

# Fowey River Academy

## Newsletter



#HarryPotterDay

7th February 2020

# CEO Report by Sara Davey

Dear Parents/Carers

The issue of climate change has taken centre stage for Fowey River Academy students last week and will be the main theme for many students this week as they explore provocative questions and take action to raise awareness and try to make a difference towards attaining the UN Global Goals by 2030.



Last weekend a group of staff and students set off to Italy to take part in the Erasmus Project. Two staff and five of our students joined Global Goals scholars from Italy, Germany, Spain and France to investigate the question "Is it possible to be ecologically sustainable and happy". The Erasmus Team have published Instagram stories each day last week and this has offered an insight into the research and action that they have undertaken in our partner school in Putigliano, Italy.

Project week begins today as we continue to be battered by Storm Chiara and the Essential Question for some students this week is based on our school and Trust values or our 6 Es. It is the challenging hypothesis "Evolution without

Empathy will lead to extinction". Students will be taking part in a project in town gathering data and interviewing business people to reflect on the future of Fowey if sea levels rise as some scientists say they will. The plan is to make a film of the project by the end of the week.

Project week for Year 11 students takes a different focus as they will be hard at work getting ready for their second set of mocks. Thanks must go to staff for producing resources to help set up revision folders for each subject over the last week. The idea of distributing the empty folder is for students to fill it up with their own revision notes and sample exam questions. Getting organised and taking control of their own study plan will be the key to success for students. Parents can help by making sure that their child is balancing the use of online revision apps with the physical production of summary revision notes for each topic.

Finally I would like to thank parents who came into school last week to visit the REAL Project exhibitions which were first class. Well done to the Lower School students for striving for "Excellence" and producing beautiful work.

Best wishes

Sara Davey

## The Sports Hub - more changes



The Sports Hub team have been hard at work this week on the next stage of our proposed redevelopment of the facilities. A few months ago we announced plans to create the areas first indoor 'RUNWAY'. Today the team have been laying the astro-turf that will turn our underused balcony into a sprint lane! The new flooring can be used for indoor sprint training, pushing and pulling sleds top help strength and conditioning and also for other cross-fit style training. In addition we have laid new rubber flooring in the room adjacent to the fitness suite in preparation for a host of new cardio and strength equipment that will be arriving in the next few weeks. With the addition of new classes which will be announce shortly, new and more consistent opening hours, we really are stepping up our offer to the community...so come and join us!



[@FoweySportsHub](https://www.instagram.com/FoweySportsHub)

## Jet visits FRA

We were visited this week by 'Jet' and her handler PC Steve Walters from the Devon and Cornwall Police Dog Section. All schools in Cornwall have occasional visits from the Police and this is part of a wider strategy to inform and educate students on the dangers of drugs & alcohol. This follows student assemblies with Devon & Cornwall Police and Trading Standards and is all part of helping to ensure FRA remains a drug-free zone



## Shelter Box Coffee Morning by Lily Love Williams

We chose ShelterBox as a charity to donate to because our main focus in our REAL lessons was natural disasters. That links in with ShelterBox because they help people who have been affected by natural disasters and conflict in their country. ShelterBox is a local business created in Cornwall so we thought it would be nice to donate to them rather than any of the other charities. We decided on

a coffee morning by coming up with ideas and having a vote. In groups we came up with ideas; coffee morning, dinner with food from countries that ShelterBox helped and a wrap rap battle.

The wrap rap battle was when two people have a rap battle while trying to make a wrap in the fastest time. However we finally chose a coffee morning as it would allow us to invite members of the community yet still happen within our lesson time.

We were put into groups, each with a different area of responsibility. My group was finance and publicity. I was in charge of making posters on photoshop and writing an email to send out to parents. I also made a PowerPoint about the ten worst natural disasters for the ShelterBox awareness group so that those we invited to the coffee morning could also see what we had learnt in the semester. I finished the poster on the computers in art club. Lots of us made cakes and food for the coffee mornings well as all having responsibly to invite people.



Quite a few people showed up and we sold lots of teas and coffees. We sold almost all the cakes as well so we had budgeted well. The quiz was successful and people enjoyed the bingo. With all the teas and coffees bought (plus donations) we raised £120 for ShelterBox which they shall spend on 12 solar lights for people living without electricity.

