



Etc.

The newsletter for Cornelius Vermuyden School
Issue 25 | Easter 2022





Welcome Back...

W

elcome to the second edition of Etc. for this academic year.

As the first signs of spring start to appear, there is also a tangible feeling of optimism in the air that we are on the way to recovery and that we are beginning to learn how to live with COVID.

Education, like all other systems, has been severely tested at macro and micro levels by both internal and external pressures. We appear to have survived and, in the context of effecting a

recovery, it would be negligent if we were not to ask why. Systems survive crises because they have a principle that is supported by ethical working practices. Over the past two years, teachers have had the well-being of young people at the very core of their practice and have demonstrated a commitment to work well beyond their contractual obligations and in a genuinely collegiate manner on their behalf.

The recovery space is already being filled by those whose seek to determine what the future should

look like and how the recovery programme should be driven. I am privileged to work with such a forward thinking group of teachers and young people. This edition only provides a snapshot of the outstanding efforts of students and staff this term.

I take this opportunity to wish you and your families a happy Easter.

Blog Recommendations

Using Social Media To Help Explore Careers



Youtube has a video for everything, and there is so much useful information to be found if you know where to look! Here are some popular & informative YouTubers to check out.

CareerVidz - founded by interview expert Richard McMunn in 2011, it specialises in teaching job-seekers everything there is to know about careers, tests, interview questions and answers. He now has over 1.7 million subscribers, and has also founded How2Become one of the UK's leading careers information and guidance website.

Career Ready - Working across the UK to help young people kick start rewarding futures, Career Ready shares real life stories and insights into careers. By working with employers,

volunteers, and schools & colleges they help young people develop the skills, confidence and experience they need to reach their true potential in life. CareerAddict - Delivering expert career guidance, from career choice dilemmas, to CV and résumé tips, to job search and interview advice, job applications, workplace issues, and career advancement and salary advice. These easy to watch videos are packed full of useful information & can also be found on other online platforms. You can also search for Universities on Youtube, many have their own channel. Manchester University have a fantastic careers service channel with lots of helpful videos about different careers, courses and Uni Life, it is defiantly a channel to look at.

1. How2Become UK

Learn how to write a CV, complete an application form, pass psychometric tests and how to pass any job interview. Also covers articles on education, job competencies, eligibility criteria, career advice and more. How2Become.com is the UK's leading careers and educational information and development website.

We also have a range of the How2Become books in our school Library!

Avg 1 post per week



2. Reed.co.uk UK

In 1995, reed.co.uk became the first recruitment website offered by a recruitment agency in the UK. Since then, reed.co.uk has branched out to become the UK's #1 job site. Follow this blog for expert career advice on CVs, cover letters, interviews and more.

Avg 9 post per month



Day for Ukraine



In partnership with the Disasters Emergency Committee (“DEC”), First News invited schools to take part in a DAY FOR UKRAINE with the aim of raising funds for those impacted by the invasion and to show support for the people of Ukraine. On Friday 25th March, the school took part in a non-uniform day to raise funds for the DEC’s appeal. Students and

staff were asked to wear a blue or yellow item and, in return for being able to come to school in their casual clothes, they were asked to contribute £1 per family.

I am delighted to share that the school raised £698.75. Thank you to all students, staff and parents/carers for their support.



Year 7 – The year so far



So, the festive season is now long gone, and the better weather is on its way. Year 7 are still working exceptionally well and it is encouraging to see a large amount of the year group involved

in events after school including gardening, sport and the latest school production, Matilda. The tutors and I are impressed with the amount of positive points Year 7 are collecting with a large percentage reaching gold stars and even a few platinum awards. Keep it up Year 7, well done.

Mr Chittock
Head of Year 7

Year 8 – The year so far



Your child or young person has been at Cornelius for just over eighteen months now, and they have become an integral part of the school community and its identity. Looking to the near future, the 2020 cohort have the opportunity to set the tone

for what it means to be a resilient, responsible, respectful Cornelius Vermuyden student over the next forty-two months of their time at the school. Each student has a responsibility to model positive behaviour and attitudes for younger students – children are equally integral to the educational experience as the teachers. I am confident the current group of exceptional young people will rise to this challenge.

Mr Hilditch
Head of Year 8

Year 9 – The year so far



Dear Parents and Carers, I would like to take this opportunity to thank you for your support since the beginning of the academic year. As you know, the partnership between school and home is essential for student success. It was pleasing to see this high level of support demonstrated when speaking with many of you at the Year 9 parents' evening. Year 9 students have worked extremely hard over the second term. This hard work is starting to pay off, with many students making expected and accelerated progress. All students have now made a big step towards their future by picking their GCSE options and have completed this process in a very mature

manner.

As you know, our expectations for behaviour and attitude to learning remain high, and I am delighted to see so many students achieving positive points each day. Three students have achieved our highest positive award this term, the Headteacher's award (6,300). Seven students have achieved our platinum award (4,500 positive points) and 75 students have achieved the gold award (2,700 positive points). I hope that all students are able to adopt a positive attitude to learning and achieve awards during the remainder of the year.

Mr Lill
Head of Year 9

Year 10 – The year so far



Since returning to school after the Christmas holidays, Year 10 as a whole year group have earned a remarkable number of praise points totalling 209,610! Several students have achieved their bronze, silver and gold certificates with some aspiring to reach the platinum award next. Here are the 14 students who have managed to get over 2,000 points so far. Incredible!

Marney, Tyler	3,510	Forster, Stephanie	2,160
Dixon, Freya	2,400	Peters, Josie	2,160
Terry, Ellesse	2,370	Jefford, Alex	2,100
Gleed, Daisy	2,280	Monk, Ronnie	2,100
Parkin, Grace	2,280	Halladay, Max	2,070
Lewis, Ella	2,220	Barns Howlett, Jake	2,040
Dilliway, Emily	2,160	Bedford, Liam	2,040

Keep up the fantastic work Year 10!
Mr Sweeny
Head of Year 10

Year 11 – The year so far



I think the words resilience and responsibility come to mind when I look back at the spring term for the current Year 11. They have certainly upped their game when preparing for the second round of mock exams. These times can be very stressful for students and parents alike, so thank you to all who attended the Year 11 Parents' Information Evening, I hope that you found the sessions very useful. I am particularly pleased to report that attendance and punctuality have greatly improved this term, as have engagement with homework, revision sessions and interventions. The students are growing in confidence and maturity, which bodes very well for their final

examinations which begin in May.

Ms Marsden
Head of Year 11

Design and Technology student work

The work shown here relates to the Year 11 student design through CAD development.

In the case of the lantern/light, Harley Jules shows a particular ability on 3D fusion and demonstrates a professional understanding. It took a number of hours to make using the 3D printer, in four different parts i.e. the base, main body, lid and handle. Harley is planning a career in engineering.

