



# Sir Harry Smith

Community College

**Prospectus 2015/16**

# Contents

Welcome to Sir Harry Smith Community College	3	Library Resource Centre	29
Statement of Governor Purpose	4	Supportive Skills	30
Our Values	5	Sixth Form	31
The College	6	Careers Information, Education and Guidance	32
Working Together	7	Beyond the Classroom	33
		Homework Policy	34
The Curriculum	9	Examination Policy	36
Art	11	College Organisation	37
Business Studies	12	Sex and Relationship Education	39
Computing	13	Anti-Bullying Policy	40
Design & Technology	14	Uniform Policy	41
Drama	15	Mobile Phones / Handheld Devices	43
English	16	Other Information	44
Geography	17	Behaviour Policy	46
History	18	Child Protection	48
Mathematics	19	Privacy Notice Data Protection Act 1998	49
Modern Foreign Languages	20	Admissions for 2015/2016	50
Music	21	Term Dates/The College Day	51
Physical Education	22		
Religious Education	23		
Science	24	2014 Examination Results	52
Skills for Life	25	2014 Examination Results - GCSE	53
Sociology	26	2014 Examination Results - Key Stage 3 Results	54
Vocational Courses	27	2014 Examination Results - A Level Results (including Vocational)	55



# Welcome to Sir Harry Smith Community College

## Dear Parent,

We are delighted that you are considering Sir Harry Smith Community College for your child's secondary education.

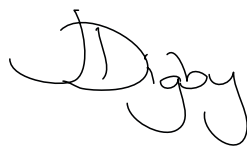
Our most recent Ofsted inspection recognised us as a "good school". Highlights of the report included the inspectors' recognition that the extent to which pupils feel safe and the effectiveness of care, guidance and support were "outstanding". The inspectors also reported that "Students feel much valued and say they feel very safe", and "Students have positive attitudes to learning and the great majority attend regularly, enjoy their lessons and behave well around the college." This is supported by a recent student survey which showed that 99% of students felt safe in school and 92% said that they enjoyed school. Parental surveys have also shown that 98% feel that their child is safe in school and 99% say that their child is well looked after. The survey also showed that 99% of parents would recommend Sir Harry Smith Community College to another parent.

We are proud to be a comprehensive school serving our local community. We have excellent links with our partner primary schools, leading to a very smooth transition into Year 7. We are also seeing more children apply to the college from outside our traditional catchment area and they quickly settle in to the Sir Harry Smith way of doing things. We are presently oversubscribed in a number of our year groups.

Following a major £10 million refurbishment of the college, which was completed in Easter 2013, we certainly do have a school fit for the twenty-first century.

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 education 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.



Jonathan Digby, Principal  
Sir Harry Smith Community College



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## Statement of Governor Purpose

*"The children at Sir Harry Smith have a secure and caring environment in which to work, and are valued as individuals"*

Sandy Donnachie, Chair of Governors

### Dear Parent,

I am delighted to welcome you to Sir Harry Smith Community College. I hope our prospectus will provide an insight into the quality of education and richness of environment at the college.

The college has gone through an exciting period of change with the development of the college through the Building Schools for the Future programme. This was completed Easter 2013 and has given us a wonderful learning environment for our students.

The children at Sir Harry Smith have a secure and caring environment in which to work, and are valued as individuals. We want our students to become independent and confident young people who are sensitive to others, interested in the world around them and prepared for the challenges ahead of them. Ofsted visited the college in March 2011 and rated the college as 'Good' overall, but said we were 'Outstanding' for "the extent to which pupils feel safe" and "the effectiveness of care, guidance and support". The whole college is very proud of what Ofsted had to say and we feel their comments in these two key areas are particularly relevant to students and parents looking to join our college community.

Our exam results continue to be good but we are not complacent about this, it is still a priority for us and our ambition is to improve further. We have an excellent leadership team within the college, who ensure we provide a high standard of teaching and learning. We are proud of our teaching staff and the support staff who work with them; we encourage and expect them to develop professionally for the benefit of the students attending the college.

It is important that as a parent you feel welcome in the college. We strive for good relationships between home, college, parents and staff. A good understanding between college and home helps to build a student's confidence and development in college, and we depend upon the cooperation, and support of parents.

The college looks forward to welcoming you and your child in the near future.

Sandy Donnachie  
Chair of Governors

### School Governors 2014/2015

(Correct at time of going to press)

Mr S. Donnachie	Chair
Mrs D. Hyland	Vice Chair
Mr T. Beebe	Community Governor
Mr M. Bennett	Parent
Mr J. Digby	Staff/Principal
Mr J. King	Authority
Mr S. Orwin	Parent
Ms E. Pilkinton	Staff
Mrs V. Read	Parent
Miss J. Timms	Staff
Mr B. Teague	Parent
Mrs J. Phillips	Parent
Mrs J. Roughley	Parent
Mr I. Flemming	Parent
Mr S. Cheetham	Parent
Mrs C. Smith	Staff



## Our Values

*"The care, guidance and support offered to students are outstanding and these contribute positively to students' development and create an extremely safe and supportive environment"*

Ofsted, 2011

### 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:

- We want our students to become articulate, confident and self-disciplined adults, responsible for their own behaviour and caring for others
- We wish to emphasise co-operation, tolerance, sensitivity and empathy
- We seek to meet the needs of each individual
- We wish to develop students as responsible citizens
- We welcome all members of the community and visitors to the college
- We have high expectations of all staff and students who work at the college
- We think it is important to maintain and develop an attractive working environment

### 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
- We help students to respect other people's religious and moral values and to understand other religions and ways of life
- We help students to understand and appreciate the multicultural world
- We help students to understand that everyone regardless of their race, sex, social background, status or disability has a right to equal opportunities
- We invite parents to be partners in the education of their children



# 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 school, and will enable us to create an exciting future for Sir Harry Smith Community College.



## 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 the six 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. 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 school work and homework, and sign the student planner on a regular basis to confirm they have checked that homework has been completed
- Our Parent Council meet a number of times each term. This is a forum which 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.



*"Staff display high levels of commitment to every student, reflecting the college's caring ethos"*

Ofsted, 2011

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 trip per half-term to celebrate positive attitude and behaviour and attendance.

We have two prestigious award celebration events in the year. The Key Stage 3 Awards Evening takes place in July, and recognises Academic Excellence, Outstanding and Continued Effort and the Most Improved Performer in Years 7 - 9. In January 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. Four to six 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 758924. 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 severely affect a student's overall percentage attendance.



