

December 2021

OKEHAMPTON COLLEGE



Newsletter
Issue 4

Community
Opportunity
Respect
Equity

Highlights

Spotlight on the
English & MFL Faculties
Safeguarding Focus
Late Bus Service

The Associate Principals' Message; Craig Griffiths, Rebecca Mullins

We hope that you and your families are well. As we look towards the end of the year and make plans to enjoy precious time with friends and family it is natural for us all to reflect on 2021.

It has been another extraordinary year in which students and staff have demonstrated an impressive readiness to adapt. The demands of remote learning during lockdown, the challenges of testing, bubbles, self-isolation, and the enormous effort invested in producing Teacher Assessed Grades tested resilience - and all this before cases rose sharply across our wider community during October.

Although the pandemic continues to affect many aspects of our daily lives, steps to restore some of our more usual events and enrichment activities were significant. These steps have had to be cautious, but it was important that we were able to welcome Year 6 students and parents back through our doors for the September Open Evening. The Sponsored Walk was restored to its rightful place in the College calendar and plans for events such as Ten Tors are well underway. We were also delighted to see our student musicians perform and set the festive atmosphere during the Edwardian Evening.

Looking forward the full impact of this period has yet to be fully understood, which means that the reassurance and stability of College life, its routines and expectations have

Important Dates

5 January 2022 - All students return to College

10 January 2022 - Year 12 and 13 exams start

19 & 20 January 2022 - Year 11 Progress Evenings

7 February 2022 GCSE mock exams start



never been more important for our young people. Please bear with us as we work towards opening to families and visitors as soon as we are able. Events may have to be scaled down or moved online as we respond to restrictions, but we continue to plan towards these important occasions where possible. Although the challenges of the pandemic continue, we cannot allow these circumstances to divert us from the important development work which continues across the College.

Student Wellbeing and Support Event in the New Year

Earlier this term we wrote to you about strengthening our partnership between home and College. Our plans will begin with a themed evening which focuses on the wellbeing and support of our young people. We will be providing information and guidance around these themes. The evening will be hosted by student leaders and key staff who will be available to listen to parents and carers so that we can discuss and share ideas. The event is planned for early in the spring term, and it will be ticketed for social distancing purposes, or it will move online as may be needed. More detail will be shared with you early next term.

Spotlight on Learning across the Curriculum

As previously outlined, our newsletter presents an important opportunity to celebrate student achievement in different areas of the curriculum. For this issue the English Literature and Modern Foreign Languages Faculties will be sharing their key learning highlights. In addition, our Sixth Form Student Leaders will be updating you about their preparations towards working alongside our younger year groups. As part of this they will be volunteering their time in lower school lessons to mentor younger students. You will also hear from one of our Learning and Teaching Champions, who will be sharing their plans for targeted work with our teachers to prioritise the development of classroom practice.

New Year Return

A reminder that the first day of term will be Wednesday 5th January. Please continue to support your child in arriving ready for College in correct uniform, and fully equipped for their learning. Good starts each day help to us to continue to provide

the reassurance and stability of our routines and to focus, without distraction, on the core business of learning for all our young people.

Recognising our Staff

We know that many of you have already expressed your appreciation of the passion and professionalism of staff following online Parent Evenings over the autumn period. We would also like to recognise their efforts and commitment. When Covid cases were at their highest their reliability was startling. The College faced considerable staff absence in October. Every member of staff stepped in to ensure that lessons were delivered, students continued to be served food, the school was cleaned throughout each day, and the normal functions of College life continued. Many other schools in the region and beyond were very reluctantly forced to send home classes, year groups, or even close altogether. No school ever does this lightly. So, it has been no small thing that we remained fully open for all students. We are certain that you join us in thanking the staff for their dedication throughout this period.

We are delighted to announce the results of our Parent Governor election which has recently taken place.

Jessica Hill has been elected and will now be joining the Local Stakeholder Board in the New Year. We look forward to welcoming her.

All that remains is to thank you for your continuing support, involvement, and helpful feedback throughout another extraordinary year. As mentioned above, we hope to see more of you face to face over the coming months. We wish you, your family, the students, and the staff of Okehampton College an enjoyable and restful break.

