

ASHTON HIGHLIGHTS

ISSUE

22

25 September
2020

OUR OUTSTANDING CAREERS PROVISION



At Ashton Community Science College we are extremely proud that the high quality Careers programme developed at the school has enabled us to achieve 100% in all 8 Gatsby Benchmarks in 2020, especially in a year where students were absent from the classroom and careers activities for almost 4 months.

The Careers programme at Ashton aims to equip all students with the knowledge, skills and aspirations to achieve real success in their future employment. It is based on Careers being integral to everything that the school does both academically and pastorally and encourages students to challenge themselves and raise their aspirations.

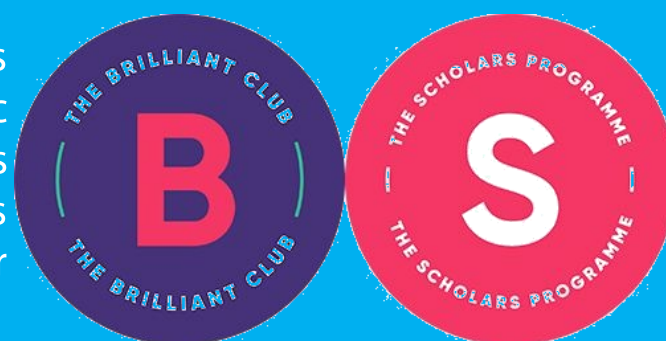


The introduction of the Gatsby benchmarks enabled Ashton CSC to gain recognition for the outstanding programme of Careers activities put together by their Careers Advisor, Jackie Long. Ashton is extremely fortunate to have Jackie, a highly qualified, full-time careers' specialist with a tremendous depth of knowledge and understanding of the students' needs and aspirations. Alongside the structured activities that all students take part in, such as mock interviews, work experience, BAE Roadshows and "Dragons' Den" style activities, students have one-to-one interviews with Jackie in years 8 and 11 to help them navigate their personal journey through all the opportunities available to them. Jackie is also available to all students whenever they need personal support or advice.



Careers is fully embedded into the whole curriculum at Ashton with each faculty having their own Careers Champion who ensure that students receive careers information in all subjects throughout their time at the School.

Ashton has taken part in the Scholars programme which sees students carrying out research projects alongside academic mentors from Russell Group Universities, writing a 2000 word thesis and then presenting their findings to their mentor. All students received awards at a Graduation ceremony at Manchester University.



Student Leadership is an important part of developing skills for the world of work for students in all year groups at Ashton. A clear structure is in place with specific roles that students must apply for, be interviewed for and then on appointment be accountable for their individual areas of responsibility. This not only helps prepare students for the future but ensures a much stronger student voice to support whole school management.

The school is extremely grateful for the support of Shaheen from CEC, Rachael from BAE and Claire from Adecco for their critical support of the programme at Ashton and for helping to enable so many of the activities offered to our students. The school has also been well supported by many national and local businesses, Universities and sixth form colleges, without whom there would be no opportunities for our students in the future.

Adecco

THE CAREERS & ENTERPRISE COMPANY

BAE SYSTEMS

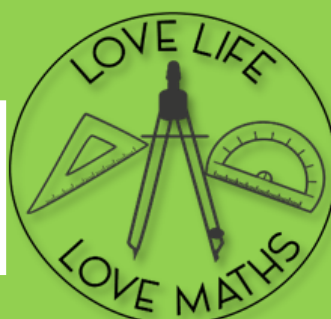
MATHS CHALLENGE

Bizzy is 14 years old and her mother is 37 years old. In how many years will Bizzy be half the age of her mother?

Take your answer to Mr Fern in Room 25 for a smiley.

The solution to last week's puzzle was £38.50

Well done if you got it right!



2



THE PASTORAL TEAM



At Ashton CSC we recognise that students achieve their potential when there are excellent partnerships with parent and carers making it an essential element of work. It is through working together that we can achieve the best outcomes for every student. By putting both students and parents and carer at the heart of everything we do, it enables us to work together to ensure a consistent and successful approach so that all students can make progress. We are always looking at ways in which we can work together better.

