

# Camp Hill Girls' Chronicle

End of Autumn First Half Term  
2021

## Message from Mrs Johnson

Dear Parents and Carers

Well we managed to get to half term with some aspects of school almost back to normal but with many restrictions still in place to try to cope with the presence of Covid-19 in school and in the wider community. Both students and staff have shown extraordinary levels of resilience in learning to negotiate the various changes to our patterns of working and yet maintain a sense of optimism and enjoyment every day – I would like to thank the whole school community for their support. It was lovely to be able to welcome Year 6 parents over this last week during the day and our Year 9 and Sixth Form students were amazing ambassadors for the school as they led the tours. We end the half term as we started, with a focus on Covid-19, this time through the visit by the nurses for the vaccination programme for our 12-15-year-old students. As you are aware, clinics are open through half term if you have changed your mind and wish your child to receive a vaccination.

The Chronicle makes a welcome return and I hope you enjoy reading about some of the things we have been up to this half term, it has certainly been busy and I am so impressed by the contributions our staff and students have made to charities. Last Saturday I welcomed around 30 alumni to the school for a visit. They left 50 years ago and made last weekend a reunion with ex-Camphillians coming from France, Spain and all parts of England. As you might expect they had a lot to say to each other (it was a bit like first day back at school after the summer holidays – very chatty!) and they had a lot to say about their school. Mostly they were amazed at the new buildings and facilities, but they also noted how diverse and interesting the school community now is and felt it better reflected the society we live in.

It will be good to take a break next week and to recharge ready for the next half term, being quite ancient, I can say that it would be good for our students to disconnect from their phones, if only for a few hours and for them to spend some quality time with family and friends. We do hope to be able to hold a few events in school over the next half term, but as always will keep a watch on the infection rates in the Birmingham area.

I hope you have a restful half term break and of course a quote;

*"There is virtue in work and there is virtue in rest. Use both and overlook neither."*  
— Alan Cohen

Take care

Mrs L Johnson

Headteacher



## ***Introducing Mrs Angela Fawke Our Careers Guidance Coach and Mentor***

"My Careers Adviser told me to do this" – One of the most disagreeable statements for career advice and guidance professionals to hear. This is because a good Career Adviser would/should never say that. If they did, you have definitely been short-changed!

Many years ago, even though I attended a very good school, careers advice and guidance was non-existent. So, after several years working in different employment sectors and needing to have a role which would offer stronger job satisfaction, I paid to have a professional career interview. I can honestly say that it was probably the most useful £50 I have ever spent – and that was over 25 years ago! I made the decision to return to university and had the privilege of learning from some of the UK's most respected in the field. I continue to develop my knowledge, experience and qualifications - most recently coaching (including adults). I am also a registered professional member of the Career Development Institute.

Every time I come to KE Camp Hill Girls, it is a pleasure. The students are really interesting to talk to, together with their ambitious nature and mature, positive attitude to learning.

During a typical 30 minute careers interview, I ask lots of what, why, how and when questions. The advice and guidance which I offer is tailored to the needs of individual students. I encourage them to think about their responses, rather than me just providing lots of information. My aim is to deliver impartial, non-judgemental guidance. I promote self-efficacy and empowerment, leading to students being confident in their career planning – not just for after Years 11 or 13 but beyond. Plus, one of the most valuable skills which we all need for the future - the ability to adapt to change.

Fortunately, I did enjoy my previous roles, which included management in two different sectors. They provided opportunities for me to live in different locations across the UK, including the Scottish Highlands and Jersey. I am so passionate about what I do now and want everyone who I work with to feel the same about their goals.



***Turn dreams into realistic,  
achievable goals - success  
will be yours.***

# ***Year 7 Summer School 2021***

**Miss Gouldsworthy & Mrs Neal**

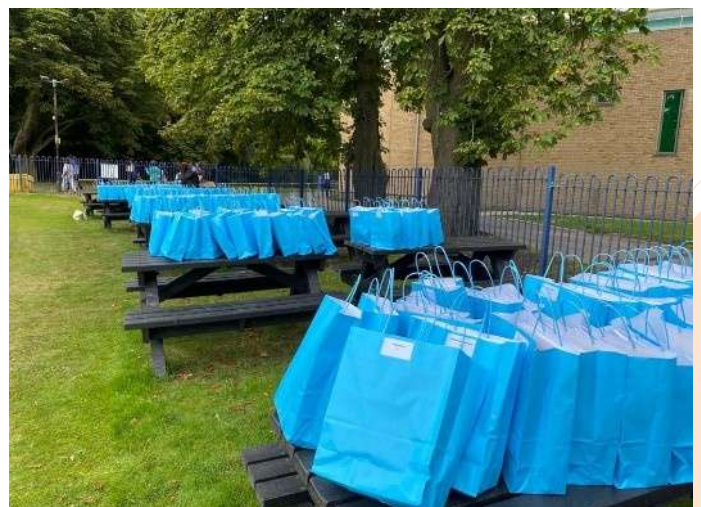
We designed and ran a very successful Summer School for the vast majority of our new Year 7 pupils during August.

