



SPRING NEWSLETTER

March 2026

Principal's Message

This term, I have been delighted to see pupils engaging so positively in their learning, showing real focus and enthusiasm across all subjects. Celebration assemblies this week have showcased the wide range of achievements of pupils this term.

Our new all-weather pitch and Fitness Suite continue to be put to excellent use, offering fantastic opportunities for pupils to stay active.

It has also been wonderful to see so many young people taking part in our trips, clubs and activities, including Drama Club, Warhammer Club, Debate Club and our wide range of sporting events.

Year 11 have shown real commitment during the February mock examinations and in completing their NEA assignments—well done to all of them for their hard work, and good luck for the May and June exam series.

We were equally pleased with the superb 98% turnout at our Year 9 Options Evening.

As we head into the two-week break, we hope everyone enjoys a well-earned rest, and perhaps a little too much chocolate (it's practically compulsory at this time of year!)

We look forward to an exciting Summer Term ahead.

Vickie Beeby

Reminders

College reopens on **Monday 13th April 2026**

College will be closed for the Bank Holiday on **Monday 4th May**

Half Term is **Monday 25th May until Friday 29th May**

The final day of the Summer Term is **Friday 10th July**

Upcoming Events

Year Seven Parents' Evening (online)

Thursday 7th May

Year 10 Mock Exams: weeks beginning

Monday 15th and 22nd June

Year 10 Work Experience Week: week beginning

29th June

Year 6 into 7 Transition Days

Thursday 2nd and Friday 3rd July

Summer Showcase Evening

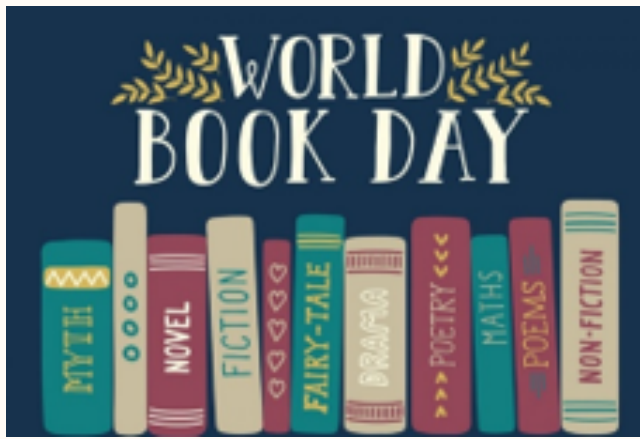
Tuesday 7th July

Contact Info

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Celebrating World Book Day 2026!

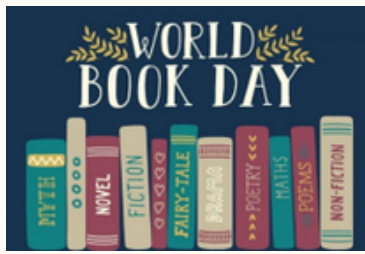
We had a fantastic time celebrating World Book Day this year, with students and staff diving headfirst into the wonderful world of literature. It was a day filled with mystery, debate, and a shared love for storytelling.

Can You Guess the Reader?

Our "Guess the Reader" competition was a huge hit! Staff members across the school shared photos of themselves tucked away behind their favourite books, leaving students to play detective and identify the hidden faces – much to Ms Jones' amusement when reviewing the humorous and amusing guesses made by our fantastic pupils (and staff).

A massive congratulations to 7LED and 8RH, who demonstrated some seriously impressive sleuthing skills to take home the win with impressive scores of 31/32!





Our Rolling Read: "Examination Day"

For our Key Stage 3 students, the day featured a return of our beloved Rolling Read. Throughout all their lessons, students listened to and discussed Henry Slesar's thought-provoking short story, "Examination Day."

By breaking the story down into sections, students were able to carry the narrative with them from subject to subject, sparking fascinating discussions about the story's themes of intelligence and societal control. It was wonderful to see the story come to life across the different departments!