Our aims are:

- To ensure the health and wellbeing of all our students is priority.
- To provide effective and consistent link between home and school.
- To work with families and other agencies to identify and support student's pastoral needs, to ensure they can remain engaged with education.
- To support students and families so they can overcome their social, emotional and behavioural needs



Our dedicated pastoral team was created to ensure that all members of our school community are able to succeed both inside and outside of the classroom. The team support and work with students and families to maximise learning for individual students. We also contribute to the development of a 'whole school' approach to overcome learning obstacles and improve student participation in classrooms and throughout school life. All of the team are great role models and know how to motivate students to achieve excellence and ensure they maintain the high standards that we expect within the school and also the wider community.



Pastoral Support
Miss Richards

Each Year group has a dedicated Progress Leader based in or above Room 7. The students' progress leaders will mainly support you and your child with their attendance, behaviour and welfare issues. They take a positive and active lead in promoting the progress of their year group. All 5 progress Leaders have an extensive experience working with students and building positive parental relationships. The team aim to identify and solve problems before they arise and communication is key to this. In addition to the progress leader team we have Miss Barker who supports students through the transition process into Year 7 and Miss Richards who is the student receptionist and the first port of call for our students.

If you have a concern or query about your child's attendance behaviour or welfare then please do not hesitate to contact the school either via telephone 01772 513002 or via email directly to your child's progress leader shown below.



YEAR 7 Mrs Barker
year7@ashtoncsc.com



YEAR 7 Mrs Barrow
year7@ashtoncsc.com



YEAR 8 Mrs Bibby
year8@ashtoncsc.com



YEAR 9 Mrs Evans
year9@ashtoncsc.com



YEAR 10 Mrs Leach
year10@ashtoncsc.com



YEAR 11 Mrs Allan
year11@ashtoncsc.com

STAFF CELEBRATION

Miss Richards and Miss Tannock

Miss Richards who works on Student Reception supporting the pastoral team and Miss Tannock who works in the admin team doing events and publicity have both recently completed their apprenticeship in Level 3 Business Administration where they both received a distinction across the board. The course started in 2017 and was supposed to be 2 years long, however a delay at the college end meant it was extended to 3 years. They both started in the admin team together and have now developed into their own roles in the school.



Miss Richards: I loved my Apprenticeship as it gave me the opportunity to learn new skills and meet new people whilst gaining confidence every day. During my Apprenticeship, I had lots of exciting opportunities which allowed me to work in different areas of the school whilst also getting to know the students. My Apprenticeship has meant that I received hands-on training which has helped me gain more confidence and gain skills and knowledge that will stay with me forever. Even though apprenticeships can be hard work, I am very lucky that the hard work has paid off and it has allowed me to develop into a Pastoral role where my confidence is increasing every day.



Miss Tannock: I did not know what I wanted to do when I left school, I knew I wanted to do something to do with business. I wanted to get a job to earn money but also further my education. The business administration apprenticeship that I did gave me lots of knowledge of different aspects of business from learning how to answer different queries, adapting to different job roles and all about project management.



OPEN EVENING VIDEO



Please visit the school website to view our open evening video which gives just a little flavour of what life at AshtonCSC is like

STUDENT SUCCESS

We are really pleased to inform you that over the Summer Holidays one of our Year 10 Student Leaders successfully participated in the Global Social Leaders Programme. The programme celebrates youth voice and gives young people the tools to create transformational social change, so we can all come together to build a brighter and more sustainable future.

"Global Social Leaders has given me more confidence, has shown me that whatever life throws at you you must never let it get you down. The programme is amazing and it has challenged me to think about life differently. **It's time to think Globally, Act Socially and start now!**"

Jessica Year 10



GLOBAL SOCIAL LEADERS

5



STEM AT ASHTON CSC

The
Ogden
Trust

I started my career at Ashton CSC as Head of Science in 1998. During my time at the school I have seen many changes and have had many roles. I led the bid for us to become a Science College, was briefly Head of Sixth Form and last year helped Mrs Long and the school achieve all 8 Gatsby Benchmarks for our outstanding Careers Programme. I have chaired the Preston Ogden Trust Partnership, still chair the Preston STEM Network and work as a Teacher Coordinator for the Royal Academy of Engineering. I continue to run teacher training courses for the Science Learning Partnership and in 2018 I was awarded the ENTHUSE Award for outstanding Leadership in STEM, one of only 4 in the UK.

