



With the end of formal GCSE and A Level examinations you may have thought that things would be quietening down here at Holcombe as we start to look toward the summer break, but you would be very wrong. It has been an incredibly busy and enjoyable fortnight with lots of great things happening. This edition of the Blog is, I think, our biggest of the year giving you a taster of what we have been doing. Some of the recent highlights have been:

- Year 7 had a 'Community day' on Tuesday this week where they worked with senior staff and their peers on developing their vision of what it is to be a 'Holcombe' citizen
- Year 7 also had their first Holcombe parents meeting; thank you to all those parents who attended.
- Year 8 had a 'Thinking day' on Monday this week where they spent a day focussing on the range of Thinking tools that we encourage students to use in lessons. With Year 9 around the corner we felt it was a good time to ensure Year 8 understand the range of tools they have at their disposal
- Year 10 and Year 12 have had prelim exams to both see where they currently are in their learning and also start to prepare them for what lies ahead next year.
- All students have had the opportunity of participating in sports activities in school representing their Houses, and some students also represented the school at a District Athletics event
- We have run trips to Canterbury University (for World Languages Day) and Cambridge University, to show students that if they work hard they could study at such an institution in their future.
- Our fantastic DT and Art departments held an exhibition of students GCSE and A Level work in our Hive on Thursday
- Thursday this week we were delighted to be able to welcome our new 150 Year 7 students into school to spend the day with us; the first time we have been able to do this since pre-COVID. It was

lovely to be able to welcome our new students to the school, rather than talking to them via a screen.

- Our 'big quiz' has been held
- 3 student conferences have been held involving students from a range of years discussing issues with students from other schools
- Year 10 students also had the opportunity to attend a Duke of Edinburgh expedition

It is so good that we are now able to do these things again after 2 years where a lot of this has just not been possible.

And the next 2 weeks are not going to be any less busy:

- Many of our Year 12 students will be on Work Experience next week and, whilst they are not in school, we will be welcoming over 400 students who are considering joining our Year 12 from September 2022
- On 19th July we will be delighted to welcome some Year 5 students into school for a 'Masterclass' event to show them all that Holcombe has to offer, before they make their secondary school choices in October 2022
- And in the last week of term we will be celebrating a wide range of students achievements in our end of year assemblies.

It has been such a joy to be able to run all of these events, alongside the daily timetable, and it has shown us just how much we missed during the pandemic. Congratulations to all those students who took part in any of these events.

Key Dates 2022 -

- Week Commencing 11th July - Year 12 Work Experience
- Thursday 21st July - Last Day of Term 6, School will Finish at 12:30pm (coaches and buses have been notified)
- Monday 5th September - First Day Back for Years 7 and 12
- Tuesday 6th September - First Day Back for Whole School

I will update you further in our final blog of the year, at the end of this term in 2 weeks time.

Finally, a reminder that term will end at 12:30pm on Thursday 21st July. We will then look forward to welcoming Year 7 and 12 in to Holcombe on Monday 5th September and all other year group from Tuesday 6th September.

Best wishes for the next two weeks.

Mr L Preston –Principal

World Language Day

On the 21st and 29th June, Year 8 students were privileged to spend time at the University of Kent in Medway and Canterbury Campus. The University of Kent is the UK's European University and is proud to be outward facing and international. World Languages Day is offered by the University as part of their vision where they value intellectual and cultural diversity and the benefits that brings to the University and wider society. A vision that is shared by Holcombe Grammar School.

Our students had the opportunity to learn new languages such as Mandarin, Japanese, Portuguese, German and Swedish. Furthermore, they had the chance to take part in different workshops such as African drumming and The big debate. They took part in games and competitions where they stood out for their enthusiasm and thirst for learning. Well done to you all, you made us proud! And congratulations to Charlie McClelland and Theo Murray who won first prize in the German Quiz and the Football Language Quiz and Jaden de Jesus for winning the Piñata.



ChatHealth is a new messaging service launched for young people 11-19yrs to contact a school nurse (anonymously if they wish).