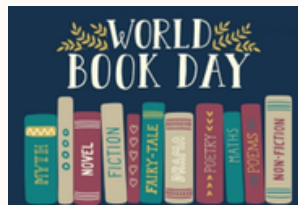


Keep the Conversation Going: Dystopian Recommendations

The themes of control and the value of intelligence in "Examination Day" really resonated with our students. Dystopian fiction is a brilliant way for young readers to explore complex "what if" questions about the world around them. To help them dive deeper into this genre, we've put together a few recommendations for their next read:

- **Noughts & Crosses** by Malorie Blackman – A powerful exploration of a society divided by race and power.
- **The Giver** by Lois Lowry – A classic story about a world where pain and choice have been eliminated.
- **The Outlaws** Scarlett and Browne by Jonathan Stroud – A high-action adventure set in a fractured, futuristic Britain.
- **Scythe** by Neal Shusterman – A thought-provoking look at a world where death has been conquered, but at a cost





Keep the Momentum Going: Our Amazing Library

To celebrate World Book Day, the library created a special display of teen reads exploring powerful themes that resonate with many young people today – including fake friendships, feeling invisible, finding hope and even the desire for revenge. The display encouraged students to discover stories that reflect real emotions and experiences, while also showing how characters navigate challenges and grow through them.

It sparked some great conversations in the library, and several students were keen to borrow the featured titles.

Library Ambassadors

We are also delighted to introduce two new Library Ambassadors: Eva Wyles (7 LED) and Jonah Hayes (7 LED). Both students generously give up their break and lunchtime from Monday to Wednesday to support the running of the library. They help keep the library tidy and welcoming, pass on helpful information to visitors and regularly come up with inspiring ideas to improve the space for everyone. Their enthusiasm and reliability are already making a real difference, and we are very grateful for their support.



Humanities News



History Club

This term History Club have been continuing their academic reading projects, getting to grips with topics as varied as spies in Elizabethan England, education in the 1950s, and how Britain prepared for nuclear war.

History Club is now preparing for the first Trust History Debate competition, to be held at the University of Derby in July. The debate will be on whether prominent figures from the British Empire should be remembered with statues, and pupils have already begun preparing their arguments.



A trip to Newark Civil War Museum

“Advance your pike! Port your pike! Charge your pike!” As these orders rang out, Year 8 students raised their pool noodles above their heads and charged forward in a mock battle. They were taking part in a workshop exploring weapons and injuries during the English Civil War (or, more accurately, the War of the Three Kingdoms). The activity formed part of the Year 8 history trip to the Civil War Museum in Newark this February.

Newark Castle was attacked during the Civil War after it was occupied by Royalist soldiers. Today, both the castle and the nearby church still bear holes left by cannonballs fired at the town.

During the visit, students took part in a workshop about muskets, pikemen and cavalry, before learning about those who survived the wars.

By examining original objects and petitions from the time, they discovered why people appealed to the government for financial support after the conflict.

Students then presented their own historical cases in court, attempting to win a pension from some extremely strict judges – their fellow classmates!

There was also time to explore the museum’s collections and see genuine Civil War artefacts, including cannonballs, armour and even the death mask of Oliver Cromwell.

Of course, no trip would be complete without a visit to the gift shop before heading home. Several students spotted a small white dog toy representing Prince Rupert’s real dog, Good Boy.

Let’s just hope the Parliamentarian propaganda – which claimed Good Boy was in league with the devil – was nothing more than a rumour!



Modern Foreign Languages News



A message from Mrs Smith

What a busy start to Spring term we have had in the Languages Department. As a newcomer to the college, it has been a pleasure to see so many enthusiastic and positive learners, all of whom have made me feel very welcome. Thank-you! As we near the end of this half-term, here is what we have all been doing in our lessons.

Madame Amyot's weekly film club on Thursday continues to be very well-attended by KS3 pupils. If you are interested in attending and would like to know more about it, please speak with Madame Amyot.

