



The  
Christmas  
Issue

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ISSUE

December 2020

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# KINROSS

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NEWSLETTER

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# THE HEAD MASTER'S PAGE

DEAR STUDENTS, PARENTS, CARERS AND FRIENDS,

I hope that this Christmas edition of the Newsletter finds you and your loved ones well. It feels surreal that last year I wrote to you celebrating our Christmas Carol service, Christmas Concert and all the activities that make the end of this Christmas Term so very special here at The King's School. We could not have predicted any of this; but our amazing community has met the year's considerable challenges with great fortitude and determination.

While we have adapted our ways of working, teaching and learning, our students have risen to every challenge inspiring us every day.

I am delighted to announce that we have two new governors joining the Governing Body and representing the views of parents. A very warm welcome and congratulations to Mrs Emma Drury and Mrs Samantha Marsh. Their appointment followed a very tight contest. I am enormously grateful to all those who put their names forward and offered their support to the school.

## Track and Trace

If any students, who have been in school, or staff develop symptoms of Covid-19 on or before Sunday 20 December and test positive the school will continue to support in tracing close contacts and informing families where other children need to isolate. If this is the case, we ask that you email King's using the [admin@kings.lincs.sch.uk](mailto:admin@kings.lincs.sch.uk). Please include in the email your child's details along with the date on which they started to show symptoms, the date of the test and positive outcome. We will then take the necessary steps to identify and inform any close contacts.

If boys or staff member develops symptoms after Sunday 20th December, the government guidance regarding testing and medical support should be followed; student and staff should follow contact-tracing instructions provided by NHS Test and Trace.

## A January Staggered Start

On Thursday 17 December the Department for Education instructed schools to operate a staggered return, offering all non-exam year groups full-time remote education during the first week of term with on-site education for all starting on 11 January. All years not receiving on-site education will have their lessons in Microsoft Teams following their normal timetable. Students will return to school as follows:

Monday 04 January – INSET day - Staff only

Tuesday 05 to Friday 08 January – Years 13 and 11 students only. Other years remote learning.

Monday 11 January - All year groups return

## Lateral Flow Tests

On Wednesday 16 December the government announced that schools will administer Lateral Flow tests, and this will need to be in place by the end of January. The training from the Department for

# THE HEAD MASTER'S PAGE

Education will not start until one o'clock on Friday 18 December. The very limited information that we currently have would indicate that we will need to find an additional 18 staff to meet the NHS recommendation for conducting the testing. I know that King's will rise to the challenge and have testing in place to meet any national deadline. I will of course keep students, staff, parents and carers informed as more information becomes available. I have included a copy of the information for parents from the Department for Education in this newsletter.

How the Lateral Flow Tests work: <https://twitter.com/10DowningStreet/status/1328387524490911745>

## **Vulnerable students and the students of Key Workers.**

In addition to specific year groups, the school will remain open for vulnerable students and students with a Key Worker parent. If your son is coming into school for this reason, can you please ensure that he has his own headphones with him as he will be accessing his Teams lessons from school. Key Workers are defined here: Critical workers who can access schools or educational settings - GOV.UK ([www.gov.uk](http://www.gov.uk)). Students in school will be able to purchase meals provided by the Catering Team, please ensure your son has his catering card.

## **Face Masks**

Thank you so much for the positive response to the sale of King's School face masks. We received over 100 emails requesting masks to be posted out this week and sales in school have also been fantastic, particularly given the limited numbers of students in school. The masks will be available to purchase in January for a minimum £2 donation from the school office.

## **Year 11 Sixth Form Options**

Presentations and information regarding the application process for the Sixth Form can be found on the school website at The King's School Grantham - Year 11 Options Evening - A levels This follows the presentation by Mr Whales in the Year 11 assembly on the 11 December,

### **Mental Health and Pastoral Support**

The school remains committed to providing pastoral support for all students. If you have any concerns regarding your son, please contact his form tutor in the first instance. Mrs Wigham, our Mental Health and Wellbeing Lead, and the Heads of Year are also available to ensure we meet the needs of all students. If you have any safeguarding concerns, please contact Mr Dixon at: [Justin.Dixon@kings.lincs.sch.uk](mailto:Justin.Dixon@kings.lincs.sch.uk)

Thank you for your support in these challenging times.

Happy Christmas and a Positive New Year!

Simon Pickett

Head Master

# Parents, Teachers and Friends Association



## Introduction

The Parents, Teachers, Friends Association actively supports the school, teachers and students by organising events to raise funds for the school community.

Due to restrictions in place, our ability to hold face to face events and raise funds is currently limited; therefore the PTFA is working on how to continue the fundraising efforts with remote events.

