

Newsletter

Spring 2022



The Fête That Goes Wrong

Congratulations to the cast and crew of this year's fantastic College Production.

In just 12 short weeks, our 6.1 College Production students were thrown into a world of cucumber sandwiches, bunting and cake as they launched a riotous performance of *The Fête That Goes Wrong*.

Based on Alan Ayckbourn's one act play, Gosforth's *Fête*, a cast of 23 first year students and a second-year production team, delivered some much needed, light-hearted humour at the end of the autumn term.

Jayne Taylor, Head of Drama at Esher, said, "The production team and cast went about devising and writing some new characters and scenes into the original plot. The health and safety officer, tea ladies, cheerleading squad, wolf cub scouts and a trainee vicar were all new additions; developed off the back of the initial audition process and a few creative rehearsals.

"Students choreographed the dance routines and the developed script evolved through improvised scenes. The production champions the notion that despite challenges and obstacles, hope will prevail."

6.1 A Level Student, Oliver D'Souza, who played Gosforth, said, "The thing I loved most about the show was how it brought people together and helped to create friendships and bonds between people who may have never spoken to each other ordinarily. Everyone got on really well and as a result we put on a great show."



College Production is part of Esher's extra-curricular provision and one of more than 40 activities first year students can choose as their complementary study option.

With many thanks to the production team, including student directors Bryn Wilson, Issy Ali, Amelia Patience, Eve Miller, Maddy Hogg and technical support Katie Brown. Thanks also to Malcolm, Anthony and Gail and directors Emma and Jayne. More photos inside.

Current students can watch the performance through the College's video portal.



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Letter from Dan Dean



Dear Students, Parents and Friends,

Although we started the year with a return to face coverings in College, I am delighted that for the most part, normal college life has been able to resume to plan with mock exams for most of our A Level students going ahead in the Sports Hall. This will have been the first time many of the 6.2 cohort will have experienced formal exam conditions and they have taken on the mantle with great aplomb. The outcomes of these mocks feed into the second Progress Review round and are a contingency measure if the summer exams are cancelled and we have to revert to Teacher Assessed Grades. To date, we have had no confirmation from the government, but early indications from the Education Secretary show there is very much a desire for the exams to go ahead this year.

Also, in January, the #SaveOurBTECs petition closed and I would like to thank everyone who has supported the Protect Student Choice campaign. The campaign, supported by three former Secretaries of State for Education, achieved more than 100k signatures, which means it will now be debated in Parliament. The current education secretary, Nadhim Zahawi, has agreed to delay any decision until 2024 and acknowledged that many BTECs will continue to play an important role in 16-19 education for the foreseeable future.

Looking ahead, our Progression Guidance calendar begins in earnest this term with

several key events for 6.1 parents and students. **Higher Education Evening on Wednesday 16 March**, is a chance for parents to hear from Nicola Wilberforce, Director of Progression Guidance at Esher, to find out about UCAS applications and what support Esher provides for students during the process. This talk will be available live online and with limited places for parents to join Nicola in the College Theatre, as we begin a return to live events. **Higher Education Day on Thursday 24 March** (one of my highlights of the Esher Sixth Form College year) welcomes more than 70 exhibitors to what is an excellent opportunity for students (and their parents/carers) to begin quizzing university representatives about their courses and institutions and begin planning for life 'After Esher'. In addition, Nicola will be scheduling a series of online talks for parents and carers during the summer term on how to choose the right course and university, student finance and navigating the UCAS system.

This year the Progression Guidance team has already sent more than 750 UCAS applications, including those of former students. With many students undecided about their next steps and taking a gap year, the Progression Guidance team offers support for students with their application for university or apprenticeships after they leave Esher. Please email progression@esher.ac.uk for more information. It is also a pleasure to welcome Nick Levy, our new Head of Learning Support, who

joined us in January. Nick is highly experienced, having worked at both Strode's and Godalming six form colleges.

Finally, I want to let you know that I will be stepping down as Principal of Esher Sixth Form College at the end of this academic year. After 12 years in the role and 21 in total at the College, it is time for a change. It has been a privilege and a pleasure to lead the College over this time. I remain in awe of the energy and commitment of my colleagues and of our wonderful students. Together, they make Esher a College to be proud of, so the next few months are likely to be quite emotional! Leaving is never easy....

However, I am delighted to inform you that Dan Hards, currently Assistant Principal (Student Services) at Esher, has been appointed as my successor after a competitive interview process. Dan has a deep understanding of the College and I am fully confident that in his hands the College will continue to thrive.

Dan Dean
Principal

Student inspires action on Climate Change



As the College gears up for Green Week in March, Esher student Yasmeen Shaker highlights the history of climate change with a video for Save The Children.

Congratulations to first year student Yasmeen, who joined the Save The Children Youth Advisory Board and starred in its latest video explaining the history of climate change and conservation and what young people can do to reduce the impact.

Yasmeen says, "Volunteering for an incredible charity like Save The Children has been an ambition of mine for years. As a young person, I believe that we must take proactive steps to help shape our society, becoming more accepting and equal in every way possible. Finding the Advisory Board role was a breakthrough moment for me.

"Joining the Board gives us a voice and allows us to share our perspectives on different

topics and issues (a rare occurrence in wider society, unfortunately)."

You can watch the video, called **Climate Crisis: You're invited**, on the Save The Children UK YouTube channel.

Green Week 2022 Each year at Esher Sixth Form College we run a week-long programme of events promoting sustainability and greener living. Keep an eye out for updates and events, which start March 7-11.



Save the Children

Meet the Cast: The Fête That Goes Wrong

In a cast involving cubs, cheerleaders and even a health and safety officer, hear what it was like for the cast of 23 performing live for the first time since Covid. Laura Ridsen, who came to Esher from Waldegrave School, played the role of health and safety officer, said, "College Production was a great opportunity for me to meet people in a new place and was overall a very fun and collaborative complementary study." Beth Mardell, from Thamesmead School played Cllr Pearce, and said, "I really enjoyed College Production, it was great to have a fun thing to do during college. I made loads of new friends and had some great experiences :)"

Tigs Edwards, from Sir Williams Perkins's School, played Millie, said, "Through College Production I got to meet loads of new people that I wouldn't have met from my subjects and it allowed me to get to know the people, who I also had classes with, better. Making these new friends made me comfortable at college I'm sure much earlier on and it was great to have rehearsals to look forward to each week. It was so nice being able to perform a production to an audience finally after not being able to for so long and I think it really brought everyone together."

Main Characters

Oliver D'Souza (Gosforth), Tigs Edwards (Millie), Kit Riou (Steward Stokes), Beth Mardell (Cllr Pearce), Laura Ridsen (H&S Officer), Ophelia Galvin-Sparks (Vicar), Alexia Ambekar (Trainee Vicar)

Wolf Cub Scouts

Emily Campbell, Oliver Keaton, Iris Lowe, Tianna Moore, Elias Ness, Amy Wallis

Old Ladies (cover picture)

Cara Bullimore, Emma Shilova, Elise Stannard, Reece Straughn

Cheerleaders

Rosanna Bartlett, Grace Bywater, Holly Fletcher, Abbey Hempston, Meg Sansom, Hannah Warrington



A Blast From the Past – Aneela Mahmood

Aneela came to Esher Sixth Form College in 2007 from Rydens School (now Three Rivers Academy) to study Philosophy, Politics and Psychology.