I'm also pleased to say that Miss Bettison and Mrs Smith have started to have some attendance to KS4 lunch-time revision sessions, and Madame Amyot has had some pupils come after school – if you are in Year 10 or 11 and you are interested in attending for extra revision, please speak to your teacher to find out more.

Year 7:

Year 7 Spanish have been working on a unit about free time activities and have been completing their Speaking assessments. This can be quite nerve-racking, and they have handled it very well. Pupils were asked to explain, in Spanish, which sports they liked and what they do in different types of weather.

Year 7 French have been learning about animals; being able to talk about what pets they have or don't have, numbers; being able to express birthdays and ages, and family; being able to say who is in their family and what they are like. Pupils have also completed their assessments on this topic, which had them answering simple introductory questions in French.

Year 8:

Year 8 Spanish have been working on a unit about music and TV preferences. They have been learning how to express opinions on different types of music, TV programmes, films and celebrities. Pupils have completed Reading and Writing assessments, which show their understanding has developed greatly since Christmas.

Year 8 French are learning how to talk about where they live; what their town is like and what there is in the local area, as well as their daily routines. They have also been learning how to tell the time in French and using this to express what time they do different activities every day. Another part of this topic is talking about chores – they all say of course that they do many things to help around the house, let's hope this is all true!



Modern Foreign Languages News



Year 9:

Year 9 Spanish have just started their new topic on school; they are learning to talk about a typical school day including what they think about their lessons, teachers, and school facilities. They have also been working on describing a school trip – just in time for their trip next week! *Me gustaría visitar el aeropuerto...*

Year 9 French have been working on a unit about holidays and French celebrations recently. Madame Amyot has been working with them to create some amazing posters about holiday destinations and hotels. Each student has chosen a different celebration or French festival to research, and they will soon be making presentations to the rest of their class. The students have really enjoyed their time in the computer rooms completing their research, and it is lovely to see their more creative side coming out!



Key Stage 4:

Year 10 have been focusing on Speaking skills recently; Mrs Smith's Spanish group practiced the Read Aloud task by playing a game of 'trapdoor' and having a go at reading some tongue-twisters, while Miss Bettison's French class have been working hard on their Speaking assessments.

Year 11 are nearing the end of their course in Spanish and are currently covering their final topic of School and Education. In this topic they are using complex structures alongside familiar vocabulary to improve their Writing and Speaking skills.

In French, students are beginning their revision lessons and are starting to review all of the modules they have studied so far in order to better prepare them for their exams.



Maths News



Another busy term in the Maths department!

HSBC Finance lessons

In addition to financial lessons taught by the CDC maths department, HSBC have delivered online financial lessons to pupils in Years 9 and 10.

These lessons follow the school being awarded the HSBC Smart Money Award for the previous two years.

Financial Lessons include sessions on managing debt, household budgeting, payslips and mortgages. Feedback from pupils showed they found the sessions interesting and very useful. Pupils enjoyed seeing where maths is used in everyday life.

Paired Numeracy

Year 7 and 9 Tutor Time Paired Numeracy sessions have continued in M1 on a Monday morning. It has been so lovely to continue to observe the older Year 9 pupils supporting the younger Year 7 pupils with their understanding of Maths. A big thank you to all pupils involved.

Intermediate Maths Challenge

A number of selected Year 9 and 10 pupils attempted the Intermediate Maths Challenge.

The aim of this Maths challenge is to advance the education of young people in maths by providing stimulating problems. The Intermediate Maths Challenge is designed for pupils in years 9 and 10.

Pupils achieved some fantastic results with a number of bronze, silver and one gold certificate being awarded.

Congratulations to one Year 9 student who qualifies for the next round.

Axiom Maths

Axiom Maths has continued to be successful with a number of selected Year 7 pupils and 8 pupils attending their weekly lunchtime sessions.

The lessons involve challenging problems that nurture mathematical talent and inspire pupils to think like university mathematicians. Well done to all the pupils involved.