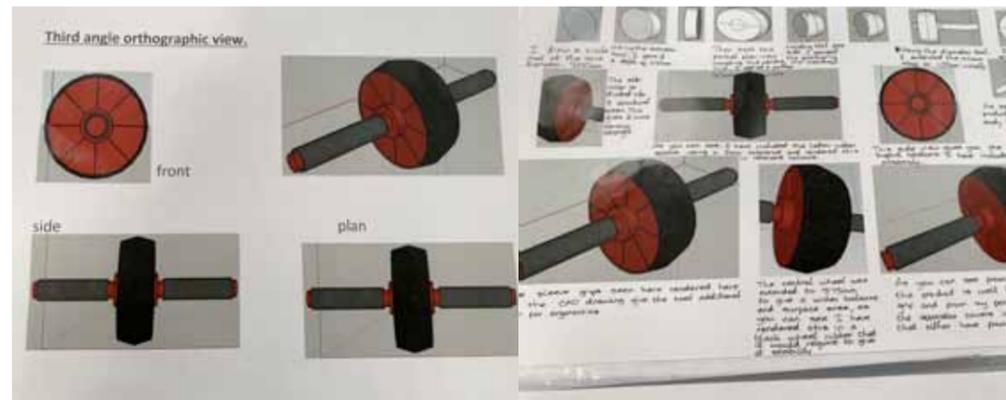
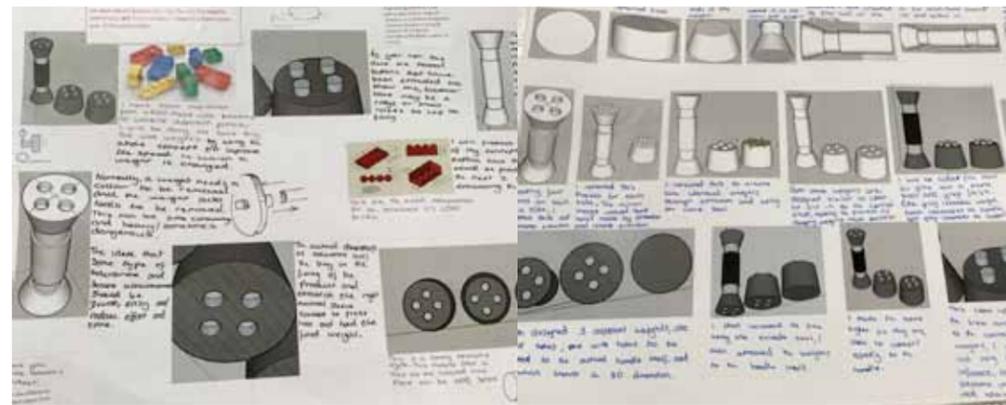
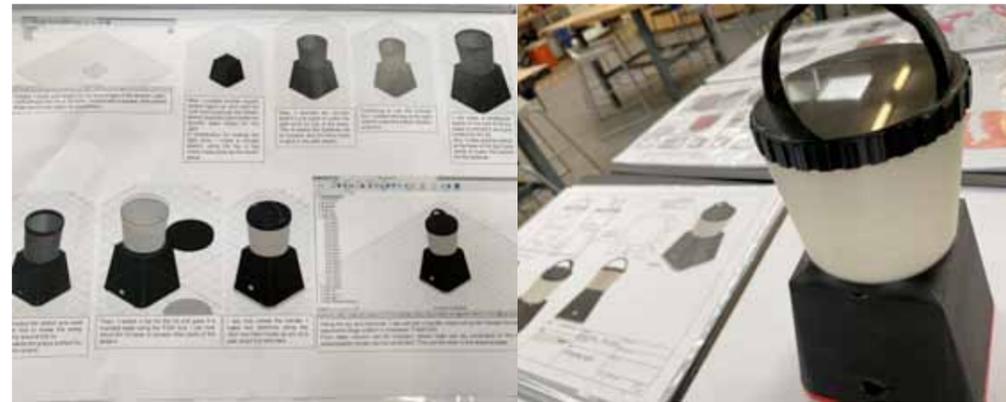
Valentina Castellana wants to pursue a career in Graphic Design and shows good skill and ability in the design of the polymer egg chair, demonstrating a good understanding of biomimicry and of dimension light and form.

The CAD design showing the dumbbell gives a clear understanding of tolerance and function within the product and in how the concept has been realised. Freddie Ward is a student that is also keen on a career in some field of engineering.

The water bottle design is by Morgan Kelly-Newton, who has an ability to develop and draw in CAD. This is shown with a very detailed Google sketch up design.

Jaden Sexton has designed an improved ab roller, shown here in some CAD development.

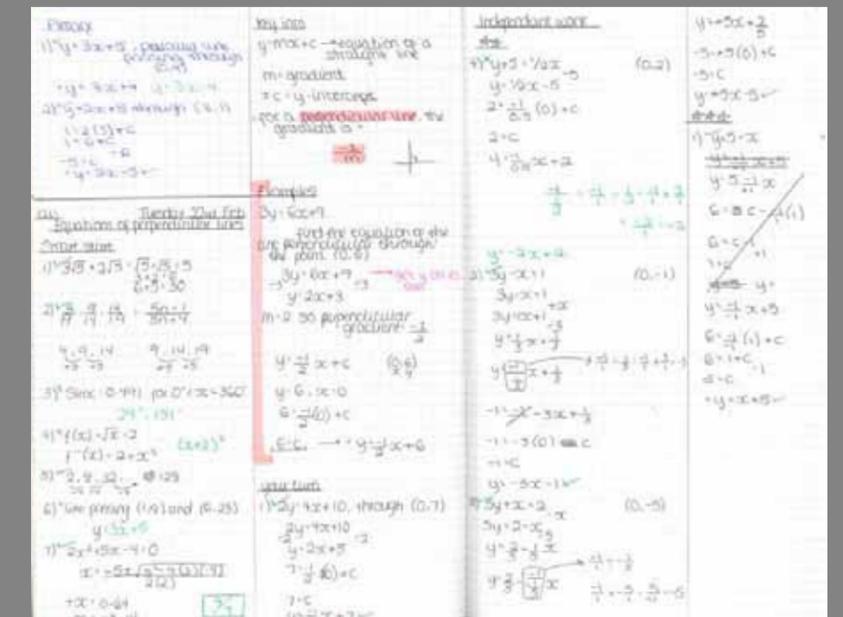
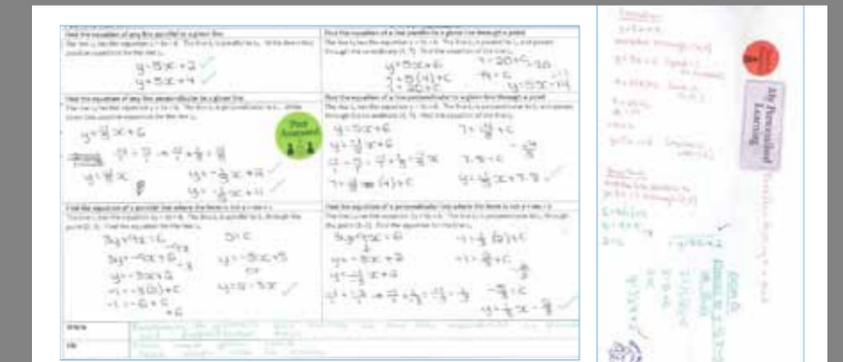
All these students have worked hard to make sure the Design area of the GCSE is being researched and presented to a very high standard.



Maths

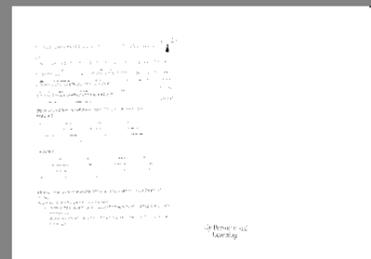
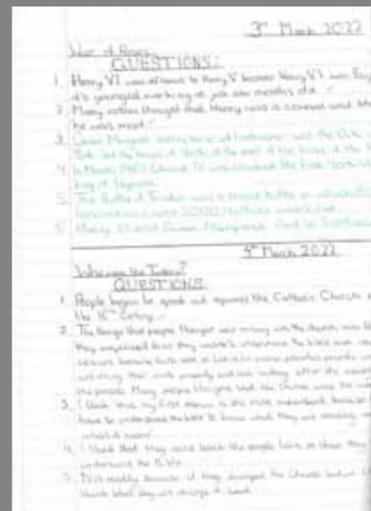
Year 11 and their classroom teachers have been working very hard to address any weak areas that have been identified throughout the year. The general approach is to start with a 'SMART' start which reviews lots of different topics previously learnt. Following this, the classroom teacher focuses on one specific topic for the main part of the lesson and provides clear modelled examples which students follow during their independent practice. Once a topic has been fully covered, a post knowledge check is completed by each student which is marked and feedback provided. This enables the teacher to provide personalised work for each student to complete in order to ensure full understanding of each topic which is often followed up by a personalised Hegarty homework task to consolidate and extend.