A very Merry Christmas, and we look forward to seeing you in the new year.

Best wishes

Craig Griffiths and Rebecca Mullins
Associate Principals

Mental Health And Suicide Prevention During The Christmas Season

The Safeguarding focus for this newsletter is a very sensitive one that may trigger all sorts of emotions; however, it is important that we discuss it openly and can signpost young people to different types of support.

Unfortunately, there has been a spate of young men who have recently taken their own lives in Devon.

The pandemic, school, and exam pressures as well as personal issues are all converging on our young people now. Being a teenager is a hard enough journey without all the additional stresses and strains of the past two years.

Combine this with the fact that typically young men tend to be less able to talk openly about their worries and we have a very real crisis on our hands.

If you know of any young person that you believe might be at risk, please do direct them firstly to their Tutor, Assistant Head of Year or Head of Year. The links below are also a useful starting point. There are trained professionals ready and waiting to help and advise them.

- R;pple - Suicide Prevention (ripplesuicideprevention.com)
- Charlie Waller Trust - Mental Health Charity
- Papyrus - Prevention of Young Suicide (papyrus-uk.org)
- Childline - Free confidential advice for any young person in the UK
- Kooth - Online mental wellbeing Community
- Young Devon | Changing the odds in favour of young people

Student Wellbeing and Support Event

For Parents and Students in Year 11

The College is planning to run a Student Wellbeing and Support Event particularly for Year 11 students and their families on Thursday 13th January from 5:30-6:30 pm. We would very much like this to be a face-to-face, ticketed event, but we will also run it online in case we are unable to meet in person.

More information will come out at the beginning of next term, but we hope to offer a range of speakers, including some of our own students and members of our wider community, offering advice on the following topics: Exams and handling exam pressures, online safety - a guide for parents on what to look out for and how to keep young people safe online, and a focus on Peer on Peer abuse and the 'It's not OK' campaign looking at respectful behaviour amongst students.

We really hope you will be able to join us.



Click on a logo to go to a website

...English Faculty...



Key Stage 3

Our English Curriculum at KS3 exposes students to a range of powerful texts that allow us to explore and learn from the world around us. We also provide plenty of opportunity for students to stretch their creative talents in story writing.

In Year 7, we focus on Literary Heritage. Students have studied a range of Greek Myths and considered the moral lessons they teach us as well as writing their own mythological stories. They are currently studying the play adaptation of 'A Christmas Carol' which is based on Dickens' timeless classic.

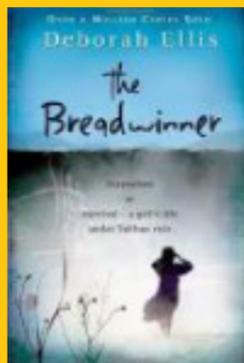
In Year 8, we focus on Didactic Literature. Students have studied George Orwell's 'Animal Farm' and explored the rise to revolution through Orwell's portrayal of corrupt leadership. We have considered how his novel provides a warning to society about power and those who misuse it. They are currently studying rhetoric through reading and listening to a range of famous speakers, including Nelson Mandela, Martin Luther King and Sojourner Truth.

In Year 9, we are preparing students for the transition into GCSE by studying Literature in Context. Students have read Susan Hill's 'The Woman in Black' and explored the Gothic genre, considering how to write an effective ghost story and how fear functioned within Victorian Society. They are currently studying the art of Short Stories through great writers like Roald Dahl, exploring how stories are structured to create tension and intrigue the reader.

All of our KS3 classes will be moving on to a study of Shakespeare in the new year, reading some of his greatest works like 'The Merchant of Venice' and 'Romeo and Juliet', and considering the relevance these texts still have today.

Diversifying the Key Stage 3 Curriculum

We are working hard to broaden and diversify our curriculum to expose our young people to a wide range of texts and authors. We do not solely want to focus our work on traditional writers even though we believe that Shakespeare, Dickens, Stevenson, and Orwell etc still have a relevance and place in the English curriculum, but to include female authors and stories from other cultures and traditions. This year we will be introducing two new novels that we feel are important especially given recent world events.