We invited interest from the teaching and support staff and were pleased to welcome participation by 25 staff in total, with teaching staff creating a comprehensive programme of activities to enrich and inform; assistance from support staff was invaluable throughout the week. In addition, 22 of our Year 12 students helped us each day, providing knowledge about the school site and routines and moral support and encouragement for our young guests. It was wonderful to meet our incoming Year 7 students and their parents.

We faced significant logistical challenges during the week, such as manoeuvring around the extensive ongoing renovation, building and decorating activities on site, staying Covid-safe and feeding students at recess and at lunchtime.

The week's theme was 'Growth' as we wished to engender an optimistic start to secondary school following two years of disruption. Activities included: literacy (female authors, poets and playwrights and celebration of contributions to literature made by people of colour); numeracy (fun with tessellations); games, dance and relaxation techniques with the PE staff; exploring plant cells and flowers up close with science staff; music and singing with music staff – we were delighted to be working with our peripatetic music tutors on this; collaborative artwork resulting in a permanent reminder for the year group of how their individual efforts combined during the week (we hope to install this in the library); a journey through the story of the site and of our city with history staff; RS sessions exploring the theme of personal growth; cookery sessions resulting in bread hedgehogs, most of which made it home for parents to see. We also incorporated some assembly-type events to tell the students more about our school and give them the chance to ask questions, along with a tour of the site, led by our sixth form helpers. A particular highlight for the children and to exemplify the positive theme of growth was when the year group assembled to witness the planting of three Tibetan cherry trees at the front of school; the trees were dedicated to them and the students will watch them grow and thrive throughout their seven years here.

At the end of the week, our fabulous students left tired and happy, more confident in their surroundings and looking forward to joining us again in September, with a gift bag in tow containing revision guides to help address any gaps in knowledge in literacy and numeracy, plus a book for their enjoyment with a personal message inside from the Headteacher... and many new friends.





# Art Department News

Ms Irving

We have hit the ground running this term and are glad to be back in the classroom with our wonderful artists. We also welcome Year 7 to our new 'STEAM' curriculum in which they will be understanding the valuable role Art and Design play in generating ideas and concepts for Engineering and Technology.



Our Key Stage 3 Art Club are spending this term working on some design ideas and modelling for a competition run by the Crafts Council, called Yinka's Challenge. They have been invited to submit their designs for a Pavillion, a childrens' playground and upcycled objects which will tell a visual story. We look forward to sharing their progress later in the term.

We have to congratulate Desandi Haputhanthirige in Year 10 for being selected into the 120 finalists from over 606,000 national entries to the Royal Mail Stamp Design competition. Desandi has won a prize for reaching this stage and now goes on to complete for the next selection process. Her design is eye-catching, using the rainbow as a striking background motif. The NHS is then cleverly represented as a strong female warrior in her armour. A design undoubtedly worthy of recognition. Good luck to Desandi for the next stage.



Another competition success is for Swetha Prabakaran in Year 12. Last term Swetha entered her incredible Pointillism drawing for a competition called 'Sketch for Survival' organised by Explorers Against Extinction. She was, quite rightly, selected as a finalist for her age group and will be presented with her prize at an exhibition of the work at Gallery Oxo in London this November. Well done Swetha!

We have welcomed the Year 12 A level artists with our annual Tea pARTy, giving students a chance to ask those all important questions to Year 13 and have a look through their fantastic portfolio work. We did, of course also eat cake! Thank you to Year 13 for being so generous with your time and advice and thank you to Year 12 for making it all worthwhile.

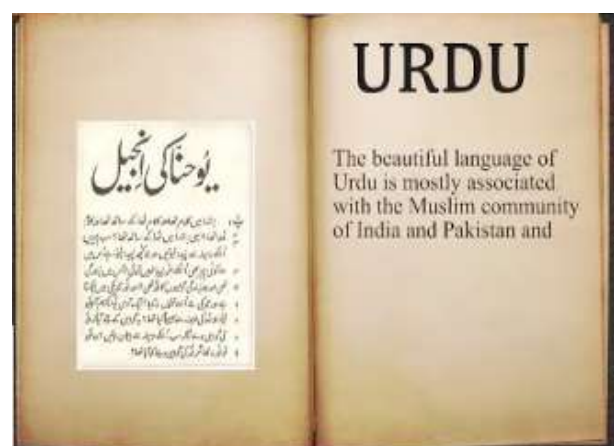


## Camp Hill Heritage Language Success

Congratulations to two Camp Hill students who successfully passed their GCSE examinations in Mandarin Chinese and Urdu. Niya Tian (Year 10) and Sanaa Pasha (Year 12) worked very hard to prepare for these examinations and we are proud to enable formal recognition of their linguistic abilities.