# The Curriculum

*"The curriculum provides a variety of pathways and students have access to a range of academic and vocational subjects. There is good opportunity to study on different levels at Key Stage 4, so that the curriculum can be personalised and tailored according to student need"*

Ofsted, 2011

## 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 in 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 National Curriculum 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, 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 that the majority of students will continue their education after Year 11 and many 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 are constantly reviewing our Post 16 provision to look at how we can add extra vocational courses alongside a growing range of AS and A2 courses.

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



## 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 developing skills to express a personal response. There is also a significant written element to the GCSE course that enable students to demonstrate their critical and cultural understanding. During Years 10 and 11 students work on two major project units. During the process of completing these units each student will complete a 45 hour controlled assessment. The coursework part of the course is worth 60% of the total marks. At the end of Year 11 students will take a ten hour timed test to determine the remaining 40%.

## Additional Information

Sixth Form students work on the Edexcel AS and A2 courses which follow the same 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.

# Business Studies



## 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 three units of study. The first two units of study will be completed in Year 10 and this will consist of a multiple choice exam (unit 1) and a controlled coursework assessment (unit 2). Controlled assessment means that students develop their coursework under exam style conditions and will be given a limited timeframe to complete it.

Unit 1 and Unit 2 cover the same content but are assessed in different ways. The content of these units includes spotting a business opportunity, showing enterprise, putting a business idea into practice, effective start-up and economic context. Unit 1 concentrates on the key issues and skills involved within these topics and then unit 2 allows students to analyse and evaluate what they have learnt.

In Year 11 students undertake the final unit of study which is Unit 3 – 'Building a Business'. This unit encourages students to understand what happens beyond start-up and how to build a business. It includes the following main topics: marketing, meeting customer needs, effective financial management, effective people management and the wider world affecting business. This is an externally assessed unit in the form of a written exam.

The GCSE grade will be determined by the results of all three units and these make up the total GCSE as follows: Unit 1 - multiple choice exam (25%), Unit 2 - controlled coursework assessment (25%) and Unit 3 - written exam (50%).

## Sixth Form

AS and A2 Business Studies is offered in the Sixth Form. The AS course consists of two units which are both externally set exams based on a pre-release case study. The A2 course also has two units which is 100% exam and is based on what has been learnt at AS, plus new concepts and theories. Topics covered include a wide variety of business theory, such as entrepreneurship, business environment and globalisation.

## 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.





## Aims

Computing plays a vital role in our society and particularly in the education of the students at the 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 college.

## Years 7-9

Our Key Stage 3 Curriculum aims to introduce Computing to those students who have little experience, but stretch and challenge those students who already have a firm grounding in the subject.

Students will develop skills in a variety of software packages, and learn to choose the “best tools for the job”. Additionally students learn how to stay safe in a digital world, how to analyse information for reliability and bias and the basics of project management. Students also begin to learn how to programme computers using visual programming tools and also begin to learn how to write code and mark-up.

## Years 10-11

Students can choose to follow a course in GCSE Computer Science or GCSE ICT. Both courses are comprised of two major strands; theory and controlled assessment. The first is designed to give students an understanding of the fundamentals of the subject, the second designed to give students the practical skills necessary to move forward on either an academic or vocational path.

## Sixth Form

Students can elect to study Computing at AS and A2 level. The course aims to teach students the fundamentals of how hardware and software are integrated, how to program a computer and build software, and also develops problem solving abilities using an algorithmic approach.

## Additional Information

The college now has 6 computer rooms and around 60 student laptops. Each student has an individual digital identity, with access to a myriad of software, plentiful data storage and email for use at college and at home.



# Design & Technology



## Aims

The aim is to teach students how to use materials, tools and equipment to make high quality products and plan systems. Students decide the nature of product required by exploring problem situations and the needs of others. Students are encouraged to be broad thinkers, rather than opting for the first idea that comes to mind. By developing ideas steadily and thoroughly they are taught that they can make quality products that best meet the needs they identified.

## 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 offering complete design freedom, with others being more focused.

From the outset students gain an insight into how computers are now, both an integral part of developing design ideas, as well as their use as a systems control tool. They have hands-on experience of Computer Aided Design and "Control" software from Year 7 onwards. Food products are planned and developed to meet consumer needs in much the same way as products manufactured from wood, metal or plastic. Electronic components are used to show that individual pieces can be combined to make useful systems.

By Year 9, students tackle more open ended problems. This gives them greater opportunity to explore their own ideas and to learn valuable lessons from their mistakes! In Year 9 the concepts and systems required to enhance the power of computers to design and make things are revisited in greater detail. Our aim is to encourage creativity and develop confident makers. We build on skills across Years 7-9 ensuring students have knowledge and understanding in key areas of design and make process, and are ready to take on the challenges that GCSE Technology has to offer.

## Years 10-11

At GCSE, students decide which material to specialise in. Courses in Graphic Products, Food Products and Resistant Materials are offered. Coursework involves a detailed development of a product which is then manufactured, thoroughly tested and evaluated, or they may develop a product as a design task only and then manufacture a different set piece

that better demonstrates their making skills for assessment purposes. Students are required to use elements of CAD/CAM as appropriate to their chosen product.

## Sixth Form

AS Product Design is available for those students in Year 12 who have excelled and are wishing to enhance their qualifications in technology. This can then be continued into Year 13 as an A2 course. Progression could include vocational or university pathways into engineering, manufacturing, product design, interior design, industrial and graphic design, amongst many other possibilities.



## 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 collaboratively a series of projects based on a variety of stimuli within the English curriculum. Students also devise their own issue based drama and experience further advanced dramatic techniques to help equip students for possible GCSE study.

## Years 10-11

GCSE Drama is a growth area at the college. The course will appeal to anyone who wants to understand the workings of the theatre. Students have the opportunity to study published play scripts and learn to act, direct and design performance. At this level, Drama is also a powerful way of developing self confidence for students who specialise in other areas. Students follow the OCR syllabus culminating in a 10 hr practical examination based on a student devised performance.

## Sixth Form

Progression to Key Stage 5 opens up the possibility to enrol on the Level 3 BTEC Performing Arts course, where students are given the opportunity to practically explore the three arts disciplines of Drama, Music and Dance. Students can approach certain modules from the perspective of an actor, a musician, a singer, a choreographer, a technician, a designer, a director, a stage manager or a producer. The modules covered at BTEC allow students

to take on a role and responsibility for a major performance, devise their own performance piece and develop selected skills with a view to broadening a selected strength from the above options. Career paths from this chosen BTEC would enable students to go on to study Drama, Music or Dance at degree level. Many students have commented on the course's ability to develop self-confidence, self-esteem, public speaking and teamwork skills, as well as broadening cultural experiences. Its deeply rooted practical assessment projects mean that students are not assessed by means of a written examination, rather written portfolio work and practical based assessments are preferred.