The first of these is *The Breadwinner* by Deborah Ellis which follows the story of a young Afghan girl struggling to survive and provide for her family under Taliban rule.



The second is *The Hate U Give* by Angie Thomas which is about a teenager in the USA who witnesses her best friend being killed by the police.

Home Learning

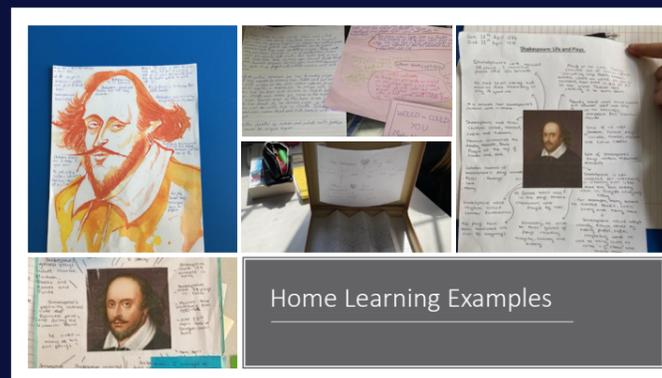
We all know that home learning can be a cause of arguments and stress which is why in English, we have changed our whole approach to the tasks we set at KS3 and expectations we have of our students to make home learning enjoyable, challenging and most importantly, worthwhile.

Research shows that the relationship between the amount of home learning and achievement is significant, but what is key is the type of work being set. Our home learning tasks have been designed to practice skills learnt in lessons but also push students beyond this to evaluate and synthesise what they are learning.

Below is an example of the types of home learning we set. This one is the Year 7 home learning based around our unit on *A Christmas Carol*.

We have been blown away by the quality of work being produced by your young people and the efforts that they are going to. We can see an investment and pride in the work which shows us that they are engaged in their learning both in school and at home.

Knowledge – choose one task:		
Create a mind map about what life was like in Victorian times. Include pictures and facts.	Imagine you are a Victorian – rich or poor, old or young. Write a day in the life of that person. (Include information about your job, housing etc.)	Draw a labelled diagram of a Victorian workhouse. Find pictures of read workhouses to add if you can.
Understanding and application – choose one task:		
Prepare a 3 minute presentation Charles Dickens – life and work.	Write a 300 word essay about Charles Dickens. Which were his most famous novels? What was his life like?	Create a Charles Dickens fact file that includes information about his life and work. Find pictures to include.
Evaluate, analyse, synthesis – choose one task:		
Make a video that explains why people love ghost stories.	Write an imagined debate between two characters from the novel <i>A Christmas Carol</i> .	Design a brochure for adults persuading them that <i>A Christmas Carol</i> is important novel.
Produce a piece of artwork taking the story of <i>A Christmas Carol</i> as inspiration.	Make a Wiki page to engage readers in the key themes and ideas in <i>A Christmas Carol</i> .	Evaluate the impact of <i>A Christmas Carol</i> . One page of A4. What is the message? Is it still relevant today?



Home Learning Examples

Key Stage 4

Years 10 and 11 have had a very busy term.

Year 10 have completed their revision of the exam text 'An Inspector Calls' on the Literature curriculum and produced some promising assessments before half term. Keeping up the pace, they've now moved on to their second examined text, the 19th century prose text. Due to the language and context of these texts' students can find this part of the course challenging, so we're supporting our students with visual aids and contextual information to help them access the text, while also prioritising opportunities to regularly practice their written analysis.

Year 11 have recently taken their mock exams in both English Language and English Literature. We've been very impressed with their hard work and dedication in preparing for these important assessments. For the English Language course, students sat a Paper One, which is comprised of a reading section based on a fiction extract and a writing section where students are invited to describe an image or write a narrative linked to it. For their Literature exam students wrote responses to the play 'Macbeth' and the 'Power and Conflict' poetry anthology. Students will receive feedback from these mock exams before the end of term and we will, of course, build support and opportunities into our lessons using this feedback to encourage further progress.

A-level English
over page

...English Faculty...



