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## **Absence and Attendance (please read our Attendance Policy which is on the College website)**

It is important that the college is informed of any absence on each day of the absence, prior to 9am if possible. The dedicated attendance line is 01297 630157 but parents may also use the main school number. A text number is available on parental request. When a student is absent from college, a note explaining the absence is required when the student returns.

Registers are taken during first lesson and just after lunch, at 8.50am and 2pm. Registration closes at 9.20am and 2.15pm. Pupils arriving thereafter receive an unauthorised 'U' mark. This is a legal requirement so it is important that students are punctual.

We have an electronic calling system for absent students so that we can notify parents/carers as soon as possible if their child has not arrived at college in the morning. The calls begin shortly after registers are completed unless we have been notified of the reason for the absence. Calls continue until we receive notification of a reason for absence. Please ensure that contact numbers and details are current at all times.

Attendance is also marked electronically in each and every lesson so that we can identify any internal truancy issues and comply with Safeguarding regulations.

Students who arrive late or who leave the college for any reason during the college day must sign in and out at the Student Office. A letter from a parent must be provided if they are leaving during the day. Wherever possible, medical appointments should be made out of school times. Evidence of medical appointments must be provided at all times. It is vital that no student leaves the college site without permission from staff. Students are not permitted to telephone parents to ask to be collected in the event of illness but must always report to sick bay.

Lunch passes are issued at the college's discretion. Students must bring a signed letter from a parent/carer. Lunch passes will be issued by the Pastoral Support Department. The student is then under the direct supervision of the parent/carer for the duration of the college lunch break. Students are not allowed to take their lunch break in the town unless they are prefects.

The Education Welfare Officer (EWO) deals with any significant attendance problems. The EWO visits the college two days a week to monitor attendance and conducts home visits if there is cause for concern.

The college carefully monitors student attendance. Parents will be notified of lateness and absence half termly.

Statistics show that students with the highest levels of attendance are the highest achievers. Please support us in our efforts to ensure that all students make the most of their time in education.

## **Accelerated Reading Programme**

The Accelerated Reading programme is designed to target and develop students' independent reading skills. Each student is monitored and guided in selecting reading material suitable for their

individual level, which is established by Star Testing that takes place each term. Students take computerised quizzes on their books, which measure their engagement and understanding of the text, and they gain points which eventually generate certificates. Students are supported in developing their understanding by English teachers and reading specialists to ensure all students make progress. Prizes are awarded termly to students who make excellent progress in their reading.

We would ask all parents/carers to support us by encouraging their child to read a minimum of 20-30 minutes a day. As of September the English Department will be issuing students with Reading Homework Logs, which will need signing weekly by parents, to ensure that we can monitor students' reading time both inside and outside of school. We appreciate your support with this and please feel free to contact us for more information.

In the autumn term we will be entering our second year of running daily DEAR sessions, now for Year 8 as well as our new Year 7 cohort. A DEAR session consists of getting the year groups (including staff) to stop, drop what they are doing, and to read for pleasure for 30 minutes. It has proved incredibly popular with our current Year 7 students and encourages independent reading.

We are also launching a new Extreme Reading competition in advance of the summer holidays, and we would like to invite all new Year 7 students to take part, alongside current students and staff. Entrants should have photographs taken of themselves reading in unusual places over the summer holidays, the more bizarre the better! Entries will be accepted in September and will be judged by a panel of students and staff. First place will be awarded a Digital Camera, while the runners up will receive National Book Tokens. A selection of these photographs will be displayed around the school.

For further information contact Ms Thomas-Davies ([ftthomas-davies@axevalley.devon.sch.uk](mailto:ftthomas-davies@axevalley.devon.sch.uk))

## **Admission arrangements**

Devon Education Authority has responsibility for arrangements for the admission of students. Providing your child is attending a Devon primary school, details of the arrangements for transfer to secondary school/college will be sent early during Year 6.

You will be able to express a first preference and will receive information about the procedure established by the LA to determine allocations. The order of priority for admission to maintained schools is shown below:

1. Children living in the college's designated area - with a sibling who will be attending the College at the time of admission.
2. Other children living in the college's designated area - no sibling but attending a contributory primary school.
3. Other children living in the college's designated area - no sibling and not attending a contributory primary school.