If students wish to be entered for a GCSE or A Level in their heritage language, they should see Mrs Price in the Languages Office to discuss it further.

*Please note, an administration fee is applicable for additional examination entries.*







## ***Lockdown in Hodge Hill***

Streets vacant, desolate again-  
Deserted businesses stand on trembling legs,  
Many have given up, unable to withstand  
the endless nightmare of lockdown.

I dare to venture out of my prison - through Hodge Hill.

Backyards shrink by the hour,  
Streets stay idle, paused, on mute.  
Clouds scab over the wounded sky  
erasing evidence of amber warmth.

Hope drifts away like a plucked feather in air.

Face masks and guideline tasks in early spring -  
two metres apart yet two metres closer in our hearts  
amiable greetings, casual conversations -  
not out of consolation.

Hodge Hill is reborn -  
as fresh and revived as a dewdrop.

Friends of friends congregate in Tesco,  
adults, attired with a new accessory,  
gossiping, laughing songbirds at sunrise.

Amidst the solace  
the streets are branches of evergreen,  
each soul a leaf on its enduring exterior.

Rainbows and faces glued against windows  
honouring NHS  
and applauding  
resilience.



*by Khadijah S*

# ***Poetry Success in Celebration of Birmingham***

**Mrs Neal**

Towards the end of the summer term, I taught the poem 'Peckham Rye Lane' to my then Year 10 English group. In the poem, the poet, A.K.Blakemore, celebrates Peckham - the area of London in which she lives. Blakemore wrote the poem when she was in Year 11 at her London Comprehensive school! My group really enjoyed the poem and so I set them the challenge to write their own poem, emulating Blakemore's style, about either:

- Birmingham as a city
- An area in Birmingham that they love and have affection for
- A street in Birmingham that they feel exudes community

One of the things that my class said they loved about Birmingham was the local dialect and phrases: 'Bab' being a favourite! So, it seemed fitting that the prize I awarded to the winner reflected this!

I was really impressed by the quality of the poems that students submitted. It was clear that they had all worked hard to include some of the ingredients we had explored in Blakemore's poem such as enjambment, synaesthesia, fresh metaphor and simile - and the form of free verse.

All entrants received some Birmingham Cadbury chocolate - and I was delighted to present Khadijah S with the winner's prize: a comfy cushion adorned with a classic Birmingham phrase!

Khadijah said she wrote her poem to reflect her experience of lockdown in her neighbourhood. She said she feels the whole experience of the pandemic has changed her area and she wanted to reflect this in her poem. She believes coming out of lockdown made everyone look up, look around and notice things which surround them. She recalls that joy we all felt when being able to venture into local shops once more, spot a familiar face (albeit behind a face mask!) - and share a conversation in person, rather than through a screen.

Well done to Khadijah and all who entered!

Do enjoy her fabulous poem! (On the previous page.)



Khadijah with her 'Alright Bab!' cushion

# Year 12 'Welcome to A Level English' Theatre Trip

by Jude Shayeb

After a year of intermittent lockdowns and trip cancellations, the opportunity to attend the Birmingham Rep's showing of *East is East* represented a welcome step back to Camp Hill normality. Once the initial strangeness of meeting all my classmates outside a uniformed, 9 - 3.30pm setting had worn off, we all made our way into The Rep, looking forward to an evening of entertaining theatre.



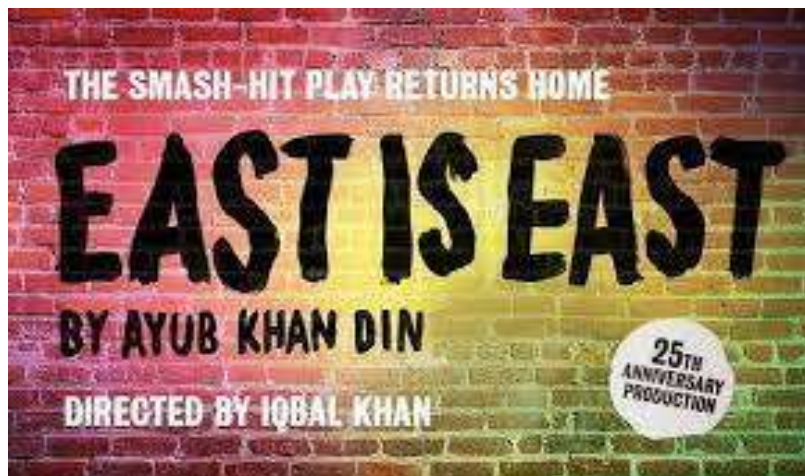
I had never heard of *East is East* before the trip, and was intrigued by the play's use of a more diverse range of characters. It was great to see the Birmingham Rep attempting to replace society's stereotypical view of the theatre - stuffy, highbrow and reserved for the middle classes - with something fresher and more modern.