Further Maths

A big well done to the Year 11 Further Maths students on attending their additional after school sessions and for all their hard work with this additional qualification.

Maths Club.

Maths club (Tuesday 3.15-4.15pm) has continued to be very popular with pupils from all years attending the weekly club. Maths club has been created to help support pupils with their understanding of the subject. Well done to all the pupils who have attended.

Walking Talking Mocks

Year 11 pupils have completed two Walking Talking Mocks in maths. A walking talking mock is a guided, active revision session where the teacher walks students through an exam paper in real-time, explaining how to interpret questions, manage time, and structure answers. Feedback from Year 11 pupils showed they found the sessions very useful. Well done to everyone involved.





Jekyll and Hyde Theatre Trip

The English Department were thrilled to be able to support our year 11s with their understanding of Jekyll and Hyde in preparation for their summer exams by taking them to see a performance of Jekyll and Hyde.

We travelled together by coach to Birmingham. We arrived at the Alexandra Theatre with plenty of time to spare and once seated we were all impressed by the gothic staging and the eerie atmosphere.

The casting was well done and our students were impressed with the accents and the versatility of the performers. We would like to extend our thanks to Miss Robertson who kindly organised the trip for us.





Love Castle Donington

Mrs Danes and Mrs Potts were delighted to receive a fabulous donation of £200 from the team at Love Castle Donington.

The grant will be used in Food Technology to purchase new pasta making and shaping equipment.

We are very honoured to receive the grant and thank both Love Castle Donington and our local community for their contribution to our learning equipment.





GCSE Food Preparation and Nutrition

Year 11 FPN Students have successfully completed 2 days of their NEA2 MasterChef style cooking exams.

It has been incredible to see how hard they have worked to get to this point. Watching them display their skills to their peers and teachers was so inspiring.

They should be immensely proud of their hard work



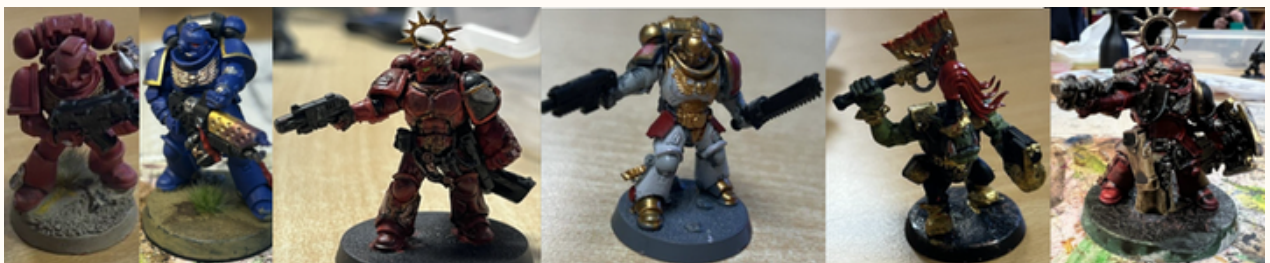


Warhammer Club Spring Term

We have had an increase members, the club has now grown to 20 students from our original 3 last Summer.

This term, some of our year 11's hosted a painting competition (entries pictured above and below). All students were asked to paint a model in 3 weeks with gold on it somewhere.

Next term the club is starting to build their playing skills for a trip to Warhammer World to play in a tournament.





Rock and Pop Night

Pupils from the College staged a fantastic Rock and Pop Night on Wednesday 25th March.

The sold out event was supported by our amazing PTA, Friends of Castle Donington College.

Our next PTA event is our Night at the Races on April 24th. We would love to see as many parents and carers there as possible.







FRIENDS OF CASTLE DONINGTON PARENTS
AND TEACHERS ASSOCIATION INVITES YOU TO

ADULTS
ONLY

A NIGHT AT THE RACES

SUPPORTED BY:  availableCar

PLACE YOUR BETS FOR A NIGHT OF FUN!

