



NEWSLETTER

#23

German Exchange Visit 2024



Eskdale School has had close ties with the Heinrich-Böll Schule in southwest Germany since 2002.

The school is in the large village of Fürth in the beautiful Odenwald forest south of Frankfurt and just north of Heidelberg. Mr Bloor spent a year at this school as a foreign languages assistant right back in the 80s and has had links with the school since then. Over the years we have run many exchange visits to Fürth, many of them joint visits with Caedmon College. Unfortunately, the pandemic meant that we had not been able to visit our German partners for several years. However, we were able to welcome a group of German pupils to Whitby last October and have just had a very successful exchange visit to Fürth at the beginning of May.

This year we ran a “hybrid” exchange visit with some pupils staying with German families while others stayed in the amazing youth hostel in the Starkenburg castle in nearby Heppenheim. Mr Bloor from Eskdale and Mrs Herbert from Caedmon College took a group of 26 pupils (Years 9, 10 and 11) on the week-long adventure. On the Sunday afternoon, we travelled by coach to Hull and then on the overnight ferry to Rotterdam. After settling into their cabins and exploring the ship, the pupils made the most of the extensive buffet meal in the restaurant as the sun set over the Humber. With shops, cinemas and live entertainment on board, there was plenty to do before heading for a good night’s sleep.



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After disembarkation in Rotterdam, a German coach was waiting to take us to Heppenheim. The pupils' first "taste" of Germany was provided by McDonalds at a German service station near to Cologne, followed by views of the city and the river Rhine as we headed to southern Germany. We arrived in Heppenheim late afternoon where those pupils staying with families were met by their hosts. Those staying in the hostel had their luggage transferred by car to the castle, but then had the "long, steep" walk up to the castle to overcome. Walking down from the castle hill every morning and back up every evening (like the Grand Old Duke of York) became a daily routine (accompanied by the melodious tones of teenagers moaning!).

However, all agreed that the climb was worth it. The views were amazing – in one direction the Odenwald forest and in the other the Rhine Valley and the distant hills that border onto France. The youth hostel itself was excellent, with lovely spacious rooms, fantastic facilities, great food and friendly staff. The weather was amazing and evenings were spent playing ball games in the castle courtyard, relaxing and entertaining the other guests with music and dance!

We had three full days in Germany with a different focus for each day. One day was spent at our exchange school, where pupils were paired up with German pupils and went to a range of lessons. This was followed by a treasure hunt around the school and then the village and ended with delicious ice creams at the café on the market square. The 1st May is a bank holiday in Germany and we joined in traditional celebrations with the German staff and pupils to welcome the spring. This involved going for a walk in the forest with a "Bollerwagen" – a wooden handcart full of drinks and snacks and then to a "Grillfest" in one of the local villages, where pupils had to use their German skills to order sausages, steaks and drinks.



The final full day was spent in the wonderful town of Heidelberg. Heidelberg is one of the main tourist attractions in Germany; set on the beautiful river Neckar with the back drop of the famous castle and (to the pupils' delight) one of the longest shopping streets in Germany. We travelled from Heppenheim to Heidelberg by train (double-decker) and tram. Our visit included a short tour around the castle grounds, a boat trip on the Neckar and ample time to shop. Our final evening at the castle was marked with a "disco in the dungeon" – the videos of Mr. Bloor dancing seem to have gone viral!



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The next morning saw our final descent from the castle to Heppenheim where our coach was waiting to take us back to Rotterdam for the (quite rough) crossing back to Hull. We arrived back in Whitby on Saturday morning. It was agreed by all that our visit to Germany had been a huge success. From September, Mr Bloor's new job means that he will be teaching at our exchange school and very much hopes to continue to lead the exchange programme from there. Auf Wiedersehen is not "goodbye" but actually means "see you again"!





NEWSLETTER





What is an 'instructional framework' and how does it support your child?

Brilliant teaching has more impact on your child's progress than anything else. We are committed to ensuring that every pupil we teach is supported to thrive. With this in mind, we have been working with staff at Caedmon College and Eskdale School to implement a new teaching approach. We call this an instructional framework.

Evidence shows that if every teacher has a similar approach and structure to teaching, pupils learn more effectively.

We have based our approach on research from the Education Endowment Foundation (EEF), which outlines a seven-stage lesson overview that is shown to boost engagement and improve learning outcomes.

