



Carre's Grammar School

Sixth Form Newsletter

July 2021

After a challenging year for both staff and students, we are proud that our Year 13 students have successfully adapted to new ways of learning and now anxiously wait to receive their results. Staff and students alike now breathe a sigh of relief in knowing that we have all worked hard to make sure that our students achieve the grades that they deserve. We were delighted to be able to conclude the year with our annual garden party to celebrate their achievements over the past 2 years.

Year 12 students now find themselves exploring their post-18 options and are busy exploring apprenticeship options, applying to university and identifying the skills and experiences that will support their applications. Students should now have registered on UCAS and should be casting a wide net by exploring all options available to them. In particular, students should be taking advantage of the resources available on Unifrog to support the writing of a personal statement, accessing virtual work experience, completing their university shortlists and much more.

Last week, our students had the opportunity to hear from Newcastle University who visited us virtually to discuss applying for Medicine or Dentistry. Students were able to hear about the application process, admission tests and interview process. We also welcomed the University of East Anglia who supported our students with how to complete and effective personal statement. Our students have appreciated the informative and exciting Core sessions that they have experienced during the final half term, and we plan to reintroduce a broad and balanced Core programme on Friday mornings from September.

Year 12 students have also recently completed their second set of mock examinations, which are used to help to inform the predicted grades for UCAS along with the other assessments that students have completed throughout the year. Students who have not quite accessed the grades that they had hoped for are encouraged to use this as an opportunity to refine their study habits and seek strategies to plug gaps in their knowledge. Year 13 will be a challenging year, but I have every confidence that students have appreciated the application that is required to succeed and will showcase their abilities over the coming year.



Senior Prefect Team 2021-22

Throughout March and April, Year 12 students were invited to apply for a position on the Senior Prefect Team. The application and interview process is designed to be very thorough and provides an opportunity for us to truly appraise the skills that our students have and for students to benefit from their experiences in supporting applications in later life. The process started with an application letter to the Head of Sixth Form which requires students to reflect upon the skills that they have, why they feel that they would excel in the role and the initiatives that they would like to present in furthering the school experience for our student body. Students were then required to record a 60-second video to enable staff and their peers to cast their votes. Following this, students completed a 5-minute presentation to showcase why they felt they would be the ideal candidate before having a short interview with the serving Senior Prefect Team. All of this information was considered before students were shortlisted and formally interviewed by Mr Law Executive Headteacher), Mr Smith (Head of Sixth Form) and Mr Pickard (Head of Year 12). Candidates were tested on their responses to scenarios, how they would fulfil the needs of the student body and were required to highlight examples of when they have displayed attributes fundamental to the role of Head Boy or Head Girl.

The interview process is understandably daunting for our students but all applicants reinforced the range of talents that we have within the year group. Students reported that the experience was extremely beneficial in promoting self-reflection and that they now feel prepared for the next interview they have, be that as part of their university application or for a job in the future.

Taking into account all of the information and after much deliberation, we were delighted to select Matthew Bolton as Head Boy, Alexia Johnson as Head Girl, James Peace and Kieran Fowler as Deputy Head Boys and Millie Armond and Jessamy Adamson as Deputy Head Girls. The field of candidates was incredibly strong and we thank all students who applied. The process was deliberately challenging and all candidates showed tremendous strength, resilience and character throughout the process.

We also thank our outgoing Senior Prefect Team for all their hard work this year. They have all been a credit to the school and an absolute pleasure to work with, particularly considering the challenges that their peers have experienced throughout the year.



Senior Prefect Team 2021-22



As a student who strives for success in every aspect of school life, I welcomed and pursued the opportunity of applying for the role of Head Boy. Although nervousness set in prior to the main 60 second virtual speech to the year group, I was very excited for the challenges to come. Whilst practising my five-minute speech to the Headteacher, Head of Sixth Form and Head of Year, I learnt the skills to be able to communicate effectively and express my views in a short length of time, whilst also not rushing. Interviews shortly followed and my ability to respond to the challenging questions grew throughout the interview and I was able to be offered the role of Deputy Head Boy which I was ecstatic with. Within this pivotal role I hope to achieve a bridge between students and teachers whilst also improving my own confidence through public speaking and administrative skills. An initiative I'm keen to support is supporting Year 7 students with their transition to Carre's Grammar School so that they settle quickly and have as enjoyable school experience as I have had during my time here.