4. Children living outside the designated area - with a sibling who will be attending the college at the time of admission.
5. Children living outside the designated area - no sibling but attending a contributory primary school.
6. Other children living outside the designated area

The planned admission number for The Axe Valley Community College is currently 150 students in any given year group. In September 2016 the college roll will be 750 (estimate).

Enquiries relating to students transferring from other schools/colleges are welcomed. Parents/carers should contact the college office (01297 32146) and ask for an appointment with the Headteacher who will be pleased to show parents and prospective students around.

## **Anti-Bullying Policy**

### **Rationale**

Bullying is a form of anti-social behaviour that the School considers inappropriate and unacceptable. Bullying can include any sort of physical, verbal or emotional intimidation of a person by another person (or group), which causes them anxiety or distress, including any form of cyber-bullying. It is characterised by its persistent nature, and is rarely a 'one off' event. We provide an environment where bullying is seen by all to be unacceptable. To this end, it is given a high profile in the PSHE programme, in tutor time, IT lessons and in assemblies. The Student Council is encouraged to discuss bullying. The governing body will not tolerate bullying of any description and supports the procedures adopted by the school.

### **Dealing with Bullying**

Teachers and non-teaching staff receive training and are encouraged to be vigilant and to report any concerns. The school maintains a log of any reported incidents. We are committed to student-centred learning, which focuses on the needs of individuals, and we promote teaching and learning styles that encourage co-operative working. Classroom management has a key part to play in ensuring that students can work in a variety of groupings and thus extend their relationships beyond a small group of friends.

### **Principles**

- We will create a supportive atmosphere in which all students feel able to talk about their problems. Students will always be listened to by an appropriate member of staff when reporting incidents of bullying, and what they say will be taken seriously.
- Allegations of bullying will be dealt with swiftly.
- Every effort will be made to resolve problems between students through the counselling of both parties; both may need support in addressing and modifying their behaviour.

### **Procedure**

The tutor is the first point of contact and will discuss incidents of suspected bullying with the

students and, if appropriate, the parents. Students involved will be interviewed individually and their experiences recorded. They will be given the opportunity to talk about their perceptions of the incident and their feelings. The member of staff will then arrange for the students to meet together with them to agree a set of targets to prevent bullying occurring again. The situation will be monitored carefully.

Where problems persist the tutor will work with their Head of Year in order to resolve the matter via mediation. Any further incidents will be followed up immediately.

Should serious problems still exist, an Assistant Headteacher and possibly the Headteacher will become involved. If there are repeated incidents sanctions will be employed.

Parents will be kept informed at each stage in any incident of bullying and of any action taken. Bullying will always be treated as a problem and a 'problem solving' approach will be adopted. Students must recognise that the school will not accept bullying.

## **ASPIRE 'Gifted & Talented'**

Launched in 2011, ASPIRE is a unique college-based programme designed to raise the aspirations of gifted and talented learners. The aims of ASPIRE are to secure the highest attainment at GCSE and A Level, to enable learners to progress to the top universities and best apprenticeships and to overcome economic and social disadvantage faced by some learners.

To achieve these long-term aims we have developed a programme that is designed to raise aspirations, equip and motivate learners with excellent learning habits and life skills and develop a broad intellectual and cultural curiosity about the world.

### **Programme**

ASPIRE is organised into a 'lower' school (Years 5-8) and an 'upper' school (Years 9-13) with learners joining in September or January. This unique and comprehensive programme is tailored to the needs of each learner and includes a wide range of activities – day workshops delivered by experts or visiting artists/writers, cultural trips, residential courses, 'master classes', and one-to-one coaching sessions.

The programme is delivered in partnership with Exeter University, local and national businesses, charities and gifted and talented organisations.

### **Membership**

Learners from primary schools in the Axe Valley Learning Community are nominated by their class teacher between Years 4-6. Attainment in core subjects (English, Maths and Science) needs to be within the top 10% nationally and is based on teacher assessment.

Learners at The Axe Valley Community College will be nominated if their attainment is in the top 10%. For Years 7-11 this is based on a cognitive test and national curriculum levels for English, Maths and Science. In Years 12-13 the nominations are based on average GCSE point score.

We are determined to ensure that social and economic disadvantage does not hold back learners from achieving their potential. As a result we aim to recruit at least 20% of learners who receive

Free School Meals.