STEM is, and has been for many years, an integral part of our curriculum at Ashton. As we move into a more technological era where key skills in Science, Technology, Engineering and Maths become huge areas of employment growth we must ensure our students are prepared. An emphasis on the importance of these subjects both in the curriculum but also in enrichment activities and careers information is central to much of what the school does.

In my role as Teacher Coordinator for the Royal Academy of Engineering (RAE) I have shared the fantastic Engineering resources, produced by the RAE, with dozens of schools across

Lancashire and Cumbria as well as the students at Ashton. It is my ambition to ensure all students at Ashton are fully aware of the job opportunities in our local area in major STEM industries but also how important STEM skills are in most other businesses.

Throughout the year we will celebrate World and National Events, starting with World Space Week from 4th to 11th October, with competitions and activities run with the help of STEM Ambassadors and our own former students, many of whom are now employed in a wide range of STEM careers.

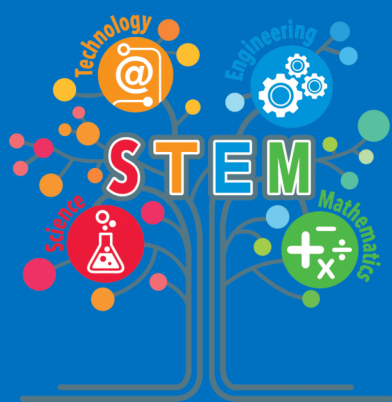
We will use every opportunity to help students understand the skills they already have and help them develop the creative, problem solving skills so important for technical and engineering careers.

There will be activities and challenges throughout the year for all students in Science, Maths, Computing and Technology. In STEM Week all faculties will be involved in showing how STEM can be linked with less obvious subjects to produce a wide range of skills, desired by employers.

If you, or any of your friends and family, have any ideas for events or

would like any information please contact me at the school

cwallis@ashtoncsc.com.



ROYAL
ACADEMY OF
ENGINEERING



STAR READER

Its been a busy week for star reader...

YEAR 7	YEAR 8
Katie G	Jackson L
Adam R	Harrison S
Abigail H	Harvey L

TENNIS COURTS

Over the summer, we looked at improving the playing surface of the tennis courts. The courts are used almost every PE lesson and before lockdown every day during break and lunchtime. All this footfall had taken its toll on the surface and they were becoming increasingly slippery under foot.

Let's Play Everywhere were called in to have a look at the different options at improving the surface. They suggested that a tennis court paint be applied on top of the existing surface which has a sand/grit within it to add extra grip.

We opted for a dark green base so the sports courts marking really stand out. The finished result is a new court surface that not only looks great, but also helps keep our pupils safer during lessons and in their free time!



WORD OF THE WEEK

Remember, a homophone is a word that **SOUNDS** the same as another word, but is spelt differently, and has a different meaning

WHICH= Asking for information about something from a definite set.

Examples:

Which hat should I wear?

Which way should I go?

Which pair of shoes should I buy?

WITCH= a woman thought to have magic powers, especially evil ones, popularly depicted as wearing a black cloak and pointed hat and flying on a broomstick.

Examples:

The witch carried her black cat and her broomstick.

The old lady had gnarled fingers and wrinkly skin; she reminded the little boy of the witch from the Wizard of Oz.



8



WHAT IS FIT FRIDAY?

The Who, What, Where, When and, most importantly, Why?

Why: The main reason is Science! When the body is active for a period of time, the area of the brain that is responsible for retaining information is stimulated. This means that after a short burst of activity (which doesn't have to be anything strenuous by any means!) our pupils find it easier to learn.

The second reason is as a PE department, we are working really hard at highlighting the long term benefits (physically, mentally and socially) of leading a healthy active lifestyle but we realise that some pupils look to other staff as their oracles to show that health and fitness is for everyone, not just "sporty people". 5 minutes of active learning every day can equate to an extra PE lesson of physical activity every week.



Who: Fit Friday is for the entire school. All pupils are invited and encouraged to take part as much as they possibly can. Pupils who attend the early morning wake and shake session can wear their PE kit for the full day in school.

What: Activity in lessons can be chunked into small sections and can be one of two categories; Brain breaks are activity or exercise as you would traditionally think of it. The idea is to give the brain a little break

when concentration levels begin to dwindle. Active learning activities is the second category and is a way of pupils being active whilst they learn – examples used in the past have been memory mapping, catch the ball and state a fact, walk to the correct answer to name just a few.