It was while on an A Level Politics trip to the Houses of Parliament, she found herself thinking, "I want to work here one day" little knowing that she would realise her dream and she now works as a press and media officer in the House of Lords. Here she talks about her career path to the second-largest legislative chamber in the World*.

Why did you choose a sixth form college?

Firstly, it was the wider range of courses that were available. I also wanted to be in a slightly different, more mature environment compared to school. For me, there was a greater sense of independence in going to college, and a good stepping stone between school and university.

What was the first thing that struck you about Esher?

The atmosphere - it's just a lovely place all-in-all.

What were your course highlights at Esher?

Visiting Parliament on a 6.2 politics trip! It was during that visit I decided I wanted to work in Westminster one day. I ended up taking a bit of a roundabout way, but with that goal always in mind, I made it in the end!

How did your teachers inspire you?

I'll have to give my Politics teacher, Meir, a shout-out here. At the time he wasn't my favourite teacher by any means (sorry!), and if I remember correctly, he even suggested I drop his course - a completely fair comment given the terrible student I was to begin with! However, that encouraged me to apply myself (talk about reverse psychology), he pushed me and helped me to achieve what I was capable of - stern, but always supportive. I started the course barely knowing the names of the different political parties, and by the end of that year I achieved an A in the exams.

I always had a vague interest in politics, but Meir's course laid the foundation for what would eventually become my career path. The knowledge you gain during this time will always come in handy.

What were your career plans for life after Esher?

Other than politics, I was very interested in humanitarian work. I wanted to work for the UN or an NGO. Whilst that didn't happen, I did spend some years working in the charity sector before moving to my current role.

What was your uni/career path after Esher?

I went to Goldsmiths, University of London, where I studied History and Anthropology. History has always been a passion of mine and I was fairly certain I would do it at degree level, hence I skipped out on it for A Levels, as I wanted to use the opportunity to explore some other subjects.

After completing my bachelor's, I wasn't quite ready to leave education, partly because I had no idea where to go from there! I ended up staying at Goldsmiths to study politics once more by doing a Master's in International Studies.

What have been your career highlights so far?

The day I got the call with the job offer for my current role. It felt like a long time coming and it was one of the happiest days of my life thus far.

I couldn't possibly list all the highlights of this job - everyday still feels like a dream. Being involved in the State Opening of Parliament was very special though. I was assisting the BBC in conducting interviews with MPs!



What advice would you give your 16-year-old self?

Just focus on your education, you won't get this time back! I wish I had pushed myself harder in all my subjects and used my full potential. Having said that, I got to where I was going, so no need to have regrets.

On a more positive note, I know my 16-year-old self would be proud of where I am today, and I would say just keep striving and be fearless in the pursuit of your dreams. Nothing is out of reach.

*The largest legislative chamber in the World is the Chinese National People's Congress of China with 2,980 members, recorded in 2018.



ALUMNI

Christmas at Esher

Christmas Concerts, Festive Cake Sales, Christmas jumpers, office decorations and too many trees to count – how the whole college got involved in one of our most festive years on record.

There is nothing like a bit of departmental competition for the best decorated office to get everyone into the Christmas spirit. The Photography department elicited the help of an inflatable snowman while the Biology department recreated their own Narnia. However, congratulations go to the winners : the Learning Support Team who turned The Study Centre into a gingerbread house.

On Christmas Jumper Day, students and staff dressed up, with some staff getting more carried away than the students.

But despite the Omicron variant trying its best, the Music department went ahead with its annual Esher Christmas Concert with another selection of stunning performances. First up was the **Jazz Band** playing Chameleon by Herbie Hancock. The **College Rock Band** played a stirring version of No Time To Die by Billie Eilish, and the **String Quartet** played Sleepers Awake by JS Bach BWV40. Second year student **Bronwen Livingstone** did the arrangement for the choir's acoustic acapella performance of Sweet Dreams by Eurythmics.

Solo performances included **Roxanne Bento** on the violin playing Partita No.2 Bach BWV 104; **Amora Graham** singing Fly Me To The Moon by Frank Sinatra; **Natalie Miller** on the trumpet playing Red White and Blue by L Bernstein; Pianists **Mila Pendaroska** playing Moonlight Sonata by Beethoven and **Charlotte McClelland** performing Un Sospiro by Frank Liszt; **Martha Pearce** on the Violin playing Andante by Faure; Guitarist **Nathanial Daux** performing Talk by Keshi.

Duo **Phoebe Stokes** and **Beth Payner** performed an original composition, before **The College Choir** ended the concert with Carol of the Bells. Thank you to student **Mitch Kaey** for the background music and to all the Music department for an inspiration concert. Available to view through the College portal.



@SportEsher Round Up

Esher Sixth Form College celebrates some excellent results in the AoC Sport regional tournaments.

The newly formed **Women's Basketball team** played in their first ever competition, winning two of their five group stage matches with **Ramona Kingdon** and **Nikitha Kalungwishi-can** top scoring for the team. The **Men's Basketball** team were unlucky not to qualify for the knockout round in an extremely high standard competition, winning three and losing three. The **Mixed Hockey** team made the long journey to Southampton and produced some high-quality performances before exiting at the group stage.

The **Women's Football** team reached the semi-finals before losing to eventual winners BHASVIC while the **Cricket** team, under the guidance of captain **Olly Mills**, finished a very creditable 3rd.

However, the outstanding performance of the year goes to tennis player **Raffaello Papajcik** who won all of his matches to win the men's tennis competition and become the first Esher Sixth Form College student to reach the AoC National Finals which are being held at the University of Nottingham in April 2022.



CRICKET TEAM (L-R)

Oscar Luker, Ollie Erlebach, Jack Fernandes, Ollie Mills, Will Royall, James Hicks, Syed Ali Arez.



MENS BASKETBALL

L-R Top: Oscar Stainton, Thomas Lyons, Kidane Pusey, Jovun Bath, Oscar Wright, Reuben Harris, coach Alain Fernandez. Bottom: Jake Willard, Jake Coughlan, Charlie Kosh, Callum Gibbons, Henry Hall, Athyab Azard Mohamed.



TENNIS WINNER

Congratulations to Raffaello Papajcik.



WOMENS BASKETBALL

L-R Top: Ramona Kingdon, Ava Davey, Brooke Evans, Amelia Lewicka, Leah Kidan. Bottom: Olivia Stars, Julia Ciszewska, Nikitha Kalungwishi-Can.



WOMENS FOOTBALL TEAM (L-R)

L-R Top: Ama Patel, Daisy Hillier, Izzy Bibby, Arin Law, Lily Beattie, Clara Faulkner. Bottom: Charlotte Cahn, Alara Tyler, Cerys Cooper Jones, Dani Henry, Catherine Maher.