We rely entirely on the goodwill, energy and participation of parents and teachers and would like to welcome anyone wanting to get involved.

The funds collected over the last few months were allocated to a number of projects put forward by staff which will benefit the boys across all year groups.

## Funding Requests Met

Model Club:	Acquisition of new models and equipment for the students attending the Club and able to participate upon the lifting of restrictions.
School Library:	Purchase of new equipment.
Modern Languages Department:	Purchase of dictionaries and renewal of the Linguascope licence.
PE Department:	Purchase of 2 rowing machines to add to the Fitness Suite. The objective is to increase the number of machines to 8-10 to enable more boys to use the fitness facilities at one time.
Running Club:	New night-time safety equipment to enable the boys to run safely when the afternoons and evenings are still dark.
Chess Club:	Additional chess sets to be purchased early 2021.
Music Department:	A new electric piano to be purchased early 2021 for the Old School. Not only to be used by Music students, but enjoyed by all during functions and assemblies.

In order to continue these projects, we rely on your help to ensure the school can provide as many opportunities as possible for the boys.

If you haven't already registered with easyfundraising to help support us, please sign up now at [www.easyfundraising.org.uk/kingschoolgrantham](http://www.easyfundraising.org.uk/kingschoolgrantham) where the money raised will make a real and positive contribution to the education of your boys.

We hope that many of you will feel able to contribute something to the school and with the ability to claim back the tax you have paid, the school will receive £12.50 for every £10 you give.

We recognise that not all parents will be able to help us in this way and would like to thank anyone who is able to either give some time through volunteering on an ad-hoc or regular basis to PTFA activities, or is able to make a regular gift, both of which will help to make a huge difference to the whole-school experience for our boys.





# The King's School Old Boy's Society

## President's Advent Message 2020

It is an honour and a pleasure to write to you at this time of year. This has been a challenging year for us all. However, we are, I am sure, equal to the time of day; the road ahead shall be no more challenging or present no less opportunity and anticipation than that ordinarily laid at the feet of Kingsmen through the ages.

The Old Boys' Society moves forward inexorably. We have a range of eagerly awaited initiatives coming on stream and some necessary alterations to our usual schedule due to Covid19.

We are creating more formal ties with our sister organisation, the PTFA. Our aim is to provide cradle to grave support and succour to all those who have passed through The King's School, therefore creating a body of Alumni which will be able to give each other mutual assistance and offer much needed aid to the school in these straitened times.

You the young people are the future; you are the ones that make a brighter day – so let's start giving.

The annual dinner will be re-scheduled this year only, for late June or early July, to coincide with the cricket fixtures and there may also be tweaks to the timings of football and rugby fixtures. We also hope to add to the range of sports at which Old Alumni pit their wits and physiques against younger Kings-men and Alumni. Being of the free and easy sort and good for anything from chess to dodge ball, I hope that you all will don your sporting hats and boots and get stuck in, or simply put on the old school scarf and shout madly from the side lines. Either way, all King's Alumni are invited to attend and participate, should the urge come upon you.

The Committee is delighted to welcome two new members to our ranks; Daniel Reynolds and Robert Sheardown. We are also very happy to announce that Mr Nigel Barton has accepted an honorary life membership to the society and associate membership of The Committee. But, do not worry! There are spaces left on The Committee for any Alumni who have left the school and wish to join us, on what some might say, could be, one of the most singular and august bodies in the immediate vicinity of the school.

The school continues to enjoy success and we as a Society remain committed to supporting the school both financially with our – albeit small – donations and through whatever mechanisms we can to link Alumni together. Please contact myself or any committee member should you have any questions or are seeking information and support that we might be able to provide.

So, all that remains is for me to wish you all a joyous and restful festive season. Hold true to the spirit of the season and leave a better world than you found.

Yours in admiration

Matthew Spoons

 @KingsPTFA

 @kingsschoololdboys

 info@ksob.co.uk

 <https://ksob.co.uk>

# Student Successes

## Tigers Academy Squad

Following a delay to the formal announcement process (due to the COVID situation), Max Fairlie has been officially confirmed as a member of the Leicester Tigers U17 Academy Squad.

Max underwent a rigorous selection process, starting with the Tigers Development Programme in Newark, and later TDP Nottingham, whilst also participating in the NLD (Nottinghamshire, Lincolnshire and Derbyshire Rugby Football Union) during 2019 and early 2020. Alongside this, Max's weekend rugby team is Newark RUFC.

The October half-term saw a series of training sessions for Max at the Tigers Training ground - Oval Park, as well as at the home of Leicester Tigers, the Welford Road Stadium.