All nominated learners are invited to take up membership of ASPIRE and attend an induction event aimed at making them feel part of something special.

### **Aspire Arts**

The programme is aimed at gifted and talented students in Art, Drama and Music and just like the General ASPIRE Programme students can expect a range of events and activities from masterclasses, visiting specialist workshops, trips to theatres, exhibitions and University events. The programme aims to support and inspire the next generation of creative talents - the top 5 students from the three subjects in the Year are invited to join the programme at the beginning of Year 7.

### **Information**

Please visit the website [www.axevalley.devon.sch.uk/aspire](http://www.axevalley.devon.sch.uk/aspire) or contact Mrs Kate Pemberton, ASPIRE Co-ordinator [kpemberton@axevalley.devon.sch.uk](mailto:kpemberton@axevalley.devon.sch.uk) 01297 32146.

### **Assessment**

Students are formally assessed in each subject area at least four times a year. Teachers record the levels / grades awarded in a database and this information is shared with parents through Progress Reports. At the end of each assessment period the Year Leader and subject teams consider the progress of all students against their targets. Where students are performing well and exceeding targets we will contact parents with a letter of commendation. Where students are performing below expectations and we feel action is required to support we will put this in place, we may also write to parents outlining our concerns and explaining what we are going to do about it. This could involve providing the students with additional support in English or Maths, teacher-led support in class or mentoring support. This intervention will typically last about 8 weeks and we will evaluate progress at the end of this period. Our aim is to quickly tackle underachievement and effectively support the student to get back on track quickly. For further information about these procedures please contact your son/daughter's Year Leader.

### **Behaviour**

We aim to promote the Core Values of The Axe Valley Community College which are Excellence, Perseverance, Respect and Care. These are universal and apply to all members of the Community.

To ensure that every member of the College Community recognises that we all have Rights and Responsibilities.

To achieve Outstanding Behaviour across the College

## Rights and responsibilities

Learn and achieve your potential	<ul style="list-style-type: none"><li>• Arrive on time for lessons</li><li>• Work hard in all your activities</li><li>• Complete homework to the best of your ability</li><li>• Use feedback to improve your work further</li></ul>
Feel proud of yourself and your college	<ul style="list-style-type: none"><li>• Wear your uniform correctly</li><li>• Present your work neatly</li><li>• Be an ambassador for the college in the wider community</li></ul>
Be treated well and respected	<ul style="list-style-type: none"><li>• Treat others with care and consideration</li><li>• Promote respect and tolerance</li><li>• Listen to others' views</li><li>• Report students who don't treat others with respect</li><li>• Follow safety procedures at all times</li></ul>
Be safe and looked after	<ul style="list-style-type: none"><li>• Talk to an adult if you have a problem</li><li>• Remember E-Safety rules</li><li>• Work with us to stop bullying of any kind</li></ul>
Work in a positive environment	<ul style="list-style-type: none"><li>• Keep college clean and tidy</li><li>• Use equipment and resources responsibly</li><li>• Recycle where possible</li></ul>

## College Rules

Rules exist to protect rights. The college rules are set out in the table below. Failure to comply with the rules carries a negative sanction. The list is not exhaustive and any incident of inappropriate behaviour will be dealt with on its own merits and at the discretion of staff. It is a recommendation that the teacher/subject/year leader issuing the detention visit the student during the detention for a short conversation designed to confirm reasons, repair and rebuild ready for the next lesson. Escalation of sanctions will follow for repeat offences.

### Students must:

- Wear correct uniform at all times
- Be punctual
- Complete all homework set within the allocated time
- Be polite and courteous towards others
- Comply with instructions from staff

### Students must not:

- Disrupt the learning of others
- Be rude, impolite, swear or make derogatory comments
- Bring any illicit substances onto college property
- Form any type of gang or club without consent from a Staff member
- Fight or participate in bullying or intimidating behaviour

It is a view of the college that all members of our community have a right to work and learn in a safe environment.

