



Newsletter for Families 26th April 2024

Our vision is to create an excellent school that gives every child no matter their background or beliefs, the opportunity to live happy and fulfilling lives, go to university or pursue the career of their choice.



Principal's Message

It is with great pleasure that I welcome all Year 6 students and parents to our weekly newsletter – we are delighted that you will be joining our community in September. As you will see over the coming weeks, we use this newsletter to share all the great things that are happening at Coleridge with input from Heads of Year, Heads of Department and the Senior Leadership Team.

I would like to say a huge well done to the Years 7 and 8 students who took part in the UK Maths Challenge on Thursday, some of whom are pictured above. There was a very studious atmosphere in the Auditorium as students tackled some challenging Maths problems. I am confident they will be as successful as our Year 9, 10, and 11 who achieved a plethora of Bronze, Silver and Gold Awards.

This week Year 11 students have really impressed me with their work ethic and attitude in their revision sessions, intervention classes and lessons in general. Additionally, this week Year 11 have had their Art practical exam, PE practical moderation and the Foreign Languages speaking exams. Well done Year 11.

A reminder that Year 10 formal assessments will begin the week before half term and Key Stage end of year assessments will be taking place after half term. This means that now is the time to start revising! Students should be making use of Knowledge organisers, Seneca and Sparx to begin their revision. All students will be guided through effective revision strategies over the coming weeks during tutor time. We have also included some of the best ways to revise in this week's newsletter. Assessment timetables and revision guidance will also be sent home to families soon.



Effective Revision Strategies

Summarising



When asked a question such as 'what have you done today?', you'll likely provide a summary. This involves you selecting, organising and integrating the critical moments of your day. Taking a similar approach with your studies can have a powerful effect on your learning.

What is vital is that you write out your summary of the important information using your own words and not mindlessly copying your notes from your exercise book or revision guide as this will have no impact on you remembering the information.

Self-testing



Research has shown that every time you bring a memory to mind, you strengthen it. And the more challenging you make this retrieval, the greater the benefit. Self-testing improves the recall of information, transfer of knowledge and making inferences between information. Equally, there are many indirect effects, such as a greater appreciation of what you do and don't know, which helps you plan your next steps.

Go through your knowledge organisers and try to write the definitions for all of the key terminology without reading them first. Then check your answer against your Knowledge Organiser and make any changes with your green pen.

Flashcards



Flashcards have the potential to be a powerful learning aid. However, how successful this is will depend on the thought you put into making them in the first place and then how they're used. It's very important to remember that they're for testing, not summarising.

Making good flashcards

- One side of the flashcard should be a single question and its answer on the reverse.
- Select the essential information to go on each flashcard. You could use topic checklists or bolded terms in your study guide to help you choose.
- Break complex concepts down so that they cover multiple cards.
- Use drawings to illustrate answers.

Using flashcards

- Say your answer out loud and not just in your head. You must be fully committed to your response. Even better would be to write your answer out as you would have to do in an exam.
- Use them both ways – look at the answers and say what the question is



Extra-Curricular Clubs

The summer term is set to be jam packed with extra-curricular activities for students across all years to get involved in. These opportunities are a great way for students to develop themselves, try something new or develop an interest further.

Lunch Time Clubs @ Coleridge – Summer 2024

Day	Club / Activity	Year Group	Where	Staff
Monday	Steel Pans	KS3	J6-2	RLE
	Art – Drop in & Draw	All	J6-3	AKE
	GCSE English – Macbeth Revision	KS4	29	SJO
	Football	7	Astro	IDI
	Futsal	9	Sports Hall	APA
	Creative Writing	All	32	AJA
	SEND Lunch Club	All	SEN Base	RHA
Tuesday	Steel Pans (Frying Pans)	7	J6-2	RLE
	Carnegie Shadowing Club – For keen readers in KS3	KS3	31	GVA / SPE
	Art – Photography Club	All	J6-3	AKE
	GCSE English – Poetry Revision	KS4	29	SJO
	Art – Drop in & Draw	All	J6-3	AKE
	SEND Lunch Club	All	SEN Base	RHA
	Football	11	Astro	IDI
Futsal	10	Sports Hall	APA	
Wednesday	Art Club – GCSE Sketchbook Surgery	KS4	J6-4	DBR
	African Drumming	All	J6-6	RLE
	Disney Club	All	30	SBI
	SEND Lunch Club	All	SEN Base	JHY
	GCSE English – Poetry Revision	KS4	29	SJO
	Football	9	Astro	APA
	Futsal	8	Sports Hall	JWO
Thursday	Aspire To Be – Careers Talks	All	3	SRO
	Choir	All	J6-6	RLE
	Dungeons & Dragons	All	9	SSA & NGI
	SEND Lunch Club	All	SEN Base	SPE
	Art – Drop in & Draw	All	J6-3	AKE
	Art Club – GCSE Sketchbook Surgery	KS4	J6-4	DBR
	GCSE English – Blood Brothers Revision	KS4	31	GVA
	Football	8	Astro	IDI
	Futsal	7	Sports Hall	JWO



Friday	Dr Who Club	All	25	NMA
	Steel Pans (Pandemonium)	KS4	J6-6	RLE
	GCSE English – Poetry Revision	KS4	29	SJO
	GCSE English – Macbeth Revision	KS4	33	CRU
	SEND Lunch Club	All	SEN Base	GWE
	Eco Club	All	23	TPE & SBI
	Volleyball	10	Sports Hall	IDI

