



# Sir Harry Smith



Community College

**Prospectus 2021/22**

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## Welcome to Sir Harry Smith Community College

### Dear Parent,

I am delighted that you are considering Sir Harry Smith Community College for your child's secondary education. We pride ourselves on being a high performing comprehensive college; a college which also establishes a caring, secure and stimulating community college ethos that meets the needs of children.

Our most recent Ofsted inspection recognised us as a "good school". The Inspector found our college to be "a vibrant, welcoming and caring school, in which pupils enjoy their learning and feel valued" and where "staff ensure pupils behave well". This was supported by "a high proportion of parents and carers who responded to Ofsted's online questionnaire".

Inspectors also commented that "pupils benefit from learning within a calm and productive classroom environment; they get to work quickly and maintain their focus, including when the work they are completing is challenging". "Pupils participate in the exceptionally rich range of cultural, musical and sporting activities that the school has to offer."

We annually survey our parents and the latest feedback was the best we have ever received. Over 95% of parents said that their child enjoys college and 99% said that their child feels safe when in college. 96% say that behaviour is good at the college. In terms of academic work, 98% of parents feel that their child makes good progress at the college and 99% of parents would recommend us to another parent. We are delighted to have this level of support from our students' parents and are continually looking at how we can make the college an even better place. We are proud to be a comprehensive college serving our local community.

It is important to us that we help students to develop a sense of self-discipline and responsibility and that we encourage their tolerance, understanding of and respect for others. The college also places special value on developing a partnership with parents which will support students in gaining the best possible education.

The aim of this prospectus is to start the process that will allow you to judge whether Sir Harry Smith Community College is the right place for your child. Having read the information, we hope that you will come and see for yourself the high quality and exciting range of educational opportunities that we are able to offer here. Students succeed and enjoy their education at Sir Harry Smith Community College. We hope that you and your son or daughter will join us for a very exciting and rewarding learning journey over the next seven years.

Dawn White, Principal  
Sir Harry Smith Community College



### Contact

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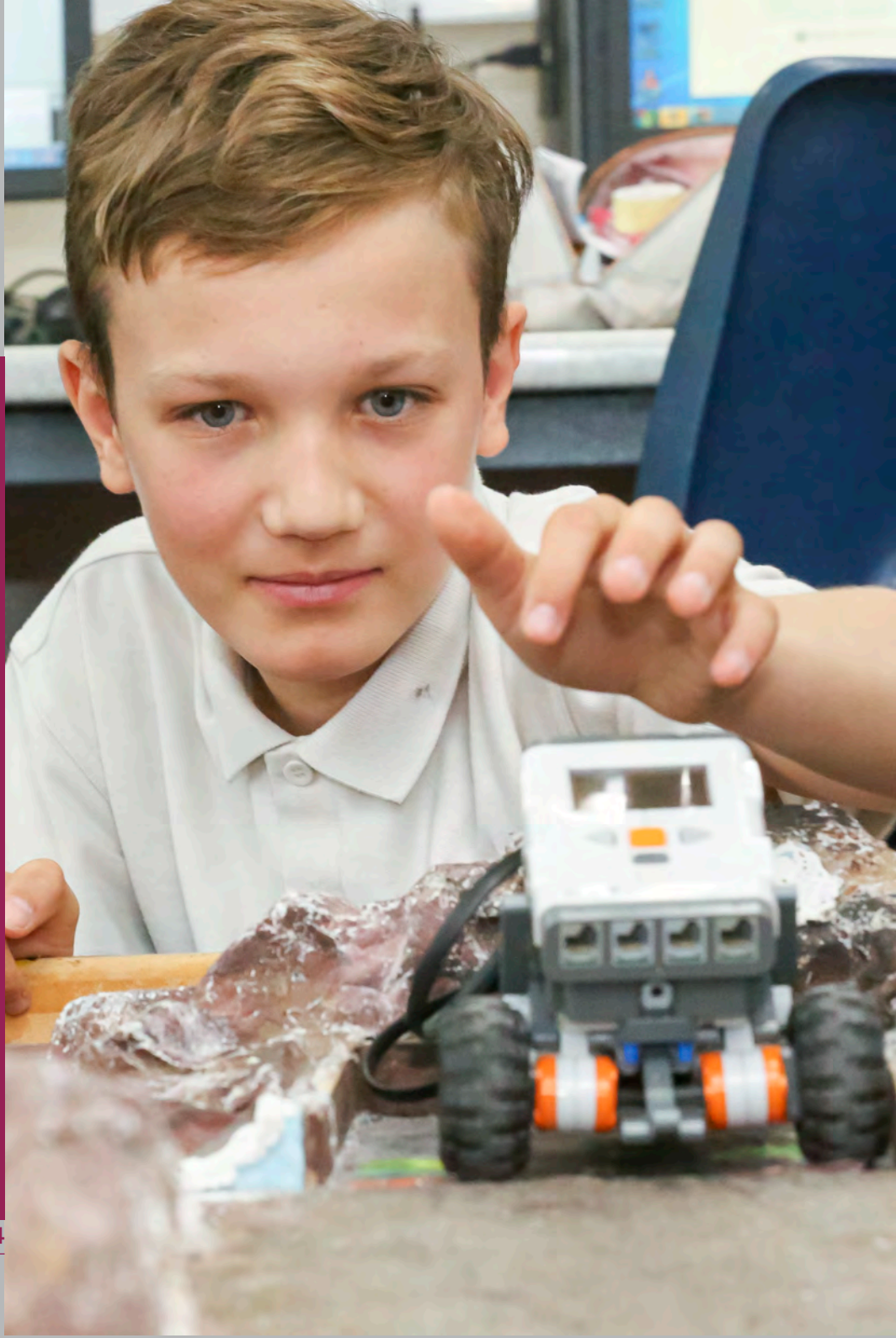
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Welcome from the Chief Executive



Welcome from the Chief Executive

As CEO of Aspire Learning Trust I would like to introduce the wonderful academy that is Sir Harry Smith Community College. Our Trust has a vision to be at the very heart of our community. We care passionately for our students and staff and are determined to provide high quality education for all those that attend schools within the Trust.

Our Trust is formed from three high performing schools. Sir Harry Smith is led by its Principal, Dawn White and our primary schools by Rob Litten who is Executive Headteacher of Park Lane Primary and Nursery School and New Road School. We work together to support one another and to challenge each other to keep on getting better so that we can make a real difference to our community.

We encourage members of staff and students from our schools to work closely together. We invest in creating shared leadership roles across the Trust in order to ensure consistency and the sharing of good practice. The Aspire Learning Trust is an opportunity to create a clear educational pathway from the age of 3 to 18 for the children of Whittlesey and beyond.

Students do well in our schools because we have excellent staff, a well planned curriculum and pupils who work hard and are kind to each other. We are proud of the positive relationships that exist within all of our schools and the way in which all are valued. As well as making strong academic progress, pupils are supported to develop their personal attributes through a wide range of lessons and extra-curricular activities.

Our vision is to establish our schools at the heart of the community and to equip our students to be responsible individuals who are able to make a meaningful contribution to society. In order to do this we need to know what our community thinks we are doing well and how we can improve and I encourage you to contact me if you have any suggestions or experiences you would like to share.

Thank you for taking time to find out about our Trust. If you visit I hope you will experience the positive atmosphere and hard working attitude of all members of our community. You will be most welcome.

*“The Principal is providing clear direction and together with the senior leadership team is providing strong leadership. There is a clear rationale underpinning the leadership structure and the senior leadership team is working to a shared vision and towards common goals”*

.....  
*DFE, Regional Schools’ Commissioner  
East of England and North East London*



Dr Duncan Ramsey  
CEO Aspire Learning Trust



## Statement of Governor Purpose

*"Together with other leaders, including governors, the leadership team are rigorous in checking the quality of the school's work and determined in their pursuit of improvement."*

Ofsted, 2018

### Dear Parent,

I am pleased and proud to welcome you to Sir Harry Smith Community College. Our prospectus for 2021/2 will provide you with a good understanding of the range and quality of education we offer. I hope this will assist you in the choices you make for your child and his / her future.

Sir Harry Smith Community College offers a safe, caring and secure environment in which all our students are encouraged to progress and reach their full potential. We recognise that each student is an individual, and all will be treated as such. Our committed, talented and capable staff encourage students to become independent, to have high aspirations and to seek to achieve those aspirations. We also work hard to encourage them to go forward as confident, caring young adults, with an understanding of the world around them, and its opportunities, ready for their future.

Our latest Ofsted inspection graded our college as "Good". Ofsted also recognised our quality of teaching as "Good", and this has led to the college examination results consistently being above the national average. Rest assured, we continue to seek to improve on our already good results and at the same time encourage our students to become the best that they can be.

Our results depend on quality and commitment of our staff, and we are so pleased to have dedicated and energetic teaching and support staff throughout the college, led by an energetic and committed senior leadership team who want the very best for our students.

Our governing body members come from a variety of backgrounds, including education, business and management, bringing skills, knowledge and enthusiasm to the college. Many of our governors have children who study at the college so they have an insight into the education provided from another source. We encourage a strong working relationship between college staff, governors, parents and the wider community to ensure the best interests of our students are met.

If you want to know more about becoming a governor, please contact the Clerk to the Governing Body:

[governor.clerk@sirharrysmith.cambs.sch.uk](mailto:governor.clerk@sirharrysmith.cambs.sch.uk)

All of us at Sir Harry Smith Community College look forward to welcoming you and your child in the next stage of their education.

### School Governors 2020/21

(Correct at time of going to press)

|                |                              |
|----------------|------------------------------|
| Mr S Anderson  | Chair                        |
| Mr J Hook      | Vice - Chair                 |
| Mr C Lambert   |                              |
| Miss P. Corley |                              |
| Mr J Langley   |                              |
| Mr P Kosciecha |                              |
| Mr S Hudson    |                              |
| Mr S Randall   |                              |
| Miss D White   | College Principal / Governor |
| Ms E Pilkinton | Staff Governor               |
| Ms S Phillips  | Clerk to the Governing Body  |

## Our Values

*"Sir Harry Smith Community College is a vibrant, welcoming and caring school, in which pupils enjoy their learning and feel valued. Pupils benefit from learning within a calm and productive classroom environment."*

Ofsted, 2018

### What sort of place is Sir Harry Smith Community College?

Sir Harry Smith is a Comprehensive Community College. We aim to create a friendly and caring environment. We believe that:

- Everyone has a right to equal chances
- Everyone is of equal value
- Everyone deserves respect

The following statements indicate something of the Sir Harry Smith ethos:

- To provide the highest quality holistic educational experience for all, so that each individual student has the opportunity to enjoy a varied range of academic, cultural, artistic, physical and social activities
- To enable each student to become confident, resilient, responsible and ambitious in all areas of college life
- To offer an innovative, engaging and challenging curriculum and the highest quality of learning and teaching so that each student is able to attain the qualifications, which best prepare them for Post 16 opportunities and future careers
- To encourage all students to develop relationships based on mutual respect and understanding in order to make a valued contribution to the school and the wider community
- To provide a safe, secure and inclusive environment which nurtures and cares for each student as an individual and allows them to flourish
- To sustain the valuable partnerships developed between parents, primary schools and the wider community
- To celebrate and value success, effort and excellence for every child

### What we are looking to achieve:

Via a programme of teaching and learning activities:

- We help students to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks
- We help students acquire knowledge, skills and understanding to gain maximum benefit for adult life and employment in a fast changing world
- We help students to be responsible for their own health, fitness and hygiene



## The College



### A Brief History

Sir Harry Smith Community College was officially opened in 1954, having been built on the site of the old workhouse. The college is named after the local soldier and Hero of Aliwal, Sir Harry George Wakelyn Smith, Bt., G.C.B., Colonel Commandant of the Rifle Brigade, who was born in Whittlesey in 1788 and enjoyed an outstanding military career.

Originally known as The Sir Harry Smith Secondary School and built to accommodate 600 students, the doors first opened to an intake of 360 students in September 1953. Sir Harry Smith Community College currently has approximately 1,000 students on roll. The majority of students at Sir Harry Smith come from Whittlesey and neighbouring villages. A number of parents bring their children from Peterborough to be educated at this college. They choose the college because of its clear aim – to enable every learner to be successful, its values, the very good ethos it provides and the high quality of the relationships between students and also between staff and students.

The college makes provision for students with a range of physical and learning needs. Those with physical needs, including wheelchair users, have access to all parts of the college and its curriculum and enjoy the full benefits of community life.

The college is regularly over-subscribed. The college enjoys a positive relationship with its local authority and, in partnership with it, a range of community education provision.

### The Buildings

Major works have been completed as part of the Building Schools for the Future initiative. The college has retained most of its structure, with its long, wide corridors giving a sense of openness and space. The more recent additions of a purpose-built Technology area, Learning Resource Centre and Sixth Form and Community Centre remain. We are delighted with the new facilities, which include a central dining area, new Drama and Learning Support facilities and a new reception and waiting area. We have new teaching areas for Humanities and Supportive Skills, together with a new student entrance. Accommodation in Science, Art, Vocational and Design Technology has all been considerably enhanced. All classrooms in the college have been upgraded to the very highest standards. The student toilets have been rebuilt, with considerable design

input from the students themselves and as they also requested we have added lots of colour to the college.