### Rewards and Interventions to promote positive behaviour

At the Axe Valley Community College we are of the view that recognising student achievement at all levels and in all aspects of student life is very important, including formal and informal recognition. Depending on circumstances rewards can include:

- Verbal praise
- Written praise in planners / exercise books / letters home
- Praise postcards

- Award of achievement points
- Certificates and badges
- Year group Celebration Assemblies
- Awards during Presentation Evenings and Prize Days

Interventions to promote positive behaviour can include:

- Negative Points: These can be issued by any Staff member for minor breaches of College rules.
- Reports
- Parking where students may be removed to complete their class work in another teacher's classroom.
- Time Out where if the behaviour is of a serious or dangerous nature students may be sent to Time Out without warning. Generally however, they will be given two clear warnings and be sent out after a third instance of poor behaviour or disruption.
- Break or lunchtime detentions
- After-College detentions
- Internal isolation
- Internal exclusion which includes parents being asked to attend a formal reintegration meeting
- Fixed Term Exclusions where students may be excluded from College for a period of 1-5 days in response to a serious breach of the Behaviour Policy
- Behaviour Support Plans where behaviour is of sufficient concern and early interventions have proved unsuccessful. This is done in full consultation with parents and any relevant outside agencies.
- Pastoral Support Plans which are instigated by the Assistant Headteacher as a result of consultation with the Headteacher and other staff where there are serious concerns about the behaviour of a student, and he or she is deemed to be at risk of Permanent Exclusion.
- Managed Moves as there are times when a student would benefit from a fresh start at another school or college.
- Permanent Exclusion. It is rare that we move to permanently exclude a student and it is always the decision of the Head Teacher.

Please see Rewards and Sanctions on p27, which are part of the College's Behaviour Policy.

## **Caring for Students**

We believe that good relationships between staff and students promote a more effective learning environment. On admission to the college, students are placed in tutor groups with other members of their year. The Form Tutor and the Year Leader are likely to be the teachers who know your child best. If there is any matter which you wish to discuss concerning your child, it is a good idea to contact these teachers first.

## **Catering**

Breakfast is available from 8.00 each morning. Students are able to purchase cereal, toast, hot snacks and drinks. During break time a wide range of sandwiches, hot snacks, tray bakes, fruit



and drinks are available from the canteen. At lunch time the students can buy food from the canteen where a good selection of hot and cold meals and snacks, sandwiches, salads, fruit and drinks are available. Students can bring a packed lunch to school.

We have been designated a 'Healthy School'. This means that we have been recognised as offering a balanced range of foods for students to purchase at break and lunchtime. We adhere to the national nutritional guidelines and do not sell crisps, confectionery or snack bars. We believe that healthy eating is vital for our students and are always striving for improvements.

## Charges and Charging Policy

The college's charging policy is outlined below:

- Voluntary contributions will be requested wherever permitted by the law
- Charges will be made wherever the legislation permits
- We shall remit charges to families who are on Income Support or Family Credit and in other particular cases wherever we consider it appropriate
- Parents will be asked to pay in cash or kind for materials used in craft etc. if they have expressed a desire to retain the final product. At the start of Year 7, parents are invited to contribute £15 towards to cost of materials for Technology. Students are encouraged to take home items made.
- The circumstances for any charge will be clearly stated in writing to the parents.

Any student damaging college property, or breaking equipment through lack of care, may be required by the governors to pay the replacement costs.

## College Closure

There are typically three early closure days each year and these are shown in the college calendar. Two are for staff training events and the third is on the last day of the summer term. Reminders will be issued in the newsletter and through email / text messages. College closes at 1.10 and buses depart at this time.

### Emergency Closure

It may be necessary to close the college because of extreme weather (snow or risk of flooding). In such events the college will alert parents immediately of the decision via email, text messages, twitter and the college web site.

## College Day

Students are required to arrive at college by 8.45 at the latest

8.50	-	9.50	Period 1
9.50	-	10.50	Period 2
10.50	-	11.10	Break

11.10	-	12.10	Period 3
12.10	-	1.10	Period 4
1.10	-	2.10	Lunch
2.10	-	2.25	Tutorial Period
2.25	-	3.25	Period 5

## College Nurse

We are fortunate to have the services of a College Nurse and she holds a drop in session on Friday lunchtime in the room next to the Pastoral Support Co-ordinators. She is able to talk confidentially to students about medical matters. The college also benefits from the services of an independent Counsellor (non-teaching). Students can self-refer to the nurse and counsellor on a confidential basis, with the proviso that Child Protection protocols are observed at all times. The college is not funded for this service and cannot guarantee its availability. All efforts are made to refer students in need to the counsellor if appropriate. Please note that with the exception of Child Protection issues, the discussions between Student and Counsellor are entirely confidential. No information will be shared with College staff or parents without the express permission of the young person.