FOOTBALL

Mens 1st Team

This season, the Mens' 1st team has produced a consistent level of performance.

Defeats to Strodes and Godalming in the league were accompanied by a 4-0 victory over Woking College, which leaves the team in a good position to fight for the top positions in the table. Victory over Reigate College in the third round of the AoC cup was an excellent achievement, before exiting with a narrow 3-2 defeat to St. Charles.

Top (L-R) Leon Hadjipateras, Harry Jeary, George Mead, Ben Cook, Ryan Binnie.

Bottom: Noah Ingham-Wright, Zack Ingham-Wright, Jack Shipperley, Daniel Bamba.



Mens 2nd Team

Back Row (L-R) Coach James McGrath, Ryan Binnie, Lucas Alderin, Lucas Newman, Joe Whitehead, Jack Cleary, Joe Martin, Charlie Evans, Billy James. Front Row (L-R) Brook Ditton, Joe Vaughan, Zak Gollings, Chris Caird, Zakkwan Ali Zaidi, Edward Clark, Matt Rebbitt. Not in photo Harry Heasman.



Mens 3rd Team

The 3rd team have been on a winning streak of late with three wins against very tough opposition. The camaraderie and team spirit is palpable and the guys always have fun whether they are playing at home or away.

Top: Jovun Bath; Leo Kinchin; Gabriel Thomas; Nicky Dimitrov; Max Robson; Jake Farrow; Harry Line; Harry Bedford; Adam Latrache (coach). Bottom: Xander Perkins; Charlie Munns; Oliver Hasham; Cameron Fletcher; Douglas Hookey; Adam Benlounes; Sam Palmer.



NETBALL

The demand for netball coming out of the summer was overwhelming and there has been a monumental effort to establish a netball programme in place that ensures that everyone can go out and enjoy playing.

We have enough players for four teams and we have given almost every player the opportunity to play in a fixture. The 1st Team have been plagued with injuries and players moving on, but an outstanding performance against Godalming College saw a win by two goals. Congratulations to Natasha Bird gaining Player Of The Match (POM).

The 2nd Team also earned themselves a massive improvement by a narrow loss of four goals v Godalming. Compared to a friendly at the beginning of the season, where they lost by over 30 goals. The 3rd Team also has players from Wednesday morning Development Group, who have all massively improved their standard of play and gained places in the 2nd team squad. Congratulations to Maddie Simms gaining POM.

1ST TEAM Top Row : Sophie Jackson, Molly Smart, Mamie Lee, Coach Natalie Swift. Second Row : Hannah Stacey, Hannah Walters, Lucie McKenna, Milly Jones. Not in Photo (Amy Lyon and Natasha Bird).



2ND TEAM Top Row: Tilly Carrow, Elli Melbourne, Hannah Walters, Daisy Gowans, Charlotte Maynard, Madeleine Simms. Second Row: Ella Wingfield, Martha Grist, Zoe Ferguson, Ire Oshad, Honey-Ellen Morrell



3rd TEAM Top Row : Coach Natalie Swift, Milly Pearson, Sara Stevic, Lily O'Connell, Ella Wingfield, Mariella Kennedy, Lois Carballeiro, Olivia Garofall, Eleanor Thomson. Second row: Amber Lock, Leah Kidan, Erin Howick, Sienna Boon, Lily Griffith, Zoe Ferguson.



@SportEsher Round Up



RUGBY MENS TEAM

The Rugby squad has worked incredibly hard to come together as a team after having limited time together last year. They have had some strong performances in the season, so far, with wins in the latter half of the term against St John the Baptist and Newman Trailfinders. This led to a huge return performance against Henley, in the last game of the year. Henley had put 55 points past Esher in the first game of the season, but Esher showed great determination to beat them by the narrowest of margins, in the last play of the game and came away with a 20-19 win. This victory was second to the reward for the ethos they have cultivated and the commitment they have shown to work hard for one another on the pitch, to turn their performances around. It is exciting to see what the squad can bring to the new year while they continue to develop.

Dani Knight, Teacher of PE



MIXED HOCKEY

Top (L-R) James Bennett (coach), Alfie Riley, Nic Beer, Georgia Dobson, Alex Beer, Darcey Spicer, Dean Mallinson, Ben White, Toby Kirkland.

Bottom Louis Montgomery, Chloe Frewin, Maddie Pankhurst, Mia Shead, Lucy Wise.

Not in photo Evie Flynn (Cpt), Niamh Wilson, Ben Peterson, Ollie Neal, Alex Lythe, Jack Dodds.

6.1 Politics Trip to the Supreme Court

First Year Politics students get up close to the action in Westminster.

The immediate prospect of spending a day out of the classroom, visiting Parliament, manifested much excitement for myself and equal enthusiasm for many of my classmates.

Despite already being fairly acquainted, thanks to our class group chat, this trip was another welcome opportunity to bond, after only a few short weeks on the course.

The day truly took off with airport-like security at The Supreme Court. What made this interaction between several buoyant teenagers and two well-mannered security guards most notable was our first encounter with Lady Hale. The recently retired President of the Supreme Court was waiting behind the room's glass partition for us. So naturally our teacher, Meir, seized the perfect photo opportunity and within minutes of arriving we had posed with, arguably, the most senior member of the court.

After being split into smaller groups, I went with 15 students into one of the live court rooms. However, the case was unfortunately tediously financial, so we swiftly moved onto an exhibition about the history of the UK's highest court.

Following lunch, the purchasing of prized memorabilia, and a second encounter with Lady Hale, we continued to one of the UK's most iconic landmarks, the Houses of Parliament. On a guided-tour around the Palace of Westminster, I noticed the grand architecture of the royal apartments. The Robing Room and Royal Gallery were equally ornate and highlighted the deep-rooted link between the building and the monarchy.

Regardless of my opinion against the House of Lords' cronyism, hereditary peers and undemocratic nature, I found the Lords Chamber far more intriguing than the comparatively austere Commons Chamber. Amid my awe of rich designs, the guide gave intricate details about the building's architecture and history.

Lastly, we had an interactive workshop based on elections and UK voting systems. Divided into three separate fictional political parties, we had to create an electable manifesto and undergo a mock election. This first-hand learning experience was an excellent way of previewing the topics within our Politics course.

This trip not only improved class camaraderie, but helped bring to life the beloved PowerPoint presentations from the classroom and show us first-hand how our democracy functions.

Sky Lee, 6.1 Politics Student

Esher Physicists qualify for the Olympiads

Last term, our second year physicists were invited to participate in the Year 13 Physics Challenge. This national competition is the first step in the prestigious annual British Physics Olympiad. We are delighted to announce that Bay Holloway (insert), Sophie Young, Olivia Janss-Laffond, Annalisa Janss-Laffond, Oliver Loader and Liam Gibbons (L to R) all achieved a Merit Award, qualifying them for the next round. Congratulations to all six.

