



# Scarborough College

## THE OWL

Autumn Term 2020 Issue 2  
2 OCTOBER 2020



### HEAD'S HIGHLIGHT

Dear Parents

**In this edition, I wanted to focus on our academics and my commitment to delivering the very best teaching and learning from Little Owls nursery to Year 13. Of course we pride ourselves on providing an outstanding all-round education. Whether it be learning French at the age of three or writing a 4000-word extended essay in Year 13, pupils have the opportunity to realise their academic potential.**

Over the past two years, we have been able to enjoy a value added in our GCSE examinations of one point per subject per student. Similarly, in our IB examinations, the value added of 4 points per student reflects the incredible work and support our teaching staff provide our pupils.

It is important not only to maintain the standard of teaching but also to look at areas to improve where this is possible. In the Prep School, Mr Stephen Mulryne has been appointed Deputy Head Academic. Some of you will know Mr Mulryne as the Headmaster of Terrington Hall and you may not be surprised about the wealth of experience and passion for teaching and learning he has already brought to the school.

Mr James Fraser has been appointed Director of Teaching and Learning. Mr Fraser is currently reading a Master's in Teaching and Learning at Cambridge University. He is an outstanding teacher and one who inspires both pupils and staff. Ms Grice has been promoted to the Senior Management Team as the new Assistant Head Academic. She is already proving to be an excellent appointment in leading the academics at the College.

As you will be able to see from the new feature Teacher's Spotlight, Ms Katie Cooke has also been added to the Senior Management Team. Ms Cooke has been appointed Assistant Head (IB) and in her interview on page two, you can see why I am excited about her appointment.

During my learning walks each day, I continue to be amazed at the standard of teaching and learning at our school. With these appointments, I believe we have provided ourselves a platform to move to an even higher standard of academics.

**Guy Emmett**  
Headmaster

### LIGHTS, CAMERA, ACTION

All of last week, Affixius was seen in and around Scarborough College shooting the new feature promotional film.

Is it Dr Who, is it Narnia or is it Scarborough College? Facebook users were left bemused as to why there was a camera crew and a solitary door standing on the beach. The beach scene was one of a series of scenes filmed throughout the week at locations in Scarborough and Scarborough College...

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## IMAGINE A WORLD WITHOUT BOOKS

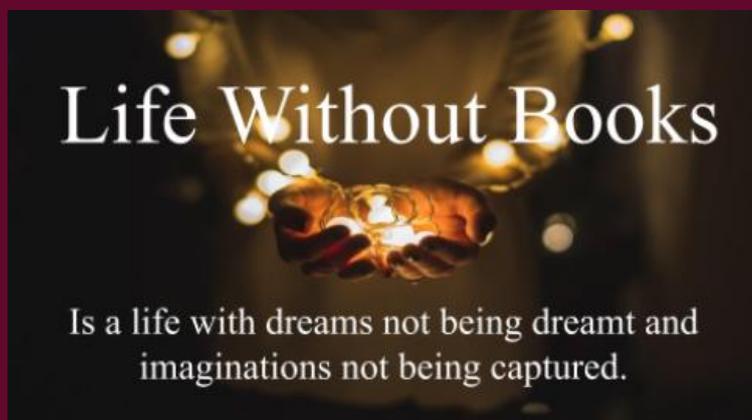
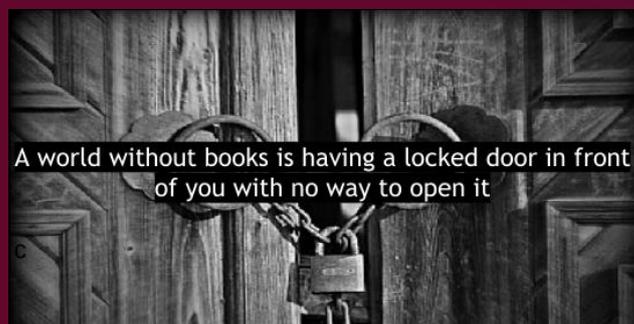
The English Department's ambition is to promote a love of reading at Scarborough College. To that end, Year 9 pupils have been imagining what it might be like to live in a world where books do not exist.