James
Deputy Head Boy

The position of Head Girl was a role that I was apprehensive about running for, as it came with great responsibility. However, I did see it as an amazing opportunity and a great gateway into becoming a more well-rounded student. After a tough process which involved writing an application letter, a 60-second speech, a 5-minute speech and two formal interviews I was delighted to be offered the role of Deputy Head Girl. The process echoed what it would be like to go for a job interview and gave us a good insight into what is set to come in adulthood. Throughout the process we had to propose new and innovative ideas that we would like to bring to the school if we were successful. Now that I am a part of the Senior Prefect Team, it's amazing watching what once was ideas on a piece of paper being brought to life. The responsibility of being a part of the Senior Prefect Team massively improved my confidence, public speaking ability and communication skills.

Millie
Deputy Head Girl





Senior Prefect Team 2020-21

The 2020-21 academic year has been a challenge for all of our students but Year 13 students have appreciated the contribution of the outgoing Senior Prefect Team in taking their concerns to Senior Staff. Nickolai, Annie, Peter, Ollie and Maisie have all played their part in helping to ensure that students have been informed of how government decisions would affect their studies and how the teaching body and support staff at Carre's Grammar School would do their best to enable students to access the grades that they are capable of. The Team leave us with our admiration and thanks in playing such a pivotal role throughout the year.

Nickolai (Head Boy)

Nickolai plans to study Modern Languages with Business at the University of Nottingham.

Annie (Head Girl)

Annie hopes to study Urban Planning at the University of Liverpool.

Peter (Deputy Head Boy)

Peter plans to study International History and Politics at the University of Leeds.

Oliver (Deputy Head Boy)

Ollie hopes to study Law at the University of Manchester.

Maisie (Deputy Head Girl)

Maisie plans to study Primary Education (3-7 and 7-11) at Northumbria University.

Deputy Head Boy 2021-22

Kieran

Reflecting now upon the beginning of my journey as a Carrenian in the Autumn of 2015 I can still picture myself, wearing a comically oversized blazer, arriving upon the first day in year 7 unsure of what the future would hold. The School was comparatively very different from anything I had been exposed to before considering I came from a small primary school of 70 odd pupils. Looking back, I remember admiring the older boys walking with an air of success and confidence around the school hoping to emulate that one day. It is now upon my reflection that I see both my present self and the older boys just mentioned were not too dissimilar from the former year 7 me. To draw comparison in year 7 every Carre's boy is faced with the prospect of the unknown as they move up to big school unsure of how things will pan out full of fears and desires. It is now that I am aware this is the very disposition I am in personally as I cast my gaze towards what the future may hold. University applications are looming, and I feel as if I must face the inevitable likelihood of growing up leaving school and becoming an adult. Despite this however, it is my time at Carre's which I feel has prepared me for the future ahead, providing me with the space to explore my academic curiosities and passions. This has influenced me into applying to study medicine at university with the intention of eventually becoming an Orthopaedic Surgeon. Whilst the future may appear daunting filled with the sense of the unknown I feel supported, able to rise to the challenge of taking my A Levels this time next year, capable of ensuring my UCAT score is as good as it can be (an aptitude test required to study medicine similar to the EPQ) and producing a killer personal statement with the extensive support team behind me comprising of all my teachers, my form tutors and the senior leadership team. Upon completion of my application I shall demonstrate one of the four R's which make up the Carrenian ethos, *Reflection*, again hoping to learn from my past and look to the future. It was reflecting upon my time at this school which spurred me on to apply for a role as a member of the senior prefect team to give back to the school community. My roles entail me acting as a voice for the student body and my peers whilst aiding in carrying out tasks such as tours and ensuring house competitions run smoothly.