Louise Perry, Teacher of Physics



Biology Students complete Ecological sampling

In November the Biology A Level students undertook Ecological sampling as part of their compulsory Core Practical. It took place at the Field Study Centre (FSC) in Bushy Park, known as the Stockyard. Students undertook sampling of different sites to determine distribution of organisms and carried out statistical tests to establish if there were any factors which had a significant impact.

Ruth Nicklin, Head of Biology



Spotlight on Biology's Spirometer



Lights, Camera, Action! A film crew from the exam board, Pearson Edexcel, visited the Biology department in November to film a piece of apparatus required as part of the Core Practical Requirement for A Level Biology.

The Spirometer is used to measure the volume and/or speed of air that can be inhaled and exhaled. Ruth Nicklin, Head of Biology, and Wendy Davis, Biology Technician, were present on the day to assist in the filming, along with the Director, 3 members of film crew and two students. The videos are to be used as an online learning platform to complement teaching and accessed where students are unable to attend lessons.

Meet the Head of Music



Name: Claire Whittaker

Position: Head of Music

Joined Esher: 2009

1 What inspired you to go into teaching?

I come from a family of teachers, my grandma and my mum, so it's always been in my genes. I was inspired by my A Level teachers to study a Music degree and to then complete a PGCE.

2 Why have you chosen to work in a sixth form college?

I stopped teaching to bring up my two girls in 2003, but soon picked up some supply teaching at Heathside in Weybridge, when this job at Esher came up. What I love about teaching 16-18 year olds is the challenge of the content and helping the students rise to that and the adaptability and creativity within music teaching. Every lesson is different.

I enjoy taking students out of their comfort zone, giving them strategies to cope and stretch their minds. A Levels aren't about learning by rote, like GCSEs. They are different. We teach students adaptive skills for life.

3 What's the best thing about your job?

They say, "Doing what you love means you'll never work a day in your life" and there are many things I love about my job; simply walking into the Music department every morning and hearing music all day; working with creative minds who have parred down their interests into three or four subjects they have a passion for; seeing the students' emotional confidence develop as they prepare for that next jump away from home to university or work. I have a great team of staff, excellent facilities to teach in and interesting and inquisitive students to teach. It is a joy.

4 What achievement are you most proud of?

Studying Italian meant I spent my third year of university living in Pisa, in the shadow of its famous leaning tower. I studied language and literature at the Università di Pisa and attended the Luca Music

Conservatorio where I studied composition and trained as a mezzo soprano. I was playing in a piano bar at weekends, speaking Italian and living the dream. I am also proud to be part of the Bookham Choral Society. I now sing as a second soprano (so I don't have to go over a top F) and we performed at the Leith Hill Music Festival and sang Bach's Mass in B-Minor in February 2020 and Vivaldi's Gloria in December 2021.

5 When you were younger, which teachers did you learn the most from?

I studied four A Levels, Classics, English, Art and Music at Northgate High School in Ipswich. There was a time when I didn't know which subject to take at university, but I have always loved Music. My inspiration came from my teachers, Mr Randall who was a jazz saxophonist; Mr Hanley, my piano teacher and Gloria Henshall, mum to the actress Ruthie Henshall, who directed the school productions. They encouraged me to apply to Cardiff University to do a BA in Music. I needed to have two Grade 8s, which I achieved in piano and flute and I had to do auditions in both. In my second year the option came up to do a joint BA to study Music and Italian. I jumped at the opportunity to learn a new language and live abroad for a year.

6 What book or film has inspired you the most?

Dead Poets Society, because it's about following your dreams and living in the present. It is also about a teacher inspiring his students. Carpe Diem!

7 What words of wisdom would you give your 16-year-old self?

I was hopelessly shy as a 16-year-old, so I would tell myself to be more confident. Students need to know they are stronger than they think. We can all achieve more when we believe in ourselves.

Studying Music at Esher

At Esher, we have a vibrant Music department with a specialist building complete with six practice rooms, two recording studios and a suite of Macs running Logic Pro X. We have three teaching staff and a technical assistant offering A Level Music and BTEC Music Technology.

Both courses involve composing, recording and listening but in a very different context as Claire, Head of Music, explains; "Our BTEC Music Technology course is a two-year course that teaches students how to create a musical product using our top-of-the-range mixing desk and recording facilities. The students learn to take on the role of performer, producer, engineer and assistant, they also develop skills in music journalism, presenting and creating music for film. "A Level Music is for solo performers, who can perform at a minimum level of Grade 5, so you will need 5-6 years of experience with good technical skill. The A Level is geared to those who want to compose, listen to and analyse music from a wide range of sources and styles, from Bach to The Beatles and beyond."

The College also offers a wide range of extra-curricular activities including College Band, Jazz Band and the College Choir as well as termly Open Mic sessions and concerts. Claire adds, "I also love the fact we have an amazing alumni. 60-70% of our students will go on to study music in some form and they come back every year to talk to current students about their experiences and offering advice."

APPLICANTS' SPECIAL for entry in September 2022 – What happens next?

Thank you to everyone who attended our Online Applicants' Evening last term and our parents/carers Information Evening in January. Don't forget all our subject FAQ videos are still available to watch on our YouTube channel or via your online applicants account apply.esh.ac.uk, in case there are some subjects you are undecided about.

Students will get another chance to firm up their study programme when we invite you in for one of two Introduction Days on June 30 and July 1. This is when you get to come into college and experience a day here, with taster sessions in each of your chosen subjects. You will receive an email nearer the time, about which day you have been allocated. (Please note, we do try to accommodate our Introduction Days with your school leaver events, to avoid clashes, but we cannot always guarantee this.)

In the meantime, as you gear up for your GCSEs, we asked our New Head of Learning Support, Nick Levy, and his team to share their top revision tips:



Nick

'There are some good online resources out there. Use Kahoot and make a quiz to test yourself or a flashcard maker like Quizlet.'



Mira

'Teach someone else, or pretend to teach someone else, so you hear your own explanation.'



Jodie

'Hide your phone. Electronic distractions can easily suck hours out of your day. Avoid social media, video games, messaging or phone calls – save them for your scheduled breaks.'



Kirsten

'Try to use your evenings for rest and relaxation. Although you might feel more comfortable in the evening, scientific studies show you are less alert and focussed then.'



Chris

'Try not to revise topics from the same subject immediately after one another.'



Sophie

'It's important you get organised early. Devise your own revision timetable so you can keep on top of all your work.'



Jude

'If your mind goes blank in the middle of an exam, simply write the title of the question down again to regain cognitive focus.'



Stephanie

'Close the books and create a quiz using flashcards or an app. Or make PowerPoint slides so you can scroll through them on your phone.'



Malcolm

'Make something in each 20-minute block – this can be a mind map, key words list or revision cards'



Tina

'Study in 20 minutes blocks! This increases focus and memory.'

Anarchism Talk

In October, Politics students welcomed Prof. Judith Suissa for a talk on Anarchism, Utopia and Human Nature.