Outside, more car parking spaces have been provided, the bus drop-off arrangements have been made safer and more efficient, and social and sporting facilities for students and the community have been enhanced. Significant funding has been used to improve the condition of some of the older buildings, especially by improving the heating, electrical and ventilation systems, together with the internal finishes. We feel the final result reflects both the needs and aspirations of the college, and will enable us to create an exciting future for Sir Harry Smith Community College.

*“ The college regularly carries out surveys of students’ and parents’ views on a range of topics relating to school life, including safeguarding and safety. The most recent survey indicates that 95% of students feel safe and that 100% of parents, who completed the survey, said that they would recommend the college to a new parent. Communication with parents is clearly good and the fact that the college is oversubscribed indicates that it has a good reputation in the community ”*

.....  
DFE, Regional Schools’ Commissioner  
East of England and North East London

## Working Together



### Primary to Secondary

We try to make the move from primary to secondary as smooth as possible. Primary students have the opportunity to visit the college in Years 5 and 6. Primary colleagues meet with our staff on a regular basis to discuss the transfer and curriculum continuity.

All parents are invited to visit the college for an open evening in the autumn preceding their child’s progression to secondary school, to see the facilities; there is also an opportunity to see the college in action during the day. Special arrangements can be made for parents who cannot visit on the designated evening. The Principal also makes visits to speak to parents at our local partner primary schools.

The year leader will be responsible for placing students in their tutor groups. Year leaders will consult with primary teachers and the students themselves. There is an introduction evening in the July preceding transfer, to allow parents and students to meet their tutors and obtain any further information regarding the transition to Year 7.

We try to retain good working relationships whilst ensuring new students are given the opportunity to meet new friends.

### Pastoral Organisation

The college is divided into Years 7, 8, 9, 10, 11 and Sixth Form. Each year group has their own individual Year Leader. The purpose of these year teams is to break down the college into smaller units where students can be clearly identified, cared for, encouraged and, where necessary, supported to improve their levels of achievement and behaviour. When students enter the college they are assigned to a tutor group. Each tutor group is part of a year team, enabling the tutor to work closely with the year leader, curriculum managers and other staff who come into contact with their students.

Each year holds a regular assembly in the main hall. These are organised by the year leader and can be presented by a number of people, including students, staff and outside speakers.

Through constant consultation, a close knowledge of each student will be shared by both tutor and year leader. If students have any concerns they should raise them with their tutor or year leader.

### Prefects

A number of students in Year 11 are appointed as prefects. This occurs in May of the previous college year and students take up the appointment at the end of Year 10. Prefects wear badges and assist in supporting younger students in a variety of ways.

They are expected to be an example to other students and will help at college functions and parents’ evenings. The team of prefects is led by a group of senior prefects.

### Partnership with Parents

We hope parents will support the partnership between college and home in a variety of ways.

- We expect parents to let us know of any matter which might adversely affect their child’s welfare or progress
- Parents are encouraged to take an interest in their child’s college work and homework
- Our Parent Forum meet a number of times each term. This allows us to be better informed as to parents’ views and we strongly encourage as many parents as possible to come along
- We hope parents will support the college by always sending their child dressed in the correct uniform
- We would ask parents to contact us on the designated absence line or e-mail address to inform us on the first day of a child’s absence

### Home-School Agreement

Since September 1999 schools have to adopt, by law, a Home-School Agreement and associated parental declaration.

The Sir Harry Smith Home-School Agreement is a statement explaining the college aims and values, the responsibility of the college, as well as the responsibility of parents and the expectations of students. Parents are expected to sign the document. The college welcomes the philosophy of the Home-School Agreement and recognises it as a valuable document with which the partnership between teachers and parents can help raise students’ achievement. Copies of the Home-School Agreement will be forwarded to parents when a student starts the college.



*"Students get to work quickly and maintain their focus, including when the work they are completing is challenging. Relationships are highly positive, which gives pupils the confidence to share their ideas or to ask for help if they are unsure of something."*

Ofsted, 2018

Associated college policies that parents may require in conjunction with the agreement are:

- Behaviour Management Policy
- Anti-Bullying Policy
- Special Educational Needs Policy

We endeavour to have as much information as possible (policies etc.) available on our website ([www.sirharrysmith.cambs.sch.uk](http://www.sirharrysmith.cambs.sch.uk)).

#### Rewards

The college operates a computerised system which allows staff to recognise the achievements of students. Parents, form tutors and year leaders are regularly e-mailed with "good news slips". Each year group organises at least one reward event per half-term to celebrate positive attitude and behaviour and attendance.

We have two prestigious award celebration events in the year. An Awards Evening takes place in July, and recognises Academic Excellence, Outstanding and Continued Effort and the Most Improved Performer in Years 7-10. In December there is the Celebration Evening when GCSE, A-Level Certificates and a number of special awards for outstanding achievement are presented. Parents are invited to join the students on these special occasions. We also hold Celebration Assemblies for each year group at the end of each term, to publicly highlight and celebrate student success.

#### Reporting to Parents

Reports to parents are a result of a continuous assessment and recording process by students and their teachers throughout the year. Parents have an annual opportunity to meet tutors and an opportunity to meet teachers to discuss their children's progress. Reports are produced throughout the college year, depending on year group, to provide parents with a regular and up to date indication of the progress of students.

#### Punctuality & Attendance

Parents are responsible for ensuring that their child attends college regularly and on time. It is therefore important that parents inform the college of the reasons for a child's absence as soon as possible. Wherever

possible, a telephone call to the college in the morning will aid our attendance procedures. If not, parents must provide a note explaining all absences. The telephone number of the Student Absence Line is 01733 703991 option 1. Alternatively please e-mail [absent@sirharrysmith.cambs.sch.uk](mailto:absent@sirharrysmith.cambs.sch.uk). The college is responsible for ensuring that all absence is either "authorised" or "unauthorised". Parents should explain any absence and it is the duty of the college to decide if the explanation is one that can be authorised. Reasons such as looking after younger children or shopping are not authorised absences. In particular, absence will not be authorised for students with a poor attendance record.

#### School Absence

From 1st September 2013 changes to School Attendance Legislation came into force. The main amendment to the legislation makes it clear that **Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.**

These changes stipulate that parents will no longer be permitted to remove their children from school during term time for family holidays. Any absence from 1st September 2013 is to be marked unauthorised and may severely affect a student's overall percentage attendance.



## The Curriculum

*"The leadership team has maintained the good quality of education in the school."*

Ofsted, 2018

### Our Curriculum

The college governors and staff believe the curriculum must:

- Be broad and balanced
- Be relevant to the needs of the individual
- Promote the spiritual, moral and cultural development of our young people
- Encourage students to develop physically, mentally and emotionally to play their part in society
- Prepare students for the opportunities and responsibilities of adult life
- Provide equality and range of opportunity
- Offer students a safe and secure environment within which to learn

### Key Stage 3 Curriculum

Students follow a broad and balanced course which includes all the subjects within the National Curriculum.

Students with special educational needs are given help by the Supportive Skills Department, both in lesson time and in workshops. Where appropriate, they will be given individual targets and support. Parents are invited to review the targets with the college and student.

During KS3, students' achievements in subjects are assessed and reported to parents.

Certain students in some curriculum areas will start their GCSE work in Year 9, if we feel it is in their best interests.

### Key Stage 4 Curriculum

All students beginning Key Stage 4 follow examination courses in English, English Literature, Mathematics and Science. All students will take part in PE and Life Skills lessons. At Sir Harry Smith we have always thought it in the best interests of students that they maintain a balanced and broad curriculum. Students can choose from a range of Pathways to find the courses and styles of learning that suit them best.

### Key Stage 5 Curriculum

We expect students to continue their education after Year 11 and choose to stay with us. We operate a Pathways curriculum at Key Stage 5 to allow students to put together the best

combination of courses and subjects to suit them and their needs.

We constantly review our Post 16 provision to ensure that we meet the needs of our students.

Students also have lessons covering issues such as health, citizenship and careers guidance. Students are also expected to take part in volunteering, enrichment and other extra-curricular activities.

## Art

### Aims

This subject allows students to express themselves, their world and their lifestyles while developing their techniques and artistic awareness. By studying the work of artists and designers, students become aware of the way that Art and Design affects many aspects of their everyday environment. By their own practical work and by their knowledge and understanding of others' work, they can also compare their own culture with other world cultures and art history.

### Years 7-9

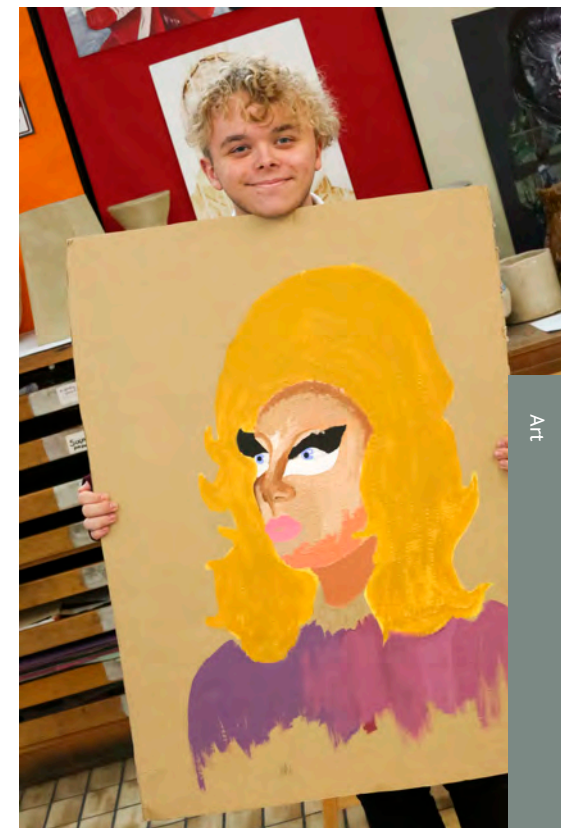
The work in Years 7-9 develop students' technical skills using a variety of media and processes. Students develop their work through themes and projects designed to encourage an awareness of the visual world. They look and respond to the work of artists, crafts workers and designers, make observed and imaginative drawings and experiment and explore materials in both two and three dimensions. Each year students will produce paintings, prints and 3D work allowing skills to be built up year on year.

### Years 10-11

Art is a popular and successful option at GCSE where the emphasis encourages an adventurous and enquiring approach to art and develops skills to express a personal response. There is also a significant written element to the GCSE course that enables students to demonstrate their critical and cultural understanding. During Year 10, students work a range of skill based sessions which explore a wide range of media and techniques. During these sessions students will be introduced to a range of artists to inform and inspire their work. During Year 11, students work on one major project unit. This project is worth 60% of the total marks. At the end of Year 11, students will take a final exam that will involve a significant preparatory period run during lesson time and a 10 hour test. The 10 hour test is for students to produce a final piece of artwork demonstrating the visual skills learned throughout the course.

### Additional Information

Sixth Form students work on the AQA A-Level course which follows a similar format and working patterns as the GCSE course. This is proving to be a popular and expanding option at Post-16 which has produced excellent results over the years. As part of the Art course students are encouraged to visit local museums, galleries and open studios and the department organises trips to London exhibitions.







### Aims

Business Studies aims to provide the opportunity for experiential learning, exploring the world of business and its role in society, using the local community as a resource. Students learn to understand business activities, to select and sort out relevant information, to make decisions based on evidence, and to use 'business' methods of communication. This course aims to inspire and challenge students by following a broad and satisfying course of study.

### Years 10-11

Students who opt for Business Studies follow a GCSE course which comprises of two units of study.

The course is 100% exam and will involve calculations, multiple choice, short-answer and extended writing questions.

Topics covered over the two-year course include: Enterprise, Spotting a Business Opportunity, External Influences, Marketing, Finance, Human Resources and many more.

The GCSE grade will be determined by the results of the two exam papers that have 50% equal weighting.

### Sixth Form

A-Level Business Studies is offered in the Sixth Form. There are three external exams which are taken at the end of the two year course. The course is extremely varied covering units such as: operations, marketing, human resources, finance and many more.

### Additional Information

There is no requirement at GCSE for students to have studied Business Studies in the previous Key Stage. However, candidates need to have developed competence in literacy and numeracy to enable them to undertake the subject successfully.

Business Studies offers numerous opportunities for progression at Post 16 and into Higher Education, with academic and vocational options available as well as allowing students to gain valuable insights into the working environment.

## Computing and Information Technology



### Aims

Computing plays a vital role in our society and particularly in the education of the students here at Sir Harry Smith Community College. Our aim is to give our students the broadest possible understanding and experience of computing in all its contexts.

We aim to equip our students for their lives ahead and ensure that they have the skills, knowledge and understanding of computing that will enable them to be successful once they leave Sir Harry Smith Community College.

We believe it is essential to prepare our students to thrive in an increasingly digital world. Therefore, we follow the new computing programme of study which means our pupils are taught how computer and computer systems work, how they are designed and programmed, how to apply computational thinking and how to develop ideas using technology. The programme of study is broken down into two areas:

- Information Technology
- Digital Literacy

### Years 7-9

Our Key Stage 3 curriculum aims to introduce computing to those students who have little experience, as well as stretch and challenge those students who already have a firm grounding in the subject.

Each year starts with a look at E-Safety, ensuring that students have a full understanding of how to be safe online, ways to report concerns, and seeking to explore the dangers and corresponding protection required to stay safe in a digital world.