*East is East* follows the story of a mixed-race, British-Pakistani family growing up in 1970s Salford; Pakistani-born George (Tony Jayawardena) has been married to his white English wife, Ella (Sophie Stanton), for 25 years but is still intent on bringing his seven children up "the Pakistani way". There's conflict and comedy galore, as the Khan children struggle to assert their identity in a world where they don't quite fit in. I found Noah Manzoor especially compelling in his portrayal of Sajid Khan, the sulky "baby" of the family - he's bullied mercilessly by his siblings and is initially portrayed as somewhat moody and antisocial, but he has some really heartwarming moments towards the end of the play that helped me sympathise and connect with his character.

I would say however, that at times it felt like the play fell into tired stereotypes of the kind of "problems" that the average Muslim family would face - there are plot arcs on circumcision, forced marriage and domestic abuse which, as a Muslim, I felt portrayed our lives and struggles in a rather one dimensional light. The storyline of "stifled characters breaking free from the constraints of their religion" has grown repetitive, and it would be nice to see a more positive portrayal of Islamic/Pakistani culture and traditions in the media, and on the stage.

That being said, *East is East's* attempt to explore a different religion and culture is a step in the right direction. Improved representation of ethnic minorities onstage is so needed to draw a wider audience to the theatre and add richness and diversity to live performances.

All in all, I really enjoyed our trip to the Rep; many thanks to the English department for looking after all 20 of us. We look forward to attending more theatre visits in the future!





# Hello Yellow Day

This half term we have come together as a school to raise awareness for Mental Health by wearing yellow for Young Minds on Friday 8 October. We want to thank all students and teachers for coming to school dressed in beautiful, bright, warm yellow, to show that we care for one other. Our donation – an amazing £757.99 – went to Young Minds to help support the critical work they do to support young people with their mental health to ensure that everyone can access mental health care treatment if they need to. The positive, colourful sea of yellow certainly showed that young people are not alone with their struggles of mental ill health. Throughout the day sunny beams were illuminating from everyone's luminescent yellow clothing or accessories.

Raising awareness about mental health requires more than one day, so we hope that students will continue to look after themselves and others. Our Wellbeing Prefects, Form Tutors, curriculum teachers, Heads of Year and the staff in the school office who administer first aid are always available should anyone need to reach out. As Young Minds said "you are not alone".

A reminder for students: on the whiteboard near the Drama studio there are Kooth cards, which you can take if you are interested.

<https://www.kooth.com/>

Here are details on how to join their discussion boards on your interest, to contact their support line and track how you feel with setting personal goals.

<https://www.youngminds.org.uk/>

It is helpful for both parents and children to support mental health and start those conversations.

Or, email a Wellbeing Prefect.



## Form Challenge Winners

Well done to every form for putting the school Houses front and centre in each form room. It is great to see the effort all students put into making their Form board an artistically vibrant display. Here are the winners for 2021:



7W



8W



9W



10W



11M



12L



13MP

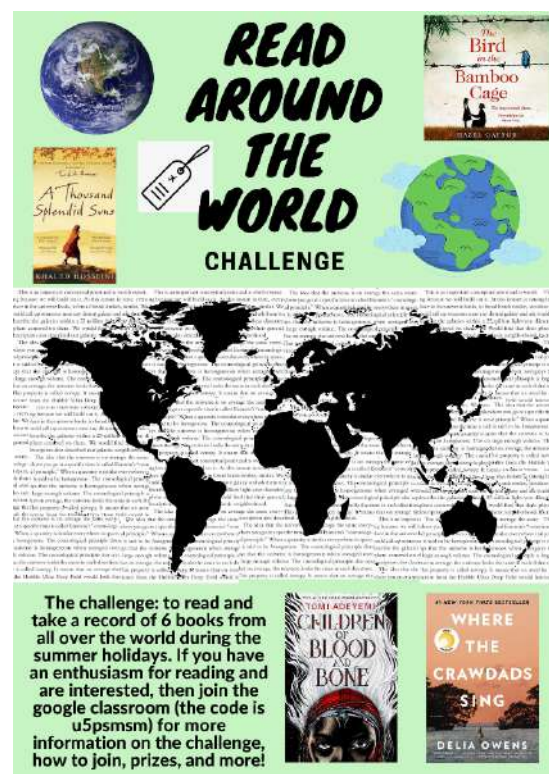
# Celebrating Reading

In July we challenged the whole school community to 'Read Around the World' during the six week holiday. Because actual summer travel plans were restricted, we encouraged everyone to read books set in countries outside of the UK - students, staff and parents too.

Staff were keen to recommend books and we came up with a great list of nearly 100 titles with 'Where the Crawdads Sing' by Delia Owens being suggested most frequently (by Miss Irving, Dr Hudgson, Ms Ryan, Mrs Stone and Mrs Johnson).

