



Sir Harry Smith



Community College

Prospectus 2018/19

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Welcome to



Sir Harry Smith

COMMUNITY COLLEGE

SUCCESS & ACHIEVEMENT



Welcome to Sir Harry Smith Community College

Dear Parent,

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

Our most recent Ofsted inspection recognised us as a "good school". Highlights of the report include the inspectors' recognition that our "students are proud of their school and behave with respect and consideration". They also reported that students feel safe in school. "Relationships between students and staff are positive and students appreciate their teachers and their college. Students arrive at lessons willing to learn and this has a good impact on their achievement."

We annually survey our parents and the latest feedback was the best we have ever received. Over 97% of parents said that their child enjoys college and 98% said that their child feels safe when in college. In terms of academic work, 99% of parents feel that their child makes good progress at the college and 100% of parents would recommend us to another parent. We are delighted to have this level of support from our students' parents and are continually looking at how we can make the college an even better place. We are proud to be a comprehensive college serving our local community.

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

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

D.A. White

Dawn White, Principal
Sir Harry Smith Community College



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Information is correct at the time of going to press (errors and omissions excepted).



Welcome from the Executive Principal



Welcome from the Executive Principal

As CEO of the Trust, my role is to work with all three of our schools to provide the best possible educational opportunities for young people in our local area. Dawn White is Principal of Sir Harry Smith Community College and Rob Litten is the Executive Headteacher of Park Lane Primary and Nursery School and New Road School.

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

In all of our schools I enjoy seeing our dedicated and innovative staff teams work with each successive cohort of pupils and students to shape the culture and ethos of our schools so that each individual feels valued and has the opportunity to contribute. We look forward to getting to know our new pupils and students each year and seeing them grow in confidence as they settle in.

Our vision is to establish our schools at the heart of the community and to equip our students to be responsible individuals who are able to make a meaningful contribution to society. As Executive Principal, I am confident that our Multi Academy Trust will enable us to offer the best learning experience for all associated with us in the local area. Visitors often comment on the positive relationships and the enthusiasm for learning they see in our schools, both of which are very important to us; we hope you will experience the inclusive atmosphere and feel welcome if you visit.

Jonathan Digby
CEO Aspire Learning Trust



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

DFE, Regional Schools' Commissioner
East of England and North East London

Statement of Governor Purpose

"Senior leaders and governors have established an inclusive and supportive culture which promotes equality of opportunity for all. It also provides well for the spiritual, moral, social and cultural development of its students"

Ofsted, 2014

Dear Parent,

I am pleased and proud to welcome you to Sir Harry Smith Community College. Our prospectus for 2018/19 will provide you with a good understanding of the range and quality of education we offer. I hope this will assist you in the choices you make for your child and his / her future.

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

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

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

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

If you want to know more about becoming a governor, please contact the Clerk to the Governing Body, or myself, at the college.

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

Sandy Donachie
Chair of Governors

School Governors 2017/2018

(Correct at time of going to press)

Mr S Donachie	Chair
Mrs F Seekins	Co Vice Chair
Mrs C Hook	Co Vice Chair
Mrs D Hyland	Governor
Mrs K Hopcraft	Governor
Mrs D Caplin	Governor
Miss D White	College Principal / Governor
Ms E Pilkinton	Governor
Mrs K Nightingale	Clerk to the Governing Body

Our Values

"Students are proud of their school and behave with respect and consideration towards each other. Relationships between staff and students are positive"

Ofsted, 2014

What sort of place is Sir Harry Smith Community College?

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

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

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

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

What we are looking to achieve:

Via a programme of teaching and learning activities:

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

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

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

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

Working Together



Primary to Secondary

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

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

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

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

Pastoral Organisation

The college is divided into Years 7, 8, 9, 10, 11 and Sixth Form. Years 7, 8 and 9 all have their own individual Year Leader while Year 10 and 11 are overseen by a Key Stage 4 Director of Studies, supported by a Pastoral Manager. The purpose of these year teams is to break down the college into smaller units where students can be clearly identified, cared for, encouraged and, where necessary, supported to improve their levels of achievement and behaviour. When students enter the college they are assigned to a tutor group. Each tutor group is part of a year team, enabling the tutor to work closely with the year leader, curriculum managers and other staff who come into contact with their students.