Where: **** During Covid-19 restrictions in school, everyone will remain in their classroom to minimise the risk of mixing year group bubbles*****

When: The last Friday of every month.



We had over 200 socially distanced pupils on the 3G to join in with Mr Waring's morning workout!

INTRODUCING OUR STAFF ...



Mr Hickey

What job do you do at Ashton?
I teach Music

What did you do before you started at Ashton?
I was teaching Music at Fulwood Academy

What are your first impressions of Ashton?
Friendly, like a family.

How do you hope to help Ashton be an even better school?
To encourage everyone to take up music performing together, it's a great way of binding people as a community and also a great way to relieve stress.

What book are you reading at the moment?
Soul food – a daily devotional by Bear Grylls

EUROPEAN DAY OF LANGUAGES

Thank you for all your involvement with European day of Languages on Friday. We had lots of multilingual events including Spanish Maths, German in RE, Spanish and Latin in Science and Russian in French as well as French low impact aerobics and much much more.

We even had three year 8 girls who accessorised for the day choosing to wear Berets.

Lots of teams took part with the quiz and the lucky winners are

1st place– Miss Evans and her form 11N

2nd place- Mr Martin, Ms Bromley and her form 8H and Ms Roberts

3rd place- Miss Violet, Mr Clarke, Miss Hird and her form 11H, Mr Thomas and his form 10N

Thank you wholeheartedly for celebrating with the Modern Foreign Languages department. Next year our celebrations will be even bigger!



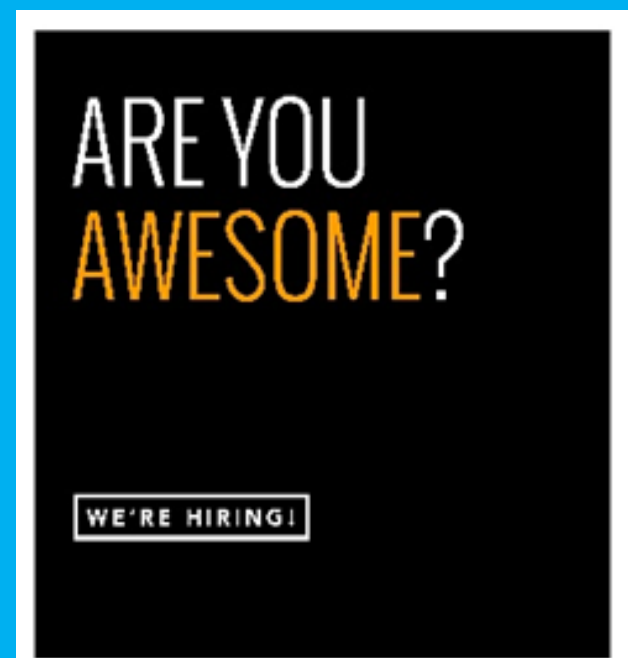
Student Leadership Opportunities

2020

We're still hiring!

Over 125 students have already taken up Student Leadership roles and our students have been getting “work ready” by receiving training on Communication, Leadership Skills and Self Confidence. We have lots of opportunities available to suit all interests and it would be great to see more students apply for our unique posts. To view our current vacancies please go to [find out more information](#).

<https://ashtoncsc.lancs.sch.uk/students/student-leader-vacancies>



FORM CAPTAIN MEETINGS

This week all our Form Captains have attended their year group meetings to present their peers ideas on the " Big Question".

"Is the current Ashton Uniform fit for a 21st Century Student?"