Student Name	Kieran
Key Stage 5 Courses	Chemistry, Ethics and Philosophy, Biology, Extended Project
Sports Played	Rugby, Tae Kwon Do
Post-18 Aspirations	Medicine
At Carre's Since	2 nd September 2015

Deputy Head Girl 2021-22

Jessamy

Moving to a new school for Sixth Form always seemed like a scary prospect for me, but ever since being at Carre's Grammar School I haven't looked back! Due to Covid restrictions, I was unfortunately unable to attend in person at the Year 12 Induction Days, however Carre's provided virtual subject sessions which were really helpful and helped me to gauge a feel for which subjects I was going to take. When I made the decision to move and arrived on my first day, everybody was so welcoming and upheld the environment which had drawn me to Carre's in the first place. I found it so easy to settle in, which I can attribute to both teachers and students alike, as everybody was incredibly kind and supportive (and have continued to be throughout my first year!). Moving schools was a great way to push myself out of my comfort zone, experience new opportunities and meet new people, something which I believe is important at this age as it will definitely help prepare me for later life. The community spirit at Carre's is something you cannot truly appreciate until you've been a student here and I cannot recommend Carre's and the Sleaford Joint Sixth Form enough to any student looking for a fresh challenge for Sixth Form.



Student Name	Jessamy
Key Stage 5 Courses	Business Studies, Ethics and Philosophy and History
Post-18 Aspirations	Law
At Carre's Since	2 nd September 2020

Sarah Everard Impact

During the week commencing the 14th June, assemblies were held for each year group to raise the importance of awareness regarding Public Sexual Harassment.

The Sarah Everard case has really sparked a national conversation amongst both men and women, in which they have shared their own experiences and the lengths they have gone to in order to feel safe when walking alone. This then led to several female students within the school speaking up about their own experiences – some of which were within school, or just when they were wearing their uniform elsewhere.

We believed it was incredibly important to put a face to a statistic, so a few students took part in these assemblies, sharing stories with the lower-school boys and urging them to think before they act. From the response we got, the students were highly receptive and impacted deeply by the testimonials.

The assemblies not only covered the stories of women across Britain, but what to do if you see or experience Public Sexual Harassment; the significance of educating yourself and others was emphasised, and how simply denouncing an inappropriate comment on the spot can prevent any further emotional or physical harm.

It is greatly important to keep having this conversation and keep reminding people that sexual harassment in any form can, and will, impact an individual.

Alexia
Head Girl





School Council

After a challenging year for staff and students, Phoebe and I are making efforts to ensure that the School Council can operate to enable student voices to be heard within school and to strengthen the links between students and staff within the Carre's Grammar School community. Phoebe and I had never really spoken at the start of this year, but over the past few months, with the help of Mr Smith we've put together a functioning group of people who are soon to meet to make real change surrounding your school lives.

Some councils tend to find themselves debating menial topics and wasting lunchtimes, but we were keen to avoid this so opted to have people apply (rather than be selected) and have found, during this process, representatives who are keen to put forward topics and suggestions that are important to their respective year groups. As the Heads of the School Council, it's our job to ensure that these voices are heard and go toward valuable change, so we've arranged for our local Member of Parliament to visit the school early in the new year; something that's only happened twice before whilst I've been at Carre's! Whilst she is here, members of the council and others will discuss with her issues important to young people and ensure that the voice of secondary school students is heard at the highest level. The first council meeting will be held in the final week of term to reflect upon the year we've had and to discuss priorities for the year ahead. A follow up will take place in the first week of term, just before we meet with our MP.

The School Council is just getting started for the year, so there's plenty of time to find your representatives and share with them issues you wish to be discussed in the new year, but until then, enjoy the summer!

Oscar and Phoebe
Heads of School Council

Mental Health Ambassadors



Molly

Studying Biology, Physical Education and Geography



Charlie

Studying History, Physical Education and Geography

Charlie and I have been appointed as Mental Health Ambassadors for the next academic year, starting from June 2021. We have already been working closely with the Senior Leadership Team to put some of our initiatives into action.

