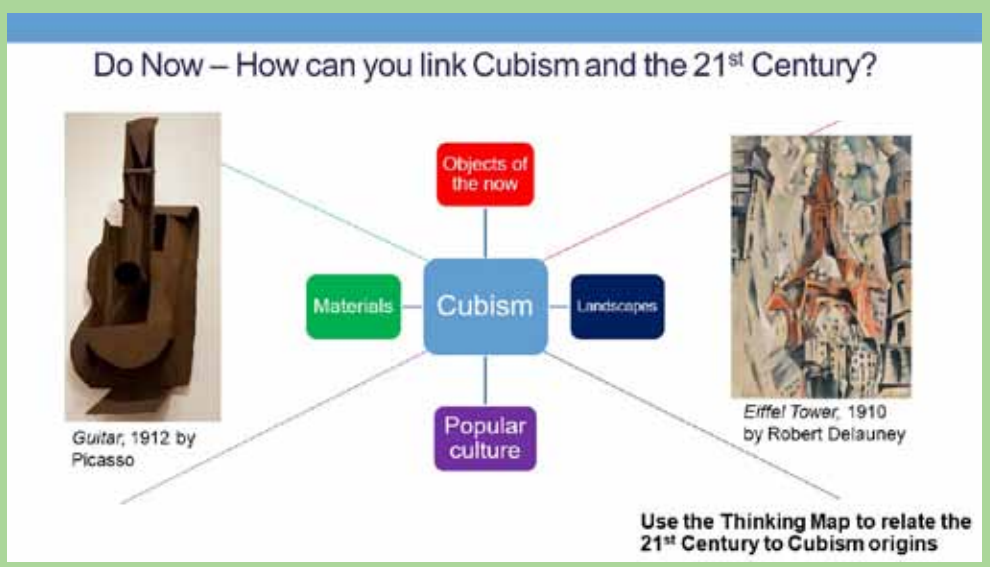
Phoebe Sharpe 12E

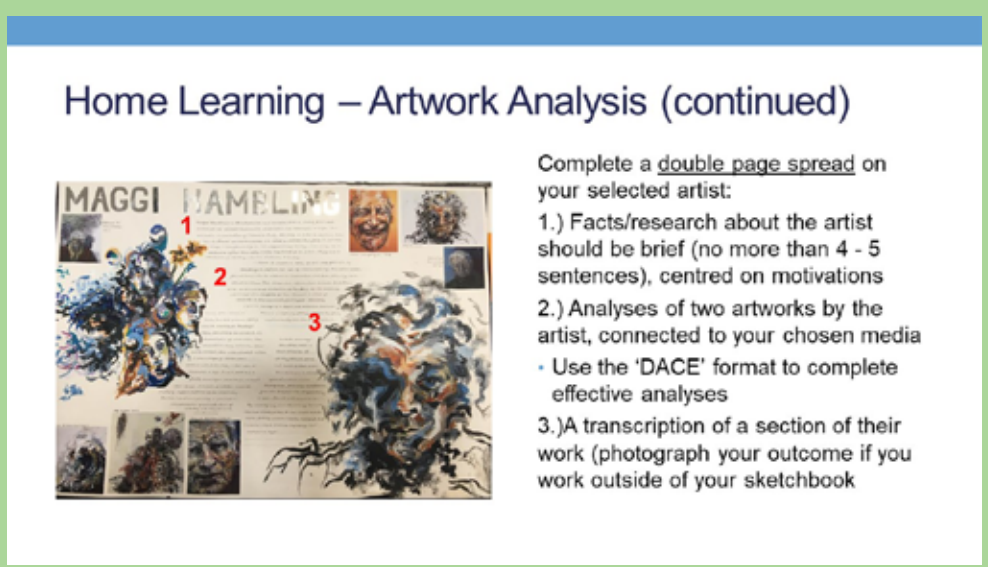
Over the recent few months I decided to put my spare time from no longer commuting to school and lesson movement, to good use. In the past I have made commissions for family friends and former teachers, however I thought I could set up an Etsy account to help raise money for the NHS. A proportion of my profit goes towards the NHS. I hope to continue this in the coming months, to show my support for the NHS and create watercolours that other people, as well as their families may appreciate.