Students develop a range of knowledge and skills within this key stage. Over the course of the three years students will cover such topics as:

Computer Science: Algorithms and Pseudocode, Programming, Data Representation, Computer Architecture, Ethics of Computing.

Information Technology: Computer Graphics, Web Design, Spreadsheets & Databases.

Digital Literacy: Presentations, Business Documents, Research Skills, E-safety.

### Additional Information

The department has 4 computer rooms and a number of sets of student laptops. Every classroom has an interactive whiteboard, Raspberry Pis and tablet computers which can be used within lessons. Every student has their own individual digital identity, with access to a myriad of software, plentiful data storage and email for use at college and at home. The college also has remote connection facilities for students, to allow them to access their documents and some of our software from home.

## Design & Technology



### Aims

The aim is to inspire students to work creatively using a variety of materials, tools and techniques to make high quality products and unique designs. As the subject moves up through the key stages students become more independent in the variety of products generated. Students decide the nature of the product required by exploring problem situations and the needs of others. Students are encouraged to be broad thinkers, investigating current designs and looking for ways to improve. By developing ideas steadily from a strong base of core skills, they can produce high quality products that best meet the needs identified.

At Sir Harry Smith Community College, we believe in building a strong foundation of skills, drawing techniques, the use of hand tools and mathematical skills; combining these with modern technologies such as cad, 3D printer, Casting and laser cutting.

### Years 7-9

Students undertake a range of design tasks using a wide variety of materials. In the early stages the tasks are very varied, a number of them allowing student design freedom, others are more focussed.

From the outset, students will gain a strong foundation of core skills, drawing, measuring and using hand tools are core to the syllabus. A range of technologies available to students enhances this. The students will access computer aided design programs (CAD) and use electronic components to make useful circuits for use with products. Food products are planned, researched and developed, to meet consumer needs; in the same way as products manufactured from wood, metal or plastic.

By year 9, students will take on more detailed projects; looking at the theoretical aspects of material choice and combined with practical skills including computer-aided design to develop outcomes that are more creative.

Our aim is to encourage students to be independent, creative thinkers, who are willing to question the everyday objects around them. We combine this will ever increasing skill set, understanding the need for attention to detail and eager to gain knowledge, ready for the challenge of GCSE.

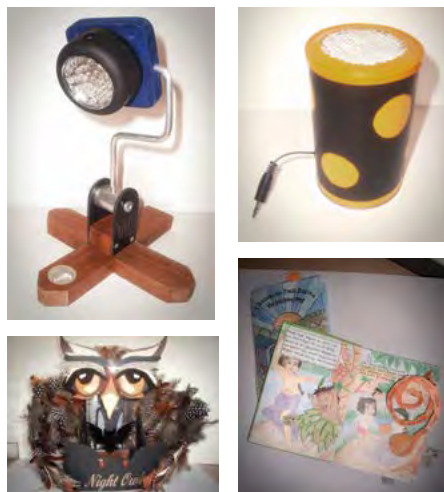
### Years 10-11

At GCSE students can opt for Food and Nutrition or Design and technology. All students will gain core skills of investigating, developing and making.

With Design and technology students cover a wide range of skills including the use of Cad-Cam (computer aided design and manufacture), resistant materials, graphical skills and product design. 50% of the course is examination based looking at the knowledge of materials and manufacturing techniques built up over the 2 years. The other 50% is in the form of an extended self-generated project based around a set theme. Students may opt for a product design or graphical outcome based on the skills and experience they have built in year 10.

### Sixth Form

A-Level Product Design is available to those students who have excelled at GCSE and wish to enhance their qualifications further in technology. This is particularly suitable for students wishing to embark on a career in design, manufacture and architecture.



## Drama



### Aims

The long-term aim of Drama teaching is to help students understand themselves and the world they live in. Young people are taught the skills to work together to explore things that matter to them, as well as gaining an appreciation of the contribution theatre makes to all our lives. The skills and attitudes learned in Drama facilitate success in other areas of the curriculum and in the world of work.

### Years 7-9

All students in the first two years at Sir Harry Smith Community College have one lesson of Drama each week. In Year 7, the children are taught to work together as a group; laying the foundations for a new subject and creating a relaxed but safe working environment. During the second term they will be involved in a 'Wild West' competition. The Year 8 course develops an understanding of different genre and styles of performance as well as devising Drama from stimulus.

Year 9 students tackle the foundation year of GCSE focusing on practitioners work as well as devising work from stimuli.

### Years 10-11

GCSE Drama will appeal to anyone who wants to understand the workings of the theatre. Students have the opportunity to study and explore published play scripts, understanding their social, historical and cultural context. Students will develop a range of theatrical skills and apply them to create their own performances. Students will gain a clear understanding of the roles within the industry and take on these roles to generate, develop, and communicate their own performance piece within a team through collaborative work. This course will help to create independent learners, critical thinkers and effective decision makers - all personal attributes that stand out as they progress through their education. Drama is a powerful tool in developing self-confidence for all students who also specialise in other areas.

### Sixth Form

Progression to Key Stage 5 opens up the possibility to enrol on the National BTEC Performing Arts course, which is a combination of practical learning and academic theory. Learning takes place in a variety of ways; practical workshops, research, rehearsals, production, improvisation and composition. Students will be able to analyse and initially deconstruct the work studied, created and witnessed.

The course is a vocational qualification and this makes it suitable for students to learn better kinaesthetically as it gives them a more hands on approach to their learning. It also provides students with a much better understanding of the skills required for the jobs available in the industry. Career paths from this chosen BTEC enable students to go on to study Drama, Dance or Music at degree level. Skills that students will develop on this course include the ability to develop self -confidence, self-esteem, public speaking and teamwork skills, as well as broadening cultural experiences.

### Additional Information

Other opportunities that the students can get involved with are the annual Christmas and Expressive Arts productions. Theatre trips are an essential part of both our GCSE and BTEC courses.

## English



### Aims

Students need to achieve their full potential as effective communicators to participate fully in college life and in the wider world. We seek to create an atmosphere where students wish to learn and are active participants in the learning process. Students are encouraged to value reading as a pleasure as well as an important skill for life. The focus on a wide range of literary and non-literary texts allows students to develop independent thinking and to respect the views of others. The fundamental principle of English teaching throughout the college is to assist students to use language, either spoken or written with confidence, fluency and accuracy.

### Years 7-9

Students read and respond to a variety of fiction, non-fiction, poetry and drama within English lessons. All students follow an induction course in Library Skills in Year 7 and 8 and these skills are then developed throughout Key Stage 3. Students work at constant improvement of written and spoken communication for a range of audiences and purposes.

### Years 10 and 11

All students are prepared for GCSEs in English Language and English Literature with AQA. Students study a wide range of texts for the qualifications and the skills of writing accurately and appropriately for different audiences and purposes. Speaking and listening skills also remain a focus.

### Sixth Form

English Literature is offered for A-Level and this is always a popular choice with our students. The course develops skills from Key Stage 3 and Key Stage 4.

### Additional Information

Students are encouraged to extend their interest in English by entering a variety of competitions. Theatre workshops are offered to foster response to Shakespeare. Our close partnership with the Library has led to an active book club and the shadowing of the Carnegie Book Award. We also run a creative writing group and Shakespeare workshops for students.

## Geography



### Years 7-9

All students study Key Stage 3 Geography. Topics are designed to cover aspects of physical and human geography and contemporary issues in today's world.

In Year 7 students look primarily at applying core geographical skills, and comparing their own locality to the rest of the UK and Africa. In Year 8 students study Asia as a continent, focusing on India and China, along with the history of our planet and what processes have shaped the planet as we know it today. Finally, in Year 9, students start to become prepared for what they might study if they opted to take GCSE Geography, looking at topics such as ecosystems, development and the impacts of water on our planet.

Students will exercise a variety of learning experiences such as discussion, role play, group presentation skills, and the use of ICT and Geographical Information Systems (GIS). There are opportunities for fieldwork investigations, including the Norfolk coastline and the London Olympic Park, which enhance students' geographical skills and enquiry-based learning.

### Years 10 and 11

Choosing GCSE Geography is becoming ever more popular with students in the College. The GCSE Eduqas specification B comprises of 3 components and give students the opportunity to think critically about their learning, along with problem solving within contemporary geographical themes.

Within the first component, students will learn about contemporary physical and human issues such as how places, economies and environments are changing, and what challenges are facing different environments.

Component two is a decision making exercise where students will use their knowledge from component one to offer solutions to contemporary geographic issues, such as climate change. This component allows for in depth, critical thinking that challenges students' ways of thinking.

Finally, component three is based around fieldwork, to include how fieldwork is planned and executed, how data is presented and analysed, and the conclusions students draw from their data. Students will carry out two pieces of fieldwork, which allows them to exercise their

geographical skills practised throughout key stages three and four. All three components are examined at the end of Year 11.

### Sixth Form

The world around is changing and this course will be of interest to anyone who would like to develop their understanding of and appreciation of the current physical, and human processes and issues.

During the course you will learn:

- What are the issues affecting people and where they live?
- How do people affect the environment?
- How does the environment affect us?
- What decisions are being made about the use and management of resources?
- An appreciation of current events and world problems
- How to plan a fieldwork investigation

It is important that you should have a lively and enquiring mind, and interest in the environment and current affairs, a willingness to explore new ideas and an ability to communicate your ideas effectively.

Fieldtrips are organised to gather the data necessary for Component 4.

Component 1: Changing landscapes; Changing places

Component 2: Global systems 'The water and carbon cycle'; Global governance; 21st Century challenges

Component 3: Tectonics; Contemporary Geography

Component 4: Fieldwork investigation

### Where Can It Lead?

Having an A-Level in Geography is very well respected by employers or Higher Education providers because of the extensive range of transferable skills you learn and demonstrate on the course. So whether you want to go straight into an apprentice role or you want to go on to university, taking A-Level Geography would be very useful for a wide range of careers. This could lead you into careers such as civil engineering, property surveying, project management, architecture, the Environment Agency, PR, teaching, amongst many more. Furthermore, Geography is very well regarded by the armed forces and police because of the practical research skills that geographers develop.



## History



### Aims

Through studying History, students will gain a deeper understanding of the world they live in by looking at topics such as the Norman Conquest, the emergence of Parliament and the causes of other key events such as the Crusades, the Black Death and the devastating wars of the twentieth century. By learning skills such as the ability to think critically about a source and produce a well-reasoned argument, students not only learn to think like a historian but also learn skills that are valuable for their academic progress.

### Years 7-9

Students will learn about some of the most important fascinating moments in British and world history, such as:

- The Norman Conquest
- The English Civil War
- The British Empire
- World War 1 and 2
- The Holocaust

The KS3 curriculum is currently undergoing a period of change to fit in with the new GCSE curriculum so there will be additional topics added to those above.

### Years 10-11

Students taking GCSE from 2016 onwards will sit the new syllabus. The topics to be studied include:

- Medicine in Britain, 1250 – present
- The British sector of the Western Front, 1914 – 1918: surgery and treatment
- Anglo-Saxon and Norman England, c1060-88
- The American West, c1835-1876
- The USA, 1954 – 75: conflict at home and abroad

### Sixth Form

Students follow the following modules for A-Level:

- Britain transformed 1918 - 1997
- USA 1955 - 1992

- The British experience of warfare 1790 – 1918
- Coursework on a topic that interests students

### Additional Information

The History department tries to enrich historical understanding by running trips. Trips completed in the past include:

- The Somme area, France
- Ypres in Belgium
- The Imperial War Museum, London
- The Humanities area also runs a visit to the Houses of Parliament

## Mathematics



### Aims

The Mathematics department strives to develop each student fully to their potential. It is important to us that students experience enjoyment and satisfaction in their achievements. The aim is to provide each student with the skills and confidence needed for their chosen career path, to be numerate and to develop the students' understanding of the mathematics required in daily adult life.

### Years 7-11

Students follow a five-year programme in maths, designed to help them make the most possible progress, relative to their starting points.

All students start Year 7 following the same scheme of work, continuing their mathematics education from where Key Stage 2 finishes.

Students are assessed each term, as well as through ongoing assessment conducted by the class teacher.

At the end of the course, pupils will sit the Higher or Foundation tier examinations. We will carefully consider the outcomes from all of their assessments, both formal and informal, to ensure that pupils are entered for the correct tier in their year 11 examinations.

Homework tasks are set each week, and offer a selection of written, investigative or online based tasks to complete.

### Sixth Form

Students follow the AQA Mathematics course at A-Level, covering pure mathematics as well as statistics and mechanics.

The college are pleased to offer A-Level Further Mathematics in addition to Mathematics. This course offers the opportunity to study maths to a much deeper level. We require that Further Mathematics is studied in conjunction with A-Level Mathematics.

Formal homework is set weekly, and students are expected to complete an additional five hours of independent study per week.

### Additional Information

All students are expected to come prepared for lessons with the essential equipment as listed in the student planner. A scientific calculator is required for higher tier students and students studying A-Level are advised to purchase a graphical calculator to complement the course.

Maths workshops are available for invited students. Gifted and Talented students take part in organised extra-curricular activities. These include UK Maths Challenges, both individual and team, and the County Maths Challenges.

## Modern Foreign Languages



### Aims

The aim is to create an atmosphere where students wish to learn, participate and enjoy all their language experiences and where staff enjoy teaching so they give their very best to all students and help to promote confidence in communication.

An insight into and respect for the culture and civilisation of other countries and to promote learning skills of a more general application is offered, for example analysis, memorising, drawing of inferences and scanning texts for information.