A-level English Language

English Language A Level is unlike GCSE English, it is a study into the language we use every day and how this varies depending on where you live in the country and world, your background, gender, sexuality, occupation, and age. We look at how the English language has changed over time and how it is used across the world. It is a varied, analytical course with a high level of academic rigour that will get you onto any university course. It's great if you are thinking of a career in journalism, law, arts or linguistics. There is also an element of the course for you to develop your creative writing skills and an in-depth investigation into an area of language that you are interested in. It is a highly rated course even by Russel Group universities.

If you would like to find out more about English Language A Level, please come and chat to Mrs Tovey or Mrs Sizmur.

Below is what one of our current students says about the course:

English Language isn't just useful by itself, however; it can be applicable in a far more widespread area. I also study French, and the understanding I've gained of how language works and evolves in English has hugely improved my awareness of the same things in French. It has also aided with my accuracy: through English Language, I've picked up quite a lot in terms of etymology – where words come from – which is frequently very similar to French vocabulary, allowing me to make connections between words in both languages. Furthermore, learning how to write an essay in English has had a massive impact on the structure of my psychology essays, which has boosted them immeasurably, even though the subjects have very little in common.

I've been really enjoying English language since I started 6th form, but there are some areas I've liked more than others. Language and gender, for example, threw me down several late-night rabbit holes. Geographical variation also caught my attention quickly, looking at the rise and fall of cockney rhyming slang, or how English has evolved in various different countries that use it. At A-level, the teachers are also a great help: with smaller classes, they have more time for each student, and are always just an email away for any questions. This also means that they can adapt teaching styles slightly to a specific class, making the whole experience much easier to navigate.



Introducing a Champion of Teaching and Learning



I am delighted to introduce myself, Mr Sharp, as a new member of staff and as a Champion of Learning and Teaching.

I have been working at Okehampton College since September this

year, and it hasn't taken me long to pick up how things are done at the College because the learning and teaching framework makes perfect sense.

I can already see how the students benefit from the routine of a quick task as they arrive in the classroom - that they can do independently, while the teacher takes the register.

Links are made to the learning that happened in the lesson before and then learning new content that's delivered in manageable chunks. Teachers model how to complete a task using an 'I do/we do/you do' approach. First the teacher demonstrates, then the whole class contribute, then the students work on their own with whatever help and support they still might need. For example, a recent assessment in Year 8 was quite tricky: an essay to go with Animal Farm. I was able to model by writing a paragraph for them, then writing one with them and then getting them to write their own following the 'steps to success' we had outlined together.

Pictured is Grace Martin in Year 8 who is rightly proud of her work. She has used my paragraph, and the one produced by the



whole class working together as well as writing her own. She has also improved her work in red pen - correcting spellings and adding a conclusion.

There are opportunities to show that students have understood and not fallen prey to a misconception before a teacher can move on in the curriculum accordingly.

Our role as Learning and Teaching Champions is to support this process - using the perspective of our own classrooms in our own departments and across the College: to offer training, share good practice and to help provide resources.

For example, the College has recently invested in visualisers for each of the classrooms and we have been working together to explore how they add value to what we do and how the students can benefit.

Student voice has been an important part of our excellent learning and teaching at the College and we want to continue to develop this. Another aspect of our role is to set up opportunities for students to feedback on how they learn, to see how we can tweak the curriculum so that all students can do the very best that they can.



Save The Planet One Plastic Cup At A Time

Please could we ask all parents to send in a reusable water bottle with their child?

There are several students going to First Aid (the same ones) asking for plastic cups for water as they haven't got – or have forgotten - a bottle.

We have a limited supply and need to keep those for when students need to have medicine administered. It would help reduce the amount of plastic waste

Thank you From First Aid

...Modern Foreign Languages Faculty...



Bonjour! Guten Tag!

Please read along, as we explore some of the thought-provoking and unique activities that are happening in our Modern Foreign Languages Faculty - both inside and out of lessons.

We believe it is important to challenge yourself to see the world from a different viewpoint, and we would like all our students to experience success in a foreign language - as well as being able to empathise with its culture, traditions, and people. Here we will showcase what our students are learning, and how it has impacted their world view...