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

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

Prefects

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

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

Partnership with Parents

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

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

Home-School Agreement

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

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

"The principal and the governing body have driven forward improvements in behaviour and the quality of teaching, building a skilled team of senior leaders who have developed and sustained a sharp focus on raising standards"

Ofsted, 2014

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).

Rewards

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

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

Reporting to Parents

Reports to parents are a result of a continuous assessment and recording process by students and their teachers throughout the year. Parents have an annual opportunity to meet tutors and an opportunity to meet teachers to discuss their children's progress. 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. The college is responsible for ensuring that all absence is either "authorised" or "unauthorised". Parents should explain any absence and it is the duty of the college to decide if the explanation is one that can be authorised. Reasons such as looking after younger children or shopping are not authorised absences. In particular, absence will not be authorised for students with a poor attendance record.

School Absence

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

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



The Curriculum

Our Curriculum

The college governors and staff believe the curriculum must:

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

Key Stage 3 Curriculum

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

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

During KS3, students' achievements in 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, English Literature, Mathematics and Science. All students will take part in PE and Life Skills lessons. At Sir Harry Smith we have always thought it in the best interests of students that they maintain a balanced and broad curriculum. Students can choose from a range of Pathways to find the courses and styles of learning that suit them best.

Key Stage 5 Curriculum

We expect 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

"The college provides a curriculum at all key stages that is appropriate for the students. Senior leaders listen to what students say about the subjects they would like to study at Key Stage 4 and in the sixth form. They balance students' wishes well against staffing and financial restrictions"

Ofsted, 2014

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

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

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

Art

Aims

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

Years 7-9

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

Years 10-11

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

Additional Information

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



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 of two units of study.

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

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

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

Sixth Form

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

Additional Information

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

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

Computing and Information Technology



Aims

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

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

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

- Computer Science
- Information Technology
- Digital Literacy

Years 7-9

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

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

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

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

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

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

Years 10-11

At KS4, students can choose to study A level 2 Award in Information Technology. The course will equip students with a wide range of IT skills and teach them how to use many different types of software and systems to solve real world IT related problems. Lessons will involve studying a mixture of real life case studies, working through a range of practical tasks and learning theoretical concepts that will enable students to develop their IT skills and knowledge.

The course is split into 3 sections:

1. Practical Skills in IT
2. Students will have to demonstrate their ability to use IT skills in a range of tasks such as creating an animation or sound file using formulae, functions and charts to visualise data
3. Creating IT Systems
4. Students will have to plan, design, create and test their own IT system such as a multimedia presentation or to build a PC
5. Fundamentals of IT

Students will learn about real world IT systems, how they are configured and kept secure.

Additional Information

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

Design & Technology

Aims

The aim is to 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.

At Sir Harry Smith Community College, we believe it is valuable to learn how to make products using a range of hand tools but also combine this with our modern technology including a 3D printer and laser cutter.

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 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 (CAD) 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 the 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 Product Design, Graphic Products and Food and Nutrition are offered. Coursework involves a detailed development of a product which is then manufactured, thoroughly tested and evaluated. Students are required to use elements of CAD/CAM as appropriate to their chosen product.

Sixth Form

A-Level Product Design is available for those students who have excelled at GCSE level and are wishing to enhance their qualifications in technology.



Drama

Aims

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

Years 7-9

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

Year 9 students tackle 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 will appeal to anyone who wants to understand the workings of the theatre. Students have the opportunity to study and explore published play scripts, understanding their social, historical and cultural context. Students will develop a range of theatrical skills and apply them to create their own performances. Students will gain a clear understanding of the roles within the industry and take on these roles to generate, develop, and communicate their own performance piece within a team through collaborative work. This course will help to create independent learners, critical thinkers and effective decision makers - all personal attributes that stand out as they progress through their education. Drama is a powerful tool in developing self-confidence for all students who also specialise in other areas.