Students are encouraged to work independently to offer a basis for further study and enhance career prospects.

### Years 7-9

In Years 7 and 8, students are taught in their tutor groups and are then subsequently set in Year 9 to work in groups according to ability.

The course focuses on the development of the four skills – Listening, Reading, Speaking and Writing. Students are involved in working with others, conducting class surveys, performing role plays, independent reading, listening to authentic material, watching video clips, ICT and written tasks.

### Years 10-11

In Key Stage 4 students may opt to continue learning a foreign language and will also be given an opportunity to study two languages.

The AQA GCSE course builds on previous skills and knowledge and is assessed by terminal examination at the end of the 2 year course. There are examinations in Listening, Reading, Speaking and Writing and each skill is worth 25% of the overall mark.

## Music



### Aims

Music offers all students opportunities to experience the use of sound as an expressive medium in performing, singing, improvising, composing and listening. Music is a subject in which all students participate in order to develop both their skills and enthusiasm to their full potential as a result of active involvement in performing, composing and listening.

### Years 7-9

All students will have opportunities for composing, performing, listening and appraising a wide range of musical genres. Lessons are organised to offer practical work in these areas, supported by theoretical work to increase understanding. Topics cover a wide variety of musical styles including modules on:

Year 7: Keyboard, Instruments of the Orchestra, Minimalism, Ukulele, African Drumming

Year 8: Blues Music, Samba, Britpop, Hip Hop and Rap, Keyboard Skills

Year 9: Reggae, Band Skills, Remix, Film Music, Dance Music

Students work individually, in pairs and in larger groups as appropriate, solving problems, communicating ideas and performing their work.

All topics involve literacy and numeracy.

### Years 10-11

The Edexcel 9-1 syllabus is currently followed at GCSE. There are three course components:

- Performing (controlled assignment) – 30%
- Composition (controlled assignment) – 30%
- Appraising (written examination paper) – 40%

Appraising is approached through areas of study which include eight set works and other guided listening:

- Instrumental Music 1700-1820
- Vocal Music
- Music for Stage and Screen
- Fusions

The final exam consists of six listening questions, a dictation question, a short piece of harmonic analysis, and an essay question. Students must be able to play an instrument well or sing to a high standard before they

begin GCSE. Standard level for the current GCSE is Grade 4.

### Sixth Form

We welcome Sixth Form performers to participate in a range of activities within the department. These include opportunities that may be included in an EPQ or Arts Award.

### Additional Information

There are a range of music clubs and activities available to students, both at lunchtime and after college. These are open to students of all abilities but there will be some groups where students are required to play an instrument before joining. Please see a member of staff from the Music department for more information.



## GCSE

GCSE Psychology offers students the chance to learn about a variety of approaches in the subject. Approaches include criminological, developmental, psychological problems (mental health), sleep and dreaming, cognitive and social influence. These approaches allow students to understand human behaviour through scientific study of the brain. Students will study topics such as memory, schizophrenia and depression, why we obey authority and why people commit crime. Students will also learn about psychological research and how studies have helped shape the world around us.

Students will be assessed through exams at the end of Year 11 and there is no coursework element. Psychology is a science and as such contains many scientific elements alongside strong extended writing and maths equations.

## A-Level

A-Level Psychology offers students an insight into understanding and explaining human behaviour. Across the two-year course students will explore a range of psychological perspectives and research to apply to real life examples.

Students will explore and answer scientific questions including (but not limited to):

- What happens to unsocialised children?
- Why do people develop mental health issues?
- How do we treat patients with mental illness?
- Why is it we can remember things from years ago but not what we had for dinner yesterday?
- Is what we are due to nature or nurture?
- Why do we obey people in positions of authority and where can this lead?
- What causes prejudice?
- Why do we follow orders?

A-Level Psychology will give you an understanding of the way people think and why people behave in certain ways. You will learn a variety of skills including analytical thinking, improved communication, problem solving and many more that will prepare you for an exciting future with the possibility of a range of fantastic careers.

# Religion, Philosophy and Ethics(RPE)



## Aims

Religion, Philosophy and Ethics (RPE) provides an integral part of the students' cultural, moral and spiritual education and we aim to promote understanding and tolerance between peoples of different faith and those with no faith at all. Students are encouraged to reflect not only on what they have learnt about religion, but what they have learnt from religion. RPE is taught to all students at Sir Harry Smith Community College. All parts of the RPE course take a multi-faith approach, and the beliefs of all students are treated sensitively.

## Years 7-9

The lower school course of RPE is based on the Cambridgeshire Agreed Syllabus and in line with this, students study the history, beliefs and practices of the six major world religions and Humanism. Students are also offered the opportunity to reflect on important questions of human existence, such as, "how should I respond to suffering," and "what happens after death?" After each topic, students are given the opportunity to demonstrate what they have learnt by completing a common core assignment.

## Years 10-11 - Ethics and Beliefs

The Eduqas Route A course in Religious Studies is available at GCSE.

Students are assessed through three externally assessed examination papers.

Paper 1 is Religious, Philosophical and Ethical Studies in the Modern World. Candidates will study issues of relationships, life and death, good and evil and human rights. This paper is 50% of the final grade.

Paper 2 is the study of the beliefs, teachings and practices of Christianity. This paper is 25% of the final grade.

Paper 3 is the study of the beliefs, teachings and practices of Islam. This paper is 25% of the final grade.

## Sixth Form - Philosophy and Ethics

The OCR A-Level in Religious Studies is designed to develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy and religion. Students will study three components:

Philosophy of Religion, e.g. the existence or non-existence of God  
Religion and ethics, e.g. euthanasia, business ethics

Developments in Religion; the study of Christianity

## Additional Information

A wide variety of teaching methods are used to further students' enjoyment and involvement in lessons. These methods include the use of television broadcasts, films, IT projects, role-playing and experiential learning. Visits are also made to places of worship such as St Mary's Church in Whittlesey and the Mosque in Peterborough. Parents have the right to withdraw their children from Religious Studies lessons following a written request and a meeting with the Principal and Head of Religious Education.



## Aims

We strive to provide a variety of opportunities and experiences in Science, allowing all students to be involved in active learning, experimentation, the development of thinking skills and problem solving, in particular those involved in the practice and reporting of investigations. Our ten laboratories are fully equipped with modern apparatus and facilities to support each lesson.

## Years 7-8

The department has excellent links with all of its primary partner schools with many Year 6 students regularly visiting and having practical learning opportunities within the department. At KS3 students initially complete a transition unit that starts in Year 6, before following the Collins scheme of work, which focuses on building the skills needed to develop scientific curiosity. Each unit within the Collins Science course involves a variety of different learning activities and students' progress is regularly monitored through regular homework tasks and in-class assessments.

## Years 9, 10 & 11

In Years 9, 10 and 11 students follow a course selected from the suite of AQA GCSE Science courses leading to either two or three GCSEs in Science. Assessment is based on one written examination, which is undertaken at the end of Year 11. Every students' progress is tracked carefully to ensure that each child is entered for the course most suitable for them. Throughout each course, students are supported with regular revision sessions and study groups from the start of the year onwards.

## Sixth Form

We currently offer Biology, Chemistry and Physics at AS and A2 level. These subjects are assessed by exams taken at the end of one or two years and students are supported throughout with homework, independent learning tasks and a number of after college revision sessions.

## Additional Information

Throughout their education at Sir Harry Smith Community College we are able to offer our students a variety of different learning opportunities and field trips as well as inviting stimulating visitors into college to inspire them, such as:

- Gifted and Talented students in Science and Maths will attend a number



of STEM activities that are supported through on-site activity days and parent-student challenge evenings

- Students in Years 10 and 11 aiming to achieve top A\*/A grades attend the GCSE Science Live! event where they will be able to interact with five top scientists and a chief examiner
- A-Level STEM students will attend a university preparation day to receive advice, meet students from around the country and develop important skills for further education
- Guest speakers on a range of subjects to provide students with a real world context for their Science lessons and show them the potential careers available to a successful Science student.
- Key Stage 3 students are given the opportunity to visit a range of museums to explore scientific exhibits
- Every July some of our most able students in Years 7 to 9 are given the opportunity to compete against other Cambridgeshire colleges in the Swavesey Science Challenge and our Sixth Form scientists attend the Royal Society's Summer Science Exhibition

A weekly Science club and a weekly engineering club is also offered to all students as well as Science activity days at the end of the summer term. Through these programmes a number of students have been successful in completing the nationally recognised British Science Association Bronze CREST Award.

## Aims

The college believes that the personal development of young people is essential to their health, safety and achievement as individuals within society. As such, Skills for Life lessons aim to provide students with the skills and knowledge that will help them to become well rounded individuals, well equipped for life in modern society and furnished with the skills that employers find most attractive.

## Years 7-11

The key dimensions within Skills for Life lessons are:

- The knowledge, skills and attitudes to make healthy choices and manage risk
- The ability to form and manage supportive and stable relationships, including examining sexuality and sexual relationships
- The capacity to recognise abusive relationships and the impact of this on people
- To understand and know the values of Modern Britain and the skills needed to participate successfully in society
- The knowledge, skills and ability to manage their own personal finance, and to understand how business and enterprise operates
- the opportunity to examine a range of careers and to prepare for the world of work
- The capacity to develop awareness of themselves as learners and managers of change
- The capacity to recognise and celebrate diversity and difference and to understand the negative impacts of radicalisation on relationships between different groups of people in society
- The opportunity to participate actively in their schools and communities
- The development of an understanding of how society works and the rights and responsibilities of being a citizen
- The ability to anticipate the demands and challenges of adult life including work and leisure opportunities
- The opportunity to demonstrate creativity and enterprise



## Sixth Form

Skills for Life lessons in the Sixth Form are seen as an integral support to students' studies and future options along with looking at career and lifestyle choices more tailored towards older students. In Year 12 they will examine study skills more specific to Sixth Form and beyond, look at Post-16 options with time built in to go through UCAS applications, examining apprenticeships and how to apply for jobs. They will also have the chance to examine a range of topics such as costs of living, driving and associated issues, current issues in society with older teens, finance, benefits and rights. In Year 13, students will have the opportunity for further tailored sessions to them as individuals with a special emphasis on Post 18 choices. Again, the overall aim is to produce well rounded individuals who will be successful members of society.

## The Programmes of Study and Delivery

Our programmes of study are constructed from the Cambridgeshire Framework, using the five major themes:

- Myself and my relationships
- Career development and choice
- Healthy and safer lifestyles
- Economic understanding and personal financial capability
- Citizenship

## Sociology



### Aims

GCSE Sociology is now a precursor to the popular A-Level course which has been offered at the college for several years. The course is very accessible for students and provides a good basis for those who may be considering progressing to A-Level in the future.

During the two years of study, students will learn basic skills in Sociology, such as how Sociologists conduct research and the factors involved in choosing a research methodology.

### Years 10-11

During Year 10, students will learn about an introduction to sociology and socialisation, the family, education and research methodology. Alongside this, students will also learn about key sociological theories, including Marxism, Feminism, Functionalism and the New Right.

Year 11 then uses this knowledge to study two topics in further detail. The first of these is social inequality, where we will look at various inequalities in society, including social class. The second is Crime and Deviance, which looks at the reasons why individuals might choose to commit crimes and some of the possible solutions to this problem.

Assessment is through two exams taken at the end of Year 11. All topics require students to form essay style questions, so students will benefit from strong English Language skills.

### A-Level

The main areas of study are:

- The Individual and Society (looking at the make-up of culture and the formation of "cultural identities")
- Culture and Socialisation (focusing, in particular, on the family) including an in-depth study of sociological theories
- Sociological research skills where students will understand how sociological research is conducted and its link to government policy. Students will also have the opportunity to conduct their own research and write up their own report
- Globalisation and the digital social world which includes how social media and globalisation has influenced society and whether we all have equal access
- Power and Control (Crime and Deviance) focuses on the reasons why people commit crime including sociological theory
- Social inequality and difference which focuses on the reasons and nature of poverty and inequality in society

At A-Level, assessment is through three examinations at the end of Year 13. All exams include essay writing and there is no coursework element.

## Physical Education



### PE Department Vision:

To develop and challenge attitudes and behaviours towards physical, social and emotional wellbeing. We aim to develop successful, employable and healthy young people to lead healthy and physically active lifestyles.

The PE department aim to develop a wide range of key employability skills in addition to developing students' interest in a wide range of physical activities. Students have the opportunity to develop 'ME' in PE.

Creative ME: Innovation, Evaluation, Collaboration, Influence Others, Organiser.

Physical ME: Resilience, Self-Motivation, Evaluation, Integrity.

Thinking ME: Active Listening, Evaluation, Communication, Empathy.

Healthy ME: Resilience, Integrity, Self-Motivation, Self-Management.

Leading ME: Resilience, Self-Management, Communication, Evaluation, Empathy, Collaboration, Motivator, Influence others, Organiser.

### Years 7-9

In Year 7, students are taught in their form group, and Years 8-9 are taught in single or mixed gender groups. Students in Year 7 and 8 receive 3 lessons of PE over the 2 weeks, while Year 9 receive 1 lesson of PE each week.

Students are taught a range of activities including; Net, wall, striking and fielding, outwitting opponents, performing at maximum levels and creative activities. Students in Year 9 will complete a unit of work in Sports Leadership.