This is a free service to get confidential help and advice about a range of health concerns. Using a dedicated number, young people can seek support with emotional health, sexual health, relationships, alcohol, drugs and bullying and get a reply within 24 working hours.

More information can be found at chathealth.nhs.uk

This is not an emergency service. Urgent help should be sought from an NHS walk-in centre or by calling NHS 111. In an emergency, dial 999 or go to A&E.



District Athletics

Holcombe Grammar took a strong group of students from Years 7-10 to the District athletics event on Thursday 23rd June. These students not only showed their courage and determination to compete across a range of events but also their politeness, manners and professionalism, which was highly commented on and complimented by organisers and staff.

Holcombe's success started in the Year 10 Field events where in Long jump, Shotput, Javelin, Discus and Triple jump the boys finished either in 1st or 2nd medal position in each of the events - a good omen and an encouraging start to the successful day that followed.

Gold was won in the Year 8 1500m boy's race by Dillon Gregory and the Year 10 800m boy's race by Liam Green, both students showing the determination and relentless speed to finish their races.

Then followed the Year 9 events where our only representative worked tirelessly to be competitive and not only produced some good performances but showed great resilience in the events of 100m and Discus, finishing 4th in each event.

The Year 7 and 8 teams finished with a great medal haul, with Jack Coleman awarded Silver in the High jump and Neo Thomas acquiring the same medal in Long jump and 100m.

The day ended with great success, the 3 Relay teams all finished in the medals, with the Year 8's gaining silver, the Year 7's Bronze and the Year 10's only failing to gain a silver medal by a matter of milliseconds, so had to settle for a well-deserved 3rd place.

The students were nothing short of fantastic and the final standings reflected this, the Year 10 boys scoring highest in 2nd place overall only a few points from 1st. The Year 8 boys finishing in 3rd and the year 7's finished 7th overall.

In a tournament that for a few would be their last and for the rest hopefully the first of many it was a great day with many highlights and good experiences. A huge congratulations to all involved and hopefully they will inspire more students to attend clubs and compete for the school in the coming years.



Year 7 4 x 100m relay

Left-Right

Chris Bennet, Samuel Adegbile,
Micah Ogunfemi, Jack Coleman



Year 8 4 x 100m relay

Left-Right

Neo Thomas, Gibril Sankoh, Jason
Nsirim, Harry Young



Year 10 4 x 100m relay

Left-Right

Charlie Rouse, Jeevan Benning,
Danye Ekwuozor, Samad
Gandonu

MET Cambridge Trip

On the 28th June, we were pleased to accompany a select group of 31 Year 7 and 8 Holcombe students to engage with life at a world class university, promoting their ambitions and pathways for the future. Upon our arrival at Queens College the students took part in bespoke tours and small group Q&A with current undergraduates.

Our students were a credit to the school, asking perceptive and probing questions to the undergraduates, demonstrating their curiosity of life after Holcombe. The key messages were to work hard in lessons; focus on developing your skills in areas you are interested in in extra-curricular clubs or independently; enjoy learning and don't be afraid to try new experiences and make new friends.

After a delicious three course meal in the "college mess" (their formal dining area) students regrouped to apply their learning in a creative writing task, some courageously volunteered to read their poetry to the audience in the university surroundings! The university liaison gave a detailed presentation to the group explaining why university can be life changing for all students, as well as answering questions about the subject choices (and grades) needed for certain courses and careers. Throughout the day the conduct and engagement of our Holcombe students was a credit to our school. I would like to thank the staff who accompanied us; Ms Jhaj, Ms Smith and Ms Maher-McDonagh.

These types of experiences are imperative to inspiring our students and allow them the insight of the rewards that academic excellence brings and opportunities awaiting after Sixth form. We are planning to take another group to benefit from this experience in the next academic year so keep working to be your best self!