In their scheme of work on the topic of rebellion, Year 9 pupils have been finding out about times in history when books have been banned. They have been discovering that we do not have to travel back in time too far to find examples when books were banned or even destroyed.

Using Google Slides, the pupils created metaphors to convey the bleakness of world without books. Mrs Walsh was kind enough to share some of the poetic and humorous entries.



A world without books is like Wallace without Gromit



## TEACHER SPOTLIGHT – MS KATIE COOKE, HEAD OF IB

Every two weeks we want to highlight the work of our wonderful teachers. To kick off the series of spotlights, we have interviewed Ms Katie Cooke, Assistant Head (IB) and Head of History.

Ms Cooke, please tell us a little bit about yourself and how you came to be a teacher?

After university, I did a lot of travelling and I ended up teaching English at a school for underprivileged children in India. When I returned to England, I did my PGCE at Canterbury University in Christchurch and started teaching at Hills Road in Cambridge.



Have you always wanted to teach at an IB World School?

I travelled after my PGCE as well and when I taught, I taught at international schools. Most of them are IB World Schools. I taught in Colombia, Italy and Thailand before teaching in England. I have never taught A-Levels.

What attracts you to the IB?

It's a mix of things that I find incredibly important. I like the inclusive and international element of the IB. Most of all, I believe in the Learner Profile. IB learners are risk-takers. They are open-minded, reflective and caring.

Can you tell us about your subject – History – as an IB subject?

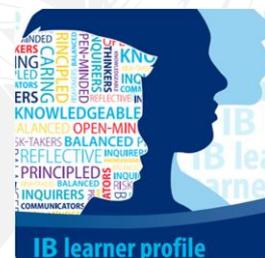
Actually, I studied Global Politics and I am really excited about adding this subject to our choices in 2021. It is a relatively new subject but it's a great subject choice for the students, as they get to work on case studies from their own countries for example. Every IB subject has to link to the core – CAS, the Extended Essay and Theory of knowledge. It's about seeing connections. In history, for example, you need to look at sources and seeing if you can trust them and why. It's very engaging.

You are the new Head of IB. What does the job look like?

I coordinate all the IB programmes and make sure students are happy with their IB choices. Of course, I also need to make sure that students remain on-track and I have to monitor their progress. One of the jobs I am particularly looking forward to is to make the Learner Profile more visible. I feel that we need more visibility throughout the school, right from Year 7, and perhaps even earlier, through to Year 13. I would like to dedicate prizes or commendations to risk-taking and other particular areas of the Learner Profile and I would like to highlight the links that the IB has with sports and the community around us.

And put Global Politics on the options?

Clearly! I did my Masters in Politics and it is my passion. But it is also important to understand the world around us. When students go to university interviews, they get asked about their interest in politics and their understanding of the world.



# BOARDING TRIP SEALIFE



The Junior boarding houses Denys Crews (boys) and Willersley (girls) visited the Scarborough Sea Life centre in the North Bay as one of their weekend trips. In between some amateur photo shoots with penguins, seals and extraterrestrial life; our boarders checked out the Bay of Rays, Penguin Island and the Zebra Horn Sharks.

At the Seal Hospital, the boarders found out about the seal rehabilitation and rescue efforts. The visit was topped off with a round of Pirate Adventure Golf, where – as usual – staff involved got caught cheating and were disqualified.



# LIGHTS, CAMERA, ACTION

Continued from front page

Affixius is no stranger to Scarborough College. The Loughborough-based video production agency produced the 'Opening Doors' feature in 2014; a promotional video that, most argue, is as up-to-date now as it was when it was made.