## College Year 2016 – 2017

<p><b><u>Autumn Term 2016</u></b></p> <p><b>September</b>  1st – Staff Training Day  2nd – Staff Training Day  5th – Yrs 7/10/12 Students return to college  11<sup>th</sup>? – All students in college</p>	<p><b>October</b>  24th – 28th October - Half Term</p> <p><b>December</b>  16th – Last Day of Term</p>
<p><b><u>Spring Term 2017</u></b></p> <p><b>January</b>  3rd - Staff Training Day  4th - Students return to college</p>	<p><b>February</b>  13th – 17th – Half Term</p> <p><b>March</b>  31st – Last Day of Term</p>
<p><b><u>Summer Term 2017</u></b></p> <p><b><u>April</u></b>  18th - Students return to college</p> <p><b><u>May</u></b>  1st May – Bank Holiday  29th May – 2nd June – Half Term</p>	<p><b>July</b>  21st – Last Day of Term for students  24th – Staff Training Day</p>

In addition there will be several early closure days (1.10pm) across the year built in for staff training. These dates will be confirmed in September. In addition, the final day of year (21 July) will also end at 1.10pm.

## **Communication with the College**

Letters and other documents will typically be sent home via your son / daughter so it is important to establish a procedure at home for this. We produce a monthly newsletter which provides an update from the Headteacher and general news about college life. This is published on a Friday. In addition we publish a daily student bulletin which provides information about clubs, activities, reminders and canteen menu. All this information is available on our college web site.

We use email to communicate with parents extensively. It is important for us to have an email address for you so that you can take advantage of this quick and reliable form of communication. In addition we use a text messaging service to provide reminders to parents. You can follow us on Twitter (Axe Valley CC) where you will receive regular updates and news.

During extreme weather we will need to communicate to parents quickly and accurately so that you can be well informed, especially where school closure is a possibility. We will use the college web site, Twitter, email and text messaging to ensure that communication is effective. The most likely period for this is during snow.

## **Complaints Procedure**

We value the good relations we enjoy with parents and the local community. It is our belief that these good relations are based on mutual respect and a willingness to listen to all points of view. The governors have adopted a complaints procedure which provides a structured opportunity for all concerned to express and resolve any difficulties which may arise. It is our aim to continuously improve the quality of service and provision we offer as a college. We are, therefore, genuinely interested to hear of and resolve all complaints and concerns. The procedure is as follows:

- Contact the college with your concern. The teacher or Headteacher will ensure that the matter is referred to the relevant member of staff.
- If the issue is not resolved, the complaint should be referred directly to the Headteacher who will investigate.
- A formal complaint to the governing body can be made if the individual making the complaint is unsatisfied. The complaint will be heard by a panel of at least three governors.
- If and only if, the complaint falls under section 409 arrangements, Education Act 1996, it can be referred to the LA. In all other cases, the governing body's decision will stand.
- If all else fails, the Secretary of State for Education and Employment will give direction if the governing body or the LA have acted unreasonably or have failed to make provision. If the complaint is against action, or not taken, by the LA, it is also possible for that complaint to be referred to the Local Government Ombudsman.

Any enquires should be directed to the Children and Young People's Service: County Hall, Topsham Road, Exeter, EX2 4QD. Telephone: 01392 383000.

## Core Values



These are universal and apply to all members of the college community. They are clearly communicated to all members of the community through notices and displays and provide the framework for a values education programme, reward systems and other key areas of college.

## Curriculum

### Curriculum Time

Students are taught for 25 lessons a week – each is 60 minutes long. In addition students have a daily tutorial period (25mins).

### Key Stage 3 (Years 7-9)

Broadly, we look to achieve a balance of mixed ability and set ability groupings at Key Stage 3. This is based on best practice in a number of high performing schools in the region. Our staff are highly experienced at teaching in both timetable arrangements and high expectations are set across all subject areas.