Year 11 have been responding well to this practice and we are excited to see the impact that this has had on their progress.

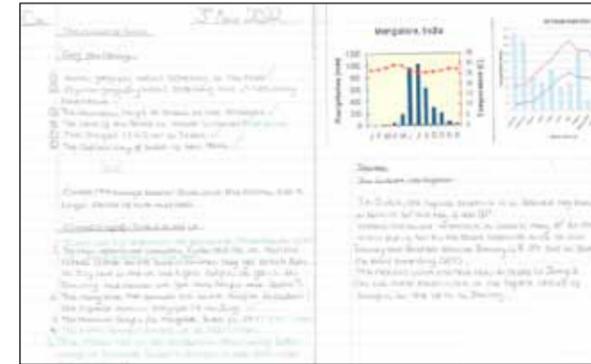


Year 7 History

Students study British history from Anglo-Saxon times to the present day as part of the National Curriculum in History. So far this year, students have learned about Anglo-Saxon England, the Norman conquest, and Medieval England. Students are assessed regularly on the skills and knowledge from the topics. Students have also now just started to learn about Tudor England. The examples of student work included with this article are from Isabelle Short, whose work is a great example of how students are able to recall knowledge and create extended written responses. The other piece of work is by Tia Kizelyte and is a good example of how students answer questions based on guided reading in order to demonstrate knowledge and understanding.



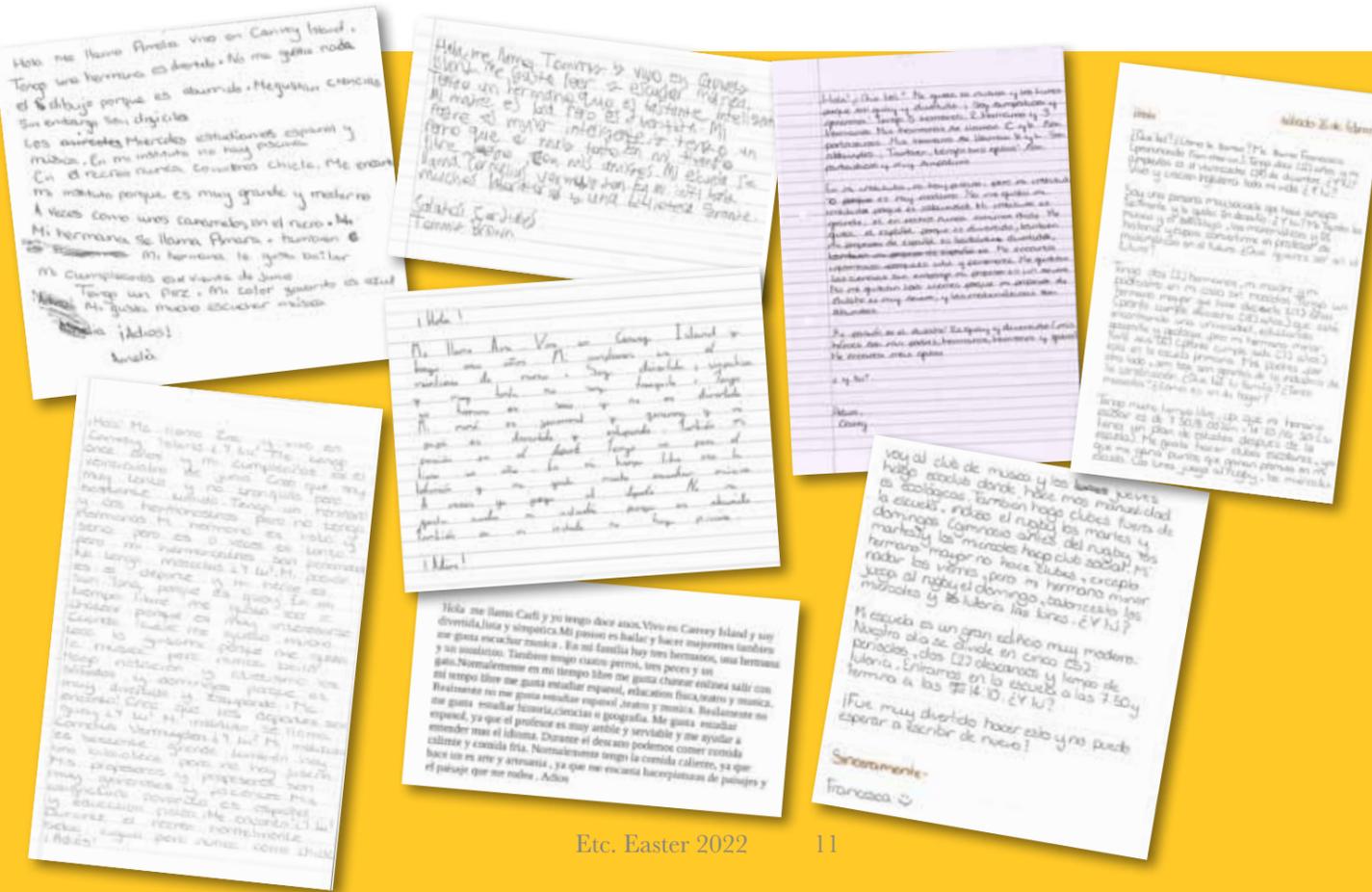
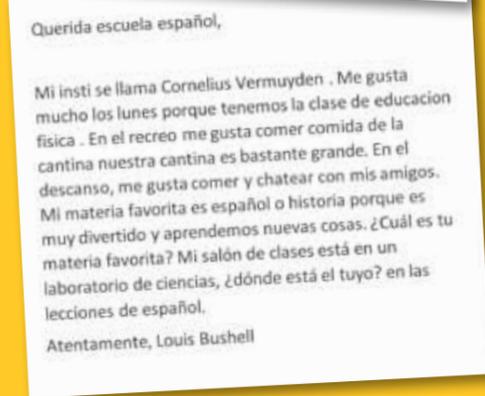
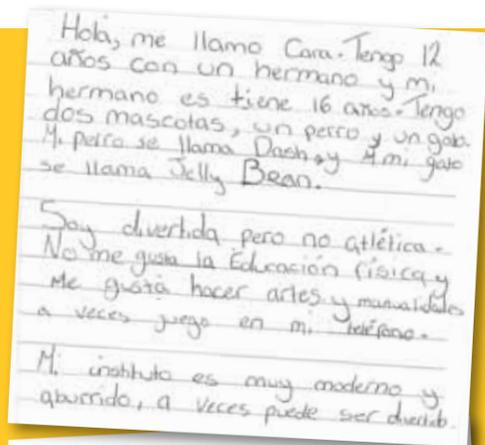
Year 7 Geography



Year 7 students have just finished studying our UK topic in Geography. They have focused on a wide variety of physical topics to give them an understanding of the natural land that is all around them. They started by looking at ecosystems and the wildlife found in Epping Forest. They then focused on the different coastal landforms around the country and learnt about the processes that are involved in creating these magnificent features. Most recently they have moved on to study the country of India, and learnt about the location and climate of this country. Moving forward, students will learn how the monsoon season is created, and take their first steps into human geography by looking at the social and economic impacts of monsoons. They will then get a chance to learn about life in the slums of Mumbai, during which they will develop an understanding of the impact of poverty and reasons people choose to migrate to the cities of India.