Our aim is to raise awareness of the importance of mental health and promote the student wellbeing support system. The Mental Health Ambassadors and the Senior Prefect Team all undertook a mental health training course, where we developed skills and understanding on how to listen non judgementally to those seeking support and encourage them to get further advice.

Some of our ideas that we are planning to implement include an anonymous email, where students can seek advice from the wellbeing team without the worry of face to face confrontation.

We are also planning on setting up a wellbeing hub, where the ambassadors and Senior Prefect Team are available in a place where younger students can talk to someone similar to their own age; they can then be directed to relevant support, if required.

We believe by having a hub that students can access, it will encourage them to open a channel of peer to peer communication and reduce the stigma of mental health across the school.

As Charlie and I are also both Head of Sport we are aiming to develop the link between mental health and exercise to help reduce the impact of anxiety and stress that can lead to poor mental health.

Our roles as Mental Health Ambassadors will be to raise awareness and create a legacy within the school, that will last for years to come, where mental health is a priority for all students.

Molly and Charlie

Sixth Form Induction Days

On Monday 28 June, we welcomed Year 11 students to the Sleaford Joint Sixth Form to experience two induction days. Students submitted their application to the Sleaford Joint Sixth Form in November and have had the opportunity to discuss their Sixth Form choices and how these may enable progression to their post-18 choices. Students have been working hard to achieve the grades required to access their chosen courses and the induction days provided an opportunity to confirm their subjects for Sixth Form.

At the start of the induction days, all students spent an hour with the Sixth Form Team at their base school to reflect upon what Sixth Form life is like. Students had the opportunity to hear from our students, who also passed on their advice should they be starting Key Stage 5 courses again. Following this, students were able to experience three one-hour lessons in their chosen subjects, where they would meet their teachers (for the first time in some cases) and explore the content that they would study in September. One of the main benefits of studying in the Sleaford Joint Sixth Form is the range of courses available across the three schools, enabling students to study their preferred subjects in the vast majority of cases. The induction days also provided an opportunity to travel to St George's Academy and Kesteven and Sleaford High School, which should ensure that students are not worried about where their lessons will be held on the first day of term. During the 'free block', students experienced a talk on Extended Project, Core and Enrichment from Mr Rooney, enabling students to appreciate the opportunities available to them to develop their skills beyond their academic studies.

On the second induction day, all students across the Robert Carre Trust experienced a team building session organised by Mr Pickard (Head of Year 12). The session started with a who year group Kahoot! on general knowledge, which was won by Oliver Gray with all 10 questions correctly answered. Honourable mention to Mrs Phoenix (Sixth Form Administrator) who joined in and finished in 4th place. For the team building activity, students were randomly assigned into teams of four with the task being to create a freestanding structure using only newspaper and sellotape to raise a tennis ball as high off the floor as possible. Students had 25-minutes to work together to find the most effective solution. The winning team managed to elevate the tennis ball an impressive 1.60m.

Following the Sixth Form induction days, students are now required to complete transition work for their subjects, with this work needing to be completed before we return in September. The transition work provides an opportunity to bridge their learning from GCSEs to A-levels and to ensure a smooth start to their Year 12 courses. Transition work can be found on the Sleaford Joint Sixth Form website at: www.cleafordjsf.org/transition-packs/

We look forward to welcoming students back to Carre's Grammar School in September.



Oxford Scientist Schools Essay Competition

Sixth form students Lily and Alexia took part in the Oxford Scientist's Essay Writing Competition for the Trinity Term. Their submissions were limited to 700 words, answering the question 'What will science look like in 50 years?' Entrants were marked on relevance, scientific analysis, originality, writing style and grammar, interest to a general audience and factual accuracy. Competition winners will receive a £50 voucher and the chance to have their submission printed in the Oxford Scientist, a student-led science magazine at the University of Oxford. This has provided the girls with the opportunity to demonstrate their love of science and tech, reading beyond their school studies, something that will make them stand out on university applications.