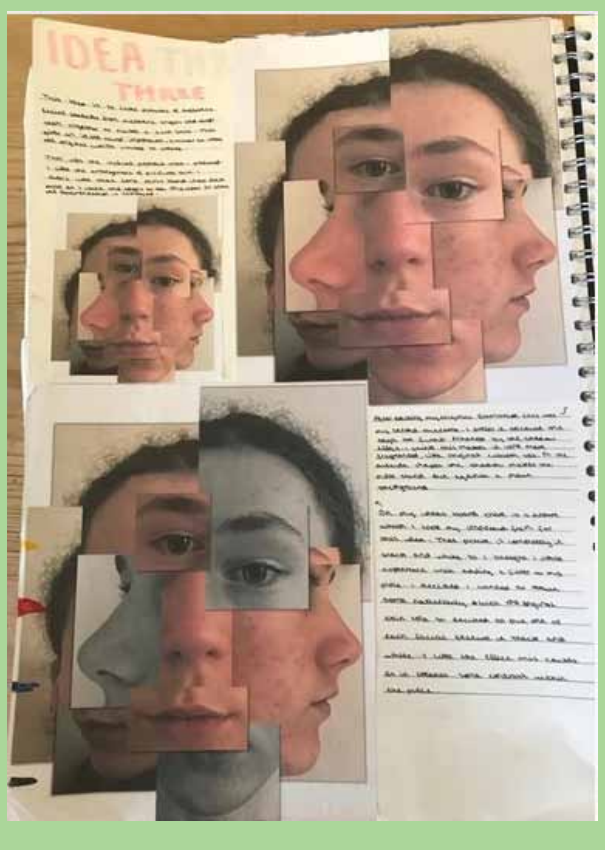


Year 9 Cubism Project

Year 9 were asked to research the style of art known as "Cubism", to critically analyse a piece of work produced in that style and make a transcription of it. They then examined how the style has influenced 21st century art and devised their own responses using what they had learnt about the style.











Learning Objectives:

- To make links between the 21st Century and Cubist origins
- Explore a range of artists (Cubist or inspired by)
- Identify an artist (relevant to your choice of media/subject-matter) and analyse their work



Outcomes:
Must – Have identified an artist related to your initial ideas/choice of media and have written the 'research' component for the double page spread

Should – Analysed one artwork by the artist (using DACE)

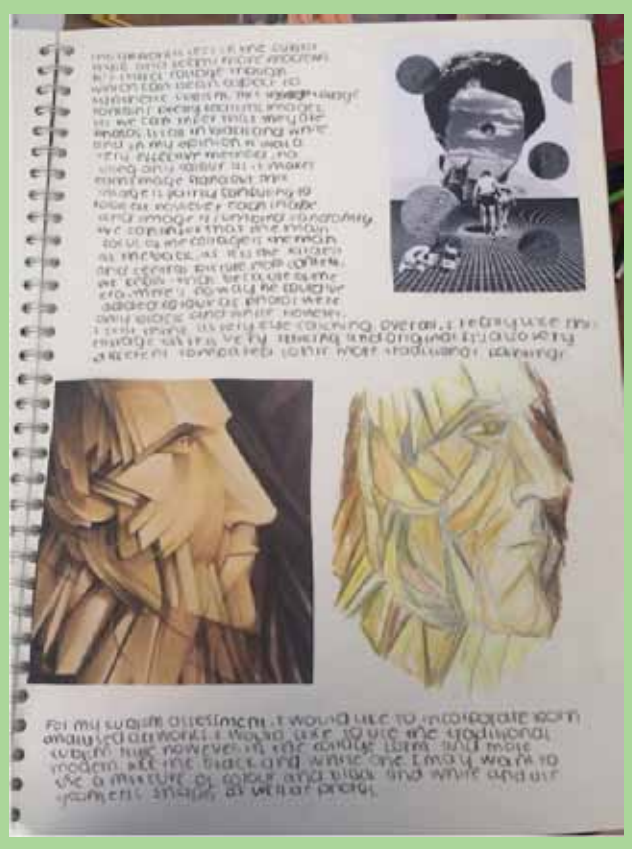
Could – Start the transcription of their work, applying previously techniques (if relevant)