Pen pals

This term, some of our Year 7 Spanish class have started writing to their new pen pals in Spain. They are writing to a class of students of the same age at a school called IES Albero which is near Seville in Andalucía, the southern region of Spain. The school already has an established bilingual programme, so we are lucky to be working with a school which is experienced in this kind of partnership. In their first letter, written in Spanish, our students shared information about what they like to do in their free time, and their school. When they next write, they will tell them about their families and where they live. It's a really exciting project for us and we can't wait to see how it develops. Maybe we'll get to visit them one day! Here are some examples of the letters that the Cornelius students have written to their new Spanish friends.



Exhibition of students' work

We are proud of the maturity and high level of skill that our students demonstrate, as well as their creative ideas and ability to reflect on their work positively and continue making improvements. This can be seen in Year 10 student Freya Dixon's artist copy of Anette Tjaerby's work. Freya analyses the process of this piece:

"I chose to recreate this intriguing and wonderful style due to its enticing nature. I found the mix between fine detailed block colours and more messy blurred line fun to play with and although out of my comfort zone, not too far as to scare me off. It was freeing to let go a bit whilst still maintaining control in other areas. I find her bright colours fun and expressive, and find she has a way with conveying emotions that I wish to continue developing myself".

Well done Freya.

Our KS4 students are continuously proving to us that they are growing young artists, which is incredibly inspiring for our younger years here as we continue to grow our creative, enthused and bright community.



This is a piece of art work by one of our Y10 students, Erin Welford who perceptively writes: "This piece portrays an important message that I try to reflect through my artwork. That being, emotions can be portrayed through the smallest of details. This piece is heart wrenching, depicting a woman's skin being forced away from her skull. I like to interpret the feeling of emotional distress and mental illness. This recording represents how tormenting mental illness can be and allows me to celebrate my own resilience.

For this recording, I started off with a pencil base for the dark areas and used tone to create the skin tone, facial features and the horns. I later decided that the darkest tones didn't feel dark enough so I went over the eye sockets and the hair with a soft charcoal pencil to add more depth to the recording. I really enjoyed the process as I kept revisiting the piece and finding parts that I could improve on."

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Music

It has been an exciting term so far with new topics being covered. The first was launching the afterschool electronics club where students from Years 7 to 11 have taken part in building components for a 1980s style synthesizer. (Please note, Mr Coates was clueless about electronics two years ago!) It has created a totally different approach to creating music and the students and myself enjoy the quietness of it as an activity.

This also fed into the STEM week. In music, we took the VCO (oscillator that makes the sound) and used potentiometers first (knobs) and then used LDR (light dependent resistors) to change the sound. Students had opportunities to play it and see the circuit up close.

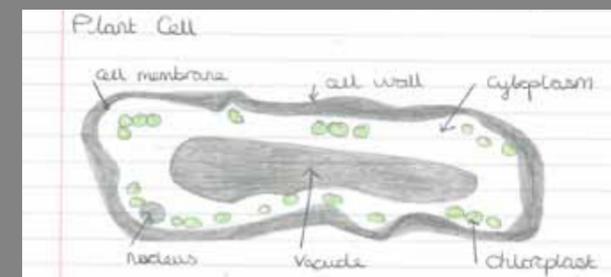
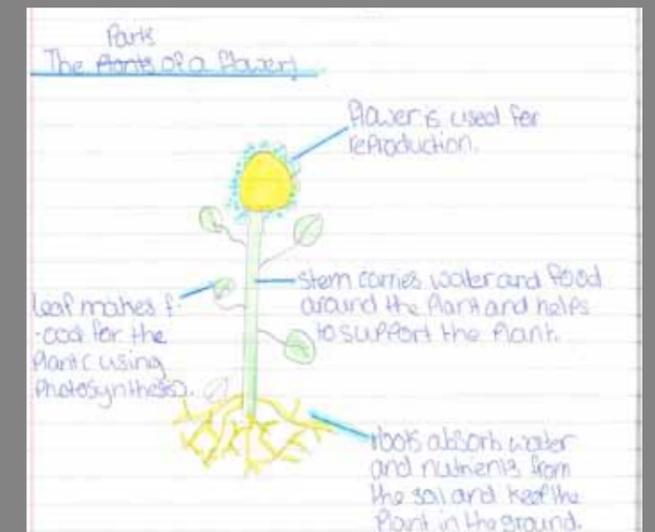
In class, we are completing the unit on musicals which fits into the overarching theme of song writing, and already, the students are showing superb skills with lyric writing and producing chord sequences. The work in class, afterschool and in clubs will arm the students with enough creativity to really become involved in the Eisteddfod (Olympics for the arts) which launched on March 21st and the competition will finish in finals week in July. The Eisteddfod categories will cover art, dance, drama, music, media, technology and English. Our aim is to foster a whole school ethos towards creativity and how each and every subject needs it.



Science Year 7

This term in Science, Year 7 students have been studying cells and cell organisation, investigating how cells are the building blocks of life.

The plant cell below was drawn by one of our Year 7 students and you can clearly see the structures. The students have learnt how to draw scientific diagrams. They have also learnt that these cells are grouped together to form a tissue, such as muscle cells forming muscle tissues. The tissues are then grouped together in an organ, such as the muscle tissues forming part of the heart, along with fat and nerve tissues.



The diagram above drawn by another Year 7 student, shows the main organs in a plant and how these organs contribute to the plant growing. She has clearly labelled how water is absorbed by the roots in the ground and is carried around the plant via the stem. She has also identified which organs are involved in plants making food and where they reproduce.

Tales with a twist from the nineteenth century



The spiralled-curriculum in English, sees Year 10 further developing their reading skills with regard to texts from the nineteenth century. This half-term, Year 10 have been reading and analysing three tales with perplexing, twisted endings. 'The Monkey's Paw' by W W Jacobs, looks at the dark side of making magical wishes and suggests that we should all be careful what we wish for. The captain's bleak statement that: 'The third wish will be for death.' sneered at by the White family, comes all too tragically true. 'The Necklace', a translation from the French by Guy de Maupassant, similarly shows the protagonist's, Mathilde, regret at wishing she had the beautiful gowns and diamond necklace life-style of the rich when her life takes a tragic downturn, owing to her avaricious nature. Finally, the unreliable narrator in 'The Tell-Tale Heart' by Edgar Allan Poe regrets his murderous and unfathomable deeds, when his guilty conscience gets the better of him in the form of an unrelenting heartbeat, under the floorboards.

Year 10 read, predict and enjoy the stories, before practising examination skills for English Language Paper 1 (19th Century Texts and Imaginative writing) in the form of analysing language and structure, evaluating the writers' themes, ideas, events and settings and writing imaginatively in the gothic style.



What would have happened if she had not lost that necklace? Who knows? who knows? How strange and changeable is life! How small a thing is needed to make or ruin us!

(Guy de Maupassant)

Girls' Rugby

On Monday 14th March, the Cornelius girls' rugby team completed the first ever district female rugby fixture, competing against a mixed team from Castle View. Alex Breading (Canvey Rugby Club) has led a number of sessions with the girls and enthusiasm for the sport is at an all-time high! Throughout the game we had excellent phases of play, fantastic teamwork and a number of thrilling tackles; many from Lilly Aspinall! The game finished in a 30-30 draw with all of the girls enjoying the first of many district girls rugby fixtures. Well done girls!