Sixth Form

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

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

Additional Information

Other opportunities that the students can get involved with are the annual Christmas and Summer Expressive Arts productions and the Talent Show. 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 with AQA. Students study a wide range of texts for the qualifications and the skills of writing accurately and appropriately for different audiences and purposes.

Sixth Form

English Literature 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.



Years 7-9

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

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

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

Years 10 and 11

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

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

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

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



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

Sixth Form

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

During the course you will learn:

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

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

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

Component 1: Changing landscapes; Changing places

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

Component 3: Tectonics; Contemporary Geography

Component 4: Fieldwork investigation

Where Can It Lead?

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

History



Aims

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

Years 7-9

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

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

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

Years 10-11

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

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

Sixth Form

Students follow the following modules for A-Level:

- Britain transformed 1918 - 1997
- USA 1955 - 1992

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

Additional Information

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

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

Mathematics



Aims

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

Years 7-11

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

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

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

As a result of these assessments, we will select students to enter the higher or Foundation tier of GCSE. We will normally make this assessment at the end of Year 8.

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

Sixth Form

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

The college are pleased to offer A-Level Further Mathematics in addition to Mathematics. This course offers the opportunity to study maths to a much deeper level. The Further Mathematics course can only be studied in conjunction with the normal A-Level.

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

Additional Information

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

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

Modern Foreign Languages



Aims

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

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

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

Years 7-9

In Year 7 students are taught in tutor groups and learn both French and German, then after the first term 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 video clips, ICT and written tasks.

Years 10-11

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

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

Music



Aims

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

Years 7-9

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

Year 7: Instruments, Notation, Tango, Gamelan, Minimalism

Year 8: Ukulele, Blues, Samba, Film Music, African Drumming

Year 9: Classical Rock, Hip Hop, Technology, Ensemble Skills

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

All topics involve literacy and numeracy.

Years 10-11

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

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

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

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

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

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

Sixth Form

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

Additional Information

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

Psychology



GCSE

GCSE Psychology offers students the chance to learn about a variety of approaches in the subject. Approaches include cognitive, biological, social and behavioural Psychology. These approaches allow students to understand human nature and behaviour through the scientific study of the brain. Students will study topics such as memory, sleep and dreaming, criminal psychology and the brain structure. Students will have the opportunity to conduct Psychological research and learn studies that have shaped our understanding about the world around us.

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

A-Level

Psychology is a popular choice at A-Level and allows students to learn about approaches in more detail.

The approaches studied are:

Social – looking at aspects of human behaviour that involve the individual's relationship to other persons, groups and society, including cultural influences on behaviour.

Cognitive – about the role of cognition/cognitive processes in human behaviour. Processes include perception, memory, selective attention, language and problem solving.

Biological – about the mechanisms within our body and understand how they affect our behaviour, focusing on aggression.

Learning – about learning from the environment and of the effects of conditioning, reinforcement, punishment, the role of reward and social learning on the organism.

Clinical – explaining and treating mental health issues, and of the different ways of treating them, including counselling and drug treatments.

Child – explaining attachment and what happens when children are raised in a different way.

As well as gaining an understanding of Psychological approaches, students will understand the scientific research methodology that Psychology follows and will have the opportunity, in each topic, to

conduct their own psychological research.

The A-Level is assessed through 3 exams at the end of Year 13. There is no coursework element.

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.

Years 10-11

The Edexcel B course in Religious Studies is available as an option at GCSE. Students are assessed through two externally assessed examination papers.

Paper 1 is Religion and Ethics and covers Beliefs, Marriage and the Family, Living the Religious Life and Matters of Life and Death in Christianity.

Paper 2 is Religion, Peace and Conflict and looks at Beliefs, Crime and Punishment, Living the Religious Life and Peace and Conflict in Islam.