Context (AO1) – Cubism to present day



Diego Rivera (1886 – 1957)
Cubism, Art Deco, Social Realism
Naïve Art (and more)

Portrait of a Painter (Portrait of Zinoviev), 1913











Context (AO1) – Cubism to present day



Natalia Goncharova (1881 – 1962)
Cubism, Cubo-Futurism,
Expressionism (and more)

Dynamo Machine, 1913

- **Describe**
  - What do you see? (As much detail as possible)
  - Include everything: Type of art work, size, colours, lines, shapes, space
  - Subject matter. (What is the work of Art about? What is happening?)
  - **Your initial impression**
- **Analyse**
  - Using your description consider the effect or meaning of each element you described on the viewer (you!)
  - You might discuss: mood, personal experience, whether it is realistic/ non-realistic etc.
  - Are elements of the artwork symbolic, is there hidden meaning or mood?
  - **Your opinion**
- **Contextualise**

  With your own knowledge
  - What category does this art work fit into? (Painting, sculpture, abstract etc)
  - Why do you think the artist made it?

  With research
  - When was it made?
  - What does the artist say?
  - What do the experts say?
  - Compare it to other artworks either by the artist or another artist working at the same time. Consider differences and similarities
  - **Your opinion**
- **Evaluate**
  - Summarise your thoughts
  - With everything you have learnt what do you now know about the artwork?
  - How do you now feel about it?
  - **Your final opinion, has it changed?**

Sports - Review of the Year

Normally at this time of the year, the PE department are celebrating the sporting success at the Sports Presentation evening. Unfortunately, this year we were not able to compete in as many competitions and sports as we normally do. So, for those students that excel in the summer sports, you will have to do twice as well next year instead! As you can see from the overview below, the students have performed to a high standard once again, and managed to fit in a lot of fixtures and competitions from September to March.



Netball - Central Venue:

This tournament gives the opportunity for the Year 7s to play all of the schools in Colchester: the A team won the tournament, winning all of their matches ; Lyla Belshaw, Eva Swann, Saanvi Kumar, Beatrice Sivyer, Francesca Howell, Henrietta Fowles, Krisha Donepudi and Kesi Ezeonwuka. This team also got through to the Essex Cup quarter finals – an excellent achievement. The B team came 3rd; Lara Thompson, Martha Smith, Lily Tyler, Connie Ratley, Siya Gupta, Akshaya Jasokumar, Ekene Utti and Sarah Jane Leugue Yomba.

Colchester League:

Years 8-10 all made the semi-finals, which were due to take place the week we went into lockdown. It is a shame the girls were not able to complete this year's netball season as the commitment and effort put into training this year was fantastic.

Year 8;
Kate Archer, Amy Cheah, Olivia Edwards, Imogen Jones, Molly Nee, Aimee Newson, Ayenoya Alegeh, Lucy McCrudden and Anna Prince.





Year 9;
Bella Garrard, Lana Houghton, Taro Chandiwana, Gabby Ateba, Freya McAdam, Bella Johnson, Abby Spurr, Daisy Longshaw, Leila Hodivala.

Year 10;
Josie Hepworth, Amy Hersey, Sian Rees, Hannah Skelton, Eve Jeffery, Ayana Curtis, Georgie Smith and Maddy Allen.

U/19 won the Sixth Form league;
Toni Egbulefu, Lizzie Finch, Anais Giles-Scieller, Skye Goodman, Katie Williams, Bella Puleston, Chanel Mba and Shalom Asemota.



Gymnastics

U/19 came third regionally in the Floor and Vault competition; Ella Aldons, Bella Cullen, Vinuki Peries and Charlotte Lo.

Badminton

U/16 were District and County Champions. They would have also been competing at the regionals; Chloe Dennis, Charlotte Xia, Hana El Diwany and Hrishita Parikh.