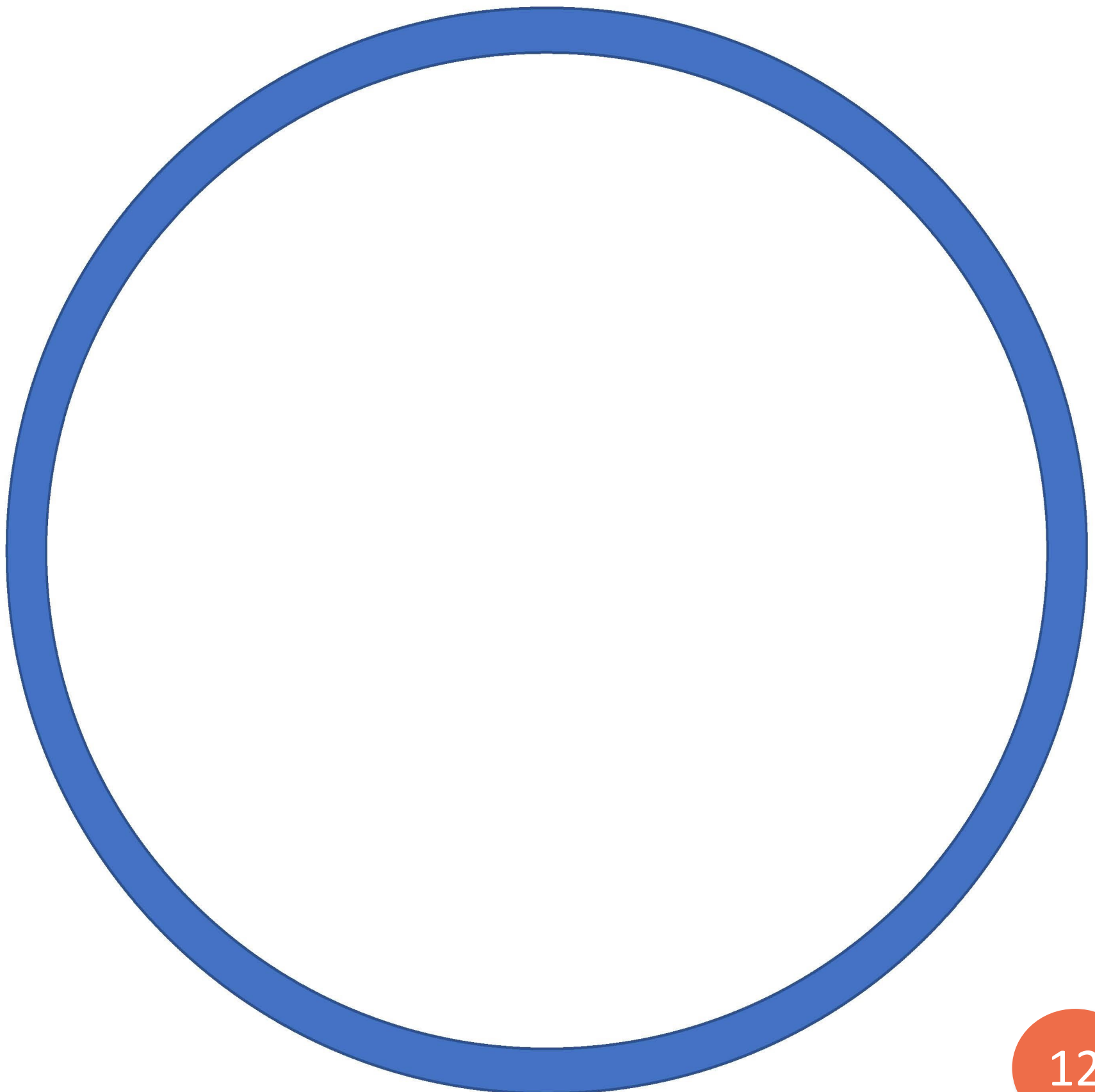
We have had some excellent suggestions on the ways we can improve the quality, cost and appearance of our uniform. These suggestions will be brought forward to the School Council meeting on Wednesday 30th September, with a summary of the main points of the meeting to be included in our newsletter next week.

MFL – LOGO Design Competition

Think of the famous Logos – you instantly know what they represent 😊 .



The Modern Languages department are looking for a new logo ... can you design one? It should be colourful and fairly simple in design so it can be used for a variety of uses. The logo should demonstrate modern foreign languages in a modern world. Entries must be handed to Mr Corbley in Room 32 by Friday 2nd October. Your design must fit inside the circle below.



LUNCHTIME PROVISION

On entry to the dining hall please queue up on the red lines in single file. The right line is for cold food and the line on the left is for hot food. Biscuits and drinks are available at both sides.

You will be called forward to the service area to purchase your food; no more than 5 students will be called forward to ensure that the area does not become overcrowded. Remember the saying... “5 in the line!”

You can then remove your mask to eat your food in the dining hall.

Please remember to put on your mask once you have finished eating/drinking and before you enter the corridor.