Suissa is currently a Professor of Philosophy of Education at University College London and has written multiple papers as well as published books on the correlations between political ideas and educational practice, specifically the ideas of Anarchism. The university lecture format and Suissa's extensive knowledge about Anarchism was a valuable insight into what many of the students can look forward to in higher education and helped to consolidate our understanding of the Anarchism ideology as a whole.

The talk consisted of an outline of the basis of anarchist thinking with regular reference to key thinkers or prominent thinkers of the ideology who have contributed to its evolution. For example, Peter Kropotkin or Pierre-Joseph Proudhon. Also, there was more detailed analysis of the key ideas of Anarchism in relation to our course, for example, its views on human nature, the anarchist utopian society or the desired system of education. Suissa made note of how anarchist belief differs from that of other ideologies such as Liberalism or Conservatism, which was beneficial in relating back to the course and outlining key areas to consider. This was explored alongside contrasts within the ideology between collectivist and individualist anarchists. The talk ended with an opportunity for students to ask questions. Overall, I found this detailed talk to be extremely valuable and helpful in improving my knowledge and understanding of the topic of Anarchism.



Lucy Gammon, 6.2 Politics Student

Pictured with Prof Suissa and classmates Lucy McCabe, Samuel Martin, Charlotte Cahn, Maja Wasielewski, Sophia Caselberg and Annalisa Maspes.

Politics Workshop on the European Union

As the implications of BREXIT come to the fore, the generation that wasn't asked, learn the history of the European Union and its lasting influence on the UK.

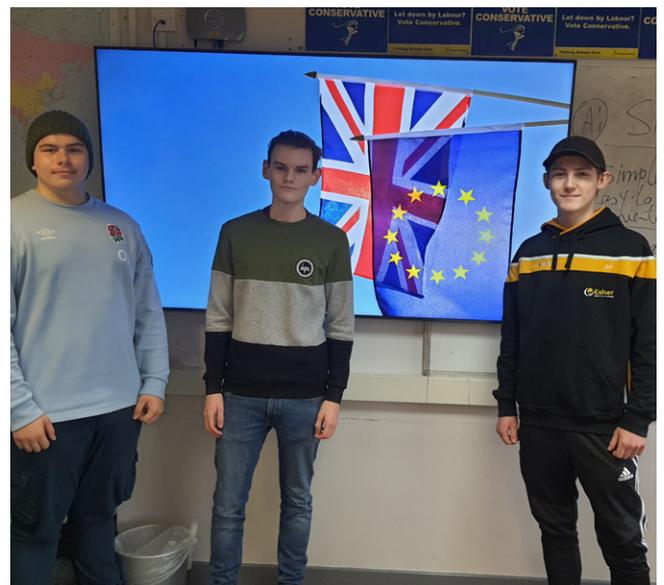
Often times we wonder, as the generation that will be without the EU, how did it come to be, and what did it offer us? I was happy to have been able to ask and learn things surrounding the European Union in an engaging politics workshop, organised by Evolver, which works closely with the European Parliament, EU Commission and UK Parliament Education service.

My class was given a timeline of events from the very start of the union: tracing it back to its roots as the European Coal and Steel Community all the way up to when the UK decided to leave. We were presented with the workings of the EU, which explained its key structures in terms of a bike, with the European Parliament representing the front wheel. Interactive throughout, the workshop offered thought-provoking true or false questions, and opinion polls such as 'What was arguably the most important moment within the EU?' Some of the options in answering this ranged from its conception as the European Coal and Steel Community to the joining of 10 more states in 2004.

As part of the generation who could not vote in the referendum and therefore had no say in such a momentous decision, we were intrigued to learn more about the EU. Every member of the class had their own viewpoint: some advocating for why the UK needs to become part of the EU again, and others suggesting why the UK was better off leaving. Needless to say, that the issue is still hot, even amongst the often 'disinterested' younger generation. It would seem that the EU is something that will remain an important talking point even for years to come.

I was interested to learn about the conditions for which a country can join the EU, as any state that joins must support fundamental rights. At the end of the workshop, the class was engaged by a quiz with an e-book as the prize for the winner.

Although the EU is arguably no longer part of our lives, evidently, we still have to wonder how it came about to begin with, and what significance it has had on the UK in days gone by.



By Alexander Kilminster 6.2 Politics Student

(Pictured with James Hicks and Aleksejs Grinevics)

Question Time for the Deputy PM



Politics students packed out the College Theatre for a lively and passionate Q&A session with local MP, Dominic Raab.

Unsurprisingly, Esher Sixth Form College students eagerly took the unique opportunity to pose questions to the Justice Secretary, Deputy Prime Minister and former Foreign Secretary, Dominic Raab, in October. If Mr Raab had thought standing in for Prime Minister's Questions would be the most demanding interrogation he'd face, then a packed College Theatre full of passionate students may have changed his mind.

After Mr Raab gave a brief address highlighting government schemes and policies designed to benefit the young, the hotly anticipated first question was asked. Perhaps somewhat predictably given a recent TV interview gaffe, Mr Raab was asked to clarify his definition of 'misogyny'. It would appear that he had checked the dictionary since his last attempt to respond to a similar question on BBC Breakfast and provided a far more accurate and substantial answer this time around.

The treatment of women in society quickly became the main topic of discussion - with many students drawing on their own troubling experiences. Asked whether he thought that misogyny should be made a criminal offence, Mr Raab said that, while he condemned it, he would be against doing so on the grounds of infringing free speech. It's fair to say his line of argument wasn't entirely well-received by the majority of those in attendance.

A quite fiery discussion ensued when Mr Raab was asked whether he stood by his comments (made in 2011) that feminists were 'obnoxious bigots'. After giving an answer that was deemed unsatisfactory, the questioner firmly persisted with their enquiry. This time things were made simpler for Mr. Raab, who was asked to give a straight 'yes' or 'no' answer. Being an experienced politician, Mr. Raab proceeded to give an excellent answer, albeit to an entirely different question. Much to the delight of the audience, the student once again pressed for a straightforward response. Although far from giving the one-word answer that was requested, Mr Raab did concede that he never meant all feminists were bigots.

Freedom of speech and expression was another area of discussion with Mr Raab being asked if there should be more censorship of abuse on social media platforms. Despite describing himself as a champion of free speech, Mr Raab thought that social media platforms have a responsibility to police their own platforms better and remove certain material, but that ultimately content should not be taken down if it simply causes offence.

On a similar note, he was asked why the government is trying to pass laws designed to restrict the right to protest. Mr Raab referenced 19th century liberal thinker, John Stuart Mill's 'harm principle' when explaining if expressing freedom causes direct harm to others it should be limited. Therefore, for him, climate protesters that block or disrupt traffic have gone beyond the acceptable limit of freedom of expression and should be stopped.

Mr Raab was also quizzed on the Government's decision to withdraw the extra £20 per week uplift in universal credit, given the current rising cost of living. He explained how this was only ever going to be a temporary measure designed to help people through the worst challenges of the pandemic and that the state simply couldn't sustain such a policy. Instead, he argued, it was much more important to get people back into work with higher wages.