I enjoyed travelling extensively during the summer, visiting Italy ('The Talented Mr Ripley' by Patricia Highsmith), Alabama ('Transcendent Kingdom' by Yaa Gyasi), Trinidad ('Love After Love' by Ingrid Persaud), Palestine ('In Search of Fatima' by Ghada Karmi), Germany ('Our Endless Numbered Days' by Claire Fuller) and Mexico ('American Dirt' by Jeanine Cummins). As an English teacher you'd expect me to fill my summer holiday with reading, but 'Read Around the World' certainly inspired me to be even more adventurous in my book choices.

On returning to school it was an absolute pleasure to read students' responses to their own travels. I was really impressed by reviews written on luggage labels, some beautifully presented reading passports, maps tracking journeys made, travel brochures pages created for destinations visited and costume designs and suitcases for characters from the books read.



The full challenge was to read six books and several students did manage to achieve this. Each has been awarded with a 'Star Reader' badge and a goodie bag. Congratulations to Haania Shah in 8Y who also received book tokens to recognise the outstanding work she produced for the challenge. Haania went above and beyond the expectations set, creating not only a detailed reading passport and map to chart her travels but also costumes, suitcases and luggage labels for all six texts read.

We're delighted that so many of our Year 7 joiners also took part, submitting a book review when they arrived as Camp Hill students in September. Their reviews were judged based on which explored opinions about what had been read most successfully, with one student chosen from each form to receive a Star Reader Badge. Year 7 have also already taken part in our first Camp Hill form book swap, with participating pupils exchanging a book they own for one brought in by someone else in their form.

Our next exciting reading event in school is Year 7's Readathon and I am busy making plans for an afternoon to celebrate stories and reading with them – more details to follow next half term. There will be opportunities throughout the year for students to earn a Star Reader badge – look out for emails and notices so you can get your hands on one of these.

Meanwhile, keep reading!  
Mrs Royall and the English Department





# ***Black History Month at Camp Hill Girls'***

**by Manna Betselot**

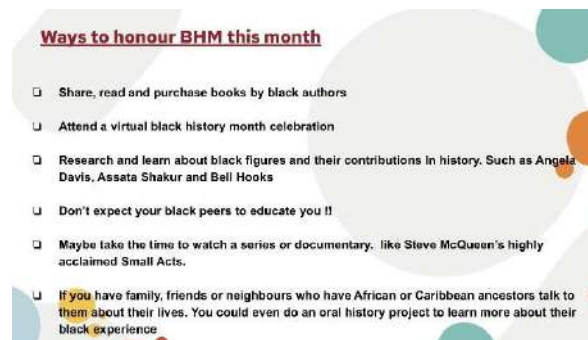
With the beginning of October, many of us are eagerly awaiting the return of seasonal hot drinks, Halloween festivities and (most importantly) half term! But October also marks an important time for the Black community: Black History Month (BHM).

Throughout the past, Black history has been significantly overlooked, leading to the establishment of Black History Month in 1987 to provide information, education and celebration of Black history and heritage. This comes ten years after the establishment of BHM in the U.S., making it a relatively recent development- many staff, parents and Old Girls (alumni) in our school community will have been born before the establishment of BHM. Nonetheless, October has become an annual period during which there has been particular focus on telling neglected stories of events and people which, had they not been from the background which they are, would be common knowledge in our society.

To mark this significant time, a group of eight Year 13s, including myself, created and presented an assembly on Black History Month, highlighting parts of Black history and culture that we wanted to share with the rest of the student body, including: Black musicians, the history of Black hair, and diversity within the Black community itself. We were met with great reception after presenting the assembly on both Tuesday 12th October and Friday 15th October. A display board has also been prepared to mark BHM outside of the assembly hall, in the English corridor, where we have shared our recommendations for books and music by black artistes.



*Year 13 creators of the Black History Month assembly*



*A slide from the assembly with suggestions for supporting BHM*

As discussed in our assembly, BHM sheds light on inspiring Black figures in ancient and modern history, such as key individuals whose contributions to modern science and technology have not received the recognition and praise they deserve. One of these people is Lewis Latimer, who worked alongside science greats such as Thomas Edison, and created the carbon filament, a necessary component to a working light bulb. Another great black contributor to modern science is Dr Shirley Jackson, the first African American woman to receive a PhD from Massachusetts Institute of Technology. Jackson's experiments within theoretical physics paved the way for many developments in telecommunications in space, caller ID and the fibre optic cable, which is what makes our calls so clear from such long distances.

Some other honourable mentions go to:

- Alexander Miles, who developed the modern elevator...
- Thomas L. Jennings, first African American to be granted a U.S. patent, after being emancipated from slavery...
- Alice H. Parker, who paved the way for central heating systems we still use today

...and many more!

With the end of the month approaching rapidly, it's crucial for us all to ensure that BHM is not merely a timeframe in which activism is paraded around, with a clear duration of 31 days. The greater purpose for Black History Month is to provide opportunities for ongoing conversations to take place about the past, and how we can utilise it to make improvements moving forward. Have a great rest of the month, and remember:

*'Education is the most powerful weapon which you can use to change the world.'*

*- Nelson Mandela*



# ***The Litmus***

by Jude Shayeb

The Litmus is an annual creative writing project launched by Trinity College Cambridge in 2019. Each year students are invited to submit a piece of artwork or 500 words in poetry/prose that consider a stimulus provided, for the chance to be published in the college anthology; this year's theme was "green light."