## Additional Information

Other opportunities that the students can get involved with are the annual Christmas and Summer Expressive Arts Productions, the Talent Show and the Bronze and Silver Arts Awards. Theatre trips are an essential part of both our GCSE and BTEC courses.



## 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 these skills are 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. Students study a wide range of texts for the qualifications and the skills of writing accurately and appropriately for different audiences are emphasised.

## Sixth Form

English is offered for A Level and this is always a popular choice with our students.

## Additional Information

Students are encouraged to extend their interest in English by entering a variety of competitions. The college is fortunate to have received talks from authors and actors. 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.



## Aims

The Geography department aims to give students a better understanding of the world around them. Students are encouraged to take a strong sense of responsibility for their own actions, towards themselves, others and the environment. There are three main aims; to develop geographical knowledge and understanding; to introduce students to geographical enquiry; to help students develop a sense of identity and place through a range of scales from local to global.

## Years 7-9

All students at Key Stage 3 study Geography. Topics are designed to cover contemporary issues significant in today's world and link progressively throughout the Key Stage. In Year 7 students will look at their locality and the issues that are relevant to it, e.g. crime and immigration. In Year 8 students look further afield and consider their role in the global community, while in Year 9 the underlying themes are of global citizenship and sustainability. Students experience a variety of learning experiences; discussion, role play, group presentation and using ICT and fieldwork to cover a range of geographical skills. All students complete common core assignments which are used for awarding national curriculum levels at the end of Year 9.

## Years 10 and 11

The Edexcel GCSE in Geography has four units, each accounting for 25% of the overall GCSE.

**Geographical Skills and Challenges** - This unit covers the geographical skills that are essential for all students GCSE Geography. The skills covered are cartographic, graphical and graphical enquiry, ICT and GIS skills. The unit also covers the major challenges to our planet that we are currently facing: climate change and sustainability.

**The Natural Environment** - This unit covers the physical geography aspects of the natural world and issues related to the environment we live in. Students will study; Coastal, River and Tectonic Landscapes; A Wasteful World.

**The Human Environment** - This unit covers the human geography aspects of the human world and issues related to the people living on our planet. Students will study; Settlement, Economic and Population Change.

**Investigating Geography** - This unit is a controlled assessment unit (internal assessment). Students complete one of the fieldwork tasks from the list provided by Edexcel, which will be marked by teachers and moderated by Edexcel.

## Sixth Form

At AS Level there are two units - 'Global Challenges' and 'Geographical Investigations'.

**Global Challenges** looks at the meaning, causes, impacts and management of global challenges, such as natural hazards and climate change, and how we can influence global challenges through our own lives. The compulsory topics that form this unit are World at Risk and Going Global.

**Geographical Investigations** is a closer look at how physical and human issues influence lives and can be managed. A residential fieldtrip forms part of this unit, and in the past this has been a visit to Dorset's Jurassic Coast. Students study two topics.

**Crowded Coasts** reveals how increasing development is testing our ability to manage these valued environments; **Unequal Spaces** explores the causes and consequences of rural and urban disparities and how to manage them.

At A2 Level, the two units are:

**Contested Planet** - looking at how the use and management of resources is a key issue for geography in today's world. There are six compulsory topics within this unit - Energy Security; Water Conflicts; Biodiversity Under Threat; Superpower Geographies; Bridging the Development Gap; The Technological Fix?

**Geographical Research** - Students conduct their own research. Field work is included in this unit.

# History



## Aims

The History department aims to promote a student understanding of the past by studying some of the great and not so great events. Students will gain the ability of using a variety of types of evidence and study cultures and societies different from their own.

## Years 7-9

In Year 7, students follow three main themes:

- Daily lives
- Conflict and co-operation
- An in-depth study on the Crusades

In Year 8, students study:

- Hearts and minds
- Challenges to Power
- The British Empire and slavery

In Year 9, students study:

- An in-depth study on the Western Front in the First World War
- Era of the Second World War
- Case study of President Kennedy
- Minds and Hearts
- Impact of War
- A New Terrorism

A variety of approaches to teaching and learning can be experienced to make history exciting with use of traditional texts to up to date video and ICT materials.

## Years 10-11

The History department follows a Modern World History since 1914 syllabus. The topics include:

- Courses and events of the Great War 1914-18
- Rise of dictators

Likewise, students develop their source evaluation skills by looking at events in Britain from 1939-1975, including immigration, the role of women and life as a teenager in the 1960s. An enquiry is also completed on the USA, 1919-1941.

## Sixth Form

Students follow two modules in Year 12 for AS History:

- Civil Rights in America, 1945 - 68 and USA in Asia
- Britain, 1945 - 1990

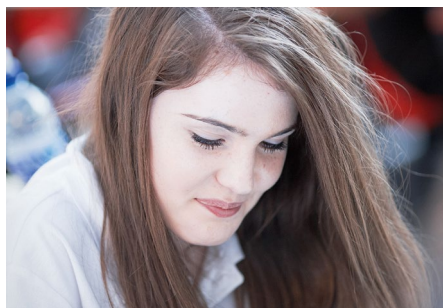
In Year 13 students follow three modules for A2 History:

- 1900 - 2000, China Historical Enquiry
- From Kaiser to Fuhrer: Germany 1900 - 1945

## 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
- Medieval Camp at Mount Fitchett
- The Humanities area also runs a visit to the Houses of Parliament.



## 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 7-9

Students in Years 7 – 9 are taught in sets and follow the Key Stage 3 National Strategy framework for teaching mathematics. This course is supported by selected textbooks, practical work, ICT, investigative work, thinking skills and the numeracy framework. Students are tested at the end of each unit of work and have a more formal assessment at the end of each year.

Homework is set once a week. This will usually be a mixture of written, online or investigative tasks which is related to the work undertaken in class and will last about 30 minutes.

## Years 10-11

Students follow a two year Edexcel Linear GCSE course, leading to entry at either foundation or higher tier. Students will sit exams during Year 11. Students are actively encouraged to take responsibility for their own learning. Homework of about 30 minutes continues to be set once a week.

## Sixth Form

Students follow the AQA Mathematics courses at AS and A2 level, studying a range of pure and applied mathematics. We also offer the Further Maths A-Level which studies further pure and applied mathematics topics. Formal homework is set weekly, as well as an expectation for students to complete a further 5 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 Year 7 students are taught in tutor groups initially, then after the first few weeks they work in groups according to ability. This continues to the end of Year 9.

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 television, 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. In Year 10 there are GCSE oral and written exams which count towards the final grade. At the end of the course 20% is awarded to the receptive skills of Listening and Reading, whereas 30% is awarded to the productive skills of Speaking and Writing.