### Years 10-11

In KS4 students will continue to develop their knowledge of skills covered in KS3, with additional focus on key employability and leadership skills. Students will receive 1 hour of 'Core PE' time each week. Students are also given a range of options available to them to encourage them to take more responsibility for their learning.

### OCR Cambridge National Sports Studies – KS4 Option

The OCR Cambridge National in Sport Studies gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society

Learners will develop:

- knowledge that underpins the effective use of skills, such as knowledge and understanding of the different sports and physical activities that can help to improve different components of fitness, and the impact on health.

- key skills that support their aptitude to plan and carry out activity sessions. These skills consist of planning appropriately to encourage participation of individuals, including research of a target group, fitness testing and health monitoring, and decision-making skills for planning appropriate sessions for individuals. Learners will plan and lead a sport/activity session using communication skills to communicate with individuals appropriately.

- attitudes and ways of working that are considered most important for leadership roles using skills, qualities and professional conduct, including communicating and interacting with individuals, monitoring and reflecting on planned sessions and own use of skills.

### Sports Leadership Opportunities

Students in the sixth form have the opportunity to complete the Level 3 Higher Sports Leaders Award. This is an additional qualification that complements the BTEC Sport option. Students who complete this award are expected to assist in the running of primary sports activities that are run throughout the year.



Vocational courses in a variety of subjects are offered to students in Years 10 and 12. These are two-year courses, leading to a Level 1, 2 or 3 qualification.

The courses offer a more practical approach to learning and provide a useful entry into either further education or work-related career paths in the care, leisure, public services and creative and media sectors.

Visiting speakers, visits to nurseries, old people's homes, leisure centres etc., and internet research all form part of the courses. Students' work is assessed by controlled assessments and exam board set tasks.





## Library Resource Centre



The purpose-built Library Resource Centre (LRC) shows that Sir Harry Smith Community College is committed to developing and maintaining an effective library and resource service for all students and staff. The primary function of this facility is to support the whole college community by providing resources that are relevant to the National Curriculum and the different exam syllabuses studied, whilst also offering a wide range of exciting and modern material to stimulate recreational reading and personal interests.

Library staff aim to help students develop their information management skills whilst giving them access to a range of stock that is constantly being updated and revised. The LRC computers and laptops have an ever expanding catalogue of programmes, as well as access to the Internet and the college network.

Students in Year 7 and 8 receive an induction course instructing them how to get the best out of the LRC as part of their English studies.

It is also used by all other curriculum areas, providing resources for research, projects, assignments and coursework.

Students are welcome to continue their work or visit for pleasure during break, lunchtime or after college until 4.15pm, working in a friendly and relaxed atmosphere. Homework Club takes place on Tuesdays, Wednesdays and Thursdays between 3.00pm and 4.15pm to offer support and resources to help students with their studies. A team of staff are on hand to offer assistance.

The LRC has a comprehensive range of careers information, offering guidance for Post-16 and Post-18 options, employment and further education. A Careers Adviser is available in the LRC to answer student enquiries.

Each year the LRC plays host to numerous events and activities. World Book Day, book fairs, workshops, author visits, storytellers and guest speakers are just some of these.

The Library Resource Centre is an excellent facility, allowing all students and staff access to a wide range of resources and services during their stay at Sir Harry Smith.

## Supportive Skills

*"Pupils who have special educational needs (SEN) and/or disabilities... make good progress because they are well supported."*

Ofsted, 2018

### Aims

The Supportive Skills Department (SSD) aims to ensure students with high needs receive the appropriate level of support in order for them to engage with and access our programmes of study in college to the best of their ability.

The identification of students with special needs starts at primary school during transition, then continues through our internal monitoring of progress. We will further assess students if they fulfil our criteria for significant underachievement and, we work closely with curriculum areas, teachers and support staff in order to do this. Parents are always consulted before any regular withdrawal intervention is considered for their child.

There are three waves of support from our department:

### Wave 1 Support

Classroom based support using the IEP strategies for your child. This is the best support as it ensures your child accesses the National Curriculum in line with their peers using quality first teaching. We also provide teaching staff with strategies for students with disabilities and no SEN as well as those students with SEN.

### Wave 2 Support

Small group support targeted at students who are not meeting expectations, often in the form of Step-Up Programmes. These workshops run mainly during tutor time registration and parents will receive letters inviting their child to any regular interventions. Students are monitored for progress whilst on our programmes. In addition to this, SSD provide year group allocated TAs who support across all subject areas. These TAs are specialised in SEN Support and work with students identified as having high needs as well as their peers.

### Wave 3 Support

The Enhanced Provision Centre (EPC) at SHSCC provides appropriate educational opportunities for students who may have significant learning difficulties and who need to develop social and life skills. It is primarily a transition centre for students in Years 5 through to 8 and is run by two Specialist Lead TAs. This is a Local Authority funded provision on our college site. Students therefore have to have an Education Health Care Plan (EHCP) for 20 hours or more and can only access this provision through the annual review process and by being on roll at a Whittlesey/Coates school. The aim of

the Centre is to gradually integrate students into mainstream lessons after a period of speech and language activities, basic skills and life skills. Students generally have their English and Maths lessons in the Centre and we work closely with those curriculum areas to ensure topics are linked so students integrate successfully during transition into mainstream.

### General Support

Our overall aim is to develop independence and resilience in our students with special needs and encourage them to use the self-help strategies we provide. We expect our students to fully engage in suggested strategies and we work closely with specialist guidance and information agencies to improve our practice and to find the most appropriate intervention for students.

Our pastoral support includes many strategies allowing our students to develop ownership and independence, thus encouraging them to develop into successful young adults. We do this in partnership with you, the parents or carer and the agencies which support your child.

In addition, we monitor our students using a range of SEN assessments including:

- Identification of reading age and standard scores and cognitive ability testing where applicable
- SEN assessment to identify provision of exam support, where applicable, and this includes DASH tests for processing speed. These tests are generally on-line tests and are a cost to the department, therefore are strictly for underachievers and based on our criteria

We also provide lunchtime and break time club and social space for our students when they need it and encourage Key Stage 3 vulnerable students to access this. There is a lunchtime homework club run by a specialist TA which operates outside of our department and one that is in our department but by invitation only.

There are also opportunities throughout the year for parents to discuss students' progress at coffee mornings, IEP days or at annual reviews, and we encourage parent/carer drop in sessions for informal discussions and to generate a 'team' approach.

We understand that the key to your child's academic success is to work closely with home as one big team. Therefore we look forward to informal chats at our various parent/college events during the college year.

## Sixth Form

*"Leaders and teachers are encouraging a sense of high ambition and aspiration among the students who attend the Sixth Form. The proportion of students who gained places at the country's most selective universities was above average."*

Ofsted, 2018

Sir Harry Smith Community College has a vibrant and successful Sixth Form. We offer a range of more traditional A-Levels and vocational qualifications as well as considerable enrichment opportunities for our students. These are combined to provide individualised programmes of study for each student with a commitment and focus on ensuring the very best outcomes for all our Sixth Form students.

Students are supported and encouraged to become independent learners throughout their time in the Sixth Form, through our tutoring and skills for life programmes. We also have a very comprehensive careers guidance service within the college so all students get the very best advice throughout their time in the Sixth Form.

Our Sixth Form students take an active role in college life, they are very positive role models for the younger students and contribute in many ways to the college as a whole. Each year the Sixth Form students organise charity and fund raising events for all students to get involved in. They also hold leadership roles on the College Council, working with the younger students to ensure their opinions are represented across the college.

The Sixth Form offers many opportunities for students to gain new experiences outside of their academic life. We offer many extracurricular activities including dramatic, musical and sporting activities. We also ensure that all students are given opportunities to gain experience working and volunteering relevant to their future aspirations, during the Sixth Form.

The Sixth Form students benefit from excellent facilities. They are based in the Laurie Richards Community Centre which is exclusively used by Sixth Form students and provides them with a study area equipped with high quality computers, social areas and a kitchen with catering facilities.



## Careers Information, Education and Guidance

*"Students benefit from access to mock interviews, visits to universities and the chance to talk with former students."*

Ofsted, 2018

### Aims

SHSCC Careers Education, Information and Guidance (CEIAG) is a comprehensive programme which aims to help students understand and reflect on their own achievements, qualities, interests and values, and raise aspirations for their future. It prepares them for making considered and realistic choices about Key Stage 3 options, Post-16 and Post-18 pathways and offers the skills required for future career development. The CEIAG provision forms part of the pastoral programme and is delivered by the Careers Co-ordinator, Tutors, and through Skills for Life lessons, assemblies, collapsed day activities, trips and visits and workshops. We work closely with specialist outside agencies and employers to offer students impartial and unbiased career guidance. Up-to-date CEIAG resources are located in the SHSCC Library and Sixth Form Centre with all students having access to impartial online career guidance.

### Years 7-9

At Sir Harry Smith Community College, Year 7, 8 and 9 students are provided with opportunities to consider their strengths in terms of subjects, skills and personal qualities through Skills for Life lessons and targeted careers sessions. In Year 9, students are supported and guided with their pathway decisions, and parents are invited to information evenings which explain options. All students can request a personal interview with our in-college Careers Co-ordinator, Mrs Angela Curtis. All students are also encouraged to use our extensive Careers Library to research career routes and entry qualifications.

### Years 10-11

In Year 10, students follow a careers education programme, which reviews their attainment, skills, experience and personal work. Year 11 students prepare CVs and letters of application for a mock interview in the autumn term, and both Year 10 and 11 students have a 1:1 careers meeting with our Careers Co-ordinator, Mrs Angela Curtis. Trips to Higher Education institutions, Further Education colleges and local companies are also arranged for students. Year 11 students are provided with individual help, advice and guidance with applications to Further Education, apprenticeships and employment.

### Sixth Form

Sixth Form students are provided with individual help, advice and guidance with applications for university, Further Education, apprenticeships or employment. Particular focus is on Higher Education opportunities, and the College has formed strong links with the University of Cambridge, University of East Anglia, Northampton University, Peterborough University Centre, and Anglia Ruskin University. We regularly take part in workshop and activity days at these institutions. Staff members from Higher Education institutions, apprenticeship organisations and local employers regularly come to talk to students and parents about Post-18 opportunities. At the end of Year 12, Sixth Formers complete a two week work experience placement and prepare for and attend a rigorous mock interview with local employers at the end of the autumn term.

Every year all students have the opportunity to attend either the Sir Harry Smith Community College Alumni Fair or Careers Fair, as well as to attend workshops and assemblies led by employers and educational institutions.

A Post-16 brochure with details of all courses is available, on request



### Extra Curricular Activities

We offer students a great many opportunities to play a part in the wider life of the college beyond the classroom. Our extended school provision encompasses many subjects and activities which may include the following:

- The PE department runs several sports clubs after college. Team sports such as football, rugby, netball, hockey, cricket and rounders take place from 3pm and 4pm. These lead into sports teams that represent the college in fixtures against other colleges or are just purely for enjoyment.
- After students have settled into the challenge of their GCSE studies, extra-curricular STEM opportunities are available in the latter half of Year 10 thanks to our collaboration with VEX Robotics. Students can build and operate the basic Clawbots and then adapt their design and tactics for the VEX Swept Away competition with other local schools.
- In Year 11, high achieving STEM students are supported through the difficult and challenging process of applying for Arkwright Engineering Scholarships. There are fewer than 450 of these nationally each year, yet in 2017 no less than three students from the college were successful in their applications for these prestigious awards.
- The History department runs a trip for GCSE students to France or Belgium to visit First World War sites.
- The RE department organises annual trips to see places of worship such as St. Paul's Cathedral in London and has taken GCSE groups to visit Regent's Park Mosque.
- The prestigious college musical productions are open to all students and are great for developing self-confidence, self-esteem and widening performance experience. This is also a great way for students to make new friends in other year groups.
- The English department, in conjunction with the LRC runs an after college creative writing group and the college newsletter team. We shadow the Carnegie Book Award and encourage students to enter local and national writing competitions. We also run Shakespeare workshops for students and a debating group.
- The Music department offers a number of extra-curricular activities, both after college and during lunch-times. We try to involve as many students as possible by offering a variety of clubs. Clubs currently on offer are: college band, choir, flute choir, saxophone ensemble, S.H.Ukes, band rehearsals, composition.

- Students can also use practice rooms at lunch time and after college to extend their classroom learning or to form their own groups. One to one instrumental lessons are offered at the college for the following instruments: saxophone, clarinet, flute, piano, keyboard, guitar, violin and singing lessons. There is a charge for these lessons.
- Reward trips take place every half term for students whose behaviour and attendance have been excellent. Places visited so far include Activity World, Pizza Hut, England football matches, Mepal outdoor pursuits, bowling, cinema and rugby at Leicester Tigers and Twickenham, to name but a few.

*"Students speak very enthusiastically about the college and particularly about the quality of teaching and the range of clubs"*

.....  
DfE, Regional Schools' Commissioner  
East of England and North East London

*"At GCSE, teachers typically provide very precise guidance to the most able pupils that helps them understand how best to apply what they know to the more demanding examination questions."*

.....  
Ofsted, 2018

### GCSE

All students are normally entered by the college for GCSEs in English Language, English Literature, Mathematics and Science. In addition, at least four other subject entries will be made for GCSE/OCR Cambridge Nationals. Parents are notified of the entries and have the opportunity to discuss them with subject teachers.