Here is a brief overview of the seven stages and how they can positively impact your child's learning:

Activating Prior Knowledge

Teachers begin by connecting the current lesson to previously learned concepts or everyday experiences. This establishes a familiar context, making it easier for pupils to understand new information.

Explicit Strategy Instruction

This step involves direct and clear teaching of a strategy or concept. The goal is to provide pupils with a clear understanding of what they need to learn.

Modelling of Learned Strategy

Teachers demonstrate how to apply the strategy in practice, offering pupils a clear example to follow. This step helps bridge the gap between theory and practical application.

Memorisation of Strategy

Pupils are encouraged to commit the strategy to memory, which enhances their ability to recall and use it effectively in different contexts.

Guided Practice

At this stage, pupils engage in activities that allow them to apply the strategy with support and guidance from the teacher. This collaborative approach reinforces learning and builds confidence.





Independent Practice

Pupils apply the strategy on their own, which helps them to become independent learners.

Structured Reflection

The lesson concludes with a reflection on what was learned and how it connects to broader themes or future topics. This phase encourages deeper understanding and retention.

To make this approach pupil-friendly, we have simplified this into six phases:

Prepare

Practise

Purpose

Prove

Present

Ponder

The framework does not mean that every teacher has to teach in the same way. It can be adapted to different teaching styles and subjects.



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Here is how the model might be applied in two different subject areas:

Art

In an art class, the seven-stage model can guide pupils through creative processes and skill-building exercises. Here is an example:

Activating Prior Knowledge: The art teacher begins by discussing a specific art movement or technique pupils are familiar with, such as Impressionism, to connect with prior learning.

Explicit Strategy Instruction: The teacher then provides direct instruction on a new technique or concept, like creating depth using shading.

Modelling of Learned Strategy: The teacher demonstrates the technique, showing how to shade to create depth in a drawing.

Memorisation of Strategy: Pupils are encouraged to remember the key steps involved in shading, such as varying pressure and using different pencils.

Guided Practice: Under the teacher's guidance, pupils practice shading techniques on their own art projects, receiving feedback and support.

Independent Practice: Pupils apply the shading technique independently, perhaps working on a final drawing or artwork.

Structured Reflection: The teacher concludes the lesson with a discussion on how shading creates depth and asks pupils to reflect on their own work, considering what they learned and how they might improve.

History

In a history class, the model helps pupils understand historical concepts, events, and the connections between them. Here is how a history teacher might use it:

Activating Prior Knowledge: The teacher asks pupils about previous topics, like the causes of World War I, to set the context for a new lesson on World War II.

Explicit Strategy Instruction: The teacher explains a concept such as the political alliances leading to World War II, breaking it down into clear components.

Modelling of Learned Strategy: The teacher demonstrates how to analyse primary sources, like letters or newspaper articles, to understand historical events.

Memorisation of Strategy: Pupils memorise key facts or dates, such as the timeline of major events leading up to World War II.

Guided Practice: Pupils work in groups to analyse historical documents with the teacher's guidance, applying the strategies demonstrated earlier.

Independent Practice: Pupils work independently to write a brief essay or answer questions, using the concepts and strategies learned.

Structured Reflection: The teacher wraps up with a reflective activity, asking pupils to consider how historical events are interconnected and what lessons can be drawn from them.



Both examples show how the seven-stage model can be adapted to different teaching approaches. By using this approach, teachers in all subjects and year groups build a strong foundation for independent learning. As a parent, understanding this framework allows you to better support your child's education and have meaningful discussions about their learning progress.

Mrs K McMurdo
Executive Leader



NEWSLETTER

Welcome

Welcome from Ms Boyd



Hello from the newsletter. Last week we welcomed Year 8 from Eskdale on to the Prospect Hill site so that they could start to feel at home. Some parents came at the end of the day to look round. On Friday this week we will start to show our current Year 7 pupils around their new site. If your child is looking round you will have had a message. Please let us know if you would like to pick your child up and have a tour of the site.

This week we are doing lockdown assemblies with our pupils. We obviously won't be expecting a lockdown drill any time soon but we need to be prepared for one just like we need to have fire alarm drills. We will be doing a lockdown drill once we have exams out of the way.

Exams continue to go well. Our pupils and students are well prepared and we are all so proud of the way they are conducting themselves. As I write we are 2 days away from the first maths exam (my subject so obviously the most important) and, as usual, I'm more nervous than the pupils!