Max joins a squad of young players from Staffordshire, Northamptonshire and Norfolk.

Well done Max.



## Karate

James Dagnall of Year 11 is an Assistant Instructor in Karate, as well as carrying out his own training. This year he has had to adapt and has continued to train and teach via Zoom and Facebook live.

Over the past few weeks, whilst also revising and sitting his mock exams, James has also been doing his grading for his 3rd Dan Black Belt which involved a 5km run in under 30 minutes, along with 2-hour long assessments which he completed, passing his final part on Sunday 13 December.

Well done on your hard work and achievements James



## The Imps

Theo Mussell of Year 11 is making a name for himself in the U18 Football squad for Lincoln City Football Club. Feedback from the U18 Coach, Tom Shaw, on a match played in early November, records:

“Theo represented the club superbly on and off the pitch, showing character and personality and driving on the older players. He played for the full 90 minutes and was a major factor in securing a 3-0 win against Solihull Moors, thus securing the team’s progression to the second round of the FA Youth Cup.

Well done Theo.



## Sailing

The British Youth Sailing Team, Royal Yachting Association, recently wrote to the school to congratulate Eddie Quinn of Year 9, who has been selected for the Regional Training Group - Topper in Winter 2020-21.

Eddie’s selection for this activity recognises his potential to progress within the British Sailing Team, with the aim of winning selection for one of the UK Youth Squads (if not already in the Youth Squad) or beyond to the Olympic Development Programmes. Eddie was selected on the basis of performance and commitment to a programme of training and competition over a period of several years, and establishes his status as a British Youth Sailing sailor who the RYA hope will represent Great Britain at major international events in the forthcoming years.

Well done Eddie!

follow-on rounds in the Intermediate Challenge in March and had to wait several months to receive their results. I am pleased to say that Tristan Peacock, Oliver Thomas, Isaac Abbott and Angus McCallion achieved participation certificates. Alex Humphries achieved a merit in the Pink Kangaroo competition, while Jason Meng (who was the top scoring student in the school), took part in the Hamilton Olympiad and scored a merit.

All the boys are to be congratulated on their fantastic achievements. Further details about the UKMT can be found at [www.ukmt.org.uk](http://www.ukmt.org.uk)

Mrs A Cherry - Mathematics Teacher

## Virtual Cross-Country Challenge

Due to the restrictions of the past few months, athletics events have been few and far between. However, boys from Years 7 to 9 had an opportunity to take part in a ‘Virtual Cross-Country Challenge Event’. A total of 1,272 students participated in the event.

Well done to Year 7 students, Jacob Perry, Will Rose and Olly Ferrier who all completed 2km, ranking from 1st to 3rd place.

Well done also to Year 8 students Alfie Hoskins, Jamie Neece and Thomas Broadley who also all completed 2km ranking from 1st to 3rd place.

For the Year 9 boys, well done to Joseph Monk, Josh Clee and Sam Rowson for claiming 1st to 3rd placings across 3km.

## Musical Theatre

Congratulations to Luke Carroll of Year 9 who completed his Grade 5 Musical Theatre exam on Sunday 13 December, passing with a Distinction (93%). As this year’s training has mostly been done online this is a great result in these difficult times.

Well done Luke.

## MATHEMATICS - UK Maths Challenges

The Further Mathematicians in Year 12 and Year 13 took part in the Senior Maths Challenge at the start of November, resulting in 14 Bronze, 10 Silver and 3 Gold certificates.

Loris Pulizzi and Rory Mapletoft scored highest in their respective years and Rory, Will Ponsonby and Ben Buck went on to take the Senior Kangaroo round. Rory achieved a merit certificate and Will and Ben achieved participation certificates.

Several of these students had also taken part in the

# DEPARTMENT NEWS

## PHYSICS

### British Physics Olympiad Challenge

On Friday 6 November 15 Year 13 Physics students accepted the challenge of the University of Oxford and completed the British Physics Olympiad Physics Challenge. This is a one hour question paper on topics covered so far in the A level course, but the questions are of a very complex nature and require in-depth problem solving. All students are congratulated on their effort, but the following students gained a merit in the paper:

William Turner, Joshua Brooks, Adam Pluciennik, Will Rice, Lewis Mandair, Mihails Kosmans, William Chatterton, Joah Davis and Nitesh Shyam..

### The Ogden Trust

The Ogden Trust aims to increase the uptake of physics for all at post-16, particularly for those from under-represented groups. The Trust supports schools, projects and programmes that are committed to enhancing physics teaching and learning.