### Post-16

Students in the Sixth Form are normally entered by the college for examinations in their chosen courses of study. Students are expected to take a minimum of three subjects of their choice; GCE A-Levels or BTECs or a combination of GCE A-Levels and BTECs.

All students studying for GCSE A-Levels should not be away from college during the main examination period between March and July.

In the exceptional case of a student missing part of a course, or failing to carry out assignments, the college reserves the right not to make the entry. This will always be discussed with the students and parents.

Where a student fails to attend an examination the parents will be asked to refund the fees incurred to the college.





## Homework Policy

### Principles

Well designed homework will play a valuable part in a student's education. It consolidates learning, deepens understanding and offers opportunities for work which is independent of the teacher. Homework will take many forms and is an essential complement to the work done in lessons. It is relevant to all KS3, KS4 and KS5 courses and plays a vital part in enhancing students' learning, reinforcing what it is done in the classroom, encouraging them to take increased responsibility for achieving their goals and preparing them well for work to come.

### The purpose of homework

Homework is set to provide students with opportunities to:

- Extend, develop and practise what was learned in class
- Prepare for work in class
- Acquire the ability, confidence and organisational skills to work independently
- Work at their own pace and ability level, particularly in tackling longer term projects
- Make use of resources and new technologies outside of the college
- Strengthen college/home links in the learning process
- Revise and reinforce skills and knowledge learnt in the class work
- Become digitally literate
- Develop creativity, innovation and curiosity
- Become ambitious, critical and capable learners ready to learn and think throughout their lives

Homework also helps the teacher to:

- Check that students understand class work
- Assess students' potential necessary for reviews and examination entry

Homework will take many different forms including: planning, preparing, revising, learning, reading, speaking, designing, drawing, collecting, redrafting, reflecting, improving, researching information and written tasks to consolidate or extend learning.

Some homework tasks will be specific short term tasks related to the topic at that time and others will contribute to longer term tasks such as projects, portfolios of work and coursework.

*"Many parents also commented about the support and encouragement their children receive; one parent noted: 'In the past year I have seen my daughter grow in confidence and take pride in her work. The school has developed her motivation and belief in herself. Now she works really hard to achieve.'"*

Ofsted, 2018

### Facilities and Resources

The college will provide learning resources, including library facilities during the school day and after school so that students can access resources and suitable conditions for doing homework. Students have access to computers, the internet and the college intranet (an area where students work is saved and subject support materials are stored).

The college runs a homework club which takes place after college three days a week. A member of staff will be there to supervise and help students with homework tasks.

An online system for the setting and recording of homework will be used for KS3 and KS4 students. Parents and form tutors will have full access to the system so that homework is easily monitored.

### The Practice

We feel that it is important that students have time to pursue valuable out-of-college activities and that the amount of time spent on homework should not be so much as to prevent this. The recommended amount of homework to fit these criteria is as a general rule:

- Each piece of homework set for KS3 classes should take between 30 minutes and 45 minutes time to complete
- Each piece of homework set for KS4 classes should take between 45 minutes and 60 minutes time to complete

Wherever possible, students should be given a regular day on which homework is issued so that they can plan their time accordingly. Students should be given several days to complete the homework but no less than 48 hours.

### Responsibilities

The student is responsible for:

- Listening to homework instructions in class
- Checking Show My Homework regularly for homework tasks that have been set
- Completing the work which has been set to the best of his/her ability
- Handing the completed work in on time

## Homework Policy

The Parent/Carer is responsible for:

- Providing a suitable place for their son/daughter to do his/her homework
- Checking Show My Homework regularly for homework tasks that have been set
- Encouraging the student to complete the homework on time
- Contacting the college via the tutor or subject teacher if there are any concerns

The college is responsible for:

- Setting regular and appropriate homework according to the college and curriculum area policies
- Ensuring homework is properly recorded through Show My Homework
- Setting a date for completion
- Marking the homework and giving helpful and constructive comments
- Returning the marked work within two weeks of collection
- Promoting the homework club and learning resources area to help support students
- Taking appropriate action to sanction students who fail to complete homework including contacting parents



*"Leaders and teachers are encouraging a sense of high ambition and aspiration among the students."*

Ofsted, 2018

### Transport

#### College Entrance

The only entrance to the college is from Eastrea Road. Pedestrians should keep to the clearly defined footpaths, cross the roadways carefully and stay in the areas between the bollards and buildings to gain access to the main visitor and student entrances.

#### Bicycles

Under cover bike sheds are available for students' use. For security reasons these are kept locked between the hours of 8.45 am and 3.00 pm. Cyclists should enter along the tarmacked path beside the pedestrian block paved path at the western side of the college entrance, pushing their cycles to and from Eastrea Road to the bike sheds.

#### Cars

Parents who bring their children to college and collect them at the end of the day are requested to make suitable arrangements for safe pick up/set down on Eastfield Drive or Lattersey Close, as the entrance/exit roadway at the front of the college becomes very congested. Parents who come on site are requested to wait in the car parks only, keeping the entrance and exit roadway clear for buses and taxis. Please do not drop off or pick up students on the block paved areas or obstruct the entrance or exit roadways by stopping beside already stationary vehicles, as these roadways must be kept clear at all times for emergency vehicles.

#### Buses

The service bus and contract buses drop and pick up alongside the entrance pathway on the western side of the college entrance.

#### Taxis

Student transport service taxis drop off and pick up alongside the pathway on the exit roadway between the car park entrances on the eastern side of the college entrance.

### Lunchtime Arrangements

Students are supervised throughout the lunchtime period by members of staff, supported by teams of prefects. Dining facilities are comfortable, providing accommodation for seating students eating hot meals and

sandwiches. In suitable weather conditions students can also use the outside picnic tables for eating and socialising. After eating, students can attend the Library or the Supportive Skills area (by arrangement). They can also play outside the building or have access to classrooms if supervised by a member of staff. There are also many lunchtime practices and activities that take place. Vending machines are available for anyone who needs further sustenance.

Students in Years 7, 8 and 9 must not leave the premises at lunchtime. Students in Years 10 and 11 are allowed to leave the premises during the lunch break with parental permission. They are issued with a pass card which confirms this entitlement.

### Catering Facilities

The college provides its own excellent catering facility for students and staff alike. Breakfast is available from 8.00am until 8.30am, hot and cold snacks are on sale at break and at lunch time there is always a varied and nutritious selection of dishes, freshly cooked.

Children whose parents receive the following support payments are entitled to receive free college meals:

- Income Support or
- Income Based Job Seekers Allowance or
- Income-related employment and support allowance or
- Support under part VI of the Immigration & Asylum Act 1999 or
- Child Tax Credit but who are not entitled to working tax credit and whose annual income (as assessed by HM Revenue & Customs) does not exceed £16,190 or
- Guarantee element of state pension credit

Note: Where a parent is entitled to Working Tax Credit during the four-week period immediately after their employment ceases, or after they start to work less than 16 hours per week, their children are entitled to free college meals.

In this respect, parents may be assured that no child suffers any embarrassment in claiming a free college meal at the college, as the allowance is credited daily to their cashless catering account.

*"Relationships are highly positive, which gives pupils the confidence to share their ideas or to ask for help if they are unsure of something."*

Ofsted, 2018

### Catering Facilities (continued)

To apply, complete an online application form at: <http://www.cambridgeshire.gov.uk/childrenandfamilies/education/primary/costs/freeschoolmeals>

For more information call the Education Welfare Benefits Service on 01223 703200.

### College Payments

The College operates a completely cashless system. Parents are able to make payments for trips and resources via an online facility.

### Cashless Catering

The college also has a cashless catering system. This has benefits in that:

- Students are not constantly bringing in money
- Parents are able to credit the student's account at the start of term, or at any other convenient time
- Parents can be assured that their son or daughter is using the money for a balanced, healthy meal at lunchtime
- Spending profiles can be examined, if parents are concerned
- Accounts are linked to healthy vending based on site

We have found this system to be successful, with students quickly adapting and using it to speed up delivery and take advantage of the range of serving options available.

### Accessibility for Students with Disabilities

Our college aims to be inclusive. We hope to make all our children welcome and feel happy to look forward to their college day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

If your child has a disability he or she will be treated no less favourably than other applicants for admission. The college is on two floors linked by a lift and has wheelchair friendly/disabled access to every teaching area. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a disadvantage and we will know we have succeeded when disabled pupils are able to participate fully in college life. Our accessibility plan describes the arrangements we have made to improve

physical access to the college, access to the curriculum and access to written information.

The college has a policy for supporting children with special educational needs which is revised every year. Our aim is for all children to have access to all aspects of college life, as far as is reasonable and practicable.

In order for effective partnership working between home and college to take place, we anticipate that parents will want to:

- inform the college at the earliest opportunity if their child has a disability and the exact nature of it
- provide the information college needs to plan effectively for the child to be a full member of the college community
- acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Principal must consider is the effect of the proposed change on all members of the college community
- recognise the importance of college and home working in partnership

### Lockers

Students are encouraged to reduce the volume and weight of material they carry around in bags etc. This includes the materials they carry to and from college as well as around the building. To this end, each student has the opportunity to rent a locker by paying the current rental fee. This can be paid either for their full five years (Years 7 to 11) when they start, or on an annual basis.

Please note that this is a rental scheme and has no element of a refund (except when a student leaves the college part of the way through their education and has paid for the full five years in advance, when a refund for any complete unused years will be given).

*"Pupils told us that they feel safe at school and enjoy their learning. They believe that staff typically deal with bullying effectively."*

Ofsted, 2018

### What is bullying?

- Name calling and nasty teasing
- Threats and extortion
- Physical violence
- Damage to belongings
- Leaving students out of social activities deliberately and frequently
- Spreading malicious rumours, or threats, including by phone or email

This behaviour is usually repeated, often over a long period of time.

### As a College we will:

- Organise our community to minimise opportunities for bullying
- Use opportunities to promote a fair, friendly environment, e.g. PSHE programme
- Deal quickly, firmly and fairly with reports of bullying involving parents when appropriate
- Regularly review policy and practice
- Maintain a fair discipline structure
- Promote positive and tolerant attitudes both in behaviour and teaching materials

Serious incidents will be dealt with under the college's disciplinary policy with reference to the aims of the PSHE programme and equal opportunities.

### Possible consequences for a person responsible for bullying:

- Staff will talk to the suspected bully and witnesses, they will be encouraged to make a full report of what happened
- Parents will be informed
- Disciplinary measures will be used as appropriate. This may include: fixed-term exclusion, internal exclusion, re-entry agreement, report card monitoring
- It may be appropriate to involve a police liaison officer
- An official warning may be given and the incident will be recorded
- Support will be provided to discover why they became involved and to prevent a repeat
- Pastoral support may include monitoring improvement; work on prejudiced attitudes and encouraging the bully to make a genuine apology to the target.

The sequence of involvement of staff will be; Tutor - Year Leader - Senior Leader - Police. Referral to SENCO/secondary support may be appropriate.

### Support for a target of bullying:

Staff will:

- listen to any report of bullying and take it seriously
- Inform parents and involve them as well as trusted friends with support strategies
- Promote support methods and monitor regularly, e.g. peer buddy/prefect buddy/safety checks by staff
- Provide 'safe havens' for vulnerable times, e.g. breaks before and after college
- Encourage positive friendships among peers
- Access secondary support staff to promote responsible assertiveness and improve well-being
- Use strategies like 'circle of friends' for continued support
- Provide e-mail help: besafe@sirharrysmith.cambs.sch.uk

### What can you do if you are being bullied?

- Remember that silence is a bully's greatest weapon
- Tell yourself you do not deserve to be bullied and that it is wrong
- Be proud of who you are. It is good to be an individual
- Try not to show you are upset; it is hard, but a bully thrives on your fear
- Stay with a group of people, there is safety in numbers
- Be assertive - shout NO! Walk confidently away
- Go straight to a member of staff

It's best to tell an adult you trust - you will gain support.

### Relationship and Sex Education (RSE)

The aim of the curriculum at Sir Harry Smith is to provide an education that meets the needs of individual students in a safe secure environment. Relationship and sex education is part of the wider health education programme and is taught within this context.

We feel strongly that the process of sex and relationship education should be a partnership between school, home and community.

Lessons are timetabled whenever possible, in a welcoming environment. We make every effort for the lessons to be clearly understood by the students, promoting a sense of order and purpose. There are clear and coherent lesson plans and a variety of activities. We encourage both teacher and student to listen to the opinion of others in order to promote tolerance and respect. Students are encouraged to think independently and to actively participate in group work. Students are encouraged to take pride in their work, regarding both content and presentation.

The majority of sex and relationship education is delivered through our PSHE curriculum in Skills for Life lessons, however, we are aware that there are always times when spontaneous discussion will arise and these opportunities are welcomed and addressed, as and when it is seen to be appropriate.

As of September 2020, RSE will become compulsory for all students in secondary schools, however, the legislation 5/94, regarding sex and relationship education acknowledges that parents have the right to withdraw their children from all, or part, of sex and relationship education outside of the current National Curriculum. A parent wishing to exercise this right should, in the first instance, make an appointment with the Deputy Principal or PSHE and Citizenship Co-ordinator to discuss their concerns.