## 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 their skills and enthusiasm to their full potential as a result of active involvement in performing, composing and listening.

## Years 7-9

In accordance with National Curriculum requirements all students will have opportunities for composing, performing, listening and appraising. 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: Bridging unit, Instruments of the orchestra, Notation and keyboards, Tango music and Gamelan.

Year 8: The Blues, Hooks and Riffs, Samba, Britpop, African drumming, Keyboards.

Year 9: Reggae, Indian Rag, Classical music, keyboards, Rock and Roll, Hip-hop and musical futures.

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

All topics include literacy and numeracy.

## Years 10-11

The Edexcel 2012 Syllabus is currently followed at GCSE. There are three course components:

- Performing (controlled assignment) – 30%
- Composition (controlled assignment) – 30%
- Listening and appraising (written examination paper). Based on 12 set works – 40%

These are approached through areas of study:

- Structure in Western Classical Music 1600 – 1899
- Changing directions in Western Classical Music from 1900
- Popular song in context
- Indian raga, African music and fusions

The final exam consists of 8 listening questions and an essay question. Students must be able to play an instrument well or sing to a high standard before they begin GCSE music.

## Sixth Form

We currently follow the Edexcel syllabus for AS and A Level music. There are three course components for both AS level and A level music:

### AS music

- A six minute performance at grade 5 standard or above (controlled assignment) – 30%
- One composition (controlled assignment) – 30%
- Listening and appraising (written examination paper) – based on ten set works. This exam includes listening questions, essay questions, an analysis exercise and a harmony exercise

### A2 music

- A thirteen minute performance at grade 6 standard or above (controlled assignment) – 30%
- One composition (controlled assignment) and one technical study (3 hour controlled assignment) – 30%
- Listening and appraising (written examination paper) – based on twelve set works. This exam includes listening questions on unknown pieces, and several essay questions based on the set works

## Additional Information

There are a number of music clubs and activities available to students, both at lunchtime and after school. 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.

# Physical Education



## Aims

The Physical Education department believes in furthering the all round education of each child, both as an individual and as a member of a group. Students' interest, skill and enjoyment are stimulated, whilst they develop an understanding of the need for a healthy lifestyle both in terms of physical activity and the application of the principles of safety. Students are encouraged to learn in a fun atmosphere and we encourage them to develop their sporting skills both during lessons and by participating in a broad extra-curricular programme. In addition to this, all students have the opportunity to compete in our inter-form programme which spans across Key Stages 3 and 4.

The Physical Education department believe that this varied programme of activities throughout the Key Stages encourages a positive attitude to sport, health and fitness further into life.

## Years 7-9

In Year 7 students are taught in form groups and in Year 8 and 9 they are put in ability sets. In Years 7-8, students receive three lessons of PE over two weeks, each lasting one hour. Students are taught in both mixed and single sex groupings.

Across the key stage students are taught a range of activities including net/wall, striking and fielding, outwitting opponents, sport related fitness, dance, trampolining and gymnastics. In Year 9 students receive one hour of PE a week, which consists of a variety of activities following on from Year 8.

## Years 10-11

In Years 10 and 11, students continue to develop their knowledge and understanding of some of the areas studied in Years 7-9 and are introduced to some new activities. Everyone receives one lesson a week of "Core PE". Here, students' interests are taken into account with an option choice system in some of the activities. Students are encouraged to develop their organisational and leadership skills and extend their knowledge of the rules and tactics through participation, coaching and umpiring.

## GCSE Physical Education

In addition, in Year 10 students can opt to follow the full course GCSE Physical Education syllabus. This is both a practical (48% allocated to four practical sports, 12% allocated to Analysis of Performance) and theoretical (40%) course. Here, students are taught to develop their sporting skills and tactics through a variety of activities and link this practical knowledge with the theoretical aspects of anatomy and physiology, health, hygiene and fitness and sports safety and prevention of injury. This is a two year course that is examined in Year 11.

## Sixth Form

Students in Year 12 can opt to take the certificated BTEC Level 3 Diploma in Sport. This is five lessons each week and is a two year course which is mainly theory with some practical elements and is assessed by coursework modules. It is equivalent to one A level. GCSE PE would assist this course, but it is not essential.

## PE Uniform

Students need to have the following PE kit. They should bring this to all lessons.

- Plain white PE top (not a main school logo top)
- Maroon shorts
- Maroon/white rugby top
- Trainers (not plimsolls or pumps please, these are not safe for your child to take part in Physical Education at this level)
- Black PE logo sweatshirt (for colder weather, available from college)
- Maroon socks
- Shin pads (needed for football and hockey)
- Football boots (for use in fitness, rugby and football lessons)
- Mouth guards (for rugby)

# Religious Education



## Aims

Religious Education 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. Religious Education is taught to all students at Sir Harry Smith Community College. All parts of the Religious Education course take a multi-faith approach, and the beliefs of all students are treated sensitively.

## Years 7-9

The lower school course of Religious Education 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. 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, which is then placed in the student's individual record of achievement.

## Years 10-11

The OCR course in Philosophy and Applied Ethics is available as an option at GCSE. Students sit four exams at the end of Year 11 covering philosophical (Good and Evil, Revelation, Science) and ethical perspectives (Relationships, Medical Ethics, Poverty). Students not opting to do the subject at GCSE level will follow a course that covers many topics related to the full course GCSE.

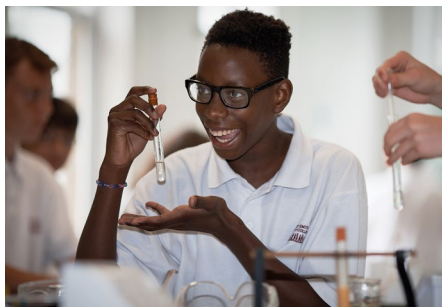
## Sixth Form

At present, Religious Education in the Sixth Form is delivered through the Sixth Form enrichment programme.

## Additional Information

A wide variety of teaching methods is 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 Regent's Park Mosque in London. Parents have the right to withdraw their children from Religious Education 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. All of our ten laboratories have undergone full refurbishments and are equipped with brand new apparatus and modern laboratory facilities. Students are also encouraged to develop their ICT skills and have regular opportunities to use wireless notebooks to support their learning or for giving oral presentations.

## 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 in 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 a mix of 25% coursework and 75% examinations, which are undertaken at the end of Year 11. Each student's progress is tracked carefully to ensure that each child is entered for the course most suitable for them.

## Sixth Form

We currently offer OCR Biology, Chemistry and Physics at AS and A2 level. These subjects are assessed by both Investigative Skills Assessments (ISAs) and exams taken at the end of one or two years.