Sixth Form

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

- Philosophy of Religion, e.g. the existence or non-existence of God
- Religion and ethics, e.g. euthanasia, business ethics
- Developments in Religion; the study of one religious tradition

Additional Information

A wide variety of teaching methods are used to further students' enjoyment and involvement in lessons. These methods include the use of television broadcasts, films, IT projects, role-playing and experiential learning. Visits are also made to places of worship such as St Mary's Church in Whittlesey and the Mosque in Peterborough. Parents have the right to withdraw their children from Religious 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. Our ten laboratories are fully equipped with modern apparatus and facilities to support each lesson.

Years 7-8

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

Years 9, 10 & 11

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

Sixth Form

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

Additional Information

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

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

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

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

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



Aims

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

Years 7-11

The key dimensions within Skills for Life lessons are:

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

Sixth Form

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

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

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

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

Years 10-11

During Year 10 students will learn about an introduction to sociology and socialisation, the family and sociological theory, sociological views on education and research methodology.

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 alongside social inequality, looking at sociological ideas including social class. Students will also learn about sociological theories including Marxism, Feminism, Functionalism and the New Right.

Assessment is through examinations at the end of Year 11 and there is a strong essay writing element to the examination (40%) and as such students will benefit from strong English language skills to succeed in the subject.

A-Level

The main areas of study are:

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

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

Physical Education



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 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. In Year 9 students have 1 hour of PE a week.

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.

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" with the exception of those students in Year 10 and 11 who study triple Science. 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.

BTEC First Award in Sport

In addition to core PE lessons, students who opt for BTEC Sport will have an additional five lessons of sport over two weeks. In these lessons students will learn about Fitness for Sport and Exercise which is assessed by an online external examination (25% of the course), practical sports performance assessed by knowledge of rules, performance, drills and tactics in two sports, leadership in sport assessed by students planning, organising and delivering activities to other students and finally training to improve their own personal fitness, assessed by creating and performing a fitness regime and exercise plan.

Sixth Form

Students in Year 12 can opt to take the certificated Level 3 Nationals in Sport Extended Certificate (equivalent to one A-Level) and Diploma (equivalent to two A-Levels). 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. GCSE PE would assist this course but 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 college logo top)
- Maroon shorts
- Maroon/white rugby top (boys)
- 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 (girls)
- Maroon socks
- Shin pads (needed for football and hockey)
- Football boots (for use in fitness, rugby and football lessons)
- Mouth guards



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 challenging.

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

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



Library Resource Centre



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

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

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

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

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

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

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

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

Supportive Skills

"The achievement of disabled students and those with special educational needs is good, with most students across all year groups making the progress expected of them"

Ofsted, 2014

Aims

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

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

There are three waves of support from our department:

Wave 1 Support

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

Wave 2 Support

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

Wave 3 Support

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

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

General Support

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

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

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

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

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

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

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

Sixth Form

"The sixth form is good. Students achieve well, especially in vocational subjects, and are well prepared for the next stage in their education and adult life"

Ofsted, 2014

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

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

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

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

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



Careers Information, Education and Guidance

"The advice and guidance given to students as they make decisions about their future both in Year 11 and at sixth form is good and students speak highly of the support and advice they receive from their teachers"

Ofsted, 2014

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 outside agencies and employers to offer students impartial career guidance. Up-to-date CEIAG resources are located in the SHSCC Library and Sixth Form Centre with all students having access to impartial online career guidance.