OUR CURRENT REDUCED MENU

Burger	£1.35
Panini	£1.95
Baguette	£1.95
Wraps	£1.95
Sausage Roll	£1.00
Chicken Poppers	£2.00

SANDWICH MEAL DEALS £2.20

Regular Range Plus 3 of the extras (1 Drink only)	Egg Mayo, Tuna Mayo, Plain Cheese or Ham Sandwich
Premium Range Plus 2 of the extras (1 Drink only)	All of the regular range with salad , chicken fillings, marinated meats and prawn sandwiches.
Hot/Cold Speciality Plus 1 of the extras	A range of homemade baguettes, paninis, wraps and ciabattas.
Extras	Small bottled water, aqua juice carton, milk, cookie, piece of fruit, yogurt, mixed salad.



ACSC HOUSE POINTS SYSTEM

The House system acts as a link between the different age groups in the school, providing students with the opportunity to work together and compete against their peers. It encourages and fosters teamwork, leadership skills and sportsmanship in all areas of school life. The sense of community within each of the houses encourages a feeling of identity and belonging.



House allocation

Every student and staff member entering the school is allocated one of our six Houses. These are named after PROUD PRESTONIANS past and present. Students quickly form loyalties to their House and achieve a true sense of belonging. Students school jumpers are embroidered with their house names and siblings are always placed within the same house.



House Points

All house points count towards the House Championship Scoreboard. The Scoreboard is updated weekly and published in the school newsletter. Half termly totals are announced in house assemblies with certificates and prizes awarded for students' achievements. At the end of the school year there is a special event for the winning house



Participation

Students can contribute to their house totals in several ways, both in and out of the classroom, through good behaviour, work, attendance, involvement in extra-curricular activities and by taking part in regular house competitions. Everybody is encouraged to participate in at least one of the varied house events from creative writing to sports tournaments: there really is something for everyone.



Behaviour

Students also receive house points based on their behaviour. The number of grumpy faces a student receives is deducted from the number of smiley faces a student is awarded. The number remaining is converted into house points and added to the scoreboard.



For example $76 \text{ 😊} - 5 \text{ 😞} = 71 \text{ House Points}$

1st	938 points
2nd	922 points
3rd	887 points
4th	814 points
5th	794 points
6th	744 points

14





Test and Trace

23 September 2020

Dear parents and guardians,

This is an important letter to share some information on how we can work together to make sure we can continue to give children and young people the best education in the safest way possible.

One important part of ensuring the safety and wellbeing of pupils, parents and our communities is testing for coronavirus. We all have a duty to make sure that the right people have access to get tested at the right time. Every time a test is used inappropriately, a person with Covid-19 symptoms may miss out on getting tested.

Therefore, I ask that you all follow these principles:

- You should only book a test if your child has any of these three coronavirus symptoms:
 1. **a high temperature:** any new high temperature where your child feels hot to touch on their chest or back (you do not need to measure the temperature)
 2. **a new continuous cough:** coughing a lot for more than an hour, or three or more coughing episodes in 24 hours
 3. **a loss of, or change in, sense of smell or taste:** a noticeable loss of smell or taste or things smell and taste different to normal
- Your child **does not need a test** if they have a runny nose, are sneezing or feeling unwell but do not have a temperature, cough or loss of, or change in, sense of smell or taste because these are not normally symptoms of coronavirus.
- If you are unsure about whether to get a test, please check the official list of symptoms on the NHS website, which is reviewed regularly:
www.nhs.uk/conditions/coronavirus-covid-19/symptoms/
- Only the person with symptoms should get a test. You do not need to get a test for anyone else in the household unless they also have any of the three symptoms listed above. All members of the household need to self-isolate whilst waiting for the test result.

- If the person with symptoms' test comes back positive, other members of their household should continue self-isolating for 14 days and **only get a test if they develop coronavirus symptoms.**
- If a pupil in a class or bubble tests positive for coronavirus, anyone who is advised to self-isolate **does not require a test unless they subsequently develop symptoms.**

No one else in the same class or bubble as the symptomatic person needs to take any action unless advised by the school. Schools have detailed guidance and access to a Department for Education and Public Health England helpline for advice and support.