Extra-Curricular News – Spring Term

This term, we have had a wide range of extra-curricular clubs running across a selection of subjects including Art, Science, Maths, DT, English, Food Technology, PE and Music. On top of this we have seen increasing numbers attending Gardening Club, Cooking Club, School Newspaper Club, UKMT Maths Challenge and Debate Club. Finally, preparations for the school show, Matilda, have also been in full swing! Students from Gardening Club took a trip to Hyde Hall to put into practice the skills they have

been learning, and the School Newspaper Club were lucky to see Cinderella, to write a report on the performance. Our student leaders have been particularly impressive this term through some of our first student-led clubs such as Card Club, Pokémon Club and Empower – Find your Voice Club. Students are lucky to have access to such an array of opportunities through the extra-curricular timetable, it is never too late to try a new hobby and start attending a club! Mrs Merrick-Cook

ENRICHMENT PROGRAMME SUMMER TERM 1 2021-2022				
After school programme: 2.15-3.15PM (PE – changed & ready for 2.30PM) with a drink and a snack available for all.				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Study Club (Library) Mrs Nicholson Year 10-11 Maths STRETCH (B1.6) Ms Sully/Miss Rodol Year 7-8 Junior UKMT Group (B1.1) Mrs Aduaka Year 7-8 Art Club (A1.2) Miss Conran Year 7-9 Food Club (A0.3) Mrs Ringwood Years 7-11 Music STEM (F1.1) Mr Coates Year 7-11 Media Masterclass (G1.1) Miss Mayhew Years 7-10 'Young Geographer of the Year' (O0.8) Miss Hall/Miss Carlile Years 7-11 Science Lego Club (B0.5) Mr Bayliss	Study Club (Library) Mrs Nicholson	Study Club (Library) Mrs Nicholson Years 9-9 Maths Drop-in (B1.4) Mrs Madamedon Years 7-11 Musical Masters (Main Hall) Miss Mayhew Years 7-11 Keyboard Club (F1.1) Mr Coates Year 7-11 Card Club (Library) Student-led	Study Club (Library) Mrs Nicholson Years 7-11 Eco Committee (D1.1) Mrs Goldsmith Years 10-11 Studio Skills (F1.1) Mr Coates Year 7-11 DT Club (A0.1) Mr Devitt	Study Club (Library) Mrs Nicholson Year 7-9 Garden Gang (Languages Office) Mr Wadding Years 7-11 School Newspaper (B1.1) Mrs Merrick-Cook/Ms Sully Years 7-11 Singing Club (F1.1) Mr Coates
BEFORE SCHOOL				
Times Tables Rock Stars (G1.1)	Times Tables Rock Stars (G1.1)	Times Tables Rock Stars (G1.1)	Times Tables Rock Stars (G1.1)	Times Tables Rock Stars (G1.1)
BREAK TIME				
Spanish Pen Pal (drop-in) (B0.4) – Break 1 Mrs Waker	Book Club (Year 7-9) (Library) – Break 1 Student-led / Mrs Wood			Pokémon Club (all) (Library) – Break 1 Student-led / Mrs Wood
HOUSE COMPETITIONS				
The weekly House Competitions will be posted to Show My Homework; these are open to all. The following departments are offering competitions this half term:				
18 th April: Geography 25 th April: English – Shakespeare Quiz 2 nd May: Maths – Mathematics: World's Largest Online Maths Competition 9 th May: ICT 16 th May: PE Inter-House Competitions 23 rd May: Design & Technology				

Explicit Instruction

Here at Cornelius our lessons follow the READ cycle. This stands for recall, explicit instruction, application, determine understanding. In the last edition of Etc., we looked at recall, how we use it and why it is important for learning. Explicit instruction is teaching that is done in a clear and direct way, telling our students the exact information that they need to learn. But why do we do this when we can just use Google? The reason we need to be taught certain knowledge

is as it serves as a foundation on which to build our understanding. This knowledge will allow us to think more critically and question what we read so we can understand what our later Google searches tell us and we also stand more chance of remembering that information. This is why, as part of our READ cycle, our lessons will always include some form of explicit instruction, to equip our students with the knowledge they need to succeed.

Police Dog Display



On Wednesday 16th March, we had the pleasure of hosting a Careers Presentation from the British Transport Police Dog Handler Unit. PC Warren & PC Curry visited the school with their dogs, Roxy & Boots, to show our students the incredible work they do.

The presentation focused on the role of the British Transport Police and how the dogs support them in carrying out their duties. Pupils got to experience how dogs work passively and in a proactive way to support the police in a range of different situations.

The dogs demonstrated their skills for our students with a number of exercises. Roxy, a Labrador and one of their explosives dogs, showed us how she can detect explosive materials using their training aids. A backpack, with a faint scent of explosives, was hidden among the students and she was able to sniff it out with ease. Students also enjoyed watching Roxy search members of staff for a hidden

object.

Boots, a German Shepard and one of their general purpose dogs, can detect human scent and they are generally used to help locate missing people, offenders or evidence. PC Curry used some protective clothing and demonstrated how Boots can help apprehend offenders.

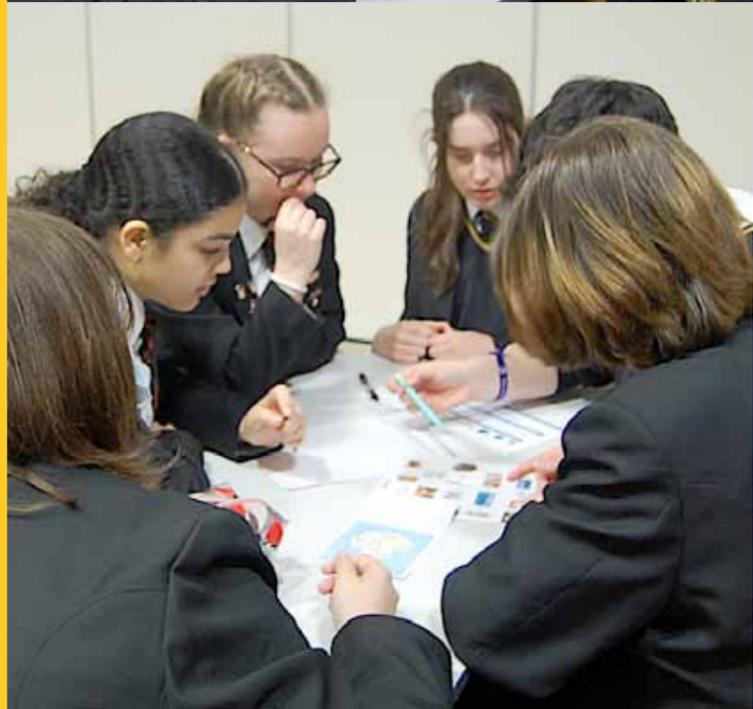
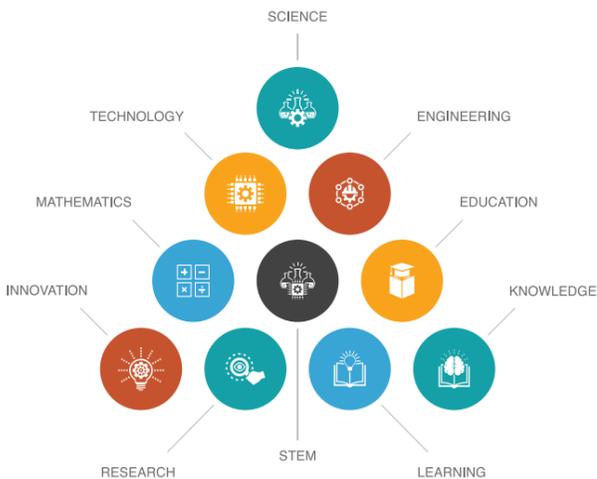
After the presentation, students were able to have a look and try on some of the protective equipment the officers and dogs use. Thank you to PC Warren & PC Curry for an insightful and interesting morning.