Last week I included a message to parents parking in the top carpark. It is really important to us that we keep our pupils safe at all times. Can you please help by making sure that you reverse into parking spaces and that you are aware of pedestrians at all times. Can you also help by encouraging your child to use the footpaths provided.

Ms Boyd
Head of School

Vaccination Clinics

The Scarborough School Immunisation team attended College on Tuesday 7 May to administer the Year 8 HPV Vaccinations. Listed below are the catch-up clinics they are running for any children who missed this session.

Whitby

Monday 20 May – 3.30-5.00pm

Monday 15 July – 3.30-5.00pm

At: Springvale Medical Centre, Rievaulx Road, Whitby
YO21 1SD

Scarborough

Friday 26 July (Summer Holidays) – 10.00am-2.00pm

At: Unit 19, Cayley Court, Eastfield, Scarborough YO11 3YJ

Please note these are by appointment only please email scarborough@v-uk.co.uk or contact them on 01723 331506 to book your child into a clinic.



NEWSLETTER

Welcome

Welcome from Mr Nicholson



ESKDALE
SCHOOL



As we head to half-term there has been a hive of activity here at Eskdale. Visits have taken place allowing all pupils from Year 7 to Year 10 the opportunity to see the site they will be studying on from September onwards at the new Whitby School, whilst educational visits have seen Year 7 and Year 8 spend time at East Barnby Outdoor Centre, Year 10 and their parents or carers have had a Study Skills Evening in preparation for their mocks and of course Year 11 are in the midst of their final external exams.

Our oldest pupils have approached the challenge of their exams with great maturity in general. In the mornings before school the Year 11 pastoral team led by Mrs Scales have provided a welcoming environment in the main hall where pupils have been to prepare for the day. Breakfast has been on offer, as has advice when needed and always a friendly face to greet them. Thank you to the staff for making this happen to create that space for our Year 11s.

Next half-term will see more transitional activities and more information about Whitby School. It is important that all pupils and colleagues feel more prepared for the forthcoming change as we move towards September. It is also important that Eskdale continues to function as a school and I am determined with my colleagues to ensure that continues to be the case. I would ask for parental support with that too. We do and will continue to expect high standards based around our values of Respect, Kindness and Honesty. In particular respect towards all in the way we treat each other pupil to pupil and the interaction between staff and pupils. I often ask pupils if they are acting kindly to each other. And if they get something wrong as we all do are they being honest. I would really like everyone at Eskdale to focus on these values to make the next term as enjoyable as it can be for everyone.

There are some plans being hatched to celebrate Eskdale too, so please watch this space for more details next month. I wish everyone a happy and safe half-term holiday.

Mr Nicholson
Head of School





Whitby School

We are delighted to share the new identity for Whitby School where we embrace the incredible history of this beautiful coastal town.

The new identity highlights the rich heritage in a vibrant and modern design and a forward-thinking approach to education in Whitby.



NEWSLETTER



School News

This week's rewards winners!

Congratulations to the following pupils on their awards this week:

Positive Reward Points

- 7A Seth D
- 8A Caleb N
- 8B Miah B-P
- 9A Johnny N
- 9B Joshua W
- 9C Drew G
- 10A Thomas F
- 10B Ruby B
- 11A Eloise B-P
- 11B Rocco C
- 11C Louis H
- 11D Violet B

GCSEPodder

Marcus C



Pupils of the Week

Key Stage 3 - Neveah A

Key Stage 4 - Dylan L and Nat P

Pupils of the week





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ESKDALE
SCHOOL

School News

Careers Advice continues to support pupils at Eskdale School

On Monday 13 May in morning, the CEO of Whitby Fishing School, Andy Hodgson came into Eskdale School to talk to some of our pupils about the different courses on offer. They were really interested in the courses and the different careers you can do after doing their courses. A great link for pupils in our town.

And for our Year 10 pupils they had their mock interviews on Tuesday 14 May as part of their employability career programme. They came prepared for the interview with their mock application forms and looking smart. Although there were a few nerves, our pupils were fantastic. Feedback from the interviewers was that they were engaging, enthusiastic and presented themselves very well. They were also impressed about the many employability skills our pupils have and how well they could discuss them. Well done Year 10!