I found out about The Litmus through Mrs Tromans last year, and initially the broadness of the theme was quite intimidating - the Trinity College website suggested exploring abstract concepts of envy, nature and approval, but I decided to take a more literalist approach. The first image that had sprung to my mind with the prompt was a green traffic light, and I focused on structuring a story around that one image. I found it a really helpful approach that stopped me from getting overwhelmed with all the exploratory scope that the judges had given us - and I was lucky enough to have my final piece, "The Green Light" (below), selected for publication.

## ***Green Light***

by Jude Shayeb

He's slumped against the post, gazing at the world.  
Cardboard sign bleeding ink in his hands.  
Feet frosted over; fingers numb, tightly curled  
against the biting wind; he shivers, staggers to a stand.

The cars idle, belching a sleepy kind of boredom  
Drivers watching the lights with drowsy, lidded eyes  
His steps are tentative, shuffling against the asphalt  
Head low, fingers pressed against the rotting board, he sighs.

The sun is gone - dipped below the horizon, and he thinks,  
'Good. Pity always hits them harder at night.'  
The words lie ready, worn with practice, on his lips  
As he weaves through the cars washed in lurid red light.

Their eyes flick towards him almost furtively, faces pale -  
Though most have the good grace to be discreet.  
Children gape, car doors lock with a barely audible click  
As he pauses by a rumbling Kia, giggling girls in the backseat.

And although The Woman At The Front seems determined  
to keep her eyes trained resolutely on the red light,  
He is cold and desperate, his taps on the glass insistent,  
until finally her fingers dig for change, lips pursed, face tight -

Just as the traffic lights flicker, from Red to Amber to Green.

Her glance is apologetic as the Kia roars to life,  
Cars on every side growl and jump forward.  
He should move away, but his feet are too heavy - blocks of ice;  
and he can only watch helplessly as She peels off into the night.

Leaving him standing in a pool of  
Green Light





## ***Year 11 Geography Field Visit: Carding Mill Valley 13th/14th October 2021***

After what seems like an eternity, the Geography Department dusted off their fieldwork equipment and walking boots this term, to take Year 11 Geographers to Carding Mill Valley, Shropshire. The two days' fieldwork aimed to allow students the chance to investigate downstream changes in river systems and rising flood risk. This forms an integral part of the GCSE qualification, but more importantly allowed the students to immerse themselves within the physical landscape, and see geography through their very own eyes.

We were blessed with kind weather conditions and the students worked methodically and efficiently to collect their data, which they are now busy writing up as part of their individual projects. Thank you to all of the students for your positivity each day, and to the staff for accompanying the trip.

When asked about the highlights of the day, Year 11 mentioned, *"the first trip in two years!.."*, *"a chance to get outside"* and *"the sushi picnic"* which one group organised between themselves! ...overall, a terrifically successful two days!

Mr C Revitt  
(Geography Dept.)





## ***Teachers' Professional Learning Book Club***

Mrs Neal

Reading is a huge part of daily life at Camp Hill and we are having a whole-school focus on reading this year. As well as lots of exciting opportunities for students to widen their reading repertoire, we have also launched a book group for teachers. However, this is not about re-visiting well-thumbed copies of 'Wuthering Heights', or dipping into recent Booker prize-winning titles: this group is for interested teachers to read and discuss books all about teaching and learning.

This week, those of us in the book group held our first lunchtime discussion to share our thoughts about the learning-focused book that we'd all been reading. '*How We Learn*' by Benedict Carey puts forward the premise that we can all achieve more with less effort! Sound enticing? Read on for a summary of our 'take-aways' from Carey's book! There are some good reminders of tried-and-tested learning and revision strategies listed below, as well as some additional ideas, that you might want to share with your child.

(1) Carey reassures us that **forgetting** information is actually a valuable and necessary part of the learning process. When we forget something, it is our brain's way of 'filtering out' irrelevant or distracting information. When we return to re-learn a topic, the act of retrieval is more effective and our learning is deepened. We effectively have more storage in our long-term memory because of the filtering! So, students shouldn't panic if they find themselves forgetting some of what they have previously learned: it's a natural part of the process and revisiting material will embed it more securely without all the irrelevant bits.

(2) Carey advocates **self-testing** as one of the most impactful revision strategies. It is best for students to practise jotting down all they can remember about a topic without looking at the material in front of them. (Students will be used to this in 'knowledge dumps' which are often part of our retrieval practice during lessons). Coming back to their 'remembering' notes at short intervals later should find them able to recall and add more each time. Teachers often ask students to make flashcards for topics as another way to facilitate self-testing. This is a much more effective learning and revision method than just reading through notes!