Contacts of a person who has tested positive must follow the guidance carefully and in full, which means they must stay at home for 14 days. This is because it can take several days following contact with an infected person before an individual develops symptoms or the virus can be detected. Students should only book a test if they get symptoms.

The NHS has produced some guidance to help parents understand when their child can and cannot attend school which you may find useful: <https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/>

It is vital for children's learning and future opportunities that they are able to return to school and college. It is therefore vitally important that all we work together and do our bit to make this possible.

Yours sincerely,



Professor Viv Bennett CBE

Chief Nurse and Director Maternity and Early Years | Public Health England

Head of World Health Organisation Collaborating Centre for Public Health Nursing and Midwifery

Follow me on Twitter: @VivJBennett



Dr Susan Hopkins





Interim Chief Medical Officer | NHS Test & Trace

Deputy Director | Public Health England

Consultant in Infectious Diseases & Microbiology
Royal Free, London





COVID-19 (coronavirus) absence: A quick guide for parents / carers

Insert relevant
logo

What to do if...	Action needed	Back to school...
 ...my child has COVID-19 (coronavirus) symptoms*	<ul style="list-style-type: none"> • Child shouldn't attend school • Child should get a test • Whole household self-isolates while waiting for test result • Inform school immediately about test results 	...when child's test comes back negative and child is well enough
 ...my child tests positive for COVID-19 (coronavirus)	<ul style="list-style-type: none"> • Child shouldn't attend school • Child self-isolates for at least 10 days from when symptoms* started (or from day of test if no symptoms) • Inform school immediately about test results • Whole household self-isolates for 14 days from day when symptoms* started (or from day of test if no symptoms) - <i>even if someone tests negative during those 14 days</i> 	...when child feels better, and has been without a fever for at least 48 hours They can return to school after 10 days even if they have a cough or loss of smell / taste. These symptoms can last for several weeks once the infection is gone.
 ...somebody in my household has COVID-19 (coronavirus) symptoms*	<ul style="list-style-type: none"> • Child shouldn't attend school • Household member with symptoms should get a test • Whole household self-isolates while waiting for test result • Inform school immediately about test results 	...when household member test is negative, and child does not have COVID-19 symptoms*
 ...somebody in my household has tested positive for COVID-19 (coronavirus)	<ul style="list-style-type: none"> • Child shouldn't attend school • Whole household self-isolates for 14 days from day when symptoms* started (or from day of test if no symptoms) - <i>even if someone tests negative during those 14 days</i> 	...when child has completed 14 days of self-isolation, even if they test negative during the 14 days

* Symptoms include at least one of a high temperature; a new continuous cough; a loss of or change to your sense of smell or taste. See more at: ¹

<https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/>

What to do if...	Action needed	Back to school...
 <p>...NHS Test and Trace has identified my child as a 'close contact' of somebody with symptoms* or confirmed COVID-19 (coronavirus)</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Child self-isolates for 14 days (as advised by NHS Test and Trace) – even if they test negative during those 14 days • Rest of household does not need to self-isolate, unless they are a 'close contact' too 	<p>...when the child has completed 14 days of self-isolation, even if they test negative during those 14 days</p>
 <p>...we / my child has travelled and has to self-isolate as part of a period of quarantine</p>	<ul style="list-style-type: none"> • Do not take unauthorised leave in term time • Consider quarantine requirements and FCO advice when booking travel • Provide information to school as per attendance policy <p>Returning from a destination where quarantine is needed:</p> <ul style="list-style-type: none"> • Child shouldn't attend school • Whole household self-isolates for 14 days – even if they test negative during those 14 days 	<p>...when the quarantine period of 14 days has been completed for the child, even if they test negative during those 14 days</p>
 <p>...we have received advice from a medical / official source that my child must resume shielding</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Contact school as advised by attendance officer / pastoral team • Child should shield until you are informed that restrictions are lifted and shielding is paused again 	<p>...when school / other agencies inform you that restrictions have been lifted and your child can return to school again</p>
 <p>....I am not sure who should get a test for COVID -19 (coronavirus)</p>	<ul style="list-style-type: none"> • Only people with symptoms* need to get a test • People without symptoms are not advised to get a test, even if they are a 'close contact' of someone who tests positive 	<p>...when conditions above, as matching your situation, are met</p>

For further information:

gmhscp.contacttracing@nhs.net

gov.uk/backtoschool