FRIDAY 24TH APRIL 2026 | 7 - 10pm
AT CASTLE DONINGTON COLLEGE

FOOD • BAR • RACING!

Supporting Castle Donington College

EARLY BIRD
OFFER!

£10.00

UNTIL 31ST MARCH*

*PRICE WILL INCREASE TO £15.00 FROM 1ST APRIL



Pie & Peas
included



SPONSOR

A HORSE FOR £5 OR A RACE
FOR £25 TO BE IN WITH
A CHANCE TO WIN A
BOTTLE OF
CHAMPAGNE!

SCAN THE QR CODE TO BOOK!



Helping year 11 pupils prepare for exams



Message from Miss Shaw, Exams Officer

As we approach the GCSE examination period, we would like to remind all students and parents to visit the school website for full examination information, including policies, procedures, and the summer exam timetable. It is essential that all students carefully read and understand the Candidate Handbook they have received, as well as the JCQ guidelines available on our website, to ensure they are fully prepared and aware of expectations and malpractice regulations.

All important information can be found [here](#).

Pupils must remember the importance of following all exam regulations, particularly the strict rules around prohibited items - most importantly, mobile phones must not be brought into the exam room under any circumstances. Pupils forgetting they have their phone in their pockets account for the largest proportion of malpractice cases, so please ensure this does not happen.

We would like to wish all of our incredible students the very best of luck in the upcoming exam season. If you have any further questions or concerns, please encourage them to come and speak to us; we may not have a magic wand to fix every problem, but we are always here to listen and support pupils.

On the next few pages you will find information about how you can help your child with revision at home in the final run up to the exams.

These techniques are beneficial for all secondary school age pupils to use at home.





Using Flashcards

Information for parents and carers



Did you know?



Using flashcards is a repetition strategy. They are a simple 'cue' on the front and an 'answer' on the back. Flashcards engage students in "active recall", which means they are creating connections with their memory.

Research shows that using flashcards can enhance long-term learning and help students to memorise facts quickly. Flashcards are not an effective method for last-minute cramming!

Studies have found that it's more effective to review a whole stack of cards in one sitting rather than to carry them around and have students glance at them every so often.

What can you do?



Encourage your child to make flashcards as part of their revision strategy. The key is to have a question or key term on one side and the answer or definition on the other. Suggest using different colours for topics to help categorise information and to keep them neat. Flashcards containing just notes are not effective.

through this article which explains how to use flashcards effectively using a system approach: <https://www.parent24.com/Learn/School-exams/watch-how-to-study-using-flashcards-20160825>

Try testing your child using the flashcards and give them time to digest the question before answering. If they get the answer right, don't discard the card – they need to keep repeating it again and over time.



When using the flashcards, help your child review their cards using a system. With your child, read

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The Interleaving technique

Information for parents and carers

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Did you know?

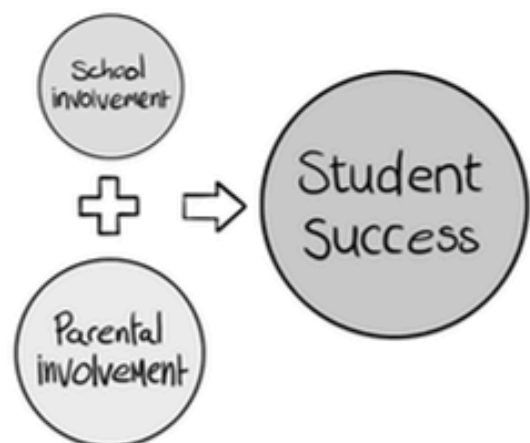


Interleaving is a method used to help students revise and remember more for the exam. It is about what students do with their time when they revise. With the interleaving technique, learning is spread over time, in smaller chunks, rather than dedicating a whole day for one subject or topic.