Year 9 Language Leaders



KS3 Latin Club!



As a faculty, we challenge our ideas and revise them constantly, broadening our horizons and honing our life skills towards the Trust curriculum aim to 'produce global citizens for the future'. As well as developing your cultural knowledge in lessons, we hope that you will join us in one of our many extra-curricular activities...

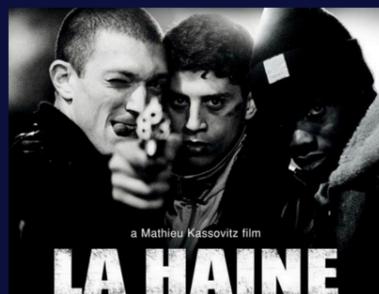
Year 7 Curriculum - Creativity

Year 7 are currently learning how to talk about family members and describe them. In French, we are describing physical appearance, which provided a fun homework opportunity for students to show off their creative skills in the form of a wanted poster. We were very impressed with their efforts!

Yr12 Foreign Film Study

I'm Sophie and I am a Year 12 student currently taking A-level French.

I've found the French A-level course to not only be beneficial in expanding my cultural knowledge and linguistic abilities, but it's helpful in providing future opportunities. Recently, we have been challenging our perceptions of the world and its different social groups, via film. By studying a film such as 'La Haine', you develop awareness of the social and political tensions not just in France, but worldwide.



Year 9 Language Leaders:

This is a group of Yr9 students who are working towards the 'Foreign Language Award' qualification. They are doing this in their own time, attending sessions once a week after school in order to develop their leadership skills. To pass, they will be required to teach a foreign language to groups of younger children. Here are their views of the qualification so far:

'I'm doing Language Leaders because it helps to get a qualification which will be good for GCSEs', and 'It's a good opportunity to work in a team'.



Key Stage 3 Latin Club:

Marla - pictured here studying Latin - explains why she goes to the club: *'Latin can help me with my future and can be quite cool to learn'.* She is writing in Latin, and her work says *'Non scholae sed vitae discimus'*, can you guess what that means?! Answer at the bottom of the page...

Latin runs every Monday lunchtime and we alternate between learning about the history of Rome alongside the foundation of Roman civilisation, and learning the language. Latin is highly organised and logical and gives us useful connections with English, French and German.

Year 7 French students have been busy bees – practising vocabulary for the grand finale of this year's spelling bee. Aside from the obvious, an activity of this nature means they learn to perform under pressure and develop memory skills – both of which will stand them in good stead for their future. This is what they said:

"I'm quite shy in class and don't like to speak in front of a big group. Spelling Bee gives me the opportunity to increase my confidence and practise and learn new vocabulary in a small, fun group".

AVIS DE RECHERCHE



NOM: Elle s'appelle Marie Curie
AGE: Elle a 77 ans
DESCRIPTION: Elle a les cheveux courts, gris les yeux bruns
RECOMPENSE

£1,000,000

Latin Answer: "We do not learn for school, but for life"

...Your Head of Year Team...

A WORD
FROM:

Mrs Wheeleker

Head of

Year 7

Dear Year 7,

As we approach the end of your first term at College and the end of another extraordinary year, you are all to be congratulated on your fantastic attitude to learning and hard work over the past term both in and out of the classroom. Well done if you have been awarded a Bronze badge for earning 250 achievement points and I am sure we will have our first Silver badge in January.

I would like to thank the fantastic Year 7 tutor team for their dedication and tireless efforts in helping you settle in since September. We are also extremely grateful to the amazing Mrs Grigg, our Assistant Head of Year, for her calm and kind presence in supporting the whole Year 7 team.

I am looking forward to the Christmas Concert in which many of you will be performing and being able to celebrate the end of term in more familiar ways once more. 2022 will no doubt bring with it new challenges that we will face together, so enjoy your break from school, rest, eat chocolate, watch as many Christmas films as you can and enjoy time with your friends and family.

I sincerely wish you and your families a Merry Christmas and a Happy New Year.