Through collaborative partnerships, enrichment and enhancement activities, working with families, developing career awareness and supporting teacher CPD, the Trust wants more students to develop a physics identity - to believe they can be a scientist and to see what studying physics can mean to them.

The Physics Department at King's has begun a partnership with The Ogden Trust and the other four secondary schools in Grantham. We have started the partnership work by inviting all of Year 7 across the 5 schools to take part in a quiz. The quiz had two parts, a more serious scientific knowledge section and a dingbat's

section. Below is one of the ding-bats for you to try.

The finale of the quiz was for students to answer:

*"If you could meet up with any famous scientist, who would it be? And what would you ask them?"*

We received some fantastic answers to this question, a sample are:

*'Sir Isaac Newton, so that i could ask him about his experiences at The King's School and how they inspired him to become a leading scientist.'*

*"Stephen Hawking. One day will time travel be possible, and if so, how?"*

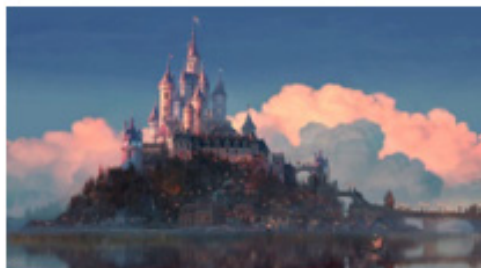
*"Marie Curie. Do you regret testing on yourself? Did you know the consequences of it and now you do know, how do you feel about your daughter continuing your work?"*

The results of the quiz will be announced in January, but thank you to all those students and their families who have taken part. The next activity will involve students from Year 8 and the intention is to involve all year groups during the course of the school year.

Miss Jones, Subject Leader, Physics

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# Combined Cadet Force

Unfortunately the CCF has had to close again due to COVID 19.



However, staff have tried to keep interest in the CCF alive by keeping in touch with cadets.

We managed to collect for the annual Poppy Collection, selling poppies to students and staff, raising £235.22 for the Poppy Appeal. Although our annual Remembrance Event could not take place in its usual format at St Wulfram's Church this year, we did lead the school in observing a 2 minute silence, signalled by our bugler ringing out The Last Post in the school Quad, surrounded by cadets in uniform. It was a solemn and moving event.

The RAF Section is entering the Virtual Royal Air Squadron Trophy 2021. Flt Lt Barton is organising a team and so we have some development activity to look forward to.

The Army Section had their Summer Camp altered and reduced due to COVID 19 and are now going to Beckingham Camp for four days with only 20 cadets in July 2021.

We have received some very good news. One of our Army Section Cadets, Jack Taylor, has been awarded an Army Officer Scholarship. This includes the provisional award of an Army Undergraduate Bursary, subject to certain academic conditions, and this will provide Jack entry to the Royal Military Academy at Sandhurst. Well done Jack, we are proud of you. What a career you have to look forward to.

As we move towards 2021 and with the virus hopefully becoming controlled, the CCF looks forward to resuming a sense of normalcy.

Thank you for your understanding

R M Ogg, BEM

Lt Col

Contingent Commander



# From the Department for Education

On Wednesday 16 December the Department for Education announced that teachers and pupils will have access to rapid testing from the start of the new school term.

Below are the Question and Answers section copied from their website: <https://dfemedia.blog.gov.uk/2020/12/15/mass-testing-in-schools-your-questions-answered/>

## What does today's announcement mean?

Staff and pupils will have access to rapid testing from January to help as many pupils as possible to continue to be able to attend schools and colleges because that is what is best for their education and wellbeing.

All secondary schools and colleges, including special schools and alternative provision settings, will be offered test kits to facilitate weekly testing of the secondary school and college workforce.

This will be coupled with serial testing of close contacts for both staff and pupils in secondary schools and colleges. This will help preserve face-to-face education by preventing close contacts from needing to self-isolate at home.

## So will you be routinely testing pupils as well?

Staff at secondary schools and colleges will be routinely tested. Both staff and students will be offered daily tests if they have been identified as a close contact of a positive case so that they can stay in school or college, rather than isolate.

## What about primary schools and early years settings?

We are prioritising secondary schools and colleges because they face greater disruption and because we want to ensure support for pupils and students in crucial exam years. The next step will be to roll out testing in primary schools. We are looking at how mass testing can best support the early years sector and we will work with local authorities and the sector to inform plans for mass testing in early years settings. We will announce more details as soon as we can.

## Why are you doing this?

To ensure as many young people as possible continue to receive high quality, face to face education; and to break chains of transmission of the virus.

## How will this actually help ensure face to face education?

This will help identify asymptomatic cases – which make up a third of all cases – limiting the spread of the virus.