Research says 'Mixing it up boosts learning' when compared to more traditional methods of block learning where students master one topic before moving on to the next in preparation for exams. Studies have highlighted that students who use interleaving perform better on the examination if the examination was more than one day away.

Evidence highlights that interleaving strengthens memory recall because by revisiting material from each topic several times, in short bursts, students can increase the amount they remember in exams.

What can you do?



Watch this video with your child to understand more about how interleaving works - <https://youtu.be/WbDpYmp8F6o>

Help your child to decide on the key topics they need to learn for each subject. Work with your child to create a revision timetable which spaces their topics out across a good period of time.

Short bursts of revision are more effective than long sessions so encourage your child to mix topics up and do little and often as quality is better than quantity. Encourage them to take regular breaks in their revision and not to focus on the same topic for a whole day!

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The chunking technique

Information for parents and carers

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Did you know?



Chunking is a technique which can improve the **memory**. Chunking is the process of taking individual pieces of information (**chunks**) and **grouping them into larger units**.

The chunking process encourages students to break down larger amounts of information into smaller units, identify similarities or patterns, organise information and group information into manageable units. Studies have shown that students have gone from remembering seven pieces of information to over 80 by using the chunking technique.

Research shows that chunking is useful because it can help students' memory system become far more efficient as they are able to retain information better. They will then be able to recall relevant information in their exams.



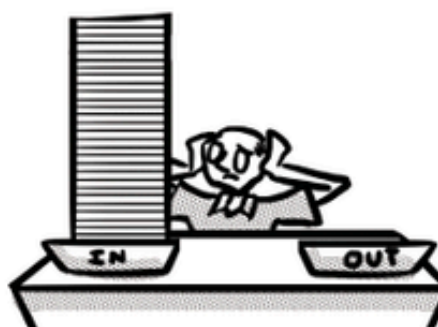
What can you do?

Support your child to **challenge themselves** to remember lists of things, whether it's a shopping list, vocabulary words or important topics they are learning about.

Help your child to **separate their revision into relevant sections** as this will help them digest everything and remember the information more easily. Encourage them to create links between different bits of information and put them into meaningful categories because it can help them remember them better.

Chunking works well if work is **organised and neat**, so help your child to use headings and titles

for different sections, use tables to summarise data, bullet points to summarise key points and also combine illustrations with text to create visual associations.



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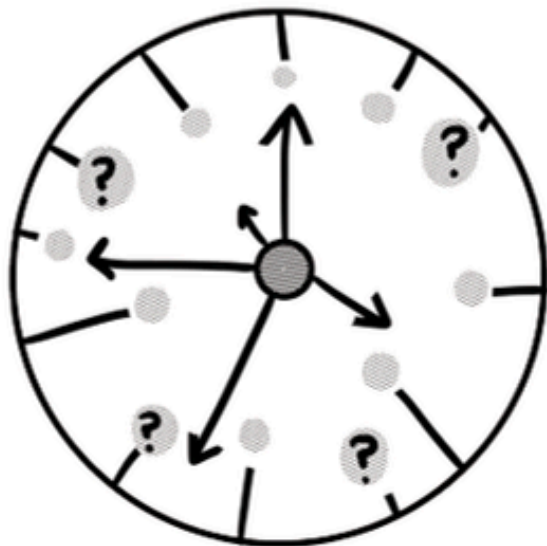
Spacing and Timing of Revision

Information for parents and carers

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Did you know?



Spacing is a revision technique which is all about spacing revision so students don't get swamped and overwhelmed. It means introducing time intervals into their revision sessions as well as spacing out the days on which they revise for topics.

Research shows that doing something little and often is better than doing it at once, or cramming. For example, revising for eight hours in one day is not as effective as doing one hour of revision for eight days. This is because the time in between revising allows students to forget and re-learn the information, which cements it in their long-term memory.

The 'Spacing Effect' is one of the longest and most enduring findings in cognitive psychology. Research suggests there is an 'optimal gap' between revision sessions for students to retain information. In some studies, using spacing instead of cramming has resulted in a 10% to 30% difference in final test results.