The topic of human rights was also brought up, and Mr Raab was asked whether a country's record on upholding human rights had an impact on British foreign policy. Indeed, Mr Raab said that it was crucial the UK took a firm stance with countries that failed to uphold human rights - highlighting that while Foreign Secretary, he imposed sanctions on those persecuting the Uyghur Muslims in Xinjiang. However, he felt it was more important to try to diplomatically engage with countries as a way of gaining positive influence.

Overall, it was clear that the students thoroughly enjoyed engaging with and scrutinising a high-profile politician and were very grateful to Dominic Raab for giving them the opportunity to do so.

By James Hicks and Aleksejs Grinevics
6.2 Politics students

Author gives students a taste of Ghanaian culture

Former Teacher of English, Michael Donkor, returns to Esher to talk to students about his first novel, Hold.

The English department welcomed back author and former colleague, Michael Donkor, for a reading from his coming-of-age novel, *Hold*.

Michael, recently described as the freshest voice in Black British literature, took inspiration from his own experiences growing up in a Ghanaian-English family. In an extract he read aloud, he described in detail the richness of Ghanaian culture in London.

His book tells a story through the eyes of Belinda, a good, diligent house-girl from Ghana who is brought to London as a 'shining example' to wayward teenager, Amma. Unfortunately, Amma has no desire to be friends with Belinda and so both girls find themselves thrown together in a clash of cultures and friendships.

English students and teachers very much enjoyed the reading with a lively Q&A session at the end.

Want to be a writer?

Michael's top 3 tips to aspiring Esher students:

- 1) Try to find a group of trusted readers who will be compassionate towards your writing but who you can also trust to give honest feedback.
- 2) Enter loads of writing competitions.
- 3) Read Everything!!!



Spanish poet inspires English students to write



Spanish artist, Gabriel Moreno, performed his poetry to English students in October as part of their English enrichment programme.

During Gabriel Moreno's performance, he gave us advice as young writers on how to get into the business of being an artist and also talked about his journey to become an artist.

He started off by telling us about poets who have suffered throughout their lives and read some poems dedicated to them such as 'Ballad of the Death of Federico Garcia Lorca'. This was a very touching poem in the way it paints a picture of a sensitive artist who is trying to live according to his ideals. He then read a poem called 'The Flower Lady,' which was my favourite and the best line in my opinion is 'It's the London thing I guess: Drinking latte and worrying about train connections.' It made me laugh when I heard it.

After his poetry he sang some of his songs, which were mostly quite sad. He then sang a fun and upbeat song, and jokingly said that twice a week a poet will be hopeful, and write songs like this. Overall Gabriel Moreno's visit to Esher was very insightful, funny and just an enjoyable experience all round and I am so glad I got to see him live!

Zara Surtees, 6.1 student

Dennys Books opens with a win

English A Level students enter essay-writing competition to celebrate the opening of Dennys Books in Thames Ditton.

Esher Alumnus, Megan Warrington, has opened her bookshop a stone's throw from the place that "cemented her fascination with literature."

Megan, who studied English Literature, Classical Civilisation and History A Levels at Esher, has taken over The Annexe on Station Road, a beautifully quaint and compact building, which on the inside surrounds you on all sides with novels, biographies and children's books.

Megan, who left Esher in 2013, believes that even in this internet age, "buying online can never replace the experience of browsing for books in store, it can never replace the human interaction of discussing books in person." And Dennys is the perfect environment to do exactly that; its intimate nature and passionate team couldn't be further from the 'convenient', yet lifeless virtual shelves of Amazon. Megan's family have a history of selling books; in the late 1800s to about 1930, her family owned A & F Denny and Son in The Strand in London. As a result, it makes perfect sense that, after graduating from Oxford Brookes University with

a degree in Publishing Media, Megan couldn't wait to open a bookshop of her own.

Recently, Esher Sixth Form College in partnership with Dennys, held an essay-writing competition using the prompt "Should song lyrics be considered poetry?" After a strong crop of entries, 6.2 student Charlie Wreford-Doree was declared the winner following a beautiful, personal essay about how song lyrics, as well as poetry, have shaped the person they are today. A prize-giving ceremony was held at the bookshop launch in December attended by the English Department and Esher Principal, Dan Dean. Charlie received a £20 voucher to spend in the store. £10 vouchers were also awarded to the five runners-up, to reward their efforts in creating amazing essays in their own right, and also to create a few more returning customers.

Finn MacCarthy, 6.2 Student



Tremendous Tutees



Well done to all our first year Tutor Groups, who got involved with our Tutor Group Charity Fundraiser. Together they have raised £2200 for more than 20 good causes including our own Esher College Africa Trust (ECAT).

All 6.1 tutor groups were encouraged to plan a fundraiser for a chosen charity with students choosing from a range of activities including foodbank donations, clothes donations, doughnut sales, festive bake sales and for the braver souls – an icebucket challenge.

Three students from Malcolm Gregory's tutor group, organised two days of icebucket challenges on the field raising an amazing £775 for Freedom From Torture. Respect to Yasmeen, Eden and Eloisa and their tutor, Malcolm, who all went under the bucket on a cold December lunchtime for a good cause.

Students from Jason Rynn's tutor group filled 12 shoeboxes for the Samaritans Shoe Box Appeal while Stephen Andrews' tutor group donated to the Bags of Food foodbank in Shepperton, as well as £110 to the charity Refuge.

Other tutor groups ran cake sales for Battersea Dogs and Cats Home, Cancer Research and local foodbanks including the Trussell Trust.

Congratulations to everyone who got involved.



Southampton Solent Film Trip



Towards the end of November, second year BTEC Film and Television students enjoyed a great day out creating a live TV show at Southampton Solent University.

The students were briefed by teaching staff on the BA in Film and Television course on how to use the TV studio equipment and assigned individual roles, ranging from floor manager to director. The students were tasked with creating a live TV show in a day, working together as a team to come up with a concept, then scripting the show and then filming it using Solent's TV studio.

The name of the show was 'Distinctly BTEC' and it focused on interviewing students about their recent work – either music videos or documentaries. It was an excellent opportunity for students to gain experience in a TV studio in a university setting and all students agreed that it was a valuable experience.

Michelle McGrath, Teacher of Media



National Physical Laboratory visit

BTEC Applied Science Diploma students visit one of the most extensive government laboratories in the UK

As part of their BTEC Applied Science coursework, students need to visit a workplace laboratory in a scientific organisation to gather information about their Health and Safety procedures.

Last term, we were able to take students to the UK's national measurement standards laboratory, the National Physical Laboratory (NPL) in Teddington. The NPL is responsible for making sure that all measurements made in the UK can be traced back to agreed standards, ensuring consistency and reliability.



Accurate measurements are important in so many fields. Research in science, engineering and technology supports scientific and commercial innovation as well as international trade, environmental protection and health and wellbeing.

After an introduction by NPL's Andrew Hanson, students had a health and safety presentation with the opportunity to ask questions. The students then visited a couple of the laboratories.