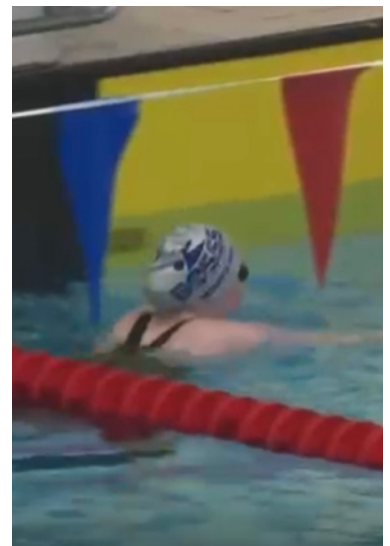
Thank you to the interviewers who came from York St John University, Askham Bryan College, NHS Schools, Inspiring Choices, Middlesbrough College, CU Scarborough and Whitby Town Councillor Anne Brown.

Esme's swimming success continues

Here is further news on Esme H in Year 9 and her swimming. This weekend she swam in the regional U14 200m LC breaststroke final for her club Borough of Stockton against swimmers including those from Harrogate, Sheffield, Newcastle, Tadcaster and Stokesley.

She led the first 50m, dropped into 2nd the next 100m being .34 hundredth of a second behind and swam a superb 50m to finish first in a time of 2:43.54 with the second-place swimmer 2:44.80 secs. We are all super proud of her! Another superb performance from Esme.

We are always interested to hear about our pupils' achievements outside of school. Please contact the school if you'd like to us hear about them and we can feature in forthcoming newsletters.





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School News

RNLI Practice Capsize Exercise

On Thursday 9 May, pupils from CCW and Eskdale who are rowers at the Friendship and Fisherlads Rowing Clubs took part in a RNLI practice capsizing exercise.

The capsizing exercise helped demonstrate how to react in an emergency. Focussing on how the boat feels when filled with water, how to keep the boat balanced and how to reduce the effects of cold-water shock. The club's juniors were at the heart of this exercise, with many of them volunteering to take part. The exercise provided rowers with essential cold-water safety training which is extremely valuable given the unpredictable North Sea. We are extremely grateful to the RNLI for giving up their precious time to assist with this training and the rowers who took part or watched are very thankful for potentially lifesaving advice. Miss Clarkson also took part!



Prom News

The recent raffle to raise funds for the Prom made £287 with some fabulous prizes donated by parents and local businesses. A huge thank you to parents for financial and prize donations and the following businesses:

- » Cards and Stationery at Home with Victoria
- » Honeyz
- » The Fitness Machine Gym
- » Harper Brown
- » Candy Rock King
- » Whitby Wheels
- » The Hair Shop
- » Fergi's
- » Whitby Town Football club
- » Pizza West
- » Furbellows
- » Colour Me

And of course, our team of Year 11 girls who have helped with the fundraising: Chloe, Eva, Molly, Olivia, Rosie, Amy, Isabelle, Gracie, Lily, Emily and Beth.



NEWSLETTER



Last year's ducklings



School News

Visitors to WSF

This term Whitby Sixth Form welcomed mother duck for her annual visit. She has chosen the safety of the quad near science to lay her eggs for three years now and the hatching has begun.

The process of hatching takes about 24 hours and then mum sits on them for a further 7 hours until they are dry. Once mum comes off the nest Senior Science Technician, Ms Hugill, will take them all to a safe place to release them.

A-level English Literature Trip to the Abbey

On Thursday 25 April, we visited Whitby Abbey as it is one of the settings in 'Dracula' - one of our A-level texts. We did this to gain an idea of the atmosphere of the chapters set here, but also to understand what Bram Stoker saw to inspire him when writing the novel. When we got there, we firstly found Dracula's grave in the graveyard. We then found and took photos with Mr Swales' bench - a character in the novel who is found sat at a bench near St Mary's Church. Next, we went into the Abbey ruins, where one of the guides explained the Abbey's history. After this, we went into the museum where we found a First Edition copy of Dracula. We enjoyed lunch in the cafe, before finishing the trip by looking around St Mary's Church.