What can you do?



Help your child create a revision plan which maps out what they are going to revise and when. Help them to choose a mixture of subject topics to focus on each day to make sure they are spacing them out.

Encourage them to review information using different revision techniques to help them carry out some 5-10-minute reviews of topics, such as reading through notes, highlighting information or making post-it notes. Students can also transform their learning by doing 30-minute activities, such as writing summary sheets, flash cards or mind maps for topics.

Work with your child to practise testing them on different topics and to help them complete exam questions. Remind your child that five hours of time, spent in smaller chunks and spaced periodically, is a far more effective way to learn something than five hours spent the night before.



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Keeping active during Revision

Information for parents and carers

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Did you know?



Research shows that physically active students have more active brains. Even walking for just 20 minutes can significantly increase activity in the brain. This means that it is really important for students to take regular breaks in their learning.

Exercise triggers the release of various hormones and chemical compounds in the body and has many benefits to learning:

- It improves cognitive brain function
- It improves students' ability to focus for longer periods of time
- It can reduce stress levels
- It can improve memory retention

Studies have shown that exercise helps to oxygenate the brain and release tension, helping students to keep calm, mentally relax and study more efficiently. Productive people often work smarter rather than harder and exercise has a huge part to play in this.

What can you do?



Support your child to take regular breaks so they are less likely to get distracted whilst revising. It's much better to spend 60 minutes revising well and 10 minutes on a break than for your child to spend longer half revising and half playing with their phone! Suggest to your child that they take breaks every 60-90 minutes when revising.

Encourage your child to do something active with their break, such as getting some fresh air, playing sport, going for a walk or a run, or doing housework. Remind them that exercise doesn't have to last for hours to count.

Work with your child to help them work efficiently and find a routine that works for them. They need to be flexible to work around their timetables and could do some exercise early in the morning, at lunchtimes or early evenings. Alongside exercising, help your child to take care of themselves by eating well, sleeping well, relaxing, socialising and having some down time.

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Cognitive Load Theory

Information for parents and carers



Did you know?



Cognitive load theory is a handy model to understand challenge and how to learn information which isn't too hard, or too easy, but just right. (Sweller 1998) Cognitive load is the amount of information our working memory can hold at any one time. The capacity of our working load is limited and therefore students can maximise their working memory by practising a range of strategies.

Research shows that strategies for reducing cognitive load can assist the human brain to learn and store knowledge, boost confidence and improve memory retention.

Further research has identified that reducing the cognitive load can reduce stress and anxiety and the feeling of being overwhelmed with tasks.



What can you do?

Support your child to try out strategies to reduce the cognitive load. Examples include:

- Breaking down problems into smaller parts. This reduces the problem space and lightens the cognitive load, making learning more effective.
- Helping them to understand worked examples in order to work out how to complete tasks.
- Encouraging them to take advantage of auditory and visual channels in their working memory and supporting them to create stories to help remember information in accessible chunks.
- Working with them to simplify information and build on it. Students should avoid overloading their brain with too much information at any one time.

The learning environment is crucial to reducing cognitive load. Help your child to create a calming environment to work in with as few distractions as possible. Encourage them to turn off their phone, music or the TV whilst revising or doing homework. Distractions only add to our working memory.

Help and encourage your child to review information from their lessons as they go along because this will help improve their retention, adding knowledge to their long-term memory. Help them get into a routine which works for them.