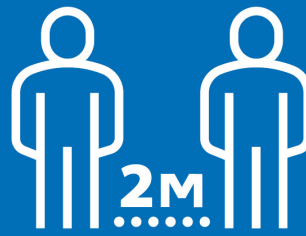
Staff and pupils who are close contacts of cases will be eligible for daily testing, eliminating the need for immediate self-isolation. Only if a daily test returns a positive result will the staff member need to isolate. This means fewer staff members will need to isolate, ensuring they can continue teaching, and fewer pupils/students will need to isolate, enabling them to attend.



Wash  
**HANDS**



Cover  
**FACE**



Make  
**SPACE**



Get a  
**TEST**

## Who will be doing the testing in schools and colleges?

The Government is supporting all schools and colleges to set up appropriate spaces on site that can be used for testing. Schools and colleges are supplied with test kits and PPE and training will be provided. We will provide an advice line and guidance to support schools.

## Are the tests compulsory? Will my child be forced to take a test if I don't want them to? What if teachers and staff don't want to be tested?

The tests aren't compulsory. However, staff and students who experience COVID-19 symptoms must continue to follow government guidance as normal, including immediate self-isolation and should book a test through [nhs.uk/coronavirus](https://nhs.uk/coronavirus) or by calling 119.

## What will happen if my child's test result is positive or if a teacher tests positive?

They will need to self-isolate and follow the guidance from NHS Test and Trace. This means:

- They will need to self-isolate for 10 days from the date of the test
- You can stop self-isolating on day 11 if they haven't had a high temperature for 48 hours and are well
- People they live with must self-isolate for 10 days from when they start self-isolating

## And what if it is negative?

Pupils will be able to carry on going to school and teachers will be able to carry on working.

## What type of test will be used?

Lateral flow tests will be used in the first instance. These deliver a result in 30 minutes. If it is negative then pupils and teachers will be able to carry on as usual. If it's positive then they will have to isolate and get a second test that will be processed in a lab.

## Does that mean the lateral flow tests aren't conclusive?

There is a low chance of false positive tests – that is why the secondary test is necessary. There is also a low chance that lateral flow tests don't pick up positive cases because they aren't as sensitive as lab-based tests. That is why there will be serial tests for close contacts of positive cases – they will be tested repeatedly over a number of days to ensure they are not positive.

## Will the tests happen in schools?

Yes. Schools and colleges will need to arrange suitable spaces for the tests, storage for testing kits – they need to be kept between 2c and 30c – and for daily cleaning of the area. Further guidance will be provided.

## You keep saying more guidance will be provided as soon as you can – why not just wait until all that is available?

We want to give schools and colleges as much time as possible to prepare for this although we appreciate that this is happening quickly. That is why we announcing this now and then providing more guidance as soon as we can.



# Careers Newsletter

Many King's students apply to University and consider it a good pathway for them. Some individuals are keen to apply to specific Universities and see some institutions as more prestigious than others. Despite this it is still important to look with a critical eye at applying to University and think "What does good look like to me?"

Each year, The Times and The Guardian create league tables ranking Universities in the UK.

The Russell Group is a relationship between 24 UK Universities who created a network in 1994. Amongst the group are many Universities which consistently rank highly in league tables. Russell Group Universities include: The Universities of Birmingham, Bristol, Cambridge, Cardiff, Durham, Edinburgh, Exeter, Glasgow, Leeds, Liverpool, Manchester, Newcastle, Nottingham, Oxford, Queen Mary, Queen's Belfast, Sheffield, Southampton, Warwick, York and Imperial College, King's College, The London School of Economics and University College, London.

## Guardian League Table (2020)

[www.theguardian.com/education](http://www.theguardian.com/education)

1. Cambridge
2. St Andrews
3. Oxford
4. Loughborough
5. Durham
6. Bath
7. Imperial
8. Lancaster
9. Warwick
10. Exeter

## Times League Table (2020)

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

1. Oxford
2. Cambridge
3. Imperial
4. UCL
5. LSE
6. Edinburgh
7. King's
8. Manchester
9. Warwick
10. Bristol

Top Universities are more competitive, their courses are likely to have higher entry requirements (A level grades) and will require you to create strong personal statement in support of your application. Have a look at the following guidance on personal statements to understand how to give yourself the best chance of success.

## Early Entrants - Oxford and Cambridge

Applying to Oxford and Cambridge, as well as applying to Medicine, Dentistry or Veterinary science is often called "early entrance" – simply because you need to apply earlier, by the 15th October in the year before you are due to sit your exams.