	Mixed ability classes	Set ability classes
Year 7	Art, Computing, Drama, Geography, History, RE, Music, PE, and Technology (Food, Textiles, Product Design)	English, Languages, Maths and Science
Years 8 & 9	Art, Computing, Drama, Geography, RE, Music, PE, and Technology (Food, Textiles, Product Design)	English, History, Languages, Maths and Science

This may vary from year-to-year because of timetabling constraints. The table above provides an overview of the current Key Stage 3 Curriculum.

### **Modern Foreign Languages**

In Year 7 all students will commence with French; in Years 8 and 9 able linguists will have the option to take up German as a second language. We offer both French and German GCSE in Year 10-11.

### **Key Stage 4 (Years 10 - 11)**

Students in Years 10-11 study a core curriculum which includes GCSE English (and Literature), GCSE Maths, GCSE Sciences (x2 for most, x3 for able scientists) and PE. Students also choose one of the EBACC GCSEs Computer Science, French, History, Geography, German or Science (able scientists). They also choose three Optional courses (these can include any other subject from Computer Science, French, History, Geography and German so that students are able to study any combination of those subjects for example, both History and Geography or Computer Science and German). We have a wide range of courses on offer including:

**GCSEs:** Art, Catering, Computer Science, Drama, English, English Literature, French, Geography, German, History, Maths, Music, PE, Product Design, Psychology, Religious Studies, Science and Textiles.

**Vocational Subjects:** ICT & Health and Social Care

	Mixed ability classes	Set ability classes
Year 10/11	Option Subjects and PE	Maths, English, Science

### **Alternative Learning Programme**

Students following the Alternative Learning Programme will have a personalised programme which may include a work experience placement as well as receiving extra Careers support.

### **Personal, Social and Health Education (PSHE) and Citizenship**

PSHE and Citizenship is delivered at Key Stage 3 through History / Geography lessons, tutorial periods, assemblies and PSHE days. In Key Stage 4 it is delivered in a similar format, but without History / Geography lesson time.

### **Personal Well Being**

The personal development of students is a vital part of their secondary education. Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Students will be able to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

### **Economic Well Being**

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Education for economic wellbeing and financial capability improves motivation and progression by helping students see the relevance of what they learn in school to their future lives.

### **Religious Education and Collective Worship**

Religious Education is a compulsory subject covering a variety of religious and moral issues. The Religious Education Programme of Study for Key Stages 3 is determined by the Devon Agreed Syllabus for Religious Education. Lessons cover a broad range of issues involving both Christianity and other world religions. Special arrangements can be made for those students whose parents decide to withdraw them from this part of the curriculum.

There are regular assemblies each week which provide opportunities for regular collective reflection and worship.

### **Sex and Relationship Education**

Our policy is based on the following rationale:

The Axe Valley Community College believes that sex and relationship education should be taught as an integral part of the curriculum.

- Students should be encouraged to have due regard for 'moral consideration and the value of family life'.
- It should encourage personal responsibility in all forms of behaviour.
- By building a student's self-image and esteem, we encourage a more positive and responsible attitude to relationships.
- To disseminate knowledge of the law and an appreciation of attitudes and behavioural patterns, leading to a better understanding of their own sexuality and that of others.

The Sex and Relationship Education programme is as follows:

Sex, Relationships and Drugs Education is an important part of any school's curriculum. The form tutor as well as professionals will deliver aspects of SDRE during tutor time, assembly slots and Challenge Days.

#### *Key Stage 3:*

Year 7: Who am I?; Self-identity, Personal values, Growing up; Puberty, Cultures and Diverse Society, Learning Styles, Financial literacy and Community.

Year 8: Sustainability, Crime and Justice, Careers, First Aid, Fair Trade, Peers and Relationships; Prejudice and Stereotyping.

Year 9: Alcohol, Drugs and Tobacco, Managing Contraception, Sexually Transmitted Infections, Healthy eating and fitness, Global Citizenship, Government and Democracy and Community Cohesion.

#### *Key Stage 4:*

Year 10: Transition from ks3 to ks4, The Media, Domestic Abuse and Homelessness, Careers and Charities.

Year 11: Goal setting, Work Experience preparation, Careers and Managing money.

Delivery is through planned use of tutor PSHE sessions. Moral and ethical issues may arise from linked topics in all National Curriculum subjects.