The presentation was the first of a number of Career based events that the school is going to be hosting over the next few months. Each event will give our students the opportunity to develop their understanding of the world of work, different careers, labour market information, experience meeting employers and local businesses, and learning what is required to work in different professions.



STEM Week

Students celebrated Science, Technology, Engineering and Mathematics in all subject areas during the week 7th – 11th March as part of our first STEM week. This was an opportunity to demonstrate the vital importance of linking learning and applying knowledge gained in one subject area to another, particularly knowledge gained from STEM subjects. There is a real shortage of skilled workers in many STEM industries, therefore opening our students' eyes to the possibilities of future careers in these industries specifically is of real importance to us. Our students were able to experience a range of activities across the week including applying their problem solving, mathematical and scientific skills to a geographical escape room, experiencing careers available in the world of mathematics, considering the scientific advances used in key literature in English or during world events in History, investigating the scientific impact of exercise on the body in PE, plus much more! We hope students enjoyed the tasks that their teachers carefully compiled for them and look forward to STEM week 2023!



Antarctica Escape Room

On Monday 7th March our Year 7 and 8 students undertook the challenge to escape from Antarctica. Their challenge was to complete 10 tasks, to make their way through the pods of the Antarctica research station to make their boat back to the UK, or risk being stuck in Antarctica's harsh environment. Students completed a variety of geography tasks

which used their geographical, maths, science and impressionist skills to try and make their way through the pods. The students worked collaboratively and imaginatively to complete each task however, we sadly have to report that no students managed to escape, and they are all spending some quality time in the icy desert.



SCHOOL GARDEN GANG

visit to RHS Garden Hyde Hall in Chelmsford 8th February 2022

“On Tuesday 8th February, the gardening gang and I went to Hyde Hall on a school trip with Mr Walding. We arrived and were greeted by two RHS education staff and they took us to the Winter Garden. We looked at grey and white coloured flowers and plants. We walked up a distance to the Learning Centre where we made pots, planters and looked at dead things found on the grounds. We then walked around the site and at the tree planters and the forest. We looked at the water reservoir, which was two double decker buses deep! We then came back to the Learning Centre and had lunch. We did some helping by de-weeding some planters and then planting some garlic, daffodils and some other plants. We finished the day by heading back to the main reception to buy some things in the shop to take home. Mr Walding then treated us all to hot chocolate. I had an amazing day and I cannot wait to return there in the Summer to see the changes in a different season!”

Connor – Year 7

“When we went to Hyde Hall, we walked around the huge and open estate and engaged in lots of fun activities. We made plant pots out of newspaper and put some pea seeds in them, we went on a fun nature hike around the vast fields, and we decorated some pots with extracts of magazines, weeded some of the many nice gardens and finally looked upon the hugely enormous and wonderful lake. At the end of the day, we took some marvellous herb plants home in our decorated pots. So overall, I enjoyed my time at Hyde Hall.”

Zak – Year 7



Leigh Beck Visit



This term, Year 10 Child Development students had the opportunity to visit Leigh Beck Infant School here on the Island. This experience offered our learners an opportunity to apply their knowledge of how to support the development of children. Students were given the opportunity to ask staff questions to support their coursework and career planning. This was also very nostalgic for some of our students who attended Leigh Beck. We are very grateful for Mrs Smith, staff, and children at Leigh Beck for their very warm welcome.



At the start of March, The school ‘Garden Gang’ were super excited to receive all our tools and gardening bits from Morrisons supermarket,

from their “it’s good to grow” gardening campaign which ran in September and October 2021. A massive thank you to all parents, staff, and students for

supporting the school gardening club with this endeavour. We are really looking forward to using it all to help make the school garden even better and bigger.





World Book Day Readathon

To celebrate this year's World Book Day, Mrs Stead, one of our Drama & English teachers, arranged a sponsored Readathon. 32 students were selected to take part and were tasked to spend the entire school day reading in our Library. A cosy, calm environment was created by Miss Hare & Mrs Wood, with classical music, bean bags and blankets.

Some students set themselves individual tasks of completing an entire book, others were keen to add to their Accelerated Reader word count. Feeling determined they commenced this year's Readathon. Students did a fantastic job, reading for a total of 5 hours. During this time, between them they read 35 books which equated to 1,903,160 words!

To celebrate their achievement, students enjoyed pizza while Miss Hare revealed the grand total of money they had raised for charity. Together our students raised an incredible £1,297.52!

Amy Daubney, 8A5 said "It was great to be able to read more"

Aaron Rose, 8A1 said "It was amazing!"

Katie Logan, 9T4 said "I would definitely recommend others to do it, it was very peaceful"

Thank you to all our students who took part and to those who sponsored them, the funds raised will go to the World Book Day charity. Currently, in the UK, nearly 400,000 children don't have a book of their own so our donation will go towards enabling children have access to books and a chance to develop a love for reading.

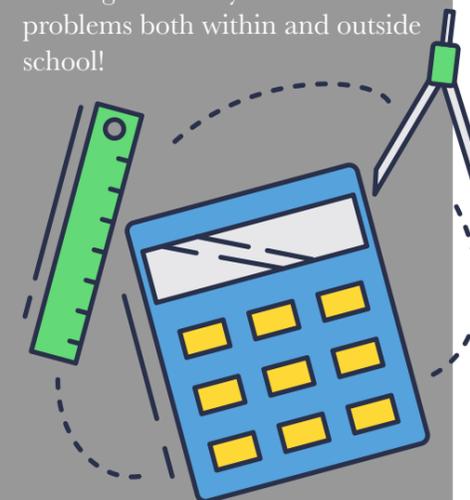


Numeracy

In our previous article, we wrote about how becoming numerate was such an important life skill for all, and how being able to apply appropriate mathematical skills in a variety of settings may give you an advantage for future employment.

Moving forward, at Cornelius Vermuyden School, we are on a constant drive to develop and enhance student's numeracy ability. Since the last edition, we have been working hard to put in place improved processes to help support this goal. One such example of this is the creation of a working document that all staff will have access to that outlines the preferred methods of processing numerical data. Our aim is that over time, the delivery of numeracy will become more consistent across all faculty areas. Moreover, staff will be able to benefit from bespoke CPD training to enable them to become experts in delivering numeracy in their own subject areas.

As staff and students alike continue to become more proficient with processing numerical data, we hope and anticipate that everyone will become more confident with tackling numeracy based problems both within and outside school!



Reading with Expression

The elements to consider when reading aloud are defined below.

tone

Suggest your mood and/or your intention.

pace

The speed at which you speak. Varying speed can show changes in emotions, such as increased fear.

pause

Taking a pause can help to express emotion and to place emphasis on certain parts of a text.

intonation & pitch

Speaking in a high, low or natural voice. For example, when a person is nervous or excited, their pitch may be higher than normal.

volume

How loud or quiet your voice is. Varying volume can communicate different emotions.