Mrs Derks

Head of

Year 8

Dear Year 8,

Christmas is fast approaching and with it all the anticipation and excitement that goes with it. It's been quite a term and you've all done yourselves proud in your learning and attitude. I was pleased to give out so many Bronze awards this term too. I also want to take this opportunity to thank you, your families, your fabulous tutors, and Mrs Grigg – your Deputy Head Of Year – who is an oasis of calm and kindness.

Please enjoy the festivities, be kind to each other and rest well – I look forward to welcoming you back in 2022!

Dear Year 9,

Wow, we have made it through the long autumn term. Well done!

It's now time to have 2 weeks of rest, relaxation and enjoying the festivities. I have thoroughly enjoyed celebrating the achievements of a small group of Year 9 students who have been awarded a bronze badge this term for getting 250 achievement points. I look forward to presenting more Year 9's with this badge as the academic year progresses.

I would like to wish everyone a Merry Christmas and a Happy New Year. I hope you all come back in January feeling recharged and ready for the term ahead.

Dear Year 10,

Recently Year 10 received their first tutor time sessions, which have covered information about the opportunity to participate in Work Experience. For some families, this can feel overwhelming at first, please speak to your child's tutor or contact the Curriculum Support Office should you need any support or guidance with the process. More information will be shared with the students in the new year, and we have suggested that students are pro-active over the Christmas break to make some initial enquiries.

This week the students of Mrs. Sizmur's tutor group were rewarded with a Head Of Year thank you breakfast for their exemplary conduct throughout the term. I have awarded 12 students with their bronze pin and there are more who will have received their badge by the time this goes to print. Well done for accumulating 250 achievement points so far this term and not only meeting our College expectations but also demonstrating excellent learning behaviours in and out of the classroom.

In the spirit of community, each tutor group has also participated in a reverse advent calendar, their gift/food boxes will be delivered to members of the community on Christmas Eve. It was incredibly heart-warming to see how keen the students were to help people in need. Thank you to Okehampton Community Kitchen for allowing us to be involved in this initiative and thank you to all the students and families that have supported this act of kindness.

A quick reminder that the first day back will be on Wednesday 5th of January. I look forward to seeing you arrive in correct uniform and ready for what 2022 may bring. Have a very happy Christmas break.

A WORD
FROM:

Mrs Hodgson

Head of

Year 9

A WORD
FROM:

Mrs Teixeira

Head of

Year 10

Year 11.....

Year 11.....

...Your Head of Year Team...

A WORD FROM:

Mr Wilson

Head of

Year 11

Dear Year 11,

As we approach the Christmas break, I would like to take this opportunity to update you on some of the recent events that have happened and what is planned for the start of the spring term.

Mock Exams – I am pleased to share with you that most of our students have approached these with such maturity and determination. Indeed, these sentiments were echoed by some of the Exams Invigilators recently. Feedback from these assessments will come in due course and you'll have an opportunity to discuss outcomes with staff at the next Year 11 Virtual Parents' Evening which is scheduled the week commencing 17th January 2022.

All 10 tutor groups have now visited our Post-16 Centre on the Wardhayes Campus for guided tours and some overview of our Post -16 offer. To support their decision making at Post-16 level and so that they are quite rightly placed on the correct pathway next academic year, the Cornwall College Group (Bicton & Duchy College) as well as Exeter College will also be delivering virtual assemblies to the year group during January.

Furthermore, Careers South West have just delivered a very informative virtual assembly on Apprenticeships; raising awareness of the many opportunities that exist, including routes into apprenticeships.

Becky Harvey, our Independent Careers Advisor, visited all tutor groups back in September and gave all students the opportunity to meet with her to discuss career plans, aspirations, and routes at post-16 level. Becky hopes to have seen all those students who have requested appointments by February half term.

Mrs Luckhurst (Careers Lead) has seen almost all our tutor groups this term and will continue this work in the spring term. Mrs Luckhurst has kindly offered to run after school 'CV Surgeries' to help equip those students who may need a CV; particularly those thinking of an apprenticeship in the future.

Tutor Time Core Subject Intervention - Once again, most students have really engaged with this and have a clear understanding of how these sessions will help develop their subject knowledge and prepare them for the summer exams season.