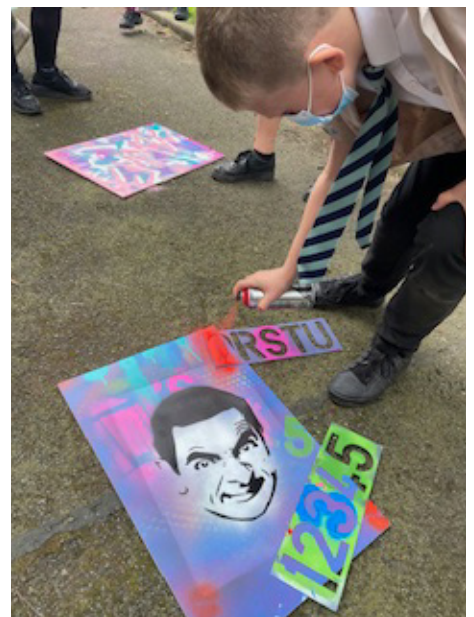
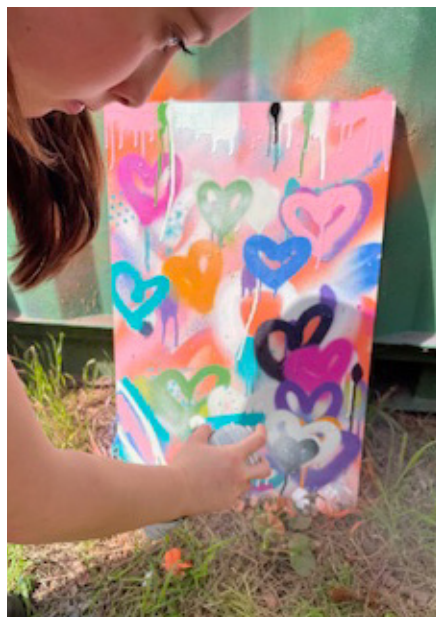
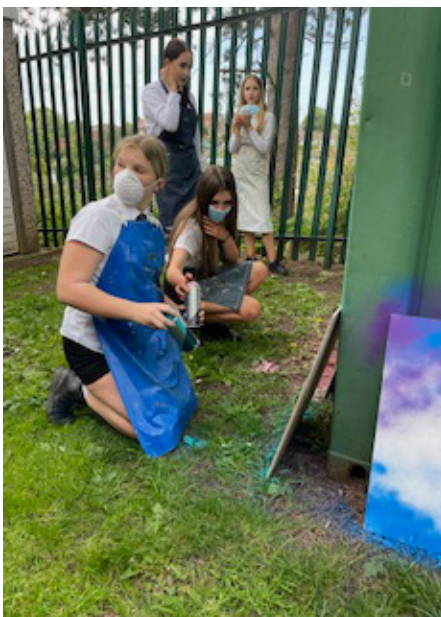
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School News

Achieve Workshop

Thanks to graffiti artist, Rew Nurse, the Achieve pupils along with a few other young people from Caedmon College got the chance to create their own pieces of graffiti art last week. Some very talented and creative pupils for sure!





NEWSLETTER



Why study

Psychology at WSF



What will I study

Ever wondered if the experiences you had before the age of five really do shape the person you are today?

Or why some people conform?

Or why people become addicted to behaviours or substances?

Or how psychology is used in the world of advertising and criminal law?

BTEC Level 3 Applied Psychology will give you an understanding of the way people think and why people behave in certain ways.

How Will I be Assessed

58% of the course is externally assessed by means of written examination.

The remaining 48% is assignment based.

What do students do afterwards?

The qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements to many relevant applied psychology courses. When combined with other qualifications such as A-levels or another BTEC Level 3 you can progress into higher education, studying such as a:

- » BSc (Hons) in Occupational Health
- » BSc in Education and Child Psychology
- » BSc (Hons) in Sport Psychology
- » BSc in Forensic and Criminal Psychology

What Can I do to prepare?

Read the key studies that underpin the course. These are experiments and research that have been carried out by psychologists in the past. Take an interest in the world and behaviour of people around you and develop an enquiring, open mind-set! Talk to students on the course this year or speak to the teacher.

“Psychology expands your horizons and makes you a better, well rounded person.”



MEMORY LANE

A History of 'Houses'

When opened in 1912, The County School had 'Sets', not houses, which were Blue, Green and Gold – the school colours.

In 1939, a system of Houses was in place, which were named after people famous in the history of the school and district – Albany, Cholmley, Scoresby instead of just having colours.

- » Albany was the house named after the Duchess of Albany who opened the school.
- » Cholmley was named after the Cholmley family – a prominent family in the district which flourished in the sixteenth and seventeenth centuries.
- » Scoresby derived its title from the family of that name who were celebrated whale fishermen from the area in the eighteenth and nineteenth centuries.