In the Nuclear Medicine Imaging Laboratory, the students saw the combined PET-CT scanner and learned about the specific health and safety procedures required in that laboratory.

NPL is actively engaged with academics, medical physicists, clinicians and equipment manufacturers, resulting in improvements in the early diagnosis and treatment of conditions such as cancer, dementia and heart disease.

Students then moved to the Mass Metrology Laboratory so they could compare the health and safety procedures in both laboratories. Here, the team of experts help a range of businesses and organisations to measure and control mass, giving organisations confidence in their readings, large or small.

A highlight was being able to see the actual platinum international prototype kilogram (IPK) that all the other masses are compared to, as well as the Kibble balance that has been specifically designed to realise the unit of mass following the revision of the International System of Units (SI) in 2019.

The visit finished with a "meet the apprentice" session, where five apprentices talked about their experiences at NPL.

Sue Lawton, Teacher of Physics



Sketching at Tate Britain

Fine Art students enjoyed a visit to Tate Britain to see the Paula Rego exhibition.

For our second year Fine Art students this was not just the first trip of the year but of the course! Students worked from the images in the gallery, analysing through drawing and researching the information as the starting point for their contextual study.

Paula Rego is a Portuguese-British artist whose work often reflects stories of women and feminism.

Elaine Butler, Teacher of Fine Art



Employers Fair

Our first Employers and Volunteering Fair kicked off last term in the café with many local companies attending.

Organised by our Progression Guidance team, students were able to explore part time and permanent career and volunteering options. Among the employers attending were Dexters Estate Agents, care home specialists Anchor, childrens' holiday club Koosa Kids and White Lodge, who provide life enhancing services for a range of disabilities.

Cat Elmes from Progression Guidance says, "Students really appreciated having face-to-face conversations with employers. This was the first real chance they've had in two years to have an in-person event like this."

Compass Group UK, which hires staff for the events and hospitality industry including at Sandown, was inundated with more than 140 students applying for part time roles. Other companies present included our local Clubland Playscheme and Surrey Fire and Rescue Service.

Brandon Van Der Westhuizen, from Dexters Estate Agent Group, said, "Thank you for inviting us down to meet your students. We had a great day out talking about our career opportunities and Dexters training Academy programme."



Black Tudors Talk



Author and Historian, Dr Miranda Kaufmann, highlights the lives of black migrants in 16th Century England

Last term Dr Miranda Kaufmann gave an online talk for History A Level students across the UK via Westminster Abbey. The talk centred on 'Africans in Tudor and

Stuart Westminster', from her book, Black Tudors. She talked about several examples of Africans in England, including a trumpeter called John Blanke who was a musician and one of the attendants of Catherine of Aragon, Henry VIII's first wife. The most fascinating fact she described about John Blanke was that he wrote to the King himself asking for a raise in his wage, which was read by the King and commissioned, as well as a promotion. This was particularly interesting because of how surprising his assertion was and his

role in society as a whole at the time.

Dr Kaufmann also held a Teams Q&A talk. Esher was fortunate enough to be one of the schools and colleges that participated. History students were asked prior to the event to submit any questions related to Dr Kaufmann's research or book, so that during the live event she could answer as many as possible. My own question was lucky enough to be featured and answered by Dr Kaufmann during the event.

My question was "Out of the 360 Africans living in Renaissance Britain, where did the majority immigrate from?". Dr Kaufmann was able to answer this as best she could due to lost records and out-dated geographical terms. The mentioned countries/places were Guinea or Barbary coast but overall many made their way to Britain via British merchants trading with West Africa. It was great to have my question read out and answered and really interesting to hear her talk about this area of history.

Cariad Knowles - 6.1 student

The Successes and Failures of COP26



6.2 Student Lottie Farrar, the SU Eco and Sustainability Executive, asks whether COP26 was a 'Greenwash Festival' or a significant step towards limiting global warming to 1.5°C?

The culprit of Climate Change is industrial capitalism and its addiction to fossil fuels. Yet the casualties lie in everything, from geopolitics and economies to life expectancies and even wine lists. The 26th United Nations Climate Change Conference resulted in the 'Glasgow Climate Pact' – a series of multilateral agreements on various sectoral pledges aiming to 'keep the drive to 1.5°C alive' and place the world closer to averting a climate catastrophe.

There were notable successes in terms of the myriad of initiatives devised to tackle a warming planet. This includes increased acceleration of the ratchet mechanism; the requirement that countries will revise and communicate their Nationally Determined Contributions (NDCs). Moreover, COP26 saw pledges to ramp up finance for adaptation in developing countries, reverse deforestation and cut methane emissions by 30% by 2030. Governments promised to create renewable energy markets by involving the private sector in 'clean' technology investment, and introduced progress in the 'phase down of unabated coal power and inefficient fossil fuel subsidies'.

“SIGNIFICANTLY, THE GLASGOW CLIMATE PACT IS THE FIRST EVER CLIMATE DEAL TO EXPLICITLY PLAN TO REDUCE COAL.”

Indeed, the iterative focus, ambitious climate action and international outlook deem COP26 largely successful, especially when compared to the shortcomings of the Paris Agreement. Conversely, to evaluate COP26 as a success can be seen as short-sighted fiction. According to climate modellers the pledges that are on the table remain distant from limiting global warming to 1.5°C. With a temperature rise so far of just 1.1°C, the world is already in a state of dangerous heating, with record temperatures, wildfires, floods and droughts. The gap between the pathway paved for decarbonisation and the pathway that science informs to reach the 1.5°C target is simply enormous.

Despite their rewardable intent, there are pitfalls in the pledges themselves. Previous pledges for adaptation finance for poorer countries were missed. What is to say this won't happen again? Many say the adaptation money promised is 'insignificant' compared with what is needed to allow developing countries to grow sustainably. Yet walking away from this 'brazen display of geopolitical muscle' is not an option for many vulnerable nations, which have no other international space to make their voices heard.

Covered loudly in the media, was the last-minute change in a clause from 'phase out' to 'phase down' of coal, encouraged by China, India and the US. This 'green light' for ongoing coal use begs the question whether a soft commitment will result in any change in behaviour by the three largest consumers. Collectively, China, India and the US are responsible for half of global carbon dioxide emissions. Their actions are likely to be far more critical than the diplomatic games played at COP26. On top of this, China and India are not signatories of the bid to cut methane emissions.



So, the heat is on, but for many years, the international policy process has been moving slower than the climate system. COP26, a "Global North greenwash festival", as described by Greta Thunberg, only aims to maintain the 'status quo' by making 'empty promises'. Yet, a sense of international collaboration has been revived despite nationalist tendencies and a flame of hope kept alive. So, was COP26 a success? Yes, if you regard small steps forward on a basket of climate issues as a success. If you were looking for a giant leap that will undoubtedly limit warming to 1.5°C, then it must be a tremendous no.