### *During Year 12*

You have achieved high grades in your GCSEs. You are enjoying your subjects and doing well in them. You are expanding your horizons, leaving your comfort zone and exploring extension activities related to subjects you enjoy. This might involve watching plays if you hope to study English or visiting historical sites if you wish to study Archaeology. Listening to on-line lectures, talks and motivating yourself to do some additional reading can be done by everyone and there is more on-line content now than there has ever been before.

### *By the end of Year 12*

You have decided which course you want to study and have an idea of your predicted grades, you have researched your options and used [www.ucas.com](http://www.ucas.com) to look for Universities that you are interested in applying to. You should consider courses that offer a range of entry requirements, some that are aspirational and some that are a safer, just in case results day doesn't go as well as you hope.

If you do decide that you would like to apply to Oxford or Cambridge you need to consider:

- Which University is right for me? Go on-line and visit if you can.
- Which college would I like to apply for, or would I consider putting in an "open application"? (where you will be assigned a college based upon levels of admission). Colleges have very different "feels" to them and some have more applicants per place than others.
- [www.undergraduate.study.cam.ac.uk/colleges](http://www.undergraduate.study.cam.ac.uk/colleges), [www.ox.ac.uk/admissions/undergraduate/colleges](http://www.ox.ac.uk/admissions/undergraduate/colleges)
- How can I make my personal statement as strong as possible? Top Universities are not looking for you to list a range of hobbies. Ox-bridge tutors suggest this indicates more about social status than ability. They are looking for "academic potential" and you can demonstrate this by talking about your studies and the extended learning that you have engaged in. You will get guidance from your tutors and ideas on how you might want to structure your personal statement.
- What other evidence or testing may I need to complete? You may have to submit additional essays or sit additional tests (sometimes as part of the interview process and sometimes in the weeks after applying). Although you will gain guidance on

this from the university, you should be prepared in advance. Do your research about what you will need to do.

- What might my interview be like? Interviews for places at Oxford and Cambridge tend to take place in December and you will have the opportunity to have a “mock interview” at school to help you prepare. It can be difficult to predict what you might be asked. Admissions tutors are looking for knowledge, but also your ability to develop your thoughts, explain yourself, take on new ideas and give your own perspective. Interviews can be seen to be simulating small tutorials, so the tutor wants to see how you learn as well as what you already know.

## Early Entrants - Medicine, Dentistry or Veterinary Science

Making a decision to apply to these courses is a significant life choice, as they are vocational and will lead you into very specific careers. While some courses in these areas are more prestigious than others, the standards are so high and fairly consistent across all courses, you might not need to give this the same consideration, if you were studying another subject.

Use [www.ucas.co.uk](http://www.ucas.co.uk) to start your research. You can only apply to 4 courses in Medicine, Vet Science or Dentistry, but you can apply to an additional choice. (e.g. bio-medical sciences) to make up to 5.

### *During Year 12*

You received high standards across your GCSEs. You will have taken the correct subjects at A level - Biology and Chemistry are usually both required (although with some exceptions). Work experience is often helpful, but this is going to be more problematic this academic year. There are range of “virtual work experience” packages on-line and you can find these by doing a simple Google search. Students are sometimes advised to have a longer-term volunteering role (e.g. care home, nursery, dog kennels) as well as a shorter-term specific work shadowing opportunity (dental practice, surgery or vets). You could consider other ways of demonstrating your caring abilities – perhaps you have supported vulnerable neighbours in lock down?

### *By the end of Year 12*

You will have researched courses and learned more about yourself and the profession. You will feel that you are suitable and have a good awareness of what is expected of you on the courses and beyond.

If you do decide that you would like to apply to Medicine, Dentistry or Veterinary Science you will need to consider:

- Which University is right for me? Go on-line and visit if you can and learn about the different courses. Some courses have a greater clinical component, others are more traditional. All courses are competitive, but some are slightly more than others, consider a range.
- How can I make a strong personal statement? Your personal statement needs to demonstrate your interest in the subject, but also your awareness of the profession and your suitability for it. You need to demonstrate ability and commitment. Start with news articles, research case studies of patients and then link it to your subject knowledge and additional reading that you have done.
- What additional tests will I need to sit? For medical courses, you will need to sit either the BMAT or UCAT test and

the scores of these are crucial for your success. With a huge number of applicants, the new University of Lincoln Medical school (parented by the University of Nottingham) look at admissions test scores and GCSE scores and simply use these criteria to select the top students for interview. They only use personal statements to decide between students at a later point. Other Universities sift differently, but these scores are hugely significant in your success.