Parents have the right to withdraw their children from the non-statutory part of the sex education programme. They may not withdraw their child from the compulsory Key Stage 3 Science programme of study which also covers part of this material. Parents wishing to exercise that right are asked to contact the Headteacher.

## **Extra-Curricular**

The college provides a wide range of activities covering physical, creative and cultural pursuits. These take place at lunch times, after college, in the evenings and at weekends and include performing arts productions, theatre trips, homework clubs, sporting activities, craft and cookery clubs, poetry competitions, curriculum extension classes, library, competitive college sport teams and/or county/district trials and Duke of Edinburgh Award.

As well as a variety of peripatetic music lessons available to students, they may also become involved in attending concerts or providing music for various 'special occasions' with the orchestra, youth bands, jazz band or choirs. We now have a recording studio at the college and we encourage the students to be creative with their musical talents.

At the end of the Summer term, the curriculum is suspended for two days so that students and staff can participate in a wide range of exciting activities. Examples from the Summer 2015 programme include: Kayaking, Raft building and other Water Based Activities at Haven Banks in Exeter, Skateboarding and Scootering Workshops, learning to surf at Widemouth Bay in Cornwall, Beauty and Fashion Workshops, Horse riding, Sailing in Exmouth, Coastal Walks, visits to Crealy Theme Park and Paintballing with Adrenalin Games, Rock School, Outdoor cooking, Cycling at Haldon Forest and along the River Exe, Bush Craft, Camping and Zip wire at Trill Farm, Trip to London and Thorpe Park as well as a trip to the Ardeche region in France.

## **Feedback for Learning**

The feedback on students' work in all subjects should be regarded as a regular means of communication with students about their individual progress. This communication needs to be in a form which is comprehensible and clearly able to be understood by the individual student. 'Students should know where they are, where they are going and how to get there.'

### **PURPOSE**

The purpose of written and verbal feedback (whether by teachers, self or peers) is:-

- To provide feedback to students about their learning, enabling them to reflect on their work, know what they do well and how they can improve.
- To promote Triple Impact Marking (TIM)
- To provide regular summative evidence and enable this evidence, where necessary, to be reported to other staff, parents and outside agencies.
- To be seen by students as a positive approach to improving their learning in the College.

## OBJECTIVES

- To monitor progress over time.
- To raise levels of attainment.
- To be able to support learning and teaching.
- To ensure consistency within teams and across the school.
- To provide evidence which can be shared with parents

## PROCEDURES – These apply equally to all key stages

- Triple Impact Marking (TIM) should be the method of feedback for all assessed pieces. When a written response /assessment is complete (or a piece of written response is at a stage where it can be assessed) Triple Impact Marking should be adhered to. A possible Triple Impact Marking assessment route is illustrated below.

1 Peer mark- The students individually or peer mark their work, against the given assessment criteria (or criteria defined by the subject teacher). Peer assessment should be written in a different colour to distinguish from the original work.

2 Formal feedback- The teacher formally marks the student's written work (giving 'next step' advice). Teacher assessment should be written in a different colour to distinguish from the original work.

3 Reflection (Direct Improvement and Reflection Time [DIRT] time)- The students are given time to reflect on the feedback given. They should as a matter of course respond to any written feedback on their assessments in a different colour to distinguish the improvements and demonstrate the progress they have made.

- Students receive written feedback (in a different coloured pen) to support the raising standards of learning across the college. This should be evidenced at least once in a ten lesson block or for A Level once every 4 hours of teaching. Some small exceptions apply where the exam board regulations prohibit written feedback.

- In addition opportunities for AFL – self and peer marking/feedback against agreed criteria should be evident.

- To support literacy across the college, up to five points of literacy corrections should be made (where necessary).

Effort grades are misleading and should not be used; giving marks out of ten or percentages can lead to students ignoring the comments which show the student how to progress.

- Positive constructive comments should be given and a realistic target(s) should be set (it is important for these to be revisited to see if they have been achieved )Targets should be realistic but challenging. They should inform the learner and make a positive difference to their progress.