## Additional Information

Our excellent links with external organisations means that we are able to offer our students a variety of different learning opportunities and field trips as well as inviting stimulating visitors into school to inspire them, such as:

- Lectures by Dr Andrew Holding and Professor Adrian Dixon from the University of Cambridge to Year 10 and 11 chemistry students on Alchemy and Air and to KS4 and KS5 students on Radiology and Medicine
- A-level Physics students visiting the Kavli Institute for Cosmology at Cambridge University
- Gifted and Talented students in Science and Maths attending the STEM fair at the Duxford Imperial War Museum for the past three years
- Students in Years 10 and 11 aiming to achieve top A\*/A grades attending the GCSE Science Live! event in London in January 2014 where they were able to interact with 5 top scientists and a chief examiner
- A-level Biology students undertaking field study in Hunstanton and West Runton to investigate ecology and shoreline succession as part of their coursework
- The American biotechnology company, AMGEN, providing us with highly specialist equipment so students have the opportunity to carry out practical biotechnology and genetic engineering
- In July 2014 scientists from AB Agri offered a practical Enzymes workshop for all Year 10 students, with the aim to set classroom science in a real world context
- Every July some of our most able students in Years 7 to 9 are given the opportunity to compete against other Cambridgeshire schools in the Swavesey Science Challenge and our 6th form scientists attend the Royal Society's Summer Science Exhibition

We are also proud to be consulting with Peterborough Museum and the Natural History Museum on their Real World Science programme which offers hands on workshops to our students. In May 2013 a group of gifted and talented students in Years 7 and 8 attended practical science workshops studying Palaeo-art, Microfossil Extraction and Colour in Nature with an emphasis on How Science Works. In March 2014 Year 12 Biology students were able to work with early human skull replicas in an Evolution workshop. The whole of Year 7 were also given the opportunity to visit the NHM and their Britain: One Million Years exhibition in July 2014 as part of this partnership.

A weekly Science Club is also offered to all students as well as science activity days at the end of the summer term. In the past two years, this had given over 50 students in Years 7 to 10 the opportunity to complete 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 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
- 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 examine topics such as the 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.

### Additional Information

Our programme is based upon the Cambridgeshire and Peterborough Framework for Personal Development and includes Citizenship, Personal, Social and Health Education and the Cambridgeshire Framework for Careers Education and Guidance.

### 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

This course aims to encourage students to look at society with an enquiring mind. The aims of the course are to gain an understanding of how individuals relate to the rest of society and to understand the process through which people are integrated into their particular cultures. To this end, we look at what makes up a culture before looking into detail at how individuals are made into “social animals”.

## Years 10-11

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. For example, we may look at a case study of crime and consider how best to go about gathering data on criminals. During Year 10 students will also learn about how individuals are socialised into being members of society through various “agents” of socialisation such as the family, the mass media and the education system.

Year 11 will be mostly taken up with the study of specific topics in Sociology, for instance Crime and Deviance, which looks at the reasons why individuals choose to commit crimes and some of the possible solutions to this problem. Assessment is through three module examinations, two of which will be taken at the end of Year 10 and will contribute 50% to the final grade. Students may have the opportunity to resit modules if they wish.

## AS Level

At AS Level assessment is through module exams and coursework. 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 Socialization (focusing, in particular, on the family)
- Sociological research skills

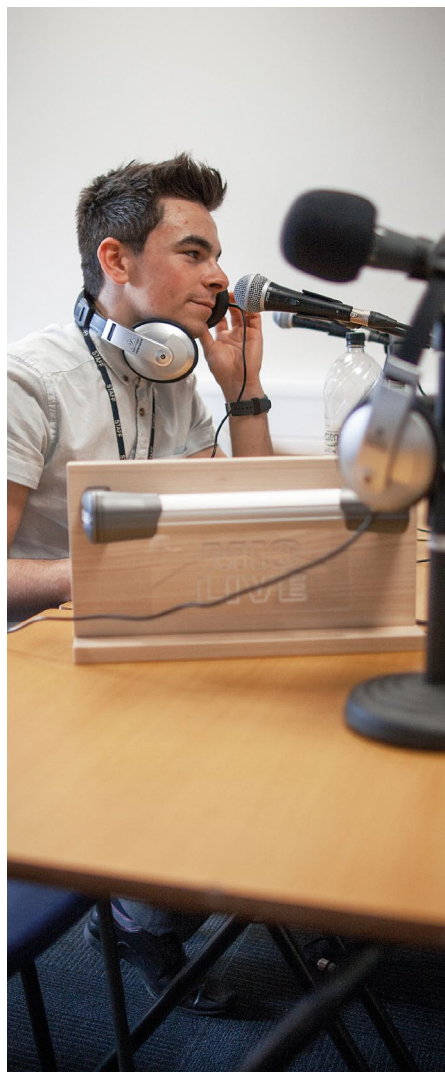
## A2 Level

At A2 level the skills learnt at AS level are expanded upon. There are two exams at the end of the year. The main areas of study are:

- Power and Control (Crime and Deviance)
- Social Inequality and Difference (which focuses on the reasons and nature of poverty and inequality in society)

Sociology has proved to be a popular course and has contributed to the range of A Level courses available to students wishing to continue into further education at Sir Harry Smith.

## Vocational Courses



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. Each course requires a minimum of one day's teaching time. Level 1 courses are available for students who find traditional GCSEs difficult.

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, ICT or creative and media sectors. Students who opt for these courses work independently on projects related to the community.

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 coursework 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 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 weekly to answer student enquiries.

Each year the LRC plays host to numerous events and activities. A sponsored Readathon, 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

## Aims

The Supportive Skills Department (SSD) aims to ensure students with significant needs receive the appropriate level of support in order for them to engage with and access our Programmes of Study in school 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 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.

## Wave 2 Support

Small group support targeted at students who are not meeting national expectations and in the form of Step-Up Programmes. These workshops run during tutor time registration and parents will receive letters requesting permission to run these interventions with their child. 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 school site. Students therefore have to have a Statement of Educational Need 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/or 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 constantly work closely with 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, dyslexic/dyscalculic tendencies and cognitive ability testing
- 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 our department.

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.