- What might my interview be like? Interviews for these courses is a good way for admissions tutors to see if you are suitable for the course, but also the profession. Start by thinking “What makes a good vet?” or “What makes a good doctor?” or “What makes a good dentist?”.

An interest in the subject is certainly important, but consider what else admissions tutors are looking for: Problem-solving skills? Decisive decision making? The ability to empathise? A good attitude to ethical dilemmas? The ability to listen and communicate well? Some Universities favour traditional, formal panel interviews, while others use Multiple Mini Interviews (MMI). These might include role-play elements and are sometimes delivered in simulated wards. Research the places you have applied to, there is lots of informal guidance on-line from students who have been through the process already. Interviews can be scheduled earlier or later in the year and you may receive four interviews, or only one, or none at all.

## What if I am not successful?

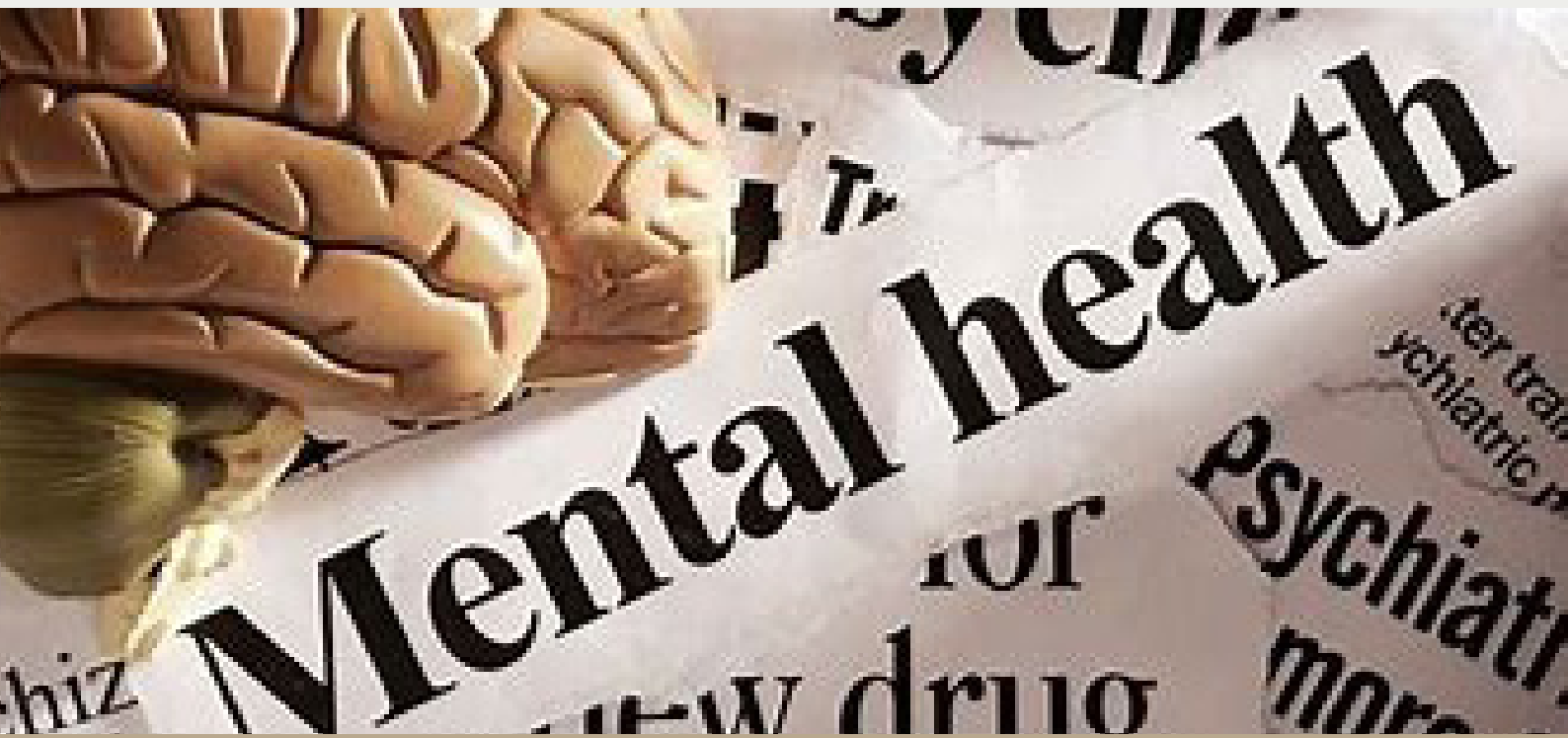
Not receiving a place on a course at Ox-bridge may be disappointing, but you will still have 4 other applications in place. If you are not successful in gaining a place on a Medical, Dentistry or Veterinary course, remember that they are very competitive and give yourself credit for being at the level to apply. If you still feel your vocation is in these professions, then you could consider graduate courses (shorter courses aimed at students with undergraduate degrees) or studying abroad. You should see a careers adviser to look at all your options and think carefully about other careers that might offer you what you were looking for in the first place. You will feel disappointed, but there is no reason that you will not create a career and life for yourself that makes you just as happy.