emphasis

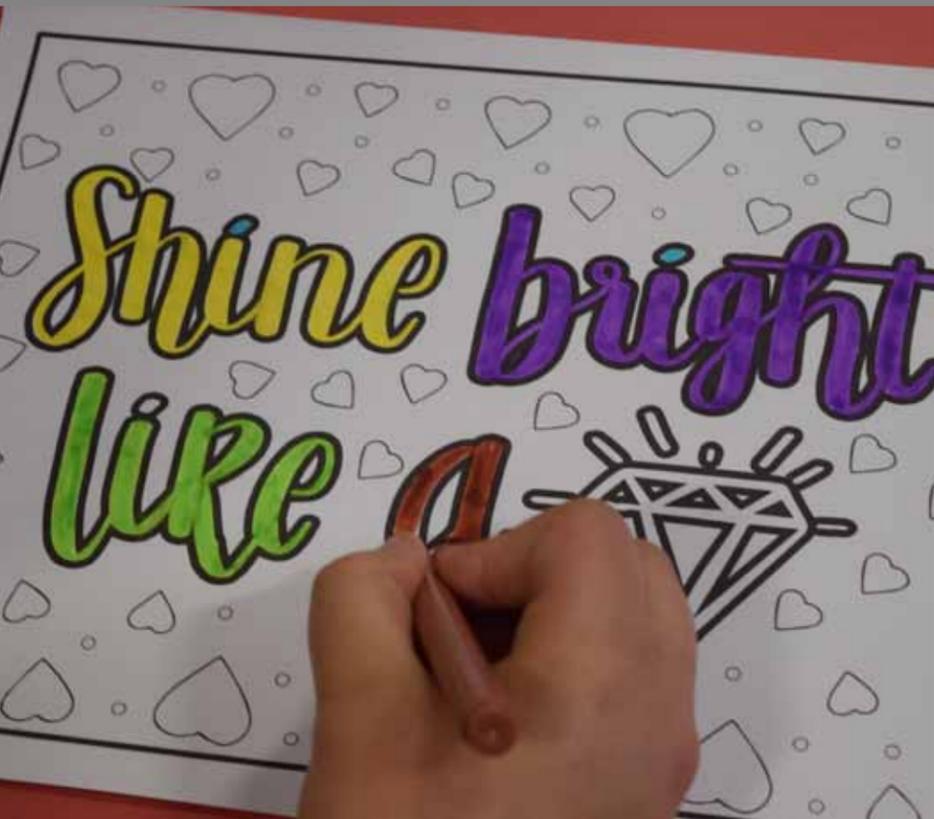
The pressure, or stress, that is placed on certain words/phases to draw attention to specific content or even change the meaning of what is said.

Try reading the text in different ways and see how it affects the meaning. You can then decide which you think may be best.



Mental Health Week

From February 7th-13th, we promoted Children's Mental Health Week and explored the 2022 theme of 'Growing Together'. All over the country, children and adults were being encouraged to consider how they have grown, and how they can help others to grow. During this week at Cornelius, students had opportunities to participate in a variety of workshops and House competitions available, all of which presented them with fresh opportunities to learn a new skill and to grow throughout this year's Children's Mental Health Week. We encouraged students to be resilient, try learning a new skill, and to 'grow together'. Workshops included a pancake making contest, Chinese calligraphy, cross stich, sports trivia quiz, self-care workshop as well as a series of other workshops around subjects including Art, Psychology and Child Development. In their assemblies and RSHE lessons, students gained a greater understanding of how important sleep is for their brain development and 'growth' and a greater perspective of the physical and emotional development that adolescents go through.



On 9th March, Mrs Merrick-Cook, Ms Sully and 5 members of the School Newspaper Club travelled to London to see the Andrew Lloyd-Webber adaption of the classic story of Cinderella. We travelled by minibus and train, getting to London with plenty of time to make our way to the theatre, taking in the sights on the way. It was a busy afternoon so we experienced the hustle & bustle of city life including a ride on a very busy Central Line tube. The theatre from the outside looked very modest but inside, the stage and the set was very ornate and well-thought out. The show itself put a very interesting and modern twist on the original story that we all know and love. We won't give any spoilers but would wholeheartedly recommend a visit yourself. Keep your eyes peeled for our review in the next copy of the School Newspaper! Thanks must go to Mr Hockey who kindly suggested the trip and helped make it a success.





Electrician

Electricians fit, service and repair electrical machinery, equipment, circuits and wiring.

What you will do

- check electrical systems to make sure they're working safely
- build and install control panels that operate electrical systems in buildings
- repair electrical motors and transformers in industrial machinery
- install street lighting and traffic management systems
- fit electrical wiring, sockets and switches to new-build homes
- rewire homes and commercial premises during refurbishment

Average Salary – Ranging from £18,000 to £42,000

Typical Hours – 30 – 40 hours a week, you could work on call, weekends or evenings

Routes into the industry

College – You can take a college course which may help you find a trainee apprentice position with a company, e.g. Level 2 and Level 3 Diploma in Electrical Installation or T Level in Building Services Engineering for Construction

Apprenticeship - You can do an installation and maintenance electrician advanced apprenticeship. You can also train to become an electrician through an apprenticeship in the armed forces.

Photographer

Photographers take and process pictures of people, places, products and events.

What you will do:

- discussing a project with the client and agreeing the 'brief'
- finding and preparing the location for the photo session
- choosing the right equipment and setting up lighting
- composing and taking photos
- using industry software to edit and process images
- checking accurate colour match and image quality
- choosing the best images for the client to use online or in print
- promoting and running your business

Average Salary – Ranging from £17,250 - £45,000

Typical Hours – 39 – 41 hours a week



Routes into the industry

University - You could do a foundation degree, higher national diploma or degree in:

- Photography
- Visual Arts
- Commercial Photography
- Art and Design

College - You could take a college course such as:

- Level 2 Certificate in Photography
- A Level Photography
- Level 3 Diploma in Photography

These may help you to find a job as a photographer's assistant in a studio.

Apprenticeship - You could gain some of the skills and knowledge for this role on a Photographic assistant advanced apprenticeship, following the assistant photographer pathway. This apprenticeship typically takes 18 months to complete as a mix of learning in the workplace and off-the-job study.



Fitness Instructor

Fitness instructors organise exercise programmes to improve people's health and fitness.

What you will do

- assessing people's fitness and creating personal exercise programmes
- demonstrating activities, exercise machines and weights
- helping people exercise safely
- leading group exercise classes like circuit training or aerobics
- giving advice on healthy eating and lifestyle
- keeping records
- following health and safety guidelines and maintaining equipment
- marketing your classes

Average Salary – Ranging from £14,000 to £30,000

Typical hours – 32 – 40 hours a week

Routes into the industry

College - You can do a recognised qualification such as:

- Level 2 Certificate in Fitness Instructing, Level 2 Diploma in Instructing Exercise and Fitness
- Level 3 Diploma in Fitness Instructing and Personal Training. You will usually need 2 or more GCSEs at grades 9 to 3, for a level 2 course or 4 or 5 GCSEs at grades 9 to 4, for a level 3 course.

Apprenticeship - Apprenticeships that may give you some of the skills for this role include:

- An intermediate leisure team member or community activator coach apprenticeship
- An advanced personal trainer apprenticeship.

Safer internet

At the school, we are very conscious of the online dangers that our young people are unfortunately open to.

We have therefore invested in an App for students, parents and staff that highlights and notifies us of the relevant dangers and gives us information that we may not be aware of.

It really is very informative and an excellent resource in supporting you to keep your children safe from the dangers presented online.

There is a whole raft of knowledge on the App including information about social media sites, gaming, bullying, digital images, sexting.

I highly recommend that you add the App, and attached the information required to get you onto the App.

This App was launched with our Year 7 students, as part of the 'Nationwide Safer Internet Day' they will be issued with their own code, so they are kept informed of the information they need to be aware of.

All other Year groups and parents will be reminded of this App and encouraged to add it to their device and to ensure they are up to date with advice and guidance on safe internet use.



Yellow Door

As a school, we are always looking for ways to educate and support our students, and this often involves educating them about subjects outside of the National Curriculum.

We also recognise the importance of working with external support to ensure our students can access this when they need to, and for them to be aware of just what support is available for them outside of school.

On Monday 24th January, we hosted a carousel day from Yellow Door, during which all our students got the opportunity to see what Yellow Door has to offer them in support for positive mental health and wellbeing.