Finally, I am currently planning for NCS (National Citizen Service) to visit us for the day to raise awareness of their work and to give our students an opportunity to attend a 2-3 week residential after their summer exams. Subsidised by the Government, the cost per student is £50. The College has worked with NCS (National Citizen Service) for many years and those students who have attended previously have always returned full of praise and enthusiasm.

I would like to thank you for your continued support and wish you all a Merry Christmas and Happy New Year.



...Mental Health Ambassadors...

Supporting mental health is vital for the success and well-being of our community and Living Life to the Full is underway at Okehampton College.

A group of Year 12 and Year 13 students took part in Living Life To The Full to become the newest Mental Health Ambassadors. This training took place over a day which looked at 8 key areas surrounding mental health.

These Cognitive Behavioural Therapy Sessions are currently being delivered to pupils in person from our newly trained mental health ambassadors and can be accessed at home via podcasts. Cognitive Behaviour Therapy (CBT) is utilised in order to help some of our young people understand different emotions that they are often feeling but might struggle to understand. Giving advice and guidance around: activity, diet and simple strategies to improve emotions has proved valuable in the past. Stress and low mood can be common in young people but the help and advice from previous Living Life to The Full programmes has proved very effective and engaging for all involved.

These areas are:

1. Understanding your feelings
2. Doing things that make you feel better
3. Looking at things differently
4. Building Inner Confidence
5. How to fix almost everything
6. The Things you do that mess you up
7. 1, 2, 3 Breathe
8. 10 things you can do to feel happier

A message from our MHA:

We decided on being a Mental Health Ambassador as it will not only will it benefit the group of young people in the present but also their future as we can give them the tools to manage stressful situations. It is also beneficial toward us to know how to handle situations as we were taught in training and support our own mental health. With having our own experiences of secondary school to drawn upon we can not only sympathise but empathise with younger pupils who need additional mental health support.



MHA pictured: Rosemary Jennings, Benjamin Puck, Georgia Raphael, Jemma Gregory, Chloe Lamacraft, Niamh Flanagan, Oliver Byron-Furnell, Ellie Bridgman, Ava Jennings, Hannah Dennis, Oliver Plusnin, Adelaide Stewart, Niamh Jarvis-Cooke.

Students On Target In Shooting Competition

Congratulations to the students that took part in the regional British Shooting Schools competition. We are delighted to announce that our four competitors have qualified for the National Finals in Birmingham in February.

Zara Plaskett and Marina Pritchard produced outstanding shots to secure individual places at the championships and our Junior team of Zara Plaskett, Eleanor Pearce and Neve Webber produced three fantastic shots to qualify as a team to compete at the championships.

The British Shooting Schools Pistol and Rifle Championships is a national championship, where individuals and teams representing their school, participate in the regional championships held across England, Scotland, Wales, and Northern Ireland and then qualify through to the National Final.

The Schools Championships aims to engage with athletes who are new to shooting, as well as those with more experience, if you're interested in competing next year, keep practicing and look out for information for next year's competition in September.



Late Bus Service Information For Parents And Students

The late buses are to support students who take part in after school clubs or have a timetable period 6 lesson – they don't routinely stop at drop-off points. Sometimes, they stop at locations between towns and villages to help students alight closer to their homes – but sometimes, this is not possible.

While every effort has been made to include as many towns - and villages - in our catchment area, some are not covered by any late bus route like Folly Gate, Inwardleigh and Halwill. For these areas students have the following options:

- Catch a College late bus to the nearest drop-off point and arrange for parents/carers to collect them from that point.
- Catch a public service bus from the centre of Okehampton (this will mean additional travel costs)
- Arrange for parents/carers to collect directly from Okehampton College

Please Note The College does not operate the transport system. Devon County Council are responsible and as such all enquiries need to go through them. Their website can be found [HERE](#)

Late Buses Drop-off Points

Please note that all buses depart from College at 5pm – students will be issued with colour-coded passes to ensure they're on the correct bus and the route will be signposted on both the tickets and the buses themselves.