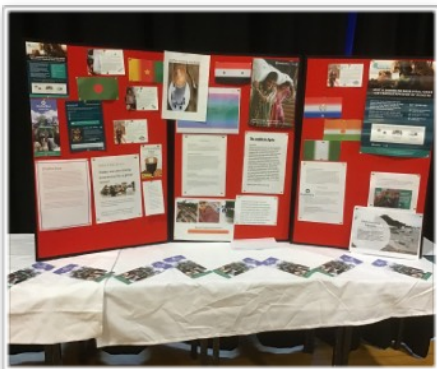
We had a few cakes leftover so we took them to the circulating platform and made more money by students and teachers buying them. I really enjoyed this challenge as was pleased how my class all pulled together for the cause.

### Shelter Box Coffee Morning by Emily Matthews Yr 7

Raising money ShelterBox has linked in with our real lessons as this term we were looking at natural disasters. Shelterbox is a local charity that raises money to buy essential survival items like solar lights and family tents for those affected by these disasters. For that reason we decided we should do a fundraiser for Shelterbox. We chose to do a coffee morning because we as a class voted that it would be the most effective. It also linked in with the shine for Shelterbox appeal which raises money for solar lights. Bingo and the quiz were an added extra to raise more fundings and awareness for Shelterbox.

To plan for the event I was put into the publicity and finance group. We were in charge of spreading the word for example making posters, etc. I myself spent time making a poster to go in the school social media to get the word out. I also made a rough price sheet along with the final menu. One of the main problems I faced was the fact that the menu wouldn't print. I overcame this by telling everyone on the serving table the prices / suggested donations so that we all knew how much we were supposed to charge.

I think the whole event went well from the people meeting and greeting to the people serving cakes and hot drinks (me) to the people speaking through the microphone. In my opinion the whole fundraiser went well because everyone knew what they had to get done. We raised around £120 but we are still waiting for the final figure. Miss has already contacted ShelterBox to tell them the good news and they have said they are going to use it to buy 12 new solar lights to help those in need of light. As well as raising these funds we have raised awareness within the community.



## Harry Potter Day

On February 6th the school held its first reading for pleasure event which celebrated Harry Potter Day! All students and staff were invited to wear Harry Potter themed clothing for a 50p donation to the new school library. On the day we were treated to an array of costumes, with the final count of money still to be confirmed. Additionally, there were



several events held for students, such as Harry Potter themed Drama games, potions and themed lessons. The canteen offered a range of Harry Potter food and all tutor groups read the first chapter of The Philosopher's Stone. Lunch time, in particular, saw over 60 students complete a Harry Potter Treasure Hunt

around the school in order to gain a prize of a cup of butterbeer prepared by the prefects.

We continue to strive to develop a love of reading throughout the school and aim to host one reading for pleasure event each month. Recent research suggests that children who read for pleasure do not only thrive academically, but that they demonstrate increased empathy, improved relationships with others, reductions in the symptoms of depression and dementia, and improved wellbeing.



## More Harry Potter

Our next reading for pleasure event will take place on World Book Day on March 5th.

Details will follow.



**Even Luna one of our students therapy dog got into the Harry Potter spirit**



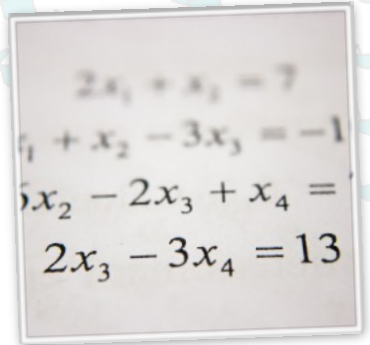
## Year 9 Treat Friday

Pictured here are just some of the year 9 students who enjoyed treat Friday with hot chocolate, doughnuts and cookies.

These students have all gained 7 or more credits following the FRA focussed values of Empathy, Endurance and Evolution. Their names will all go into a draw ready for the weekly competition which comprises of two free cinema tickets or shopping vouchers of either £5 or £10. Well done all and keep up those values.

## Year 11 Maths

Year 11 will soon be starting their second round of Mocks. As the GCSE period is creeping ever nearer, we would like to remind students and parents that revising maths works so much better with practice over time, rather than cramming close to the exam. As such, here are some tips on supporting your child's revision during Year 11:



- Don't let them work for hours at a time! Concentration span is limited and it will hinder the success of their revision if they are trying to do mammoth sessions. Maths can be practised in 30-minute chunks.
- Help your child create a revision plan, making sure it is realistic and achievable to avoid de-motivation. Planning in advance will also help avoid ineffective cramming sessions further down the line! Encourage them to use a weekly planner so they are accountable for their work. There is a maths revision timetable on firefly for pupils to see the topics they need to revise for each Grade.
- Past papers encourage your child to think contextually, rather than just trying to memorise an entire text book. You can help by creating a realistic, timed, exam scenario when they are completing practice papers. This will encourage them to get used to working under pressure and develop exam strategies, helping them feel less anxious on the day. Your child has been receiving a maths paper (half to do as homework) each week for the last few weeks.
- It is important that your child is in the right frame of mind for revising. If they are struggling over something in particular, it may be best to park it for the night and reassess the next day. But also – please encourage them to speak to their class teacher about it too. If not, feel free to email us yourselves with any queries!
- If you are working closely with your child to help them study, but feel the work is beyond your own skill set, there is a lot of free support online. We suggest:

[www.corbettmaths.com](http://www.corbettmaths.com)

<https://vle.mathswatch.co.uk/>

<https://mathsapp.pixl.org.uk>

Maths revision sessions are running on Monday and Wednesday afternoons. Your child is welcome to attend one or both sessions.

Kind regards,  
Mrs Miller



## Olympic Inspiration!

On Tuesday, Fowey River Academy were proud to welcome two time team GB Olympic rower Annie Vernon to our school.

At 17 years old Annie started rowing at Castle Dore rowing club in nearby Golant, and went on to represent team GB at the highest level, winning 2 gold medals and a silver medal at various world championships, as well as an Olympic silver medal in Beijing 2008.

Nowadays, Annie does a lot of work with the Youth Sport Trust as an Athlete mentor. In this role, Annie visits schools across the country inspiring young people to be more active, establishing healthy lifestyle programmes within schools and offering continuous support to the programme leads and mentors after the programmes have been set up.



Fortunately for us, Annie has been chosen by the Youth Sport Trust to help us to implement one of these programmes at Fowey River Academy. It was a wonderful day, Annie was truly inspiring and all of the students involved seemed to thoroughly enjoy themselves, were engaged in the activities and offered insightful and positive feedback at the end of the day.

The mentors are excited to press on with the programme when we return following the half term break, and have come up with some wonderful ideas already.

A big thank you goes out to Annie, and a massive well done to all students involved on Tuesday!



### Year 9 Dance

For the past 5 weeks we've been training and creating a piece of dance. On week one we chose the music and the style the piece of music we chose when the party's over by Lewis Capaldi we came up with a routine and practised it for 5 weeks on the

sixth week we taught the dance to 20 year 4s. We think it helped them to become more active and work together and enjoy dance more. By Keely



### Amazing Music Donation!

Our music department is delighted to be the recipient of a vast collection of percussion instruments. Mr Ivan West, whose Granddaughter attends Fowey River Academy was kind enough to take the time to inform us of their heritage.

*Dear Headmaster*

*I have just completed the final delivery of a quantity of musical percussion instrument to your academy. . I thought a note of explanation would be appropriate.*



*These items have been donated to your Academy by my sister Elizabeth West. They came from the estate of the late Roger Polmear who was her partner for many years.*

*Roger Polmear was born and grew up in Truro. As a young teenager he displayed a flair for music, particularly in the percussion section, so much so that as a teenager he became the percussionist for the Falmouth Town Band. Called into the Army for his National Service his talent was soon spotted and he was sent to the Army School of Music at Kneller Hall where his skills were honed. Upon completion he was posted as percussionist to the band of the Coldstream Guards, a position he held for many years.*

*After leaving the Army, he returned to his native Truro and gave freely of his time and expertise to a wide range of musical groups but especially to group of young musicians.*

*We both feel that Roger would be pleased that his collection now resides in a Cornish School for the use and benefit of young people. He would, I am sure, be doubly pleased if access to these items inspired some young people to follow him in his love of music.*

**We would like to express our gratitude and appreciation for this exceedingly kind and generous donation of instruments for our students here at FRA. The opportunities that this will enable our students to access are above and beyond anything they have ever imagined and for our already highly skilled musicians, an array of equipment for their development, progress and enjoyment. We'd like to take this opportunity to give our heartfelt thanks for such a generous donation.**

## Falmouth Art Gallery Trip by Shay Gallears 8 Earth

I thoroughly enjoyed the Falmouth art gallery. Looking at all the drawings and artworks helped inspire my own artwork. All the amazing artworks were all drawn with just the simplest of tools- a pencil! I learned a lot about shading, tone, texture, using 3D and mark-making by observing some of the fantastic drawings made by some incredible artists. We also learned a lot about curation and how to present artwork to other people in a meaningful way which gains the listeners' interest. It truly taught us a lot about art.