Years 7-9

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

Years 10-11

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

Sixth Form

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

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

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

Extra Curricular Activities

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

- The PE department runs several sports clubs after college. Team sports such as football, rugby, netball, hockey, cricket and rounders take place from 3pm and 4pm. These lead into sports teams that represent the college in fixtures against other colleges or are just purely for enjoyment
- A weekly STEM club, run by the Science department within the college 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
- The RE department organises annual trips to see places of worship such as St. Paul's Cathedral in London and has taken GCSE groups to visit Regent's Park Mosque. These trips often link with Science and a visit to the London Science Museum takes place on the same day
- The prestigious college musical productions are open to all students and are great for developing self-confidence, self-esteem and widening performance experience. This is also a great way for students to make new friends in other year groups
- The English department, in conjunction with the LRC runs an after college creative writing group and the college newsletter team. We shadow the Carnegie Book Award and encourage students to enter local and national writing competitions. We also run Shakespeare workshops for students and a debating group
- The Music department offers a number of extra-curricular activities, both after college and during lunch-times. We try to involve as many students as possible by offering a variety of clubs. Clubs currently on offer are: college band, choir, flute choir, saxophone ensemble, S.H.Ukes, band rehearsals, composition
- Students can also use practice rooms at lunch time and after college to extend their classroom learning or to form their own groups. One to one instrumental lessons are offered at the college for the following instruments: saxophone, clarinet, flute, piano, keyboard, guitar, violin



and singing lessons. There is a charge for these lessons

- 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
- 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
- During 2015, the college formed a partnership with the Marine Society and Sea Cadets. The Sea Cadets is a voluntary youth organisation for young people aged between 10 and 18 following the traditions of the Royal Navy and Royal Marines.

Whilst at the college, students have the option to join this Sea Cadet unit which meet on a Friday evening from 3.15pm to 5.30pm. Sea cadets provide a host of opportunities from nationally recognised qualifications to skills and activities that most young people would not normally be able to experience.

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

DFE, Regional Schools' Commissioner
East of England and North East London

"Students enjoy their lessons and inspectors saw much teaching that challenged and interested students"

Ofsted, 2014

GCSE

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

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

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

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



Homework Policy

"Teachers use homework effectively to support and reinforce learning. Students' books show that homework is regularly set and commented on by teachers"

Ofsted, 2014

Principles

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

The purpose of homework

Homework is set to provide students with opportunities to:

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

Homework also helps the teacher to:

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

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

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

Facilities and Resources

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

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

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

The Practice

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

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

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

Responsibilities

The student is responsible for:

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

Homework Policy

"Achievement is good because, by the end of Key Stage 4, students have made good progress in most subjects"

Ofsted, 2014

The Parent/Carer is responsible for:

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

The college is responsible for:

- Setting regular and appropriate homework according to the college and curriculum area policies
- Ensuring homework is properly recorded through Show My Homework
- Setting a date for completion
- Marking the homework and giving helpful and constructive comments 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



College Organisation

"The college has robust systems for monitoring the behaviour, attendance and progress of all groups of students"

Ofsted, 2014

Transport

College Entrance

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

Bicycles

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

Cars

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

Buses

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

Taxis

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

Lunchtime Arrangements

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

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

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

Catering Facilities

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

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

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

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

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

College Organisation

"Relationships between students and staff are positive and students are appreciative of their teachers and their college. Students arrive at lessons willing to learn and this has a good impact on their achievement"

Ofsted, 2014

Catering Facilities (continued)

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

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

College Payments

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

Cashless Catering

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

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

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

Accessibility for Students with Disabilities

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

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

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

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

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

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

Lockers

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

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

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, e.g. PSHE programme
- Deal quickly, firmly and fairly with reports of bullying involving parents when appropriate
- Regularly review policy and practice
- Maintain a fair discipline structure
- Promote positive and tolerant attitudes both in behaviour and teaching materials

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

Possible consequences for a person responsible for bullying:

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

"The college's work to keep pupils safe and secure is good. Students say that they feel safe and well supported at college."

Ofsted, 2014

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

Support for a target of bullying:

Staff will:

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

What can you do if you are being bullied?

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

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

Sex and Relationship Education

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 is taught within this context.

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

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

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

As of September 2019, SRE will become compulsory for all students in secondary schools, however, the legislation 5/94, regarding sex and relationship education acknowledges that parents have the right to withdraw their children from all, or part, of sex and relationship education outside of the current National Curriculum. A parent wishing to exercise this right should, in the first instance, make an appointment with the Deputy Principal or PSHE and Citizenship Co-ordinator to discuss their concerns.