After School Clubs @ Coleridge – Summer 2024

Day	Time (3-4pm unless stated)	Club / Activity	Year Group	Where	Staff
Monday		Independent Band Rehearsal	All	Music	RLE
	4:15pm	Funk Band (Baby Funk) Audition Only	All	J6-6	RLE
Tuesday	3:10pm – 4:15pm	Carnival Crew 2	KS3	J6-6	RLE
		Rowing Club	All	Fitness Studio	JWM
		Homework Club	All	Library	GWE/SPE
		Badminton Club	KS3	Sports Hall	SWA
Wednesday		Pride Club	All	9	EHI
		Art Club – Drop in & Draw/Set Workshops	All	J6-3	AKE
		Art GCSE	KS4	J6-4	DBR
		Homework Club	All	Library	GWE/SPE
	3:10pm – 4:00pm	PFO3 (Beginner Orchestra)	All	J6-6	RLE
	4:00pm – 5:30pm	VOX (Chamber Choir)	All	Radegund	RLE/HRO
	6:00pm – 7:30pm	PFO1 (Orchestra Grade 4+)	All	J6-6	RLE
	Athletics Club	All	Astro	PE Staff	
Thursday	3:10pm – 4:10pm	Bands Club	All	Music	RLE/EHI
		Homework Club	All	Library	GWE/SPE
		Art GCSE	KS4	J6-4	DBR
		Carnival Crew 1	All	Radegund	RLE
		Netball	KS3	Astro	HLA
		Table Tennis	All	Gym	IDI
		Football	9	Field	APA
Friday		Debating Club	All	26	GSA
	3:30pm – 4:30pm	PFO2 (Little Big Band)	All	J6-6	RLE
		Homework Club	All	Library	SPE
		Axiom Maths Circle	KS3	9	SSA



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Contacting the School

Whilst we appreciate that many students will bring a mobile phone to school in order to be contactable by parents on the way to or from school, please can we remind parents that should you need to contact your child during the school day this must be done via reception. Students are not allowed to use their phones during the school day and any student seen doing so will have their phone confiscated.

First Aid- There has been a small rise in the number of students contacting home saying they feel ill without attending the first aid base. Should your child feel unwell at school they must attend the first aid base, who will then follow the appropriate procedures. Students are not permitted to arrange to be collected from school themselves because they feel ill. There is a procedure in place that must be followed to ensure the safety of all students. On the rare occasions that a child is too unwell to remain at school a phone call will be made from reception requesting you come and collect your child.

Bike Locks

If your child bikes to school, please can you ensure that they bring a bike lock and lock their bikes every day. The front of school where the vast majority of the bike racks are located is not locked during the school day and we have, unfortunately, had two incidents of bike theft in recent weeks. These thefts were not committed by Coleridge students but by members of the public.



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Head of Science - Kristie Fleming

As said by Einstein 'All of science is nothing more than the refinement of everyday thinking.'

The purpose of the Science curriculum is to create rational, analytical thinkers who can use scientific knowledge to make good decisions, particularly concerning their health (e.g. by understanding medical advice), their homes (e.g. appreciating how to improve energy efficiency) and wider society (e.g. how best to manage the environment). Knowledge of science, and the scientific method, enables them to be scientifically informed citizens, but it also serves as the foundation for a career in science, or for careers that require scientific understanding.

Within KS3, students gain a strong foundation in the three main divisions of science along with the accompanying practical skills needed to develop their understanding of key concepts. This period of study opens students' eyes to wonders of the world we live in and both answers and generates many intriguing questions. In KS4, students not only continue to build upon their breadth of knowledge, but they will also delve deeper into the theory and have opportunities to consolidate this new knowledge through conducting experiments, of which, some are required by the exam board.

Our department has a wealth of experience and knowledge across the sciences and is passionate about awakening curiosity and developing critical thinking in students; empowering them to explain our rapidly changing world and contribute towards a global society.

Studying science develops your analytical and problem-solving skills, training you to approach things in a logical evidence-based manner. These skills are desirable in a wide range of careers outside of the more obvious applications of science.

[Science Curriculum 23-24 24Kb](#)



Head of Year 7 - Andy Palmer

Geography

This half term students are working on the '**Development**' unit where we look at the causes, effects, and possible solutions to the disparities between levels of development in different nations around the world. This is currently involving a decision-making exercise looking at possible strategies that could be used to boost development levels in Uganda.

Later this term we are building towards our **End of Year Assessment** - there will be further information, guidance and support for students and families as we get closer to these exams. In the latter part of this term, we look at a unit of work on '**Weather and Climate**' and part of this involves some work outside of the classroom where we investigate the extent to which microclimate variations can be influenced by things like buildings and rain-shadows.

Physical Education - Colour Run

On Wednesday 17th April 13 year 7 students attended a colour run at Milton Country Park organised by living sport.

This resulted in students completing a 3-kilometre route while being covered in paint. Students then had an opportunity to try a range of different activities such as a climbing wall, blend your own smoothie bikes, boxercise sessions, pop up archery, and portable putters.

Art & Design - Denise Brandrith

Updates from Art can be found by following these links:

- [Harry Potter World Visit 2024](#)
- [Art Byte Regional Winner Article](#)





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An archive of our weekly bulletins can be found on our website, please [click here](#).