## Sixth Form

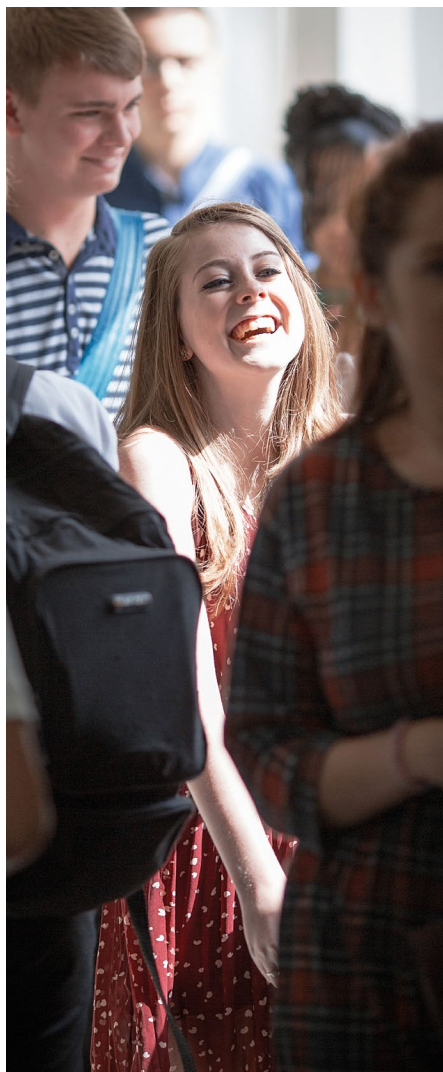
Sir Harry Smith Community College has a vibrant and successful Sixth Form. We aim for high academic standards and encourage students to take responsibility for their own learning, whilst benefiting from academic monitoring, constructive guidance and advice from subject leaders.

Students are supported and encouraged through the tutoring and mentoring system. In the 2011 inspection, the care, guidance and support given to students was recognised as a strength of the Sixth Form.

The importance placed on the personal development of all students is also reflected in the extensive and varied PSHE programme. Leadership skills and team building are evidenced through participation of the Duke of Edinburgh Award Scheme. Volunteering is seen as part of the Sixth Form experience. Nearly all students become involved within the college in charity or fund raising events, or through taking part in dramatic, musical or sporting activities. Students enjoy the responsibility of acting as role models within the college.

Sixth Form students take an active role in the school council, and also have a Sixth Form committee, which is a forum for discussion about academic and social issues.

Students benefit from being based in the Laurie Richards Community Centre which provides them with a study area equipped with high quality computers, social areas and kitchen with catering facilities. There is also a quiet study room available at all times.



## Careers Information, Education and Guidance

*"Excellent advice is given to support students to make informed choices about their future. As a result of this excellent provision, students have great confidence in the college to advise and support them with any needs or concerns"*

Ofsted, 2011

### 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 the Youth Support Service to offer students impartial 1:1 guidance meetings. Up-to-date CEIAG resources are located in the SHSCC Library and Sixth Form Centre.

### 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 Guidance Adviser or in-school 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 Guidance Adviser or in-school 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.

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 school. Team sports such as football, rugby, netball, hockey, cricket and rounders take place from 3.00 p.m. 4.00 p.m. These lead into sports teams that represent the college in fixtures against other schools or are just purely for enjoyment
- A weekly STEM club, run by the Science department within the school involves cross curricular projects in Maths, Science and Technology. Projects planned include gliders, rockets and flight, Nature, Nightclubs, Sport and Space
- The History department runs a trip for GCSE students to France or Belgium to visit First World War sites. For Year 6 students there is a session on "Building schools from the past to the future"
- 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 Regents Park Mosque. These trips often link with Science and a visit to the London Science Museum takes place on the same day
- There is a weekly Gifted and Talented Key Stage 3 Art workshop and a GCSE and A Level Art workshop. The latter is to help students further their skills in line with the specification they are following in class
- The prestigious college Musical productions are open to all students, 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 school creative writing group and the School 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 school 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, college choir, brass ensemble, recorder ensemble, saxophone ensemble, Ladies' barbershop, school of rock, keyboard club, jazz and blues band. Students can also use practice rooms at lunch time and after school to extend their classroom learning or to form their own groups. One-to-one instrumental lessons are offered at the school for the following instruments: saxophone, clarinet, flute, trumpet, trombone, piano, keyboard, drum kit, guitar, violin, viola, bassoon and singing lessons. There is a charge for these lessons
- The Supportive Skills department runs parent drop-in sessions for Year 7/8 statemented students. There is a 7/8 SEN Fun Club on Wednesdays - activities include cake baking, quizzes, outdoor ball games, computer games, board games and music & dancing. There is also lunchtime homework/coursework support every day for SEN students or any other students who are struggling
- After school, the IT department runs "iClub", where students can come and learn how to use some of the more advanced software we have on the system, work on collaborative projects such as game development, and learn some of the basic skills required to maintain computers on a network
- The Duke of Edinburgh scheme is well established in the college, with regular trips and expeditions taking place
- 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

# Homework Policy

## Principles

Well designed homework plays a valuable part in a student's education. It offers opportunities for work which is independent of the teacher. Homework tasks exploit materials, new technologies and sources of information which are not always accessible in the classroom. Homework takes 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 students to take increased responsibility for achieving their goals and increasing their chances of success.

## The purpose of homework

Homework is set to provide students with opportunities to:

- Extend, develop and practice what is 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

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, re-drafting, 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.

## Facilities and Resources

The college will provide resources both during the school day and after school, including library facilities, so that students have access to suitable study environment 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 is always present to supervise and help students with homework tasks.

The student planner is the means by which homework is recorded by the students and monitored by teachers, tutors and parents.

## The Practice

We feel that it is important that students have time to pursue valuable out-of-school 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. As a general rule:

- KS3 classes are given between 30 minutes and 45 minutes of homework per subject per week
- KS4 classes are given between 45 minutes and 60 minutes of homework per subject per week
- KS5 are given a minimum of 3 hours of homework per subject per week, plus an additional two hours of private study per subject per week

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

## Responsibilities

Students are responsible for:

- Recording all homework tasks in the student planner
- Recording the completion deadline
- Completing the work set to the best of his/her ability
- Handing the completed work in on time

Parents are responsible for:

- Providing a suitable place for their son/daughter to do his/her homework
- Checking and signing the student planner to see what homework is 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 that homework is properly recorded in the student planner
- Setting a date for completion
- Marking the homework and giving helpful and constructive comments alongside the assessment stamp
- 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

## GCSE

All students are normally entered by the college for GCSEs in English Language, Mathematics and Science. In addition at least four other subject entries will be made for GCSE/BTEC. 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 four subjects of their choice; GCE A Levels or BTECs or a combination of GCE A Levels and BTECs.

All students studying for GCSE or GCE 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.

## 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 (on a rota system), 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 without written parental permission. A home pass will be issued, which will allow them to go home for lunch. Students in Years 10 and 11 are allowed to leave the premises during the lunch break. 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 school 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 school meals.

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

# College Organisation

## 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 01480 372307

## Cashless Catering

The college 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 school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school 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 school life. Our accessibility plan describes the arrangements we have made to improve physical access to the school, access to the curriculum and access to written information.