Uniform Policy

"Attendance is effectively monitored and is above the national average for secondary schools"

Ofsted, 2014

Uniform Policy

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

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

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

- Plain white polo shirt with College logo
- Tailored black trousers or black SHSCC skirt (modest length and fit). Black skirts with SHSCC logo are available in two styles; one pleated and one plain with pockets. Alternatively, tailored shorts or culottes may be worn
- Maroon College sweatshirt or cardigan (in Years 7 to 10). Black College sweatshirt or cardigan (in Year 11)
- Black, low-heeled footwear (i.e. less than 2" in height) – or plain black plimsolls. No sports or fashion logos or decoration should be visible on footwear. Open-toed shoes are not suitable, for health and safety reasons
- Tights should be plain black, no patterns
- Coats should be kept in lockers and should not be worn around the building

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

Jewellery and Body Piercing

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

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

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

Make-up

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

Hair

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

Equipment

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

Uniform Policy

"My child really enjoys school and their personal issues (special needs) have been addressed"

Parent, 2014

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

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

College Clothing

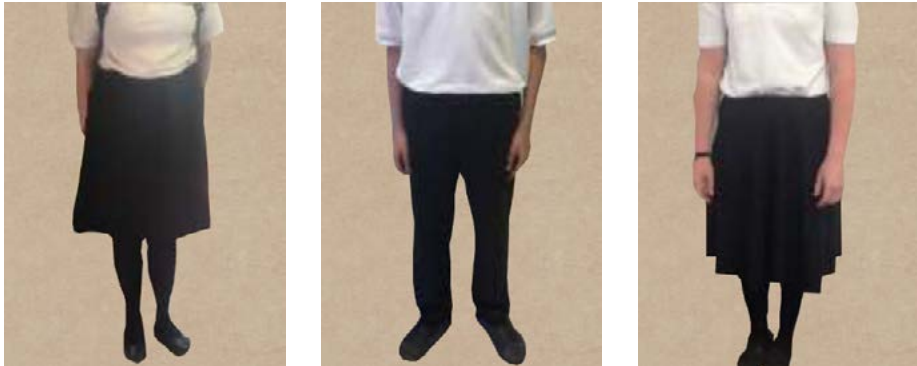
Item	Colour	Description	Image
Shirt	White	Plain white College polo shirt with logo	
Sweatshirt Year 7-Year 10	Maroon	Plain maroon sweatshirt with College logo	
Sweatshirt Year 11	Black	Plain black sweatshirt with College logo	
Skirt	Black	Black SHSCC skirt (modest length and fit) Black skirts with SHSCC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

College Clothing (continued)

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

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

Examples of how the uniform should look



College Physical Education Uniform

The College PE kit is as follows:

Boys:

- KS3 - Maroon shorts (black tracksuit bottoms at teacher discretion when weather is cold).
- KS4 - Maroon shorts or black tracksuit bottoms
- Plain white PE top
- Maroon rugby top
- Trainers

Girls:

- KS3 - Maroon shorts (black tracksuit bottoms at teacher's discretion when the weather is cold)
- KS4 - Maroon shorts or black tracksuit bottoms (no leggings)
- Plain white PE top
- Black PE College logo sweatshirt (over the white PE top). This is compulsory for girls in Years 7, 8 and 9
- Girls in Years 10 and 11 may either wear the maroon rugby top or black PE College logo sweatshirt (over the white PE top)
- Trainers

All students:

- Gum shields for hockey and contact rugby
- We advise students to wear football boots for sports that will take place on the field
- Any student who is excused from PE must still wear their kit as they will be fully involved in the lesson by coaching or umpiring

Failure to bring kit will result in a detention.

Security of the changing rooms and students in PE:

For safety reasons no jewellery to be worn at all in PE.