Whilst Lily chose to explore nuclear fusion and its seemingly unlimited energy capabilities, Alexia discovered how microchips will influence our lives in years to come and how related COVID vaccine conspiracies are impacting us today.

A piece from Lily (Head Girl of Physics):

I chose to take part in this essay competition because I saw it as an opening to explore a topical subject that I have an interest in. Within nuclear physics at school we cover fusion, but not in the wider context of society. My short piece only scratches the surface in terms of how nuclear fusion could be used to power the future.

Fusion is the Future.

The law of conservation of energy states that energy cannot be created, but what if we could do that? On the surface, nuclear fusion may be the answer, an environmentally friendly, seemingly limitless energy source, to power the future. Today, energy harnessing tech is flawed and becoming obsolete. Burning fossil fuels releases harmful carbon dioxide into the atmosphere, accelerating climate change; solar power is unreliable and nuclear waste is radioactive. Although our existing renewables serve their purpose, we will soon need a higher output energy source that is clean and renewable. Fusion could fill that gap.

Nuclear fusion is nothing new; it has happened in stars like our Sun for billions of years. Atoms in the centre of our Sun get so hot, they get stripped of their electrons, creating a plasma in which both electrons and nuclei move freely. It is a well-known fact that like charges repel and so those positive nuclei must be travelling at lightning speed to overcome electrostatic repulsion. Because our Sun is so massive, very high pressure in its core creates extreme temperatures. Under these conditions, two light nuclei are forced together until they fuse. Resulting in a heavier nucleus that has less total mass than before, so where has it gone? Following Einstein's famous equation $E = mc^2$ (*Energy = mass × speed of light²*), the mass that has been "lost" is given off as energy. Light travels at $3 \times 10^8 \text{ m s}^{-1}$, explaining why so much energy is released when compared with the mass of the nuclei. Naturally, humans aim to recreate this process and harness the energy produced, but can we build a star on Earth? So far, two methods are in existence, whereby plasma created is hot enough to fuse: magnetic confinement chambers use liquid helium to cool electromagnets to absolute zero (-273.15°C). The plasma is forced into a doughnut-like chamber with magnetic fields. In the chamber, the plasma will fuse, releasing energy. Internal confinement involves using some of the most powerful lasers in the world to heat pellets of fuel. When the fuel implodes, it will be hot and dense enough to fuse.

Despite all this, nuclear fusion is not yet viable. It takes more energy to cause fusion than the reaction itself produces. However, when the technology does get there, fusion will be so effective that energy harnessed from a single glass of seawater could be greater than burning a barrel of oil. The water in our oceans contains lots of hydrogen, specifically the isotope Deuterium. Deuterium and Tritium (both isotopes of hydrogen) are together the perfect fuels for a fusion reactor, but as ever, creating free limitless energy is not easy. Tritium is radioactive and extremely rare, and a suitable substitute Helium-3 (an isotope of helium) is not exactly abundant on Earth either. Again, we must look to the stars, as sifting lunar dust for helium could provide enough fuel to meet our current energy needs for the next millennium. Although a bottled sun may seem unsafe, a fusion reactor is much less dangerous than a nuclear fission plant. Even if the unthinkable happened and the plasma escaped from containment, it would simply expand and cool, stopping the reaction. Secondly, any radioactive fuel leaks would cause no damage to the environment, as the half-life of these elements is very small. To conclude, nuclear fusion could be the ultimate provider of seemingly unlimited renewable energy. However, investment in this new technology would be immense and may not be viable. Is it worth the risk?



Oxford Scientist Schools Essay Competition

A piece from Alexia (Head Girl):

After seeing the abundance of conspiracies regarding the COVID vaccine, I thought it may be amusing to play on our current reality, whilst exploring what the future could actually look like with developments in microtechnology. The 700 words were quite limiting, as I wanted to find a balance between science and a general interest in the future - I touched on the dystopian futures shown in movies, and how realistic these may actually be with scientific advancements.