Who we are Yellow Door; Yellow Door is a local charity and youth hub based in Canvey Island, offering a range of free services and activities focusing on young people's health and wellbeing. They can offer help if young people are feeling low, depressed, or anxious. If they are having problems at home or need advice about drugs and alcohol. They also offer support with advice around sexual health. Yellow Door was established in July 1992, and was previously known as Canvey Island Youth Project, and for 30 years they have worked tirelessly with young people. Their mission is to enable young people, between 11-25 to achieve their

full potential in life, education, employment and relationships.

The carousel day included our students meeting the Yellow Door team and being made aware of what Yellow Door can offer: They offer such things as;

- Advice and information
- 1 x 1 support
- Education workshops
- Counselling and mentoring
- Social skills
- Drama
- Sport
- QT club
- Youth club

It was rewarding to see that some of our students who were completely unaware of this facility, are now able to access when needed. Yellow Door is based at Poplar Road, Canvey Island, SS8 7BN and contact details are cyp-yellowdoor.org.uk 01268 683431



Sexual Harassment



Sexism, Sexual Harassment and Sexual Violence are, unfortunately, an issue for every school in every community in the UK. In order to combat these issues, we need to understand and raise awareness of what they are, what creates them and what can be done to expose and respond to the harmful attitudes that perpetuate harassment and gender injustice.

In addition to raising awareness through the RSHE programme and assemblies in school, we work with external agencies, and we have been lucky enough, in conjunction with Essex Youth Service, be able to

secure a performance of "Unacceptable". This is a theatre project developed by AlterEgo Creative Solutions Ltd and is a performance aimed at raising awareness, kick starting conversations and promoting cultural change around sexism, sexual harassment and sexual violence.

The project uses simple story telling and narrative theory techniques to cover:

- What is sexual harassment?
- What is sexist language?
- What are sexist stereotypes, attitude and behaviours?
- Where do these stereotypes, attitudes and behaviours come from, where can they lead and what are their effects?



- What is consent?
- How can you respond to and/or report these behaviours?
- How do we create lasting change?

I have to say that as Designated Safeguard Lead at Cornelius Vermuyden School, I am proud to be working with a generation of young people who are open to ensuring that this change happens.

EASTER WORD SEARCH

S T C V S G G S M F S C X D P C A R R L
 L L G Y X D R G L I H C O N I W I Q A R
 D D I P A E U L G O N S A G T I L U U K
 S B A D W P R M C G F G M O H C R U H C
 U A U O O R V O O F J C Y H S H K M T D
 L Z L N E F L Y O M O P I Z L A B P A N
 K F E T N A F I G W Z O W J C C D F S O
 C P S U T Y U A Z E L B U B P W Z X J G
 K A T E I I R J D I I H N M O V S W P X
 E Y P U U C A G F V P A D G K Q P V K F
 C K D M T A B E O D V K V Y D W G G W E
 D J D O M J B L K R E H Z S Y V C U T C
 L Q V U L M I U E Z G P Q C G A G O P H
 G U O K R Y T X A G G T I X D X D N N H
 C V R P E L O I G M S E Y T R F H Y P F
 X E G B A G N I R P S N S U N D A Y M E
 A K U U A R X M Q Q R N P M J D I V E P
 N N H I W Y A N A B B O B A S K E T E H
 Q G S O E Q V D I H I B R C G F W A N B
 K T V X B S U H E F X C E T E E T Z N A

BASKET	BONNET	BUNNY
CHOCOLATE	CHURCH	DAFFODILS
EASTER	EGGS	FLOWERS
LIFE	PARADE	RABBIT
SPRING	SUNDAY	

Egg-stravaganza!

- 1 Easter ALWAYS falls between which two dates?
- 2 At which holiday is the greatest amount of sweets sold? Easter, Christmas, Valentines or Halloween?
- 3 In the 13th century, the Church prohibited eating what during Holy Week?
- 4 The world's largest chocolate Easter egg weighed in at 15,900 pounds. What country was this egg made in?
- 5 In Christianity, which apostle betrayed Jesus?
- 6 In which country did the Easter bunny originate?
- 7 Easter Island is part of which South American country?
- 8 What is the name given to the Sunday before Easter?
- 9 What is the religious name for the 40 days before Easter?
- 10 To the nearest million, how many Crème Eggs does Cadbury sell each year?

Easter Sudoku

Complete the Sudoku - Every row, column and mini grid should contain all nine words

	Easter Bunny	spring	daffodils	chick	basket	Eggs	Hot cross buns	Daffodil Spring
basket		eggs		Easter Bunny				daffodils
			flowers			Easter Bunny	Hot Cross Buns	
chocolate				flowers	basket		spring	
	daffodils		Easter Bunny	spring		eggs		
eggs		chick		basket				Easter Bunny
spring	basket				flowers			
daffodils				Hot Cross Buns		chocolate		chick
	chick		chocolate		eggs	daffodils	flowers	

House News

“So far in this academic year, there has been a variety of House competitions for the students to participate in and compete against one another for varying amount of House points. This has been an excellent opportunity for students to extend their knowledge, exercise their

ability to problem solve, express creativity and work individually or with each other. The variety of competitions are really beneficial for the students to test themselves and in return, earn House points. To kick off the New Year, students were challenged to fill their own happiness jar with a

series of things which make them happy, relaxed or perhaps things that they enjoy taking part in. This was followed by the Say What You See – Marvel Edition quiz and the Current Affairs quiz, and to celebrate Shrove Tuesday, there was a pancake competition in which some students thrived. The London underground quiz was a series of puzzles which had the names of the London

underground stations hidden within them, whether it be by a pun or a play on words, which helped to exercise the mind and test the students’ knowledge of London. The blockbusters competition followed on, which I found quite fun to partake in as it challenged my extensive knowledge. The Get Fit for February House competition allowed students to compete with their peers for

House points, but also to push themselves to new lengths whilst exercising their body and mind. It was a great way to keep fit and healthy over the course of the month. Lastly, the Animal Art Project was a competition in which students were asked to make models of an animal using only recycled materials, as an awareness to improving our environment.

In general, I found this year so far quite challenging as I started my GCSE options in September, but these House competitions are really useful as a way to step away from the stress of learning so many new things and to relax a bit, whilst still contributing to my education.”
 Written by Erin Welford – Deputy House Captain for Hera

SAFEGUARDING



Nicola Bainbridge
Designated
Safeguarding Lead



Ian Hockey
Headteacher
DDSL



Denice Halpin
Deputy
Headteacher
DDSL



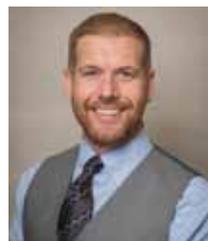
Jonathan Hibben
Assistant
Headteacher
DDSL



Nadia Ounzain
Assistant
Headteacher
DDSL



**Ciaran
O'Shaughnessy**
Assistant
Headteacher
DDSL



Chris Bentley
Assistant
Headteacher
DDSL



Jackie Bevan
Lead Practitioner
DDSL



Mike Sweeny
Mental Health
Lead
DDSL

Useful numbers:

External Agency Support Family Operations

Southend:

Normal telephone enquires and referrals 01702 215 007

Essex:

Normal telephone enquires and referrals 0345 603 7627

Thurrock:

Normal telephone enquires and referrals 01375 652802

Out of hours

Southend and Essex and Thurrock:

5.30pm-9am Mon-Thurs, 4.30pm-9am Fri 0345 606 1212

Other Services

NHS Direct (non-emergency) 111

Child Exploitation and Online Protection Centre (CEOP) 0870 000 3344

NSPCC National Child Protection Helpline 0808 800 5000

Police 101



Advice...Report...Help...