## Uniform Policy

*"Leaders, including governors, have helped to create and sustain a culture in which pupils' safety is everyone's responsibility."*

Ofsted, 2018

## Uniform Policy

*"Excellent school with many visits to and from primary schools."*

Parent, 2019

### Uniform Policy

Sir Harry Smith Community College expects students' appearance to be smart and presentable. The uniform policy has been developed with the purpose of ensuring that students are smart, safe and have clear guidelines of College expectations. A high standard of personal appearance is expected of all students. We believe that a smart uniform, worn properly, is very important because it demonstrates the pride that students take in the College and signals their readiness to be part of the learning community.

We expect all students to wear full uniform at all times. The College therefore reserves the right to ask students to remove items of clothing, adornments (i.e. badges, sweatbands, hats, scarves, ornate belts) or jewellery, which are deemed contrary to the spirit of the policy in the opinion of the leaders of the College. We also reserve the right to ask students to remove excess makeup and/or nail varnish.

The College uniform for students in Years 7 - 11 is as follows:

- Plain white polo shirt with College logo
- Tailored black trousers or black SHSCC skirt (modest length and fit). Black skirts with SHSCC logo are available in two styles; one pleated and one plain with pockets. Alternatively, tailored shorts or culottes may be worn
- Maroon College sweatshirt or cardigan (in Years 7 to 10). Black College sweatshirt or cardigan (in Year 11)
- Black, low-heeled footwear (i.e. less than 2" in height) - or plain black plimsolls. No sports or fashion logos or decoration should be visible on footwear. Nothing made by a sports manufacturer or in a sporty style e.g. leather trainers, Vans, Reebok, Converse, Nike etc. Open-toed shoes are not suitable, for health and safety reasons
- Tights should be plain black, no patterns
- Coats should be kept in lockers and should not be worn around the building

If you have any concerns or queries before purchasing uniform items, please contact the college for clarification.

### Jewellery and Body Piercing

Students may wear an inexpensive watch, one pair of studs in the lower lobes and one small nose stud. Hooped earrings, including sleepers, are not allowed. Students who choose to wear studs must remove them for PE.

No body jewellery is allowed (tongue, lip, eyebrow, belly button, etc.). Any jewellery brought into College is at students' own risk. Facial piercings (other than a single small nose stud) are not allowed and students will not be allowed to mask such a piercing with a plaster from first aid.

If a student wishes to have body pierced jewellery other than that allowed by the College, we stipulate that they have the piercing done at the beginning of the long summer holiday. This gives several weeks for the piercing to establish itself. The student is then able to take out the stud/ring safely to attend College, but to replace it at home. Any student wearing a ring or stud other than those allowed in the uniform code, who will not remove it on request, will be thought of as being unco-operative with the rules of the College. Lack of co-operation may result in isolation in the BSU or exclusion.

### Make-up

Students may only wear a very small amount of discreet make-up and clear nail varnish. Any student unsure about how much make-up counts as discreet should seek advice from their Year Leader or the Behaviour Support Unit.

### Hair

Hairstyles and hair colours which stand out in an unacceptable way and which may have a detrimental effect on the reputation of the College are not encouraged. Symbols shaved into the hair are not acceptable. The College reserves the right to request, and expect, students to make changes to their hair, if this is deemed the case. In extreme circumstances, a student can be refused admission to the College until the hairstyle and/or colour is considered acceptable. Hairstyles should not be patterned, stepped or shaved, and cut no shorter than a number 2.




### Equipment

- Pens (blue/black), pencils, ruler, rubber, pencil sharpener, protractor, compasses, calculator and glue stick. All these items can be purchased from the exams office. In addition, students may purchase other items such as art sketch books and revision booklets
- Many students find it useful to have the following items: coloured pens/pencils and a USB pen




- Students will need a sturdy bag in which to carry equipment and books. They will be issued with several text books which should be looked after and returned in a reasonable condition

Please note: This is general information. As you know fashion trends come and go so our list cannot be exhaustive. It is at the discretion of the Principal of the College to take action regarding any fashion trend or hairstyle which we feel is unacceptable.

### College Clothing

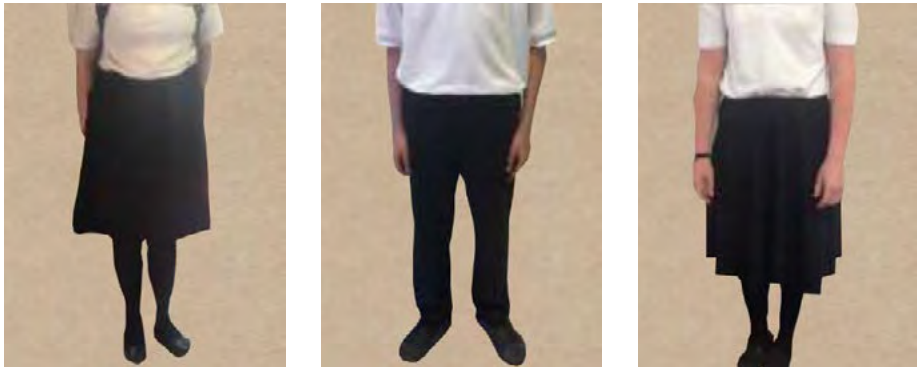
| Item                               | Colour | Description  | Image   |
|------------------------------------|--------|--|---|
| Shirt                              | White  | Plain white College polo shirt with logo   |    |
| Sweatshirt/Cardigan Year 7-Year 10 | Maroon | Plain maroon sweatshirt or cardigan with College logo  |    |
| Sweatshirt/Cardigan Year 11        | Black  | Plain black sweatshirt or cardigan with College logo   |   |
| Skirt                              | Black  | Black SHSCC skirt (modest length and fit)<br>Black skirts with SHSCC logo are available in two styles: one pleated and one plain with pockets. Alternatively, tailored shorts or culottes may be worn. |   |
| Tailored Trousers                  | Black  | Must be a traditional formal suit trouser  |    |
| Tights                             | Black  | Plain, no patterns   |    |

College Clothing (continued)

| Item      | Colour                           | Description  | Image  |
|-----------|----------------------------------|--|--|
| Footwear  | Black                            | Low-heeled footwear only (less than 2" in height) or plain black plimsolls. No sports or fashion logos or decoration visible on footwear. Open-toed shoes are not suitable for health and safety reasons. All shoes must be below the ankle. |  |
| Socks     | Black, grey or dark plain colour | Plain  |  |
| Jewellery |                                  | Students may wear an inexpensive watch, one pair of studs in the lower lobes and one small nose stud.  |  |
| Make-up   |                                  | Discreet make-up and clear nail varnish only.  |  |

Please put student's name on all items of uniform and PE kit

Examples of how the uniform should look



College Physical Education Uniform

The College PE kit is as follows:

| Girls                                |                                      | Boys                                 |   |
|--------------------------------------|--------------------------------------|--------------------------------------|---|
| Essential                            | Optional                             | Essential                            | Optional  |
| Maroon polo shirt (with school logo) | Black 1/4 zip top (with school logo) | Maroon polo shirt (with school logo) | Black 1/4 zip top (with school logo)                      |
| Plain black shorts /skort            | Plain black sports leggings          | Plain black shorts                   | Plain black tracksuit trousers (if outside during winter) |
| Maroon, long sports socks            | Football or rugby boots              | Maroon, long sports socks            |   |
| Sports trainers                      |                                      | Sports trainers                      | Football or rugby boots                                   |

Personal Protective Equipment:

Some activities will require personal protective equipment. Your child's PE teacher will discuss this with them prior to commencing activities that require this equipment.

- Gum shield
- Shin pads
- Football or rugby boots

All students:

- Where a student is excused from taking part in a PE lesson, a note from a parent/carer must be provided.
- Students are still required to bring PE kit as they will be given an alternative role within the lesson.
- Students that do not have correct or any kit with them will receive a detention.

Security of the changing rooms and students in PE:

- For safety reasons, all jewellery must be removed for PE lessons.
- We advise that no jewellery or valuables are brought into college on PE days.
- For safety reasons a member of staff will remain in the changing rooms to supervise changing time.
- No aerosols are to be used anywhere in the college, including the changing rooms.
- The college accepts no responsibility for items lost or stolen.

## Child Protection

*"Staff, pupils and parents are rightly confident that pupils are well looked after at school."*

Ofsted, 2018

### Child Protection

Sir Harry Smith Community College fully recognises the responsibility it has under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

The college will therefore be alert to signs of abuse and neglect and will follow the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection.

Parents/carers should know that the law requires all college staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The college should make parents/carers aware that records of welfare concerns may be kept about their child. They should be informed that college staff will seek, in general, to discuss any concerns with them including referrals to other agencies. However, in situations where the child is suspected to be at risk of harm, the law says that colleges may take advice from other agencies without informing parents/carers.

Through their day-to-day contact with students and direct work with families, staff at the college have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the appropriate agency, normally the appropriate Child and Family Team (Social Services).

Our Safeguarding and Child Protection Policy sets out how the college's Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the college.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to students and the creation and maintenance of a whole college protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse.

SUPPORT TO STUDENTS who may have been abused.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Our policy applies to all staff and volunteers working in the college

including community education staff and governors, teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for young people. Concerned parents may also contact the college and its governors.

The law requires all college staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent, and where possible inform them of a referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm.

In accordance with local information sharing protocols, we will ensure that information is shared effectively and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service.

Colleges will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm.

Occasionally, concerns are passed on which are later shown to be unfounded. Parents will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Under Section 3 (5) of the Children Act 1989, colleges or any person who has care of a child "may... do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare". This means that on rare occasions, a college may need to "hold" a child in college whilst Social Care and the police investigate any concerns further.

A full copy of the college Child Protection Policy is available, on request.

## Mobile Phones and Handheld Devices Policy

*"I absolutely love SHSCC. It is fantastic in every way. Staff across the board are all caring, kind, supportive and only have the child's best interests and welfare at heart."*

Parent, 2019

### Mobile Phones / Handheld Devices Policy

Sir Harry Smith Community College recognises that parents may wish their children to have mobile phones for use in cases of emergency.

**(Smart devices, such as smart watches, that can text, search the internet, make calls etc. are also covered by the same rules if used for these purposes during school hours).** However, mobiles can be used inappropriately and parents should be aware that whilst there are obvious benefits to students having a mobile phone, in terms of personal safety, there are also some associated risks such as the potential for theft, bullying and inappropriate contact, including grooming by unsuitable persons.

We therefore insist that:

- No handheld devices (including earphones) to be seen or heard anywhere in College from 8.40 a.m. until 3.00 p.m., except for break and lunchtimes in the Red Hall and/or outside on either playground only.
- Staff will confiscate handheld devices from students if they are seen or heard at inappropriate times; this includes lessons and lesson changeover times. However, students may be permitted to use mobile phones / handheld devices in lesson when expressly directed to do so by Curriculum Managers solely for educational purposes.
- The device will be put in a bag labelled with the student's name and taken to Reception.
- The student may collect the device at 3.00 p.m. from Reception and will be asked to sign in receipt of the device.
- Reception will operate a logging system and if a student has three or more occasions where a device is confiscated, parents will be contacted to ask them to collect the device from Reception.

### Confiscation of Phone

Students' mobile phones will be confiscated should they not adhere to College Policy and confiscations will be recorded each half-term.

|                     |   |
|---------------------|---|
| First Confiscation  | Student can collect from Reception at 3.00 p.m  |
| Second Confiscation | Pastoral Secretary will inform parents via a phone call and via BehaviourWatch (white slip) |

|                     |  |
|---------------------|--|
| Third Confiscation  | Collected by parent from Reception                         |
| Fourth Confiscation | Collected by parent from Reception and Year Leader meeting |
| Fifth Confiscation  | Collected by parent from Reception and SLT meeting         |
| Sixth Confiscation  | Meeting with the Principal                                 |

Students who fail to comply with a staff request for confiscation will be dealt with via the normal disciplinary procedures for failure to follow staff instructions.

If a member of staff at school has any suspicion that a mobile phone had unsuitable material stored on it, students will be required to hand over the phone to a member of staff and parents will be asked to collect it from a Senior Leader at the College. In circumstances where there is a suspicion that the material on the mobile may provide evidence relating to a criminal offence, the phone will be handed over to the police for further investigation. Parents will need to recover the phone from the police in such circumstances.

Any inappropriate or unauthorised use of the camera or phone facilities affecting students or staff may lead to confiscation. Students may be asked to unlock the device in order to show if inappropriate / unauthorised photos or videoing has taken place.

Any failure to comply with the above guidelines may result in normal disciplinary action to be taken up to and including the consideration of permanent exclusion of the students concerned.

Students remain responsible for their own property and will bear the responsibility of any losses.

### Inappropriate taking and use of photographs

Students taking and/or sharing inappropriate photographs of staff or other students will face serious disciplinary action. In appropriate circumstances, a complaint may be made to the police.



## Other Information

*"Very happy with the school. Fought hard to get him in; the school is fantastic."*

Parent, 2019

### Charging Policy

The following is a summary of the college's Charging and Remission Policy. The full version has been approved by the Governing Body and is published on the college website.

Generally, there is no charge made for equipment, books and activities that take place during college hours as part of the normal statutory curriculum.

On occasions, extra enrichment opportunities may be on offer during college hours for which we may ask for a voluntary contribution (e.g. theatre trips, museum visits, field trips, transport to matches etc). If field trips form an essential part of the curriculum, then no charge will be made.

In areas of the curriculum such as Food Technology, Art, Technology etc. where parents have indicated in advance that they wish to have the finished product then charges may be made.