MET Cambridge Trip

See below some of the creations from the creative task:

Cambridge University over 800 years later by Alexandre Novetschi 8Gu

Since 1209, Cambridge university
Has shaped the minds of the many
Forming our society into the intellectual collective
That it is today

The students are the embodiment of
Maturity, confidence and perseverance
Working away for their studies
Each student has the ability
To fulfil their potential
Developing skills and understanding

The respect amongst all
The feeling of success
The importance of this point
How your actions now will affect your
Lines of work, salary and life.
From now on every employer will
Acknowledge your excellence

Thirty one colleges with a wide range of subjects
Maths, sciences and humanities
Philosophy and languages
No one but the best can attend
The university that can the country

Our future by Charlie McClelland 8Co

New possibilities come for us
With that do we learn
As our futures relies on knowledge
This thought comes to us as we enter Queen's College

Our mind is like the world
Full of wonder we need to discover
Many friends are made
along with stresses being tamed.

We ought to relax,
as our future is easier to be made.
Beautiful and bold this world can be,
Which is what we ought to achieve.

I have learnt the future isn't as bad as we think,
As college students have relieved my stress.
Colleges are as open as the world,
With old and new things to learn.

New people we will meet
This can bring ripe possibilities.
To learn from others,
Can brighten our mind.

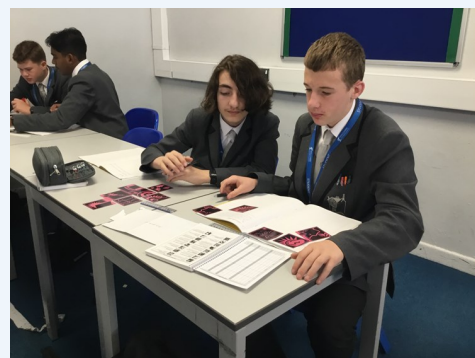
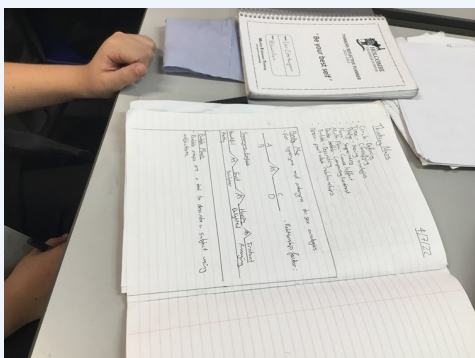
The future is not so bad
Only our effort can decide our fate.



University of Cambridge Brodie Hayes 7Co

The students treat it with respect
The place has a feeling
Their is something magical in the air
The university is a wonderful and elegant just like a hare
but great like a bear!
The buildings whisper to you
The river flows gloriously
Amazed viewers in boats
This isn't ordinary, it is an extraordinary piece of archi-
tecture
Thirty one colleges, together create a different feeling
Visually stunning
Founded in 1209, how sublime
Just thinking about it creates a rainbow in my mind
The sun shines and allows us to shine together
Helps you have friends you will have forever
Full of diversity

Year 8 Thinking Day



On Monday, 4th July Year 8 students were off timetable to attend 5 sessions on Thinking Tools and Skills. The purpose of this was to give our students a deeper understanding of their daily Thinking and Learning toolkit, and the research-based evidence for the strategies' effectiveness. Students' awareness of their own meta-cognitive processes is key to effective life-long learning success.

Teachers from our Thinking Drive Team designed interactive and informative sessions on:

- Holcombe Habits
- Thinking Hats
- Thinking Maps
- Growth Mindset
- Science of Learning

Students were given the opportunity to put into practice their own selection of appropriate tools, discuss the usefulness of the tools and learned about effective revision techniques.

Our Thinking Drive Team teachers were joined by our student Drive Team, the Thinking Ambassadors, who acted as support throughout the day and helped their student peers to put the tools into action. Thank you to Taylor Mortimer, Harlem Hodges, Dylan Patel, Finn Dewane, Joshua Sanni and Henry Milner, as well as the teachers involved.

The Big Quiz - Round One Winners!

Further to our 'Thinking at Holcombe' article in our last edition – we are pleased to announce our round one winners of The Big Quiz. The 26 students below have all been awarded an Amazon gift voucher and certificate, and will now progress to the Holcombe final on the 18th July. The top three quizzers will represent our school in the trust-wide competition in term one next year.