(3) Changing one's study **environment** has also been shown to help contextualise where the learning takes place and thus deepen it within our memory. It creates a more powerful 'memory trigger' as well as helping us build subconscious resilience for the uncertainty of the exact location of future assessments. So, encourage your child to try mixing up where they study: the bedroom, the kitchen table when it's quiet at home, in the garden (weather-permitting!), the school library, their local library, or a coffee shop!

(4) Carey's research very much supports **spaced repetition** learning. He points out that revisiting a topic for 30 minutes over several days is much more impactful than a block of 3 hours in one sitting. Dr Kerr was very pleased to read about this as it's a technique she advocates with all her Latin students, especially with the website 'Memrise' which uses spaced repetition to increase the rate of language learning.



(5) There is a very interesting chapter in the book about '**The fluency illusion**.' This is the idea that when we first learn something, we have easier recall of it because it's fresh to us, thus we have an illusion of security. Carey explains that simply repeating knowledge after we have studied it doesn't strengthen our memory: it's much better to wait and recall the knowledge in our own words later. Merely glancing back over a revision guide won't be particularly effective. The extra effort of our own retrieval deepens the storage of the learning within our long-term memory. Encourage your child to guard against falling victim to 'the fluency illusion'!

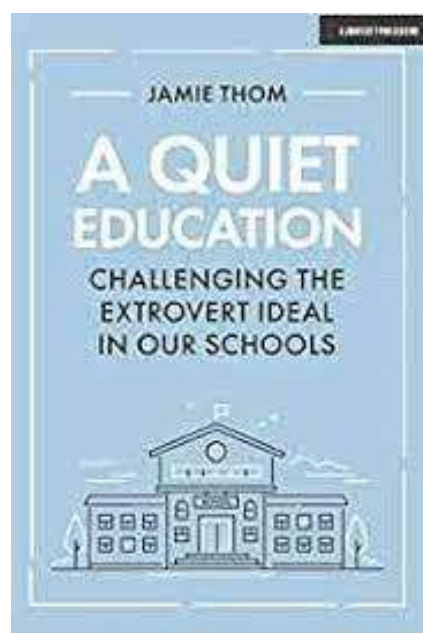
(6) Carey also allays our fears about the detrimental effects of **distraction**! He declares that if we interrupt ourselves in the middle of a study session, it actually helps to 'stick' what we have been learning/revising in our brains for longer - we are 'hinged with suspense' and a 'need to know more' so that when we return to the learning, we have a renewed sense of motivation. No more feeling guilty for nipping to the kitchen for a biscuit! In fact, he is vehement that when we get 'stuck' on a task for a while, we should absolutely take a break from it. He says, '*Distracting yourself from the task at hand allows you to ...reexamine clues in a new way, and come back fresh.*'

(7) All members of the book group were intrigued by Carey's findings that **recitation** is so effective in helping with memorisation. We talked about how often in Modern Foreign Language lessons, students can be heard chanting songs, phrases or new vocabulary. Teachers in other departments have vowed to build recitation into their classroom repertoire!

(8) As we come to the end of this very busy half-term, it was timely to discuss Carey's reminders of the importance of **sleep** for effective learning and remembering. It is integral to our brain health and function. The 'deep sleep' we bank in the first half of the night is most valuable for helping us retain hard facts: names, dates, formulae etc. The sleep we get in the early morning hours prior to our waking helps us to consolidate our motor skills and creative learning.

So, on that note, we hope all of our students get plenty of sleep over half-term, and a well-deserved rest!

The Teachers' Book Club is moving onto our next read, suggested by Mrs Hill: '*A Quiet Education: Challenging the Extrovert Ideal in Our Schools*' by Jamie Thom.



# ***Making the Most of Online Super-Curricular Opportunities***

Super-curricular activities are those that take the subjects that students study further, beyond that which teachers have taught or what students have done for homework. Super-curricular opportunities allow students to go into more depth on something they have picked up in the classroom or students can learn about a new topic altogether. Reading subject-related texts, watching videos online, downloading online lectures, visiting museums or entering academic competitions are all great super-curricular activities to help extend the learning which goes on in the classroom.

The following online lectures are aimed at students in Years 12 and 13. Do check these out:



**University of Cambridge: Department of Physics**  
**Online lectures aimed at 6th formers**  
<https://outreach.phy.cam.ac.uk/programme/cpc>



**UNIVERSITY OF BIRMINGHAM**

**A series of online lectures from University of Birmingham on social, scientific and cultural issues.**  
<https://www.birmingham.ac.uk/events/distinguished-lectures/index.aspx>

**This link will take you to the Baggs Memorial Happiness Lecture\* on the role that music plays in our happiness! It's on Monday 1st November 6-7pm.**  
<https://www.birmingham.ac.uk/events/distinguished-lectures/happiness2021.aspx>

*\* The Baggs Memorial Happiness Lecture began in 1976. Born in Birmingham in 1889, Thomas Baggs was an alumnus of the University who went on to become a teacher, journalist and a war correspondent for the Daily Mail before pursuing a successful career in advertising and publicity for the USA automobile industry.*

*When he died in 1973 Thomas bequeathed a substantial sum to the University to provide for an annual public lecture on the theme of 'Happiness - what it is and how it may be achieved by individuals as well as nations.'*

Many thanks to our Academic Mentor, Ms Thornton, for sourcing these.