For this production, in an effort to boost authenticity and to make the project come to life more, it was decided not to work with actors but to rely solely on current pupils and staff. The result was four crew members, one minibus driver and one project manager behind the camera. In front of the camera – and coming to cinemas near you – were six teachers and 63 children and pupils from as young as Little Owls to year 13 and alumni.

The Marketing Team would like to express their gratitude to all those that made this project a reality and, in particular, the following 'invisible' members of staff: Ms Galway for giving up her drama studio to function as equipment storage and a scene, Mr Sutcliffe for dressing up his Arts classroom, Mr Croucher for looking after the safety of all those involved, Mr and Mrs Harvey for allowing us to ransack Weaponness, Mrs D'eath for testing and setting up the science experiments and Mrs Hunter and her Little Owls team.



## THIS IS HOME – ON BOARDING LIFE

By Dera, Year 12

**One of the things that really drew me to Scarborough College was the continuous talk of community. The Headmaster spoke a great deal about it during my interview and when I was on my way to the College, I was worried that the school would not live up to its hype.**

I am proud to say that the hype is accurate. When I first arrived at the school, I was warmly received by Mr and Mrs Harvey. I had to quarantine for two weeks, but they made sure that I got everything that I needed as I needed it. I learnt to enjoy being in my room and it wasn't too hard. It's not too large and it's definitely not too small. It's comfortable and my safe haven. But then, the entire house feels like a safe space.

Coming out of quarantine was tough for a couple of reasons; I was so confused about how everything worked and I was worried that everyone had already made their friends. I cannot say that I did not get lost a lot, but students and staff went out of their way to show me the way, walk with me, check up on me and make sure that I was doing okay. The teachers were so understanding in classes, just as they had been when I was in quarantine. They took their time teaching me and never complained or seemed irritated when I needed more explanations. The students were kind and welcoming, striking up conversations and pulling me out of what could have been self-imposed isolation.

I think the best thing about the school though, is the boarding house - Weaponness. Now that's what family looks like. The house is big enough for everyone with three common rooms. There are kitchens in each common room and the aesthetic is so carefully designed to create that homely feel. I am madly in love with the pool table and the downstairs entertainment area. I never played pool before I came here, but now I enjoy watching it and am learning how to play it. I love going to the entertainment area just to be around people, to work, to sleep, to play pool, to just be. I never have to try too hard to get a really good laugh. The people are awesome, the space is awesome.

Something I think only boarders really enjoy is the interdependence of everyone. I see my teachers in the house as supervising tutors and so I get to enjoy extra help in the comfort of the house. I can play soccer with the guys in the same space that I do my learning and reading. I can study in the same space that I play pool. It feels like home. *It is home.*



## FLYING FUTURES

By Nazish, Year 12

**On 30 October 2020 the College received guest speakers from Flying Futures, a social business that supports young people to 'get on' in society. Students were asked to describe their feelings towards the recent lockdown that was brought into action in March of 2020.**

The speakers created an open environment for students to express their concerns about their futures as an effect of the lockdown and the effects that this quarantine had on them. Students came together to talk through their viewpoints on it and whether they were positively or negatively impacted by the lockdown.

Some students argued that the lockdown was insightful for them, as they had the time and opportunity to discover things about themselves they would never have considered beforehand. Others argued that the lockdown bore a heavy weight on their mental health as well as their physical health, as they had to abstain from going out in general, including the gym.

After this the students were asked to focus on more of the positive aspects of life post-quarantine. For example, if they had done anything to help people or the environment around them. Small things, such as complimenting a person's hair can positively affect their day even though it is something so minute.

So always remember to be kind to your peers whenever possible because you never know when they may need it the most. Students were finally asked to create a small news article about positive things that happened to them or around them during quarantine, such as going for beach walks with family or cooking food for friends.

The boarders that were quarantining before the start of the school term seemed to be having a blast of a time, as one group of boarding students made their article about how they all shared their food together!