As well as just looking at drawings, we actually tried to create our own designs and ideas. We were sorted into three groups for three activities. The first activity was creating a pencil drawing using inspiration from the images around us, and then collaging them with pages of books and newspapers. We could also use sewing to make a simple pencil drawing far more interesting and visually appealing to look at. For activity two, we stood in the hall and simply drew the architecture of the building. This helped us draw using 3 dimensions and also tested our observation skills. For activity three, we made a mini sketch book and recreated some of the drawings that we saw around us. This helped us find the style of drawing which best suited us.



This trip taught us a lot. We learned about curation and how to present work in a meaningful way so that a listener doesn't get bored. We looked at and took inspiration from professional artists. This also taught us about tone and shading. We learned how to create art that is visually appealing and different from all the other pieces of art. We developed our observational skills looking for every small detail that we can find. We also learned about using depth and using three dimensions, especially when drawing the architect of the building. Last but certainly not least, we learned about finding our own style and drew using the way that we wanted to.

To inspire lifelong global learners who have a desire and belief that they can achieve.

Teaching student's, the vital knowledge, skills, attributes to be successful.

Providing every student with the experiences that shape and develop their character and the support and guidance to nurture their talents

## FIND YOUR BRAVE



#ChildrensMentalHealthWeek

### 1 in 8

children and young people have a diagnosable mental health problem.



#ChildrensMentalHealthWeek

Among teenagers, rates of depression and anxiety have increased by

### 70%

in the past 25 years.



#ChildrensMentalHealthWeek

### 56%

of children say they worry 'all the time' about something.



#ChildrensMentalHealthWeek

### 3 children

in every class have a diagnosable mental health problem.



3-9<sup>th</sup> February is children's mental health week

The week is run by children's mental health charity **Place2Be** to focus on the importance of young peoples and mental health. This year's theme is **FIND YOUR BRAVE.**

Bravery comes in all shapes and sizes and is different for everyone. Bravery can be sharing worries, asking for help, trying something new or pushing yourself out of your comfort zone.

**FINDING YOUR BRAVE** can build your confidence, self-esteem and make you good about yourself.

We all have times when we need to **FIND OUR BRAVE**

Here are a few simple ways to encourage others to **FIND THEIR BRAVE.**

1. Remember bravery comes in many forms and is different for everyone, what's brave for you might not feel brave for someone else.
2. Talk to others about a time when you had to find your brave.
3. Praise people when they find their brave. It might be they have kept going at learning a new skill, or tried something out of their comfort zone
4. Point out examples of bravery in books and films and discuss different ways of finding your brave.
5. Reassure that not feeling brave is ok and there are times when it is more difficult to be brave.

At Fowey River Academy we want every young person to know how to look after their mental health.

<https://www.youtube.com/watch?v=Sdk7pLpblls>

We want them to know that if they are not sure about something they should talk to an adult they trust: family members, teachers or someone else in their school

There is lots more information and advice at [www.place2be.org](http://www.place2be.org)

To help raise the profile of Mental health this week we will be giving our student time to reflect on a time they showed bravery and share stories of role models who have been brave and overcome difficulties.

We will also be conducting interviews with students and staff about what bravery means to them and hosting tea and talk sessions to open the conversations about mental health and support that is available.

All National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

**AGE RESTRICTION**  
**13+**  
Enable in app settings on mobile  
\*Age appropriate content



Facebook is an online social media platform that has over 2 billion users across the globe. It was initially for university students but soon expanded out and since 2006, anyone over the age of 13 is able to join the platform. It is available on all devices from your desktop and laptop computer to smartphones and tablets. Users can add photos and videos, update their status, interact with others and catch up with the latest news. Despite requiring users to be over 13, there are no age verification measures and children can easily create an account. It's therefore important that parents familiarise themselves with the main features of the platform to ensure their young ones remain safe if and when they use it.



## What parents need to know about **FACEBOOK**



### ADDICTIVE NATURE

Facebook can be hugely addictive as it offers a physical high and a quick reward cycle which comes from the likes and comments on shared posts. Communication is so instant now that teenagers are always checking, and it can sometimes feel like self-worth. This keeps children going back, encouraging them to post things and also increases the Fear Of Missing Out (FOMO) that is commonplace today. On the flip side, because of the way teenagers interact these days through Facebook and Facebook Messenger, they can seem addicted even when they're not.

### CYBERBULLYING

Around a quarter of children have experienced online abuse, according to Ofcom's 2019 'Online Nation' report. Figures show that 23% have been cyberbullied, 33% subjected to abusive language and a fifth have been bullied. On Facebook, teenagers can receive communication in a number of ways, from private messages in Messenger to public comments on profiles, pages and posts to pages or groups set up just to torment a victim. Exclusion from pages or groups to cause the victim to feel left out has also been seen.