# ***Macmillan Coffee Morning***

by **Connie Bacharach**



On Friday 1st October, we saw the return of Camp Hill's annual Macmillan Coffee Morning. This is an event which everyone looks forward to: we are able to raise money for such an incredible cause whilst enjoying cakes and donuts!

Macmillan Cancer Support held their first Macmillan Coffee Morning in 1990. It was a very small affair involving a small number of guests who donated the cost of their cup of coffee to the charity. Now, hundreds of people from across the UK hold cake sales, garden tea parties and takeaways to raise money to help people living with cancer. Since 1990, £290 million has been raised for Macmillan. Last year alone, Macmillan raised an incredible £10 million!

The money we raised on the 1st October will make a big difference to people's lives. Using money raised by the annual Coffee Morning, Macmillan is able to offer support to people affected by cancer, from running their online community forum, to paying for nurses who offer emotional and practical support, to providing grants to pay for family holidays.

Though at Camp Hill we all enjoy devouring cake, we know that Macmillan Coffee Morning is about much more than just that. Statistically, 1 in 3 of us will be affected by cancer at some point in our lives; Macmillan's invaluable work reaches millions of people per year, including patients, family and friends who are facing the toughest fight of their lives. This is a really important cause so we're thrilled that everyone got involved.

To keep everyone as safe as possible, the key stages were split into separate locations where sixth formers had set up a very enticing display of donated sweet treats, including 492 Krispy Kreme doughnuts that school provided for the occasion! For those of you who have not seen Camp Hill's Macmillan Coffee Morning before, it is a slightly chaotic, but very fun, 20 minutes of selling, buying and eating lots of donuts and cakes in order to raise as much money as possible. We are delighted to say the sugar rush raised £1141.47 with a last minute donation of £16.89 from Jamon the Spanish department's piggy bank! An impressive total of £1158.36!







## Law Society



This term, Mrs Tromans led the first meeting of the new Sixth Form Law Society. Open to all Year 12 and 13 students, it is a great opportunity for discussion for those who are interested in studying law at university, want to pursue a legal career, or simply want to understand how law affects the world around them.

Last week, students started looking at some fundamental principles of criminal liability, having a lively debate about what should constitute a criminal offence and whether there should ever be liability for an omission rather than an act. In the coming weeks, the group will look at more key principles before applying their learning to some hypothetical criminal law scenarios, thereby allowing them to experience what it might be like to reason and argue like a lawyer.

Later in the year, the group will look at areas of tort law as well as human rights law, looking at a range of topical news stories to understand the law's relevance to our everyday lives.

Mrs Tromans, who has over a decade of experience in corporate law and who previously taught Law A Level within the foundation, said, *'Whether you want to be a lawyer or not, studying law is so useful in encouraging you to think critically about information you're given, formulate compelling arguments and express yourself with clarity and precision. It's great to see our students demonstrating those skills which are sure to serve them well whatever their aspirations at university and beyond.'*

---

## Can you help with our careers programme?

For our careers programme to be effective and promote a wide range of careers and job roles, we need the help of employers and employees. If you and/or any relatives, friends or neighbours would be willing to be added to our database we would very much value your help.

We run regular events in school to support our students and raise their awareness in relation to careers. If you are able to help us with any or all of the following:

- mock interviews
- giving an assembly about your job
- telling us about what you are looking for in an employee
- talking to small groups of students about your job role
- providing work experience placements

then please get in touch with me at the school.

Dr Rose  
Assistant Head



local  
support

EARLY HELP- SELLYOAK

Games  
and  
activities

# FAMILY FUN DAY



**Wednesday 27th  
October 2021, 12-3 pm  
Billesley Ark, 725  
yardleywood road, b13  
opt**



Free food for children

# Dates for Your Diary



**Back to school**  
*Week B*



**Chamber Concert**  
*at CHB*



**Sixth Form**  
**Open Evening**  
*(TBC)*



**Year 7**  
**Readathon Week**



**Year 11**  
**Gudwara Trip**



**Dance Show**  
*(TBC)*



## ***Dates for Your Diary***



**Thursday  
2nd**

**Year 12  
Parents' Evening**

**Tuesday  
7th**

**Highbury Hall  
Charity Concert**

**Wednesday  
8th**

**Years 7 - 10  
Flu Immunisations**

**Friday  
10th**

**School finishes at  
12:35pm**

**2pm Prizegiving  
(TBC)**

**Monday  
13th**

**Christmas Concert  
at CHB**

**Friday  
17th**

**End of term**