Route A

Tongue End, Sticklepath, Ford Cross, Prospect, Whiddon Down, Sandy Park and Chagford.

Route B

Highampton, Meeth, Hatherleigh, Jacobstowe, Exbourne, Sampford Courtenay and North Tawton

Route C

Meldon, Sourton, Dartmoor Inn, Lydford, Bridestowe, Lewdown, Bratton Clovelly and Northlew.

...FREE... Outward Bound Courses!

The Sir Francis Chichester Trust is offering FREE places on Outward Bound courses to young people who live in Devon and who are aged 16-22. The courses are designed to help participants make an effective transition into sixth form, further education or work and is a chance to have a life-shaping adventure with people from all over the world, to know what they are truly capable of achieving and to stand out in a crowded marketplace.

The courses are held at the Outward-Bound centres in the Lake District, Wales, and Scotland. The aim of these courses is to allow young people to challenge themselves, demonstrate progress through 1:1 action planning focused on personal development, work outside of their normal friendship group, and leave with a breadth of experience that will enrich personal statements and set them aside from other young people.

The main benefits for the young people are seen in greatly improved self-confidence and team working abilities, together with raised aspirations. The closing date for applications is Tuesday 1 February 2022 with interviews for those shortlisted being held 10 and 11 March 2022 in Exeter and young people applying must be available on one or other of these dates. An application form can be downloaded from the Trust Website <https://www.outwardbound.org.uk/sir-francis-chichester-trust#apply>.



Here's a short video to give you a taster of what an Outward Bound course is all about (<https://www.youtube.com/watch?v=CpqlmOT7w0M>).

...Important Attendance Information...

With so much learning lost to Covid it is more important than ever to ensure that all young people are in school and learning. Please can you contact the school as a matter of priority if your child is off ill and for each day of their absence. If we do not hear from you, we will send a reminder, this is to ensure that we can fully safeguard them. If we have no contact from you, we may need to follow up to ensure that you are all well and safe and that there has been no accident.

If a pupil is absent due to illness for more than three days, the parent will be asked to provide an appointment card/prescription indicating that the pupil has been seen by a medical professional. The reason for this is that when a pupil is quite unwell for sustained periods of time, we, as a school, are obliged to demonstrate that we have followed the absence process. This is not about the school doubting what a parent has said, it ensures that when the Education Welfare Officer (EWO) visits the school to monitor pupil attendance below 90%, we can speak on behalf of the parent and explain the circumstances.

It is the legal responsibility of parents/carers to ensure their child attends all lessons as required. Parents/carers will be informed by the Attendance Officer if their child has been identified as truanting from the Academy. Persistent cases may be referred to the Education Welfare Officer. We will inform you by text if we suspect a pupil is truanting and continue to locate them. We will then follow up with another text to update you as to whether the pupil has been located or is still missing. If a child is missing after searching or we are worried about their vulnerability or that they have gone off site, we may contact the police.

We appreciate your support in ensuring that every child gets the fullest access to their education possible, and in return we will support you as parents to ensure this happens too. You can speak to your child's tutor or Head of Year around any concerns regarding attendance, our Attendance Officer is Mr Kevin Penna, our Education Welfare Officer is Mrs Sandra Nightingale.

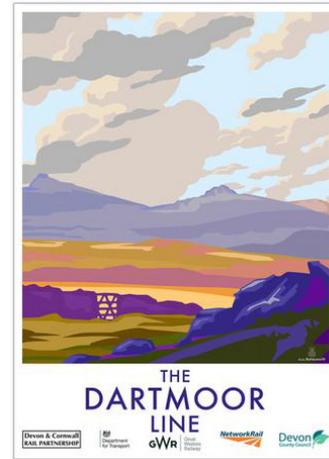
Oke 150 Poster Winners



On November the 18th, five of our students were invited to the official opening of the Okehampton to Exeter train line.

The students attending were the winners of the Oke 150 poster competition; their beautiful art work is now displayed in the Dartmoor Life Museum.

The students were able to wave the new train onto the platform, enjoy tunes from a brass band and even had a trip on the train. Well done to the students who took part, It was a very enjoyable day and you represented the school fantastically.



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