### FUTURE IMPACT

Regardless of age, anything that's posted on Facebook, or other social media platforms, develops a personal brand and leaves a digital footprint that is there forever. It can be difficult to explain the consequences but many universities and employers look at Facebook before making a decision on accepting people. It is therefore wise to always think twice before posting anything online you wouldn't want people to hear or see offline.

### STRANGERS/FAKE PROFILES

Generally, people are who they say they are online. That said, much like the real world, Facebook isn't free of malicious users and children have received friend requests from people they don't know, including individuals who may look to take advantage of young and impressionable children.

### OVERSHARING

Facebook encourages you to share "what's on your mind" but children need to be aware of what they're revealing about themselves online. Facebook allows users to share their location, create live videos and much more. Some photos can be traced using file data, too, so it's important to keep a tight group and share only with people you know.

### INAPPROPRIATE ADS

While Facebook is getting ever stricter on the content of ads and who they are targeted to, there is still the chance that children could be subject to ads during their experience on the platform. This could be innocuous but is worth bearing in mind when using the app.

### LIVE STREAMING

Facebook Live provides users with the ability to stream video live-time to their friends and followers or watch other people's broadcasts live. During the video, people can react and comment and it's difficult to moderate the content given everything happens in real-time. This could mean your child is exposed to inappropriate material or worse still, could be caught into doing something online by others which they wouldn't normally do.

### LIVE

Facebook Messenger is closely linked to your Facebook profile and provides the ability to share private messages away from friends and family. It is therefore important that parents ask their children who they are communicating with and ensure that the only people they are exchanging messages with are people that they also know in real life.

### PRIVATE MESSAGING

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# National Online Safety **Safety Tips For Parents**

#WakeUpWednesday

### MAKE PROFILES PRIVATE

Within the settings of a Facebook account, you can choose whether a profile is public or private. Make sure that your child's setting is switched to private. This way they will only be able to interact with friends and people they know within the platform.

### LEAD BY EXAMPLE

Show your children how and why you use Facebook. This will help to demonstrate that it can be used safely when used in an appropriate manner and help to reduce the risk of them encountering harmful content.

### SHARE DEVICES

Depending on the age of your children, it's worth considering letting them use Facebook from a general family iPad or laptop. This allows them to use it without being constantly connected every where they go and may give you more reassurance around what they are doing on the app.

### REPORT VIOLATIONS

On Facebook you're able to hide people or groups and report things that are harmful. Make sure you spend some time to show your children how this works and why it's important to do so before they start spending serious time on the platform.

### RESPECT BOUNDARIES

As with anything, there are potential risks and dangers on Facebook but once you've talked about the ideas of safety on the platform, give children some space. Trust them to make smart choices but always be open to talking about social media.

### CHECK-IN

Once they've had some time to use the platform, don't be afraid to check in and see if there's anything on Facebook they'd like to discuss. This isn't always easy but being open with your child is the best way to deal with any issues head on.

### Meet our expert

Alex Wright is a former Facebook employee and social media expert with over 15 years' experience working in digital media. He has worked with some of the biggest organisations in the world and has a wealth of knowledge in understanding how social media platforms work and how they engage their audience.

**LIVE**

SOURCES: [www.facebook.com](http://www.facebook.com), <http://www.independent.co.uk>, <http://life-style/online-media-education-young-children-under-five-youtube-instagram-48353411.html>, <http://www.mindgreen.co.uk>, <http://www.health-and-family/the-bullying-social-media-child-on-online-abuse-facebook-research-offers-4835264.html>, <http://thriveglobal.com/stories/how-social-media-affects-our-ability-to-communicate>, <http://www.care.com/en-gb/stories/427718-dangers-of-social-media-to-discuss-with-your/>

# Supporting Ellie

## Charity football Match for Ellie in aid of Cancer Research UK

*Year 11 F.C vs Year 10 F.C*

**Date:** Monday 10<sup>th</sup> February

**Venue:** Back Field

**Time:** Lunch time

On Monday 10<sup>th</sup> February the Year 10 football team will play against the Year 11's in a charity football match. Staff and students are all welcome to come but you will need to bring a minimum of 50p to watch them play. All money will be donated to Ellie who is close to a number of students in the school and is currently battling cancer.



Monday 10<sup>th</sup> Feb  
Charity Football  
Match for Ellie  
Back field  
Lunchtime

5<sup>th</sup> March  
LIVE Screening of  
RCS's Macbeth  
For Yr 8's

Monday 10<sup>th</sup>  
Neil Eddy Sports  
Psychology

Project Week  
10<sup>th</sup> February



# We Are



The Leading Edge Academy Partnership