- We advise that students do not bring jewellery or valuables into school on PE days
- Do not leave valuables in the changing rooms
- The college accepts no responsibility for items lost or stolen

Child Protection

"The college's arrangements for keeping children safe in school are robust and meet all statutory requirements"

Ofsted, 2014

Child Protection

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

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

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

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

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

There are four main elements to our policy:

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

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

SUPPORT TO STUDENTS who may have been abused.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

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

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

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

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

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

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

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

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

Mobile Phones and Handheld Devices Policy

"Very happy that any issue encountered have been dealt with immediately"

Parent, 2014

Mobile Phones / Handheld Devices Policy

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

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

We therefore insist that:

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

Confiscation of Phone

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

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

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

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

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

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

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

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

Inappropriate taking and use of photographs

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

Other Information

"100% satisfied that I have made the correct decision in moving my child to this school - out of catchment"

Parent, 2014

Charging Policy

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

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

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

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

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

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

Act of Collective Worship

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

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

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

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

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

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

Community Education

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

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

Other Information

"There is a good range of enrichment opportunities on offer, including volunteering and work experience"

Ofsted, 2014

Celebration Evenings

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

Special Educational Needs Policy

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

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

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

Statutory Information on Attendance

Total number of pupils of compulsory school age (May 2017)	871
% of pupil sessions (half days) missed through authorised absence	4.02%
% of pupil sessions (half days) missed through unauthorised absence	0.69%

Year 7 Admission Information for 2017-2018

Planned Admission Number	180
Number of written applications/preferences expressed for those places	225

Behaviour Policy

"The behaviour of pupils is good. The vast majority of students comply fully with the college's high expectations and behave well in lessons, at break times and when moving around the site"

Ofsted, 2014

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

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

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

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

Sanctions

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

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

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

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

Further information can be found on the DfE website.

Behaviour Policy

"Behaviour in the sixth form is good. Students feel valued and are good role models for younger members of the college. They appreciate opportunities to give back to the college through supporting younger students"

Ofsted, 2014

Communication

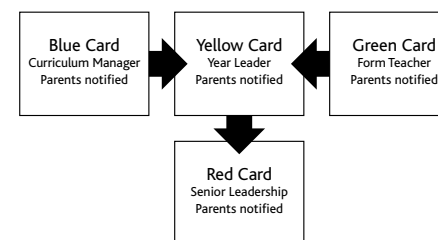
- Teachers may write a comment in the student planner for form tutors and parents to see
- When students are put on report by curriculum managers, form tutors or year leaders, a letter will be sent home or a phone call made to parents

Detentions

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

Report Cards

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



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

Isolations/Internal and External Exclusions

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

Admissions for 2018/2019

"The college's programme of assemblies, tutor time activities, religious education and 'skills for life' lessons ensures that students are aware of what it means to be a good citizen in modern Britain"

Ofsted, 2014

Catchment Area

Children living⁽¹⁾ 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⁽²⁾.

Pupils will be admitted into Year 7 without reference to ability or aptitude. In 2018, the published admission number will be 180.

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

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

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

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

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

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

Term Dates/The College Day



Term Dates 2018/2019

Autumn 2018

Term starts	Tuesday 4th September 2018
Term closes	Wednesday 19th December 2018
Half term	Monday 22nd October to Friday 26th October 2018

Spring 2019

Term starts	Thursday 3rd January 2019
Term closes	Friday 5th April 2019
Half term	Monday 18th February to Friday 22nd February 2019

Summer 2019

Term starts	Tuesday 23rd April 2019
Term closes	Wednesday 24th July 2019
May Day	Monday 6th May 2019
Half term	Monday 27th May to Friday 31st May 2019

(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



Privacy Notice

Data Protection Act 1998

"Students demonstrate tolerance of the ways different groups of people choose to lead their lives. They show a good understanding of the importance of developing personal skills, such as how to manage their own finances"

Ofsted, 2014

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. 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
Email: info@dfes.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





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