The school has a policy for supporting children with special educational needs which is revised every year. This policy is available on the website

and in the school office. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

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

- inform the school at the earliest opportunity if their child has a disability and the exact nature of it;
- provide the information school needs to plan effectively for the child to be a full member of the school 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 school community;
- recognise the importance of school 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).

## Sex and Relationship Education

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. Sex and relationship education is part of the wider health education programme and should always be 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.

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 National Curriculum. A parent wishing to exercise this right should, in the first instance, make an appointment with a Deputy Principal to discuss their concerns.



# Anti-Bullying Policy

## 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, eg 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, eg peer buddy/ prefect buddy/safety checks by staff
- Provide 'safe havens' for vulnerable times, eg breaks before and after school
- 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@sirharrismith.cambs.sch.uk](mailto:besafe@sirharrismith.cambs.sch.uk)
- Provide cyber mentors

## 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.

# Uniform Policy

## Uniform Policy

The college uniform policy has been developed with the purpose of ensuring that students in the college are smart, safe and have clear guidelines of college expectations. A high standard of personal appearance is expected of all students. As part of the rights and responsibilities students have in our college, we expect that they should look smart by wearing the correct college uniform at all times. 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, adornment (examples include badges, sweatbands, scarves, hats, 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 excessive make-up and nail varnish.

Item	Colour	Description
Shirt	White	Plain white college polo shirt with logo.
Sweatshirt Yr 7 - Yr 10	Maroon	Plain maroon sweatshirt or cardigan with college logo.
Sweatshirt Yr 11	Black	Plain black sweatshirt or cardigan with college logo.
Skirt	Black	With SHSCC label, girls can select from two styles of skirt (one pleated and one plain). It must be knee length.

Shirts, skirts and sweatshirts must be purchased from the college suppliers: Chroma Sport & Trophies, 10 Wulfric Square, Bretton, Peterborough. Telephone 01733 262526. Online ordering: [www.chromasport.co.uk](http://www.chromasport.co.uk) or PMG Schoolwear. Online ordering only [www.pmgsschoolwear.co.uk](http://www.pmgsschoolwear.co.uk).

Item	Colour	Description
Tailored Trousers	Black	Must be a traditional formal 'suit' style trouser. Please note that SHSCC labelled trousers can also be purchased from Chroma Leisure. Casual 'skinny-type' jeans (or similar material), corduroys, cargo pants with external pockets, drainpipes, leggings or Capri pants are not allowed. Ski pants, combat trousers or low-rise-(hipster) trousers are not allowed, nor are any adornments to the trousers, such as large buttons, buckles etc. Girls may wear tailored knee-length trousers.
Tights	Black or neutral	Plain, no patterns.
Socks	Black, grey or plain dark	Plain.
Jewellery		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 are not allowed (other than nose) and students will not be allowed to mask such a piercing with a plaster.
Hair	Natural colour only	The college expects students' appearance to be smart and presentable. 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. Hair styles should not be patterned, stepped or shaved, and cut no shorter than a number 2

## Uniform Policy

### Uniform Policy (continued)

Discreet make-up is permitted as is clear or natural nail varnish.

Please note that the college will not accept any liability for loss or damage to jewellery, should students choose to wear it, or any personal injury incurred to a student as a result of wearing such jewellery.



# Mobile Phones / Handheld Devices

## Mobile Phones / Handheld Devices

Sir Harry Smith Community College recognises that parents may wish their children to have mobile phones for use in cases of emergency. Mobiles can be used inappropriately, however, and are potentially targets for theft and bullying. We therefore insist that:

- no handheld devices to be seen or heard anywhere in college from 8.40 am until 3 pm, except for break and lunchtimes in the Red Hall and outside only
- staff will confiscate handheld devices from students if they are seen or heard at inappropriate times; this includes lessons and lesson changeover times
- 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 pm 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
- 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
- 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

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 potential for theft, bullying and inappropriate contact, including grooming by unsuitable persons.

## 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 will be made to the police.

## Other Information

### 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.

Celebration Evenings

We have two prestigious award celebration events in the year. The Key Stage 3 Awards Evening takes place in July, and recognises Academic Excellence, Outstanding and Continued Effort and the Most Improved Performer in Years 7 – 9. In January 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 2014)	891
% of pupil sessions (half days) missed through authorised absence	4.1%
% of pupil sessions (half days) missed through unauthorised absence	0.7%

Year 7 Admission Information for 2014-2015

Planned Admission Number	180
Number of written applications/preferences expressed for those places	181

# Behaviour Policy

## 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 Show good manners Respect for other people
Considerate	Exercise patience Care for the college Care for other people and their property
Prepared	Correctly dressed With the proper equipment Ready for work
Punctual	For college For all lessons Be at the right place at the right time
Tidy	Neat and clean in appearance Take pride in work Care for the environment
Safety	Walk quietly
Conscious	Observe all college safety practices 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 school, 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 school, but also on the way to and from school. 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.



# Behaviour Policy

## Communication

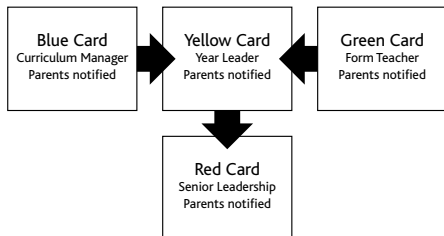
- Teachers may write a comment in the Student Planner for form tutors and parents to see
- When students are put on report by Curriculum Managers, Form Tutors or Year Leaders, a letter will be sent home or a phone call made to parents

## 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 school 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

*"The care, guidance and support offered to students are outstanding and these contribute positively to the students' personal development and create an extremely safe and supportive environment"*

Ofsted, 2011

### 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.

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 school 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.

Schools 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.

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

# Privacy Notice

## Data Protection Act 1998

### Privacy Notice - Data Protection Act 1998

Each school in Cambridgeshire is the Data Controller for the purposes of the Data Protection Act. We collect information from parents, and may receive information about students from previous schools. We hold this personal data and use it to:

- support teaching and learning;
- monitor and report on progress;
- provide appropriate pastoral care, and
- 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 about how the LA and/or DfE store and use of this data please go to [www.cambridgeshire.gov.uk/council/access/dp/fairprocessing.htm](http://www.cambridgeshire.gov.uk/council/access/dp/fairprocessing.htm). If you do not have access to the Internet or you have any queries, please contact the LA or the DfE as follows:

Public Communications Unit  
Department for Education  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT  
Tel: 0870 000 2288

Website: [www.dfe.gov.uk](http://www.dfe.gov.uk)  
Email: [info@dfegsi.gov.uk](mailto:info@dfegsi.gov.uk)

For any queries relating to Data Protection, please contact the Data Protection Officer at:

Data Protection Team  
Cambridgeshire County Council  
Shire Hall  
Castle Hill  
Cambridge CB3 0AP  
Tel: 01223 699137

# Admissions for 2015/2016



## 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 2014, 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.

- a) 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.
- b) Children living in the designated catchment areas, attend one of the schools listed above and who have a sibling 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
- c) Children living in the designated catchment area and who have a sibling at the college at the time of admission.
- d) Children living in the designated catchment areas and attend one of the schools listed above.
- e) Children living in the designated catchment areas.
- f) 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.
- g) Children who live outside the catchment area who have a sibling at the college at the time of admission.
- h) Children who live outside the catchment area who attend the primary schools within the catchment area.
- i) 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 6 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.