There may be occasions when it is suggested that students may like to buy a book or file that will help in their studies. Teachers may sometimes help by ordering books or files for students. It is never our intention to pressure students or parents in any way for payment.

There may also be occasions when we will ask parents for a voluntary contribution towards materials and ingredients for practical subjects. Parents will be asked to agree to and be charged for any form of education outside college hours as optional extras. It is our intention to charge parents for any lost equipment or books and to ask parents to pay for broken or damaged equipment where they result from a student's behaviour.

### Act of Collective Worship

It is a statutory requirement that all students, unless withdrawn by their parents, must attend a daily act of collective worship. It is possible for arrangements to be made which are in keeping with the wish of the Governing Body that the college should conform as closely as practicable to its statutory obligations.

It is the responsibility of the Principal, therefore, to ensure that regular meetings of various types are held on a daily basis for different sections of the college community. These meetings are seen as essential to the

creation and maintenance of a pleasant college spirit and an important contribution to the spiritual and moral development of the students.

There will be one assembly per week for each group organised by the year leader. This will involve invitations to colleagues or visitors to lead an act of worship. Most assemblies will usually be a celebration of college life, promoting moral, social and cultural issues. They may involve secular or religious participation by students, music, presentation and administrative matters relevant to the year group.

The Governing Body urges all staff to be present at appropriate assemblies in order to contribute to that aspect of the corporate life of the college that assemblies represent.

Parents who wish their children to be withdrawn from any act of collective worship should initiate this by writing to the Principal in order that the matter may be discussed.

### Community Education

Learning takes place wherever, whenever and however people gather together, to share or pursue common interests. Our aim is to play a part in helping to meet the educational needs of the community and to provide opportunities for personal development, regardless of age, status, ability or past educational experience. The Sir Harry Smith Community College is your college - it belongs to the community and is an important part of community life in Whittlesey.

The Youth and Community Centre is an important and integral part of community education provision, with separate premises near the centre of town in Scaldgate. The aims of the Youth Service are to promote personal relationships, individuality, understanding, responsibility and friendship during the transition stage between school and work or further education. The centre is open to young people and is run by a team of experienced workers, who provide the members with a programme of informal social activities and leisure pursuits. Please telephone the Youth Centre on 01733 203624 for further details.

## Other Information

*"Outside of the classroom, many pupils participate in the exceptionally rich range of cultural, musical and sporting activities that the school has to offer."*

Ofsted, 2018

### Celebration Evenings

We have two prestigious award celebration events during the year. An Awards Evening takes place in July, and recognises academic excellence, outstanding and continued effort and the most improved performer in Years 7-10. In December there is the Celebration Evening when GCSE, A-Level Certificates and a number of special awards for outstanding achievement are presented. Parents are invited to join the students on these special occasions.

### Special Educational Needs Policy

At Sir Harry Smith Community College we believe that everyone is of equal value; that all students have a right to equal opportunity, and full access to the National Curriculum.

We believe that the views of the child should be sought and taken into account and that parents have a vital role to play in supporting their child's education. All students with special needs, educational, physical, emotional and social, should be enabled to access all educational opportunities of the college.

All students should be enabled to develop their full learning potential. Students with Special Educational Needs will be encouraged to become independent and take responsibility within the college. Everyone in the college community - governors, staff, students and parents - has a positive and active part to play in achieving this aim.

### Statutory Information on Attendance

|   |       |
|---|-------|
| Total number of pupils of compulsory school age (May 2020)          | 907   |
| % of pupil sessions (half days) missed through authorised absence   | 4.32% |
| % of pupil sessions (half days) missed through unauthorised absence | 1.08% |

### Year 7 Admission Information for 2020-2021

|   |     |
|---|-----|
| Planned Admission Number  | 210 |
| Number of written applications/preferences expressed for those places | 268 |

*"Staff ensure that pupils behave very well, both in the classroom and around the school."*

Ofsted, 2018

## Code of Behaviour

The one rule for all staff and students at this college is 'everyone will show courtesy and consideration at all times'.

## Student Code of Behaviour

Our courtesy and consideration code translates into the following expectations for students:

|             |   |
|-------------|---|
| Courteous   | In speech and conduct<br>Show good manners<br>Respect for other people                |
| Considerate | Exercise patience<br>Care for the college<br>Care for other people and their property |
| Prepared    | Correctly dressed<br>With the proper equipment<br>Ready for work                      |
| Punctual    | For college<br>For all lessons<br>Be at the right place at the right time             |
| Tidy        | Neat and clean in appearance<br>Take pride in work<br>Care for the environment        |
| Safety      | Walk quietly  |
| Conscious   | Observe all college safety practices<br>Use equipment properly                        |

There is a copy of this code in:

- Student Planners
- All classrooms

We hope that by encouraging students to adopt caring and responsible attitudes at college, they will behave sociably at all other times in their lives, too. If a student has done something well, tried especially hard or offered a service to the college, they will be rewarded on the Behaviour Watch computerised system. They will be given points, which will be continually totalled. Every half term there will be a celebration assembly, at which Bronze, Silver, Gold and Platinum Ultimate certificates are presented. E-mails may be sent via Behaviour Watch to form tutors, year

leaders, curriculum managers and parents, to inform them of a student's achievement. Points will be taken off, however, for poor behaviour.

We expect a very high standard of self discipline and behaviour from all students at all times. We encourage students to adopt caring and responsible attitudes both in and out of college.

If a student fails to meet our expected standards of work or behaviour, sanctions may be appropriate.

## Sanctions

Behaviour which is a concern to the classroom teacher may be dealt with in a number of ways:-

- Students may be verbally warned
- Students may be moved to a different seat in the classroom
- Students may be moved to a different classroom for that period
- Students may be set a detention
- Students may be referred to the Curriculum Manager or Year Leader for persistent poor behaviour
- Students may be put on report card
- Students may be placed in the Behaviour Support Unit

Recently introduced legislation allows teachers far broader rights to restrain, detain and remove unruly students, confiscate mobile phones that are being used in a malicious or disruptive way and punish students for poor behaviour, not just in college, but also on the way to and from college. The core principles of this new legislation are:

- Strong statutory powers to punish students for unacceptable behaviour; this can include weekend detentions
- A legal duty on schools to make provision for measures to tackle all forms of bullying
- The legal right to reasonably confiscate mobile phones and inappropriate items from students
- Reaffirming the legal power to use physical force to restrain or control students where there is no alternative way of preventing them causing major disruption in schools or harming themselves or others.

Further information can be found on the DfE website.

*"Many parents commented about the support and encouragement their children receive."*

Ofsted, 2018

## Communication

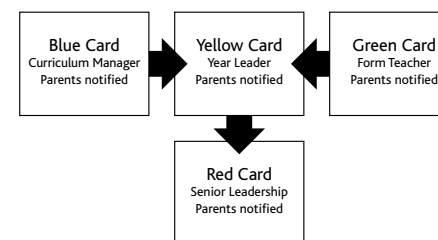
- Teachers may write a comment in the student planner for form tutors and parents to see
- When students are put on report by curriculum managers, form tutors or year leaders, a letter will be sent home or a phone call made to parents

## Detentions

- Teachers may keep students in at break and for ten minutes at the start of lunch or at the end of college, without prior notice, unless students catch a bus to get home
- Parents and students will be given 24 hours notice for longer detentions (up to one hour). Students will be given a green student slip which they would be expected to show to their parent/guardian at their earliest opportunity. The college does not legally require parents' permission to keep a student in detention
- Students may expect a detention if they are late for college on three occasions
- Senior Leadership detentions take place after college on a Friday

## Report Cards

Students are sometimes placed on report if there is cause for concern. The lowest level of report card is the Blue Card, which a classroom teacher may use. Parents would not necessarily be notified that their child is on report at this stage. Students move up the levels of report cards if their behaviour is not showing signs of improvement.



Students work their way back from red to yellow to green as their behaviour improves. Parents are asked to check and sign report cards and, when completed, a copy of the card is retained on the student's file. The length of time that a student stays on card varies with the individual and the circumstances attaching to that individual.

## Isolations/Internal and External Exclusions

- The aim of excluding students from college is to give staff and students space to develop strategies for coping with the situation
- A student may be required by a curriculum manager to work away from his/her normal class for one or a series of lessons, if the student is being persistently disruptive in the lesson
- Students may be required to work in isolation by a year leader for a lesson, part of a day, or a day, as deemed necessary (eg for not responding to a Year Leader report, to calm a situation, or for a series of misdemeanours)
- More serious incidents of behaviour (eg verbal or physical abuse to staff, fighting, bullying, acts of violence, and deliberate defiance of staff authority) may result in either internal or external exclusion, depending on the student's record and at the Principal's discretion. Parents are notified of both internal and external exclusions, and are invited into the college to discuss re-entry conditions and further action. Students are put on red report upon re-entry
- Copies of exclusion letters are given to the Chair of Governors
- Isolation and internal exclusions take place in the Behaviour Support Unit

## Admissions for 2021/2022

*"I would like to thank all of the staff at SHSCC for helping my daughter to settle in to secondary school life."*

Parent, 2019

### Catchment Area

Children living<sup>(1)</sup> in the areas served by the following primary schools: Coates, Park Lane, New Road, Alderman Jacobs and Heritage Park, Duke of Bedford, as indicated on the catchment area map<sup>(2)</sup>.

Pupils will be admitted into Year 7 without reference to ability or aptitude. In 2021 the published admission number will be 180.

All preferences are treated equally. Where applications for admission exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit: NB. Children who have a statement of special educational needs that names the college will be admitted. Those children with a statement of special educational needs that does not name the college will be referred to Student Assessment to determine an appropriate place.

- Children in care, also known as Looked After Children (LAC), and children who were looked after but ceased to be so by reason of adoption, a resident order or special guardianship order.
- Children living in the designated catchment areas, attend one of the schools listed above and who have a sibling<sup>(3)</sup> at the college at the time of admission. Parents may contact the LA if they are uncertain whether or not they reside in the catchment area
- Children living in the designated catchment area and who have a sibling at the college at the time of admission.
- Children living in the designated catchment areas and attend one of the schools listed above.
- Children living in the designated catchment areas.
- Children who live outside the catchment area, who attend primary schools within it and who have a sibling<sup>(3)</sup> at the college at the time of admission.
- Children who live outside the catchment area who have a sibling at the college at the time of admission.
- Children who live outside the catchment area who attend the primary schools within the catchment area.
- Children who live outside the catchment area, but nearest the college with the distance between home and college measured in a straight line.

In cases of equal merit, priority will go to children living nearest the college according to the shortest distance. This is measured as a straight line from the reference point of the home to the main pupil entrance at the college.

<sup>(1)</sup> The home address is defined as the address of the adult with parental responsibility with whom the child normally lives and which applies at the time of application. Applications based on future addresses can only be considered up to six teaching weeks before the child is expected to take up the place and upon confirmation of a minimum of six month tenancy agreement or exchange of contracts.

<sup>(2)</sup> A map showing the catchment area and/or further information can be obtained from the college.

<sup>(3)</sup> A sibling is defined as another child of compulsory school age living in the same family home.

## Term Dates/The College Day



### Term Dates 2021/2022

#### Autumn 2021

|             |   |
|-------------|---|
| Term starts | Friday 3rd September 2021                       |
| Term closes | Friday 17th December 2021                       |
| Half term   | Monday 25th October to Friday 29th October 2021 |

#### Spring 2022

|             |   |
|-------------|---|
| Term starts | Wednesday 5th January 2022                        |
| Term closes | Friday 1st April 2022                             |
| Half term   | Monday 14th February to Friday 18th February 2022 |

#### Summer 2022

|             |   |
|-------------|---|
| Term starts | Tuesday 13th April 2022                 |
| Term closes | Friday 22nd July 2022                   |
| May Day     | Monday 2nd May 2022                     |
| Half term   | Monday 30th May to Friday 3rd June 2022 |

(Correct at time of going to press)

### The College Day

|               |                          |
|---------------|--------------------------|
| 8.25 - 8.40   | College opens            |
| 8.40 - 9.00   | Registration or Assembly |
| 9.00 - 10.00  | Lesson 1                 |
| 10.00 - 11.00 | Lesson 2                 |
| 11.00 - 11.20 | Break                    |
| 11.20 - 12.20 | Lesson 3                 |
| 12.20 - 13.20 | Lesson 4                 |
| 13.20 - 14.00 | Lunch                    |
| 14.00 - 15.00 | Lesson 5                 |
| 15.00         | Lessons end              |
| 15.00 - 17.30 | Activities               |





*"Pupils often develop their interests to a high level, engaging in debating contests at the University of Cambridge for example."*

Ofsted, 2018

Aspire Learning Trust is fully compliant with the GDPR legislation. One aspect of this is to clearly state for parents, students and staff what data is held in college about them. This is done through a Privacy Notice, which outlines what data the school holds, and why.

In general, the college will use data to:

- support teaching and learning
- monitor and report on progress
- provide appropriate pastoral care
- assess how well the school is doing

This information includes students' contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. We will not give information about students to anyone outside the school without prior consent unless the law and our rules permit it. We are required by law to pass certain information to the Local Authority (LA), and the Department for Education (DfE).

If you require more information, and all the policies in full, please see the Trust website: [www.aspirelearningtrust-cambs.co.uk](http://www.aspirelearningtrust-cambs.co.uk)

Our Data Protection Officer is Mrs Justine Henderson, who can be contacted at the college.





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