Is this really a 'Minority Report'?

For decades, mankind has romanticized the progressions in scientific development, and from 'Minority Report' in 2002, to 'Ready Player One' in 2018, we have been presented with both idealistic and convoluted concepts of what the future may look like. In the 2018 science-fiction movie, the characters escape to a world of virtual reality in order to remove themselves from the harsh reality of present-day life; though this cynical approach may suggest a more distant future for humanity, at the rate we are depleting our resources and disregarding the only (currently) inhabitable planet known, it does not seem like such an unrealistic, dystopian world. Alongside the Covid-19 Pandemic, there came a rise in scientific development to ensure a vaccination to treat the virus and restore life as we know it. With this sudden rise in advancement, came an increase in doubt and conspiracy as to whether we, as a nation, were being manipulated into conforming with the views of those in higher authority. There was a belief that vaccinations were simply an excuse to inject microchips into our blood stream and track our actions and behavioral traits; as would be expected, the internet took this by storm, some believing the theory, others ridiculing the entire concept. Perhaps neither is the correct way of thinking. Perhaps the future of humanity lies somewhere in between. Microchips are becoming increasingly more prevalent in today's society, with everyday use in mobile phones, televisions and even in GPS trackers within our pets. But what actually is a microchip and what can it do?

In 1998 British engineer Kevin Warwick conducted a series of experiments he named 'Project Cyborg', in which he implanted a silicon microchip into his arm with the intent of "becoming a cyborg". He was under constant surveillance and communicated via radio waves emitted from the implant; these signals were transmitted to a computer programmed to respond, which enabled doors to automatically open, lights to turn on as he entered a room, and the childhood fantasy of hands-free technology to come to fruition. Microchips are integrated circuits (an abundance of electronic circuits collated onto one small chip) that communicate to a receiver using electric currents and radio frequencies that are 'translated' into useable data. Chips are most commonly made of silicon, as a result of the metalloid's semi-conductor properties; it is essential that gates and switches are built within the circuit, which is made possible by semi-conductors that only partially conduct electricity. In the sense of practicality, silicon is a material found in abundance that may be easily extracted in large quantities, so is the obvious choice to support the exponentially increasing investment of consumer electronics. Other than to make you feel like the superhero you once dreamed of being, why would you inject yourself with an electronic device that enables the tracking of your every move?

It is the nature of mankind to favour efficiency over logic, and this means rapid developments in technology as curiosity and ambition supersede what was. Imagine leaving the house without the worry of forgetting your keys or logging in to an account without having to think of the many password variations we are tasked with remembering. You walk into a shop without tangible currency yet can make purchases with just a swipe of your hand. On a wider scale, healthcare is begging for the use of microchips within its field; your doctor monitoring progress without even having you near, and your entire medical history readily available at all times. Think how quickly a condition may be treated if it were found before it could cause damage. Naturally, there are many risks that may arise as a result of having this information constantly at hand, but the improvements in security are rising equally as quickly as those in science, so who knows what may occur within the next fifty years. So, is the future really what the movies suggest? We have the world at our fingertips (and potentially within our bloodstream!), but does that have to result in a society filled with suffering and injustice? Science is ever evolving, but that does not mean our ideology must. The future is determined by us, mankind.



House System

The Senior Prefect Team and Student Heads of Subject are busy planning for the relaunch of the House system. Students across all year groups will have the opportunity to participate in subject-specific House competitions, as well as more generic quizzes and events. Each competition will be student-led, enabling our senior students to showcase their talents and to develop their leadership skills in their specialist subjects.

Sixth Form students will also have the opportunity to participate in House activities in the final week of each half term, with the Senior Prefect Team planning to deliver activities such as: house dodgeball, a team building morning, Kahoot quizzes, a games tournament and a reception sports day. Through the activities, students will have the opportunity to embrace the community spirit that we have within the Sixth Form and will be able to engage in some friendly competition. Each Sixth Form student has been assigned a House; students who were with us in the lower school will retain their House while students joining us will be placed into a House.