A sibling is defined as another child of compulsory school age living in the same family home.

# Term Dates/The College Day

## Term Dates 2015/2016

### Autumn 2015

College Opens	Thursday 3rd September
Half Term	26th to 30th October
Autumn Term Closes	Friday 18th December

### Spring 2016

College Opens	Tuesday 5th January
Half Term	15th to 19th February
College Closes	Thursday 24th March

### Summer 2016

College Opens	Monday 11th April
Half Term	30th May to 3rd June
College Closes	Thursday 21st July

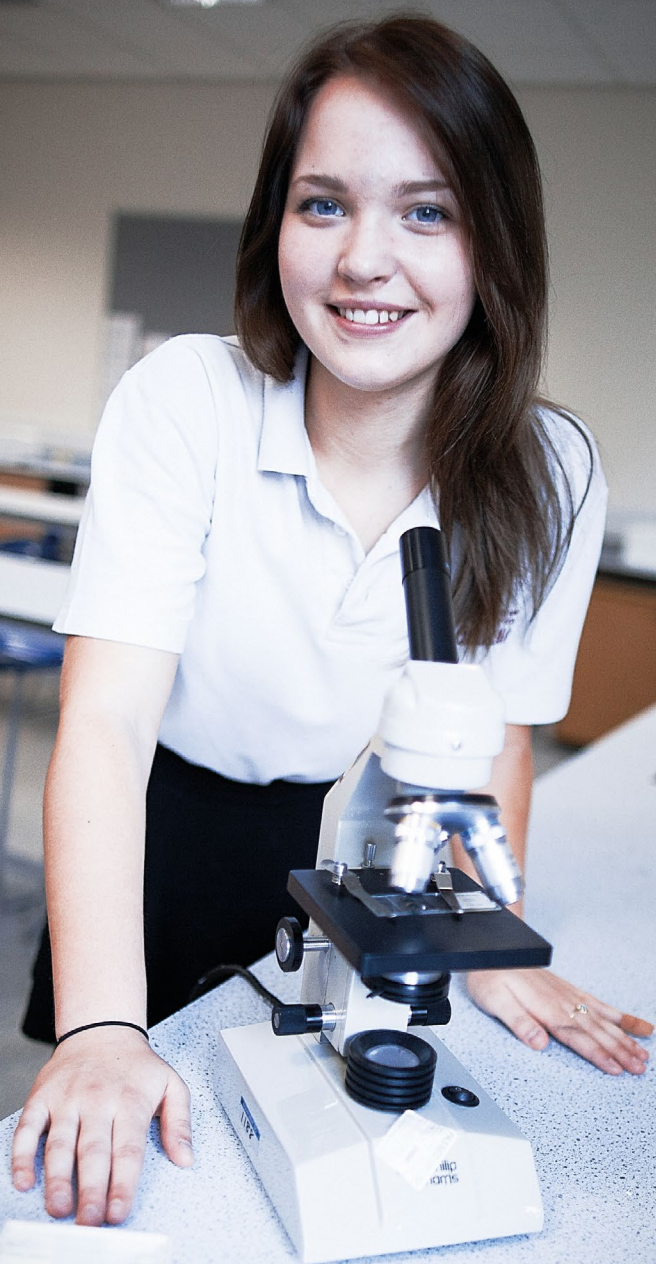
(Correct at time of going to press)

## 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
18.00	Evening classes begin

(Correct at time of going to press)





# 2014 Examination Results

## GCSE

GCSE Achievements by Students aged 15 *	Total	%
<b>Students aged 15</b>	<b>176</b>	<b>100</b>
Achieving 1 x A*-G	176	100
Achieving 1 x A*-C	172	97.7
Achieving 8 x A*-C	77	43.8
Achieving 5 x A*-C	112	63.6
Achieving 5 x A*-G	175	99.4
Achieving 5 x A*-C including English & Maths	106	60.2
Average Total Point Score	361.46	
Average Grade Per Student	C	
Average Points Per Grade Per Student	39.62	



## 2014 Examination Results

### Key Stage 3 Results

Teacher Assessment	Percentage at each level									Pupils Disapplied	Pupils Absent
	W	1	2	3	4	5	6	7	8		
English	0	0	0	1	5	21	43	29	0	0	1
Mathematics	0	0	0	2	11	13	42	24	8	0	1
Science	0	0	0	3	3	21	32	36	3	0	0
Modern Foreign Languages	0	0	0	5	25	47	15	7	0	1	1
Design & Technology	0	0	0	0	2	9	62	26	0	0	1
Geography	0	0	0	0	5	38	42	13	0	0	1
History	0	0	0	0	10	36	31	20	1	0	1
Art & Design	0	0	0	4	23	48	20	4	0	0	0
Music	0	0	0	0	4	35	46	13	0	0	1
Physical Education	0	0	0	3	31	38	24	2	1	0	0

This table shows the percentage of pupils at each level at the end of Key Stage 3 2014.

The number of pupils at the end of Key Stage 3 is 182.

(Figures may not total 100 percent because of rounding)

"W" represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1

## 2014 Examination Results

### A Level Results (including Vocational)

#### A2 Results

Total No. of Candidates	43
Number of Females	19
Number of Males	24
Average Total Point Score	666.5
Average Total Point Score (female)	707.4
Average Total Point Score (male)	634.1
Average Grade	C+
Average Grade (female)	B -
Average Grade (male)	C

#### Academic A2 Results

% of Grades A*-E	97.4%
% of Grades A*-C	67.3%
Average Grade	C
% of Grades A*-E (female)	100.0%
% of Grades A*-C (female)	88.7%
% of Grades A*-E (male)	98.1%
% of Grades A*-C (male)	79.4%

#### Vocational A2 Results

% of Grades Pass	100.0%
% of Grades D*	88.8%
Average Grade	D*
% of Grades Pass (female)	100.0%
% of Grades D* (female)	100.0%
% of Grades Pass (male)	100.0%
% of Grades D* (male)	77.7%



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