[www.medschools.ac.uk](http://www.medschools.ac.uk)

[www.dentalschoolscouncil.ac.uk/making-an-application](http://www.dentalschoolscouncil.ac.uk/making-an-application)

[www.vetschoolscouncil.ac.uk/applications](http://www.vetschoolscouncil.ac.uk/applications)





## MENTAL HEALTH & WELL-BEING

The last term has been one of adapting and constant change as we all dealt with another lock-down, track and trace notifications and sudden changes to where we may be working from. This is on top of the usual difficulties we seem to face at this time of year, particularly the short days and miserable weather! However, it is important to recognise the resilience we all have within us to keep going, to support our family and friends, and to bounce back each time the goalposts are moved.

We can never be 100% certain of what will happen next, but by focusing on what you can take charge of, rather than what is not in your power, you can make a real difference to how you feel. So speak to the people around you, access the mental health resources available online, or even grab some fresh air outside - these are things in your power to do and can make a world of difference when the things around us change so quickly.

Mind - The Mental Health Charity

Shout 85258 - free, 24/7 mental health text support in the UK - Shout 85258 ([giveusashout.org](https://giveusashout.org))

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### Young Carers

Next term we plan to hold social groups each week in the Library to give the young carers in every year group a chance to get together and find some support. Please look out for the emails sent home to let you know when each year group session will be held, and there will be new posters going up in Form Rooms to inform students about what's happening.

A young carer is any young person who is living with someone at home who is disabled, ill long-term, frail, or has mental health difficulties or addictions. They might support them through cooking meals, collecting or dispensing medication, assisting someone to get around, or they could be looking after their siblings more to help out. There are lots of ways to be a young carer, but we know the impact of their extra responsibilities can be big on their own well-being, their friendships and how they do in school.

If you feel your son might be a young carer and you would like some more information about how school can support you, please get in touch with [Jenny.Wigham@kings.lincs.sch.uk](mailto:Jenny.Wigham@kings.lincs.sch.uk).



# HOME TO SCHOOL COMMUNICATION

Communication between home and school is one important part in enabling the school to maximise the support we can give to your son.

It is often difficult to communicate directly with teachers as they have a full timetable or other commitments and of course many parents have busy lives too.

## Contacting School

The most direct way of communicating with teachers is to write a note in your son's planner. Your son should show the note to the teacher and if further communication is required, the teacher will contact you either by telephone or email.

Medical and other appointments or absences should be notified to the school office via email: [admin@kings.lincs.sch.uk](mailto:admin@kings.lincs.sch.uk) or telephone: 01476 563180.

If you would like to speak with a member of staff on a more urgent matter, please email or telephone the school. Office staff will then relay this message to the staff member as soon as they can, usually via email. Teachers are usually engaged in teaching, duties or other related matters and not always in a position to check emails immediately. Part-time staff may take longer to respond, and therefore emails should only be used for non-urgent communication that cannot be done via the student's planner.

With over 1200 students at King's the day to day care, welfare and safety of your son is managed by the staff closest to them. In the first instance, please address communication to the following members of staff who are responsible for your son, in the following order:

Form Tutor - for day to day or pastoral concerns.

Head of Year - for pastoral concerns or Subject Leader -for specific Subject concerns.

Deputy Head Master - Mr Dixon on matters of complaint or safeguarding

Head Master

If you urgently need to see or speak to someone, e.g. if there is a serious family emergency, serious issue or a child protection issue, please telephone the school and the office staff will find a senior member of staff.

Meetings with staff should as far as possible be pre-arranged so that schedules can be adjusted if necessary.

For non-urgent meetings we will aim to meet with you within 5 working days.



## School contacting home

If there is an emergency with an individual student, for example, in the case of illness, we will telephone parents as soon as possible.

In normal circumstances information for the attention of all parents is sent via email. Please ensure that your email contact details are up to date and any changes notified to the school office.

School website. Please check the school's website for any further information.



The King's School  
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Grantham  
Lincolnshire  
NG31 6RP

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Tel: 01476 563180

Fax: 01476 590953

E-mail: [admin@kings.lincs.sch.uk](mailto:admin@kings.lincs.sch.uk)

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