Each tutor group will have representatives from the four Houses and staff will also be affiliated to a House. Competitions will be led by the Student Heads of Subject and will be overseen by the Heads of the House System – Alexia Johnson (Head Girl) and Matthew Bolton (Head Boy). Alexia and Matthew will oversee, and support, the Heads of House and House Ambassadors.

We really hope that Sixth Form students (and the lower school!) enjoy the range of competitions available to them next year.





Carre House

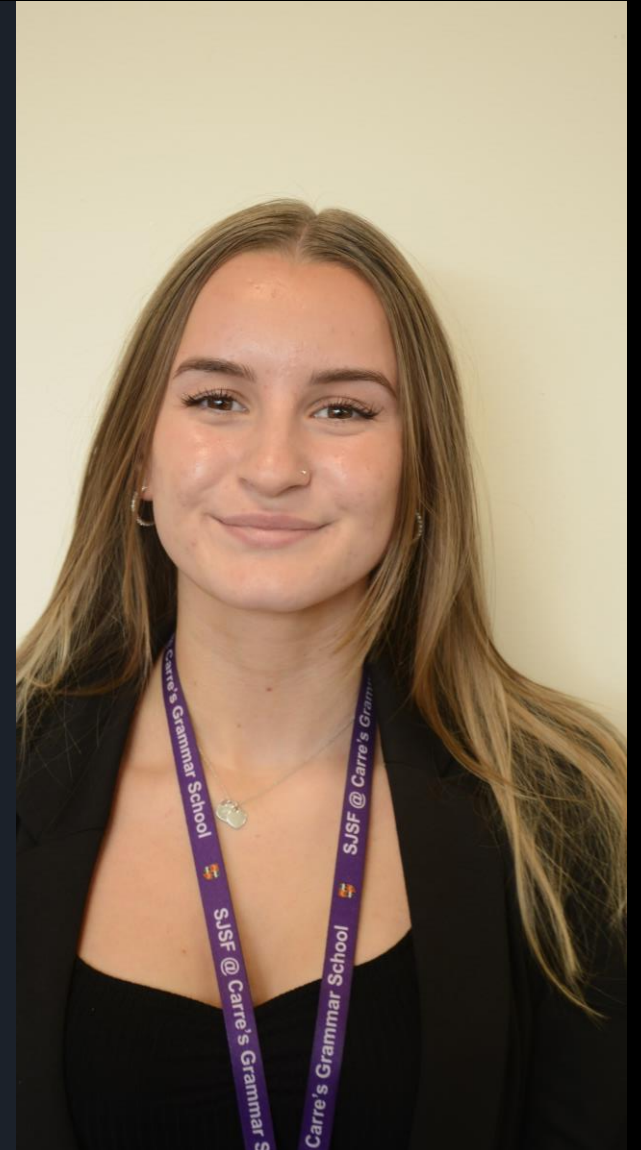
History: After Robert Carre, the founder of Carre's in 1604.

"I really enjoy being Head of Carre. I enjoy seeing and being a part of the inter-house competitions and seeing pupils performing in their individual event; whether it be sports, academic or music. It gives the pupils a chance to show off their skills and their talents and what better way then to do this than through friendly competition."

Jessamy
Head of Carre

House Ambassadors

Imogen
Ben Robson
Kieran Jackson





Bristol House



House Ambassadors

Kye
Georgia
Finn

History: Lady Isabella Carre marries John Hervey in 1688, he was subsequently created Earl of Bristol, and who, after his wife's death, became a Patron of the school.

"Seeing the younger years always keen to compete against one another for a House title is what I enjoy about being head of Bristol. I really like to see everyone getting involved in the academic and sporting competitions as it shows there is something for everyone to participate in. Bristol has done so well in the past in all house competitions and I can't wait to watch this continue."

Kieran
Head of Bristol



Lafford House



House Ambassadors

Ciara
Roman
Harry

History: Lafford is an old name for Sleaford, it is also the same of sub-deanery in the diocese of Lincoln. The bishop of Lincoln owned 'the late faire Castle of Sleaford' and had some control over the school.