Trampolining

U/13's came second overall, with Madeleine Strevens placing second individually as well; Matilda Beavers, Ellie Spurr and Hannah Johnson.



Cricket

The U/13 and U/15 competed in the Lady Taverners indoor cricket competition. The U13s came 2nd in their pool and just missed out on going to the finals day with a narrow loss to New Hall. U15s played with excellent spirit and managed a fantastic win in their final game with contributions of runs and wickets from everyone. **U/13;** Lyla Belshaw, Francesca Howell, Diya Kumar, Ava L'Estrange, Bea Sivyer, Saanvi Kumar, Imogen Jones and Anna Prince **U/15;** Bella Johnson, Olivia Gravatt, Olivia Powell, Maya Osborne, Taro Chandiwana, Abbie Spurr, Leila Hodivala and Sadhira Galappaththi. U/14 National Cup: With a mix of Year 8 and 9 in the team, they gelled as a team from the very first game and played with determination throughout their time in the competition; Leila Hodivala, Aimee Newson, Gabby Ateba, Kate Archer, Taro Chandiwana, Lana Houghton and Bella Garrard.

Football

Year 7s came third overall in the Colchester league; Lily Tyler, Francesca Howell, Ellie Spur, Fajr Ahmed, Ranita Aryibi, Tisha Ramdan, Lyla Belshaw and Sarah Jane Leugue Yomba.



Sports Review of the Year Continued.....

Basketball

CCHSG's first time for entering into a basketball competition. Well done to the Year 7 team;
Ranita Ariyibi, Minha Fathima, Alicia Russell and Emma Wright.
They won 4 out of 6 games in their pool, then unfortunately got knocked out in the semi-finals, placing 6th overall.

Swimming

Regional Swimming Relay Championships

Year 7/8; Francesca Howell, Georgia Denham, Hannah Karlsson, Maria Stanciu and Amy Milburn.

Year 9/10; Charlotte Norman, Cerys Williams, Sophie Baker, Maya Osborne, Mary Gill – They qualified for the National Championships for both the medley and freestyle relay but unfortunately the event did not take place.
Year 11/13; Ana Victoria Anderson, Lucy Morgan, Sophie Talbot and Molly White.

Cross Country

North East Essex Cross Country Championships

Year 7 girls won; Lyla Belshaw (placed first overall), Beatrice Sivyer, Lily Tyler, Esther Soyombo, Lauren Holmes-Cook, Gabriella Goldsmith
Year 8/9 girls won; Carys Sergeant (3rd overall), Imogen Jones, Olivia Edwards, Kate Archer, Isadora Spalding, Esme Vallois- Davies
Year 10/11 girls won; Rose Sheppard (2nd overall), Emi Nicholls, Kaela Swaine, Erin Handley and Charlotte Norman.

Essex Schools Cross Country Cup
Junior Girls; Lyla Belshaw (1st overall), Carys Sergeant, Imogen Jones, Beatrice Sivyer, Gabriella Goldsmith and Eva Swann.
Intermediate Girls; Rose Sheppard (2nd overall), Kaela Swaine (5th overall), Charlotte Norman, Maddie Allen and Esme Vallois Davies.





Equestrian

National Championships

Isabelle Lane won the individual Novice Championship and came eighth in the individual Elementary Championship. In the novice national team championship the team (Gracie Tyte, Ellie Hastings, Isabelle Cleghorn and Isabelle Lane) came 2nd out of 38 teams. Amelia Kay competed in a jumping competition in March, placing 1st in the 1m and 1.10m. Ellie Hastings and Isabelle Lane have also competed in a virtual dressage competition during lockdown, with Isabelle placing 1st and Ellie placing 3rd.