Katikan Thavatheepan
Lucas Henderson
Luca Simeone
Alex Novetschi
William Vaughan
Arthur Simkins
Liam Chalker
Charlie Read
Barak Bonisehi
Lotanna Onwubuya
Temi Adetola
Jake Sergeant
Barayturk Aydin

Milan Patel
Benjamin Cottam
Harry Purnell
Matthew Ward
Harry Dicks
Taran Dhinsa
Alex Jury
Seemu Makumbi
Noad Dodd
Jaelon Oshinuga
Cameron Abbott
Basit Ajala

Well done, everyone!

Thinking at Holcombe

The focus of this edition is *additional methods to revise and celebrating meta-memory success*.

In the past, we have shared a wealth of resources from the Learning Scientists on the revision strategies that include Retrieval Practice, Spaced Practice, Elaboration, Concrete Examples, Dual Coding and Interleaving. There is no doubt that many of our students are now masters of these techniques, especially amongst our KS4 and KS5 cohort.

Throughout term 5 and 6, for instance, year 10 have engaged with the 'Revision Challenge', offering rewards and achievement prizes for effective revision. We can always support our students, both at school and at home, if these strategies become a common dialogue – and they are a great way to self-regulate learning outside of the classroom and homework:

You may notice many of the tasks set out for our Year 10 cohort surpass the strategies taught by the Learning Scientists. Students in Year 10 and beyond have become experts on meta-memory techniques such as the Folding Frenzy, Frayer Notes and Pomodoro Time Management, to name a few!

Follow these links below to learn more about these strategies:

The Pomodoro Technique:

<https://todoist.com/productivity-methods/pomodoro-technique>

Folding Frenzy:

<https://twitter.com/spbeale/status/1106491118743666689?lang=en-GB>

<https://mrthorntonteach.files.wordpress.com/2021/03/how-to-folding-frenzy.pdf>

Frayer Notes:

<https://mrpattisonteach.home.blog/2019/09/29/empowering-history-students-through-language/>

DofE Update

Well done to all the Year 10 Students who successfully completed the Practice Walk day on the 2nd July. The students walk in their groups from Burham to School, navigating their way up the side of Blue Bell Hill. Once at school they were then taught how to correctly pitch an expedition tent before cooking a meal of pasta and tomato sauce on a Trangia stove. Full steam ahead now for the Qualifying Expedition over the weekend of the 23rd to 25th September 2022, more details to follow shortly. Can I also say a big thank you to the staff that helped out on the day; Mr Phillips, Mr Campbell, Miss King, Mrs Mourino and Mr Zygmant.



<https://ondemand.tutor2u.net/students/effective-revision-skills-booster>
<https://senecalearning.com/en-GB/>
<https://www.bbc.co.uk/bitesize/levels/z98jnp3>

Y10 Term 6 Revision Resources Challenge


Task One

Complete 5 examples of Frayer Notes for an English set text.

Definition	Characteristics
Word	
Examples	Non-examples

Task Two

Complete 3 'folding frenzy' notes for History or Geography



Task Three

Make a booklet/flashcard/A4 sheet which has the sole purpose of finding LINKS between topics you have studied. For example, History: Elizabethan Religious settlement highlights the differences between Catholicism and Protestantism, which some of the studies identified they study in Religious Studies.

Task Four

Complete 2 sets of notes for 'Elaboration'. At least one set should be for an English set text ie Lord of the Flies

Task Five

Complete 3 sets of notes, for your Science, using the Pomodoro template to help your time management

Task Six

Complete all PLCs provided in your revision packs

Task Seven

Complete one set of subject specific tasks and ensure they are signed off by your class teacher.

Task Eight

Ensure you are at 25% or above on Unifrog
<https://www.unifrog.org/>

Task Nine

Complete a glossary (keywords and definitions) for 3 option subjects. Minimum 25 words each subject.

Task Ten

Construct one of each type of thinking map (8 in total) for a subject of choice

Top Tips

- Revise little but often
- Vary formats of notes; be creative
- Create a revision timetable
- Use podcasts, websites, videos
- Use thinking maps to structure notes