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Year 11 Revision Sessions

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch	<p>Design - Mr Elks - NEA Intervention/Revision</p> <p>PE - paper 1 revision (PE1)</p> <p>Textiles – Miss Cross</p> <p>Art – Mr Brennan</p> <p>English – Mrs Eaton - E1 (topics to be set weekly)</p>	<p>Media – Miss Nixon</p> <p>ICT – Mr Williams - Invited/Targeted Students only</p> <p>Textiles – Miss Cross</p> <p>Art – Mr Brennan</p> <p>Design – Mr Blood</p> <p>English – Mrs Eaton - E1 (topics to be set weekly)</p>	<p>GCSE PE football</p> <p>History Revision - Mr Turner H3</p> <p>Music – Composition Intervention (Targeted Students)</p> <p>Textiles – Miss Cross</p> <p>Art – Mr Brennan</p> <p>Graphics – Mr Blood</p> <p>Geography – Mr Nelson</p> <p>English – Mrs Eaton - E1 (topics to be set weekly)</p>	<p>ICT – Mr Williams - Invited/Targeted Students only</p> <p>Science - Miss Najib- Foundation Combined 6 markers (S1)</p> <p>Spanish – Mrs Smith - Spanish revision</p> <p>Textiles – Miss Cross</p> <p>Art – Mr Brennan</p> <p>Combined Science – Mr Brown – Revision Clinic</p>	<p>PE - Paper 2 revision (PE1) and Basketball moderation preparation</p> <p>Music – Composition Intervention (Targeted Students)</p> <p>Textiles – Miss Cross</p> <p>Art – Mr Brennan</p>
After school		<p>Further Maths – Mrs Roberts - Invited students only</p> <p>KS4 Maths Club Higher and Foundation – All Maths Staff</p> <p>Media - Miss Nixon</p>	<p>Music – Mr Purkiss - Composition Clinic (Music Room)</p> <p>PE - GCSE Football moderation preparation</p> <p>Textiles/Art – Mr Brennan</p> <p>Graphics & Design – Mr Blood</p> <p>Combined Science – Mr Brown – Exam Style Practice</p> <p>Science – Miss Walmsley</p> <p>Triple/ Higher Tier Combined French – Mrs Amyot</p>	<p>Music – Mr Purkiss - Composition Clinic (Music Room)</p> <p>History Exam Technique - Mr Turner - H3 (7th to 26th March)</p> <p>ICT – Mr Williams - year 11 programming practice</p> <p>Textiles/Art – Miss Cross</p> <p>Geography – Mr Nelson</p>	





Year 11 Revision Sessions

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch	<p>PE - paper 1 revision (PE1) Textiles – Miss Cross Art – Mr Brennan English – Mrs Eaton - E1 (topics to be set weekly)</p>	<p>Media – Miss Nixon ICT – Mr Williams - Invited/Targeted Students only Textiles – Miss Cross Art – Mr Brennan Design – Mr Blood English – Mrs Eaton - E1 (topics to be set weekly)</p>	<p>GCSE PE football History Revision - Mr Turner H3 Music – Composition Intervention (Targeted Students) Textiles – Miss Cross Art – Mr Brennan Graphics – Mr Blood Geography – Mr Nelson English – Mrs Eaton - E1 (topics to be set weekly)</p>	<p>ICT – Mr Williams - Invited/Targeted Students only Science - Miss Najib- Foundation Combined 6 markers (S1) Spanish – Mrs Smith - Spanish revision Textiles – Miss Cross Art – Mr Brennan Combined Science – Mr Brown – Revision Clinic</p>	<p>PE - Paper 2 revision (PE1) and Basketball moderation preparation Music – Composition Intervention (Targeted Students) Textiles – Miss Cross Art – Mr Brennan</p>
After school		<p>Further Maths – Invited students only KS4 Maths Club Higher and Foundation Media – Miss Nixon</p>	<p>Music - Composition Clinic (Music Room) PE - GCSE Football moderation preparation Textiles/Art – Mr Brennan Graphics & Design – Mr Blood Combined Science – Mr Brown – Exam Style Practice Science – Miss Walmsley Triple/ Higher Tier Combined French – Mrs Amyot</p>	<p>Music - Composition Clinic (Music Room) History Exam Technique - Mr Turner - H3 (7th to 26th March) ICT – Mr Williams - year 11 programming practice Textiles/Art – Miss Cross Geography – Mr Nelson</p>	