In 1945, The County School became The Grammar School, Whitby, and the houses remained the same until 1970 when Normanby, became the school's fourth house, to cater for the increased number of pupils attending the school when it became a comprehensive school.

In 2001, when the school was known as Whitby Community College, due to the restriction of Foot and Mouth disease, external sports fixtures were restricted and House matches became the mainstay of the College's sporting fixtures. The change required a restructuring of the house system which returned to a three-house system.

Having had links with the school since the opening ceremony, Normanby became the name adopted for all House Competitions and the traditional sports day was re-named Normanby Sports Day, where Houses competed for the Normanby Shield.

In 2014, Whitby Community College and Caedmon School merged and became Caedmon College Whitby and adopted Caedmon School's houses which were Adventure (Red), Discovery (Yellow), Endeavour (Green) and Resolution (Blue) – ie, the ships of Captain James Cook.



10 Top Tips for Parents and Educators MANAGING EXAM STRESS

At some point in their education, children are almost certain to encounter exam stress, which can cast a shadow over their mental, emotional and physical wellbeing. Mental health charity YoungMinds estimate that a staggering 87% of pupils suffer from exam stress – highlighting the urgent need to minimise its impact on children's health and happiness.

1 PRACTISE WORKLOAD WISDOM

The build up to exam season is such a busy and pressurised time in a child's education that it can be difficult for youngsters to avoid feeling overwhelmed. Encourage them to consider whether their current workload is realistic and allows them sufficient time to relax and recharge. Work with them in crafting a revision timetable that's manageable and includes breaks and occasional days off.

2 ADVISE CLEARING THE CLUTTER

A disorganised work environment is proven to negatively affect our ability to focus, as well as our emotional state. Encourage children to keep their desk, notes and revision materials tidy – creating a dedicated, well-kept study space to promote maximum focus. Foster their creativity by suggesting they incorporate vibrant colours, mind maps and even quirky drawings into their revision notes.

3 MASTER THE MATERIALS TOGETHER

Revision seems far harder when a child is uncertain where to begin or what sources to consult. Support them in confirming revision materials with their various teachers – emphasising the importance of gathering a range of resources to get a more comprehensive understanding of the subject. Feeling more prepared should nurture the child's confidence and help to dispel some of their anxiety.

4 RECOMMEND CREATIVE NOTE-TAKING

Writing out notes in full – rather than simply bullet pointing – can be a strong start to a child's revision. Reinforce this idea, encouraging the use of flashcards (featuring shorter versions of previously taken notes) for effective repetition and memorisation. Discuss the power of regularly reviewing notes to help them stay in the child's memory.

5 USE VISUAL AIDS AND MNEMONICS

Encourage the use of visual aids like videos and sticky notes to enhance learning. Some children find these resources far more useful than simply reading their notes as written. Explore creating mnemonics for a fun and effective study approach – and it's also worth noting that the strategic use of colours is a proven means of triggering recall during exams.

SMILE

6 GATHER A 'TECH TOOLKIT'

Technology can be a huge advantage in exam prep. Educational YouTube channels and revision websites like BBC Bitesize can be immensely powerful resources for helping children to expand and retain their knowledge. You could also recommend the use of flashcard apps and educational podcasts for revision and reminders when young people are on the go.

7 KEEP IT FUN

Revision tends to go far more smoothly if children are having fun in the process. Injecting some humour into their notes, for instance, can make details more memorable – as can relating information to their real-life experiences. Try to encourage a variety of study methods, such as incorporating physical activity (even simply taking a walk) into their revision routine.

8 SUGGEST ACTIVE REVISION STRATEGIES

Make sure children are aware of different study techniques. You could emphasise the effectiveness of spaced repetition by reviewing material regularly over time to reinforce learning and improve retention. Discuss the benefits of active recall methods – such as self-testing or explaining a concept aloud – in identifying where their strengths and weaknesses lie.

9 ENCOURAGE A POSITIVE MINDSET

It can be easy for children's thoughts to fall into a downward spiral when they're stressed about exams. Try to foster a growth mindset by emphasising the importance of giving it their all rather than aiming for complete perfection. Positive self-talk and the use of affirmations can build confidence and reduce anxiety, while visualising success and setting realistic goals can help them stay motivated and focused.

10 HELP THEM TO SEIZE THE DAY

There are lots of things children can do on the day of their exam to reduce stress and increase their focus. Talk them through some helpful exam-day strategies – such as arriving early, reading the instructions and the questions carefully, and pacing themselves during the test. Suggest some relaxation techniques, such as deep breathing or visualisation, to help them manage any nerves before and during the exam.

Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of the Social Enterprise UK: 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at Penistone Grammar School.



The National College®



NEWSLETTER

To raise funds for the coach to Heathrow Airport for our 4 week Kenya expedition, please join us for



QUIZ NIGHT

WED. 22ND MAY

6pm-8pm @ Whitby Sixth Form

£3 entry per person

Max. groups of 6

Prizes to be won
Tombola
Refreshments available



NEWSLETTER



Upcoming Events

Ryedale Whitby Partnership Athletics at Malton School.....	Tuesday 21 May
Half Term Break	Monday 27-Friday 31 May
Year 9 Rounders at Norton.....	Tuesday 4 June
Year 10 Six-a-Side Cricket at Scarborough College.....	Wednesday 5 June
U-13 Cricket at Fyling Hall.....	Thursday 6 June
Year 3/4 Quad Kids at WSF.....	Friday 7 June
County Athletics Trials/Championships at York Uni (TBC).....	Saturday 8 June
Senior Golf Taster at Whitby Golf Club.....	Monday 10 June, 4.00-6.00pm
All Year 9 students: in school work experience.....	Monday 10 June to Wednesday 12 June
Year 8 Six-a-Side Cricket at Scarborough College.....	Tuesday 11 June, 4.00-6.00pm
Year 10 Parents' Evening.....	Tuesday 11 June, 4.00-6.00pm
Town v Country Track & Field Athletics at York Uni Sport Centre.....	Wednesday 12 June, 10.30-2.30pm
Year 10 Mock Interviews.....	Thursday 13 June
Year 3/4 Quad Kids at WSF.....	Friday 14 June
U-13 Six-a-Side Cricket at Scarborough College.....	Monday 17 June
Maritime Day at Whitby Fishing School.....	Tuesday 18-Wednesday 19 June
Burberry Challenge for Year 7 (50 pupils only).....	Wednesday 19 June
Pantene Project for Year 10 (number of pupils TBC).....	Wednesday 19 June
Year 12 UCAS fair at Leeds Beckett University.....	Thursday 20 June
Year 7 Rounders at St Augustine's.....	Thursday 20 June
Year 9 Rounders at Scalby.....	Tuesday 25 June
Year 11 Prom at Sneaton Castle.....	Thursday 27 June
Exam Contingency Day.....	Friday 28 June
Primary Rounders at CCW.....	Friday 28 June
Year 7 and Year 9 Cricket final at Scarborough CC.....	Monday 1 July
WSF Rewards Trip to Alton Towers.....	Tuesday 2 July 2024
U-15 District Tennis at Ryedale.....	Tuesday 2 July
Year 8 and Year 10 Cricket final at Scarborough CC.....	Wednesday 3 July
Year 5/6 Athletics at Eskdale.....	Thursday 4 July
Transition Week.....	8-12 July
Inter School Golf Championships at Whitby Golf Club.....	Monday 8 July
Year 10 Summer School at York St John, 7 pupils from each school.....	Tuesday 9 July to Thursday 11 July



NEWSLETTER

Information

Who do you need to contact?

Caedmon College Pastoral Team

SENCo:	Mrs Kirk
Director of Learning Year 7, 8 & 9:	Mrs Harrison
Assistant DoL Year 7:	Mrs Cassell-Osowski
Pastoral Managers Year 7, 8 & 9:	Mrs Wood Miss Clarkson
Director of Learning Year 10 & 11:	Mrs Gordon
Assistant DoL Year 7:	Mrs Ruberry
Pastoral Managers Year 10 & 11:	Mr Taylor Mrs Ross
Email for all is:	post@ccwhitby.org

Eskdale School Pastoral Team:

Deputy Head & DSL:	Mr Dixon
Inclusion Manager /SENDCO:	Mrs Kirk
Senior Leader	Miss Caddell
Head of Year 11:	Mrs Scales
Head of Year 10:	Mr Raw
Head of Year 7, 8, 9: & DDSL	Mrs Bradley
Pastoral support:	Mrs Wilson
Email for all is:	post@eskdale-school.co.uk

Term Dates

Half term 5	Tuesday 9 April – Friday 24 May
Bank Holiday	Monday 6 May
Half term 6	Monday 3 June – Friday 19 July
	<i>(Year 11 off roll at end of June)</i>