"There is a House event for everyone, no matter what their interests are and that's why I love being Head of Lafford. I've really enjoyed getting to know all the pupils in each year group and what their interests are. This will enable me to discuss together teams for each house event, ensuring the whole house is able to take part in something if they wish to. I've enjoyed seeing their wide range of talents and working well as individuals and a team to bring victory to Lafford."

James
Head of Lafford



Welby House



House Ambassadors

Matthew
Henry
James

History: Robert Carre purchased land from Richard Welby known as the Mannor of Gedney to be given to the school and poor of Sleaford.

"Welby have proven to be a great house in the past and I hope that this will continue into the year ahead. I love to see their teamwork and the opportunities that the house system provides to interact with lower school students every week to see their progress in school as well as house events."

Millie
Head of Welby



Student Prefect Support Sessions

Support sessions are being organised and delivered by Subject Prefects for Year 12 and 13 students to take advantage of during the next academic year. They present an opportunity in which to seek support from students who have a high level understanding in the course in which they specialise in. Many of you will have listened to Travis Cullum stress the importance of revision 'on the job' during A-levels in order to achieve the highest possible results. This is something which support sessions provide you with ample opportunity for!

Stresses outside of school are ever increasing as we begin to experience the joys of learning to drive as well as part-time employment. Supervised study periods together with school support sessions allow the time within your timetable to focus on specific subjects which you may be struggling with, further helping reduce the hours you have to work after the school day finishes. This allows you to accommodate any other commitments you have alongside your studies.

The Subject Prefects have worked incredibly hard to formulate sessions to help you achieve the highest grades possible, so why not take advantage of this? A timetable will be circulated with all of the necessary details once we return in September.

**Matthew
Head Boy**



Results Day Procedures

Year 13 results day is on Tuesday 10 August this year and students are advised to be aware of the procedures regarding the release of their results, UCAS confirmation and clearing.

A-level, BTEC and CTEC results will be emailed to students after 8:30am on Tuesday 10 August to take into account safety concerns around COVID-19 but also due to the large volume of requests for results to be accessible in this way. Having said this, members of the Senior Staff and Sixth Form team will be available via telephone and email from 8:30am to 12:30pm to help with any enquiries regarding examination results and university places. It is important the students are able to access their Carre's email accounts and ensure that their password has not expired. It is good practice to check that email accounts are still working correctly from now until results day. If you cannot access your account you must ask a parent or carer to email icthelp@robertcarretrust.uk from an email address they have already registered with the school. We are unable to respond to password reset requests from unknown email addresses.

Results Day Issues – who to contact

- Access to emails/technical issues. If on results day you cannot gain access to your emails then you will still need to ask a parent/carer to email icthelp@robertcarretrust.uk as above; if you are unable to do this then results will only be available by phone between 12 noon and 3pm on 10 August.
- For queries about your A level results. If you are missing any results or have any questions about the results themselves you should email Mrs Williams, Examinations Officer tracey.williams@carres.uk.
- For queries/requests for re-sitting in the Autumn. If you would like to ask questions or register to re-sit any of your examinations in the Autumn you should email Mrs Williams, Examinations Officer tracey.williams@carres.uk
- If you think an error has been made with your results you need to follow the appeals process. Instructions for this can be found on the school website (students-examinations) <http://www.carres.uk/site/page.asp?ID=246>
- For advice or support about Clearing or your university place. If you have not met the grades for your university course and would like to discuss insurance offers, Clearing, Adjustment or any other aspect of your university application or further career plans, please email Mrs Phoenix with a brief outline of your query and give her your telephone number. She will arrange a time for me to speak to you by phone. lindsay.phoenix@carres.uk

Wherever possible, if there is a problem with your university place, you should first try to contact the university as they might be able to help you. It is always useful to be well prepared in advance and if you think you might need help sorting out your university application, please ensure that you have all details with you, including your UCAS application number, telephone numbers of university departments, Track username and password.



RESULTS
DAY