Keep up to date with all news from Esher SU on Instagram @EsherStudentUnion



Geography Club looks at impact of colonialism on buildings

Congratulations to 6.2 students Lottie Farrar, Pasha Taylor and Sophie Dingwall who entered the David W Smith Memorial Prize, run by the Royal Geographical Society.

This year the digital mapping competition was based on the theme: The Coloniality of Cities and the Built Environment. Using screenshots from Google Maps, students had to submit three images exploring either streets, infrastructure or monuments named after colonial rulers in a British colony located in the Global South. Congratulations to Lottie who was highly-commended for her entry.

Helen Humphries, Head of Geography



Fashion and Textiles trip to The Beautiful People

Students study the clothes and designs worn by the likes of Beatles, Rolling Stones and Jimi Hendrix in a heady mix of Sixties fashion.

6.2 Fashion and Textiles students had a great day out visiting the Fashion and Textiles Museum in Bermondsey, to see the Beautiful People: The Boutique in 1960's Counterculture exhibition.

The exhibition looks at the Chelsea boutiques of the 1960s. In a time inspired with new ideas, freedom of expression and an opposition to establishment values, a group of radical new designers catered for an elite group of artists, aristocrats and musicians: The Beautiful People.

Designs worn by the likes of the Beatles, the Rolling Stones and Jimi Hendrix are displayed in colourful, graphic recreations of eight iconic boutiques: Hung On You, Granny Takes A Trip, Biba, Apple Boutique, Apple Tailoring, Mr Fish, Dandie Fashions and Quorum.

The students had time to draw and record ideas and be inspired, while exploring pieces from one of the most dramatic periods in British design history.

In the afternoon it was on to the National Portrait Gallery for some independent coursework research. As teachers, we are so thrilled to be able to get out and about and back into museums and galleries, teaching students to look and record and be inspired from the past and current practitioners. A great day was had by all!

Business Students learn about Critical Path Analysis in the construction industry

My Business A Level class listened to a talk by Victor Nwilene, planning consultant at John Sisk & Son Ltd, who talked about using Critical Path Analysis (CPA). CPA is a diagram which helps to list the tasks needed to be completed in a project.

He explained to us that the diagrams we use in class are much more simplistic than those used in the real world. Our diagrams only list around 5-10 tasks, while a real CPA may list thousands of tasks within one diagram.

It was also interesting to learn about how crucial CPA is in the construction industry, as getting even one task wrong could delay the whole project and bring about huge financial costs. While I do not plan to work in the construction industry, I found the talk to be very insightful and informative.

This is a clear example of how Business A Level can be applied to all scenarios and all sectors of work. My class and I really enjoyed thinking about how our theoretical knowledge could be applied to a real-life scenario. Victor was an enthusiastic and intelligent speaker, and the session was very interactive as he showed us models of the buildings that he has helped to construct. He was also open to answer any of our questions and talked about a range of topics, such as education, his work experience and his reasons for entering the construction industry.

We all thank him for his time.

Isha Neerghin, 6.2 Student



Our 1st year fashion students had another super day out to London in December. We visited the Fashion Court at the V&A and three galleries at the Museum of London; Expanding City 1670s-1850s, People's City 1850s-1940s and World City 1950s-today.

The Students were looking at historical fashion as part of their Fashion History project - Form and Manipulation. They collected observational drawings and photos as a starting point for designing their own garments, inspired by historical elements, with their own contemporary twist. This is their first opportunity to design, pattern cut and make their own garments and we are looking forward to the products created from this visit.

Nicola Walker, Head of Fashion and Textiles

Dates for your Diary

Due to the COVID pandemic, please be aware dates published here may have to change. We will email any changes to students and applicants, but please do keep checking our website for any updates.

Spring Term 2022

Wednesday 16 March	Higher Education Evening
Thursday 24 March	Higher Education Day and Evening Convention
Friday 1 April	End of Term

Summer Term 2022

Tuesday 19 April	Term begins
Wednesday 20 April	Employment Seekers Evening
Monday 2 May	May Bank Holiday
Friday 13 May	Catch-up day (no lessons)
Tuesday 16 May	A Level exams start
Wednesday 25 to Friday 27 May	6.1 Internship
Monday 30 May to Friday 3rd June	Half Term
Wednesday 29 June	A Level exams finish
Thursday 7 July	6.1 After Esher Day
Friday 15 July	End of Term

Dates for Prospective Students and Parents (September 2022 admissions)

Tuesday 28 June	Introduction Evening for parents
Thursday 30 June and Friday 1st July	Introduction Days for students
Tuesday 30 August to Thursday 1 September	Enrolment for new students

Dates for Prospective Students and Parents (September 2023 admissions)

Tuesday 12 July 2022	Open Evening
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Eco Update

The student Environmental Committee is delighted to announce that we now have two Stationery Recycling bins. This is a trial forming part of a continual review on how we can widen the recycling provision within the College. The two bins will be located just to the right of the exit to Learning Resource Centre 1, and another in the Staff Room.

These can be used to recycle:

- Pens, pencils, pencil sharpeners, staplers, hole punchers, clips
- Disposable and reusable tape dispensers, glue sticks, rubber stamps, correction fluid bottles
- Plastic file dividers, plastic folders, file pockets
- Brushes, Crayons, Marker pens, Tape

We are also pleased to report that the two new buildings currently under construction on campus have sustainability at the heart of their design, being fitted with a variety of



sustainable features, including air source heat pumps, solar panels, and a timber structure.

If you have any questions or suggestions, please email sustainability@esher.ac.uk

Ed Jones
Teacher of Biology, Environmental Champion & Tutor Team Leader

Social Media

For more information on what's happening at Esher Sixth Form College, follow us on Facebook, Twitter and Instagram.



EsherSixthFormCollege



@EsherSFCCollege



EsherSixthFormCollege

Student Union Update



The SU has been busy behind the scenes, planning events for the College throughout the year.

Despite the uncertainties surrounding the pandemic, the SU has run many activities to keep students engaged in sixth form life. In October, we helped with Black History Month events including film screenings and rock painting sessions. It was great to celebrate the work of people from a black origin and spread our value of acceptance throughout the college.

In November, we held our first Student Voice meeting, where we talked to the tutor reps and got their opinions on improvements that could be implemented into college. One suggestion was keeping the LRC open for longer after school so that students could revise. We brought this idea forward to the senior staff who agreed to extend the library closing times to 5:15 pm on certain days of the week.

We also met with Vreni, the founder of the Esher College Africa Trust (ECAT). She spoke about the impact our donations have had, helping children in the Dope School in rural Zimbabwe. We were amazed by the extent that our donations have helped to improve these children's lives. As a result, we organised Esher students to write Christmas postcards for the students back in Africa. To support ECAT, we held two Krispy Kreme doughnut sales, with plans to do more in the future.

More recently, for Christmas we ran a range of activities including a raffle, bake sales and a "guess how many sweets are in the jar" competition. We raised money for Save The Children and ECAT and we are excited to implement more changes in the coming year.

Isha Neerghin, 6.2 Student
Follow us on Instagram @EsherSU