Happy memories of our February 2020 ski trip

CCHSG Summer Inter-Form PE Challenge

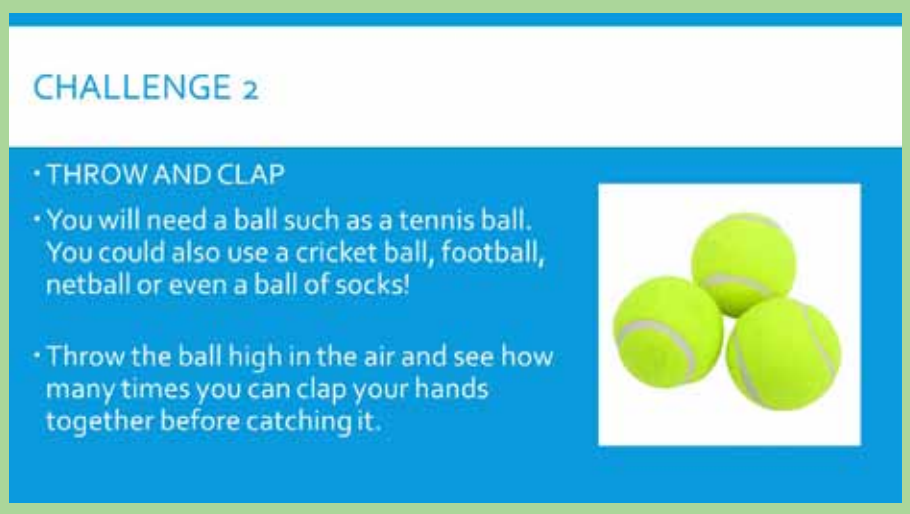
The PE department ran a summer inter-form competition for students from all Year Groups to take part in whilst at home. The event aimed to bring back some healthy competitive spirit in place of our annual Sports Day, which is always a highlight of the school year.

The event took place in the week 13-17 July, and involved all Forms in each Year Group competing against each other in a series of sporting challenges. These included a 1km timed run, holding a plank for as long as possible and seeing how many tea bags could be thrown into a mug from 2m away.

Once the week is over and sports captains have collected in their Forms results, the PE department will total up the scores to see who will be crowned the winning Form in each Year Group and receive their winner's certificates.









PTFA

Second Hand Uniform Sale dates:-



1. **Thursday 23 July** - 14:00 to 20:00 hours
2. **Friday 24 July** - 14:00 to 20:00 hours
3. **Saturday 25 July** - 10:00 to 14:00 hours

Venue: CCHSG Gym

In order to ensure social distancing and to prioritise the safety of all involved, appointments are required to attend these sales. Please note that this is likely to be the only sale for the foreseeable future, so please book your appointment to purchase items that you may need later in the year.

Appointments can only be made through this online booking system: https://form.jotform.com/cchsgptfa/ptfa-second-hand-uniform-shop

Second Hand Uniform and Revision Books Collection



We are very grateful for the many donations of uniform that are being dropped off at the school. Please do send in donations of uniform, PE kits, etc. that are in good condition. We will continue to accept donations until **22 July 2020**. We are also grateful for donations of 11 Plus, SATs, GCSE and A Level revision books. Please deposit donations in the wheelie bins, which are both clearly marked and situated to the left of the reception entrance at the school.



PTFA Virtual Quiz Night
THANK YOU!

We would like to thank all those who took part in our recent Virtual Quiz Night hosted by CCHSG parent, Mr Julian Roper. We had a lovely time with 17 teams in the 6 rounds. As well as enjoying a fun event, we raised £245.52, £85 of which will be donated to NHS England.

Congratulations to the McHugh family (Team Rocket) that took the top prize of a company quiz to be hosted by Mr Julian Roper and the PTFA Quiz Trophy. We will look into running further virtual quiz nights in the future.

Classlist

Classlist - Current Year 7-10 Sign-up
If you have not done so already, please sign up for Classlist at www.classlist.com, search for our school and sign up. You can also download the Classlist app on iOs and Android. Current Year 7 parents will particularly find Classlist very useful to connect with other parents from your child's Form and Year Group. It is free to use, completely secure, GDPR compliant and used by over 2,000 UK schools.

https://www.classlist.com



Book Now for the Second Hand Uniform Sale



easyfundraising feel good shopping

It's easy to get involved and costs you nothing. Sign up to support Colchester County High School for Girls PTFA **here.**
https://www.easyfundraising.org.uk/causes/colchestercountygirlspta

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