- The most important element is 'what next?' or 'next steps' – in order to improve what does the student need to do? These should be small and be built up over time. Many students use WWW (what went well) and EBI (even better if).
- When books/assessments/coursework with written feedback are returned time should be given to students to consider the targets and next steps; this could be individual or peer group and an essential part of Triple Impact Marking and AFL.
- Where possible/appropriate students should participate in deciding their learning targets.
- Student involvement in assessing their work is seen as a valuable component of the learning process. It provides the students with an opportunity to be actively included in promoting their own progress.
- Students should be able to see the relevance of your feedback and understand how they can improve.
- Students should be made aware and understand the criteria used for feedback and assessing.
- Verbal Feedback is an important aspect of formative assessment.

## RESPONSIBILITIES

### Students

- To accept responsibility for their own learning and be reflective learners.
- To act on next steps guidance given by teachers.
- To work individually and with peers to assess work using criteria.

### All Teachers

- To ensure that all classwork and homework is marked regularly according to the Feedback for Learning Policy.
- To promote Triple Impact marking
- To ensure effective feedback to learners about their performance and progress.
- To regularly review progress of students within their teaching groups.
- To share good practice.
- To explain the feedback and assessment criteria to the students and to ensure that assessment and marking information informs curriculum planning, tracking and reporting.

### All Teaching Assistants

- Regularly review progress of individual students and to communicate with the teacher and student.
- When not engaged directly with identified students to work supporting a range of learners within the classroom to achieve their targets/next steps.
- To be clear as to whom they are working with and why, both teacher and individual students.

## SLs/ SLT

- Schemes of learning should show opportunities for a variety of AFL and feedback opportunities.
- To ensure the marking is regular and formative in line with the Feedback for Learning- including TIM.
- To monitor the effectiveness of feedback and accuracy of marking in raising standards.
- To share good practice within their teams.
- To carry out work scrutiny/ student interviews re feedback and progress.

## Parents



- To monitor their son/daughter's targets and where possible support the 'next steps'.
- To discuss targets in 'next steps'.
- To sign planners weekly and check on homework.

## Marking Tools

These set out the range of tools that teachers and other staff typically use when marking students work.

### Marking Symbols for KS3-4

These provide a college-wide approach correcting students' written work in terms of their spelling, grammar and punctuation. These symbols are recorded in student planners and displayed in all class rooms.

<b>SP</b>	Spelling mistake
	Punctuation missing
?	Express more clearly / does not make sense
	Word missing
//	New paragraph
<b>PR</b>	Presentation standards not met
✓	Think: why has your teacher ticked this part of your work?
<b>X</b>	Incorrect

### What's working well (WWW) / Even better if (EBI)

This provides developmental, written feedback to students. WWW summarises the strengths in the piece of work. Up to three should be recorded. EBI highlights areas for development that teachers are expecting students to act on. Advice on how to develop should be recorded here as appropriate.

The level of detail should be proportional to the amount of work and the time that students have on this. A short 45min homework task may result in a short WWW and EBI. For an Extended Learning Project comments should be precise and detailed.

### Grade / Score

There are many approaches to scoring students' work, including marks (e.g. 20/26), grades (e.g. A), or a percentage (72%). Some departments may also wish to use an effort grade. Where this is used the department should adopt a common approach that is clearly set out in its Department Marking Policy.

### GCSE, BTEC, or GCE Grade

These apply for formal assessment tasks, at GCSE/GCE/BTEC and are given grades (e.g. 1-9 A\*, Merit). These are most effectively used when teachers explicitly share the grade criteria so students have a clear understanding of what constitutes different levels of work.

## **Marking Grid**

Contexts	Frequency	Points to note	Marking Symbols	WWW / EBI Comments	Grade / Score	Exam Grade
Classwork	Every 8-9 Lessons	<ul style="list-style-type: none"> <li>• Exceptions are Music, Drama and PE</li> <li>• Be selective – focus on section of work e.g. a page or paragraph; it is not intended that all classwork is marked</li> </ul>	✓	O	X	X
Homework	Every submission	<ul style="list-style-type: none"> <li>• It is appropriate for teachers to mark specific sections only of completed work.</li> <li>• Grade / Score is optional and should be set out in Department Marking Policy.</li> </ul>	✓	O	O	X
Extended Learning Projects	Every submission		✓	✓	O	O
Essay / Extended Writing	Every submission		✓	✓	O	O
Formal assessment task	Every submission	<ul style="list-style-type: none"> <li>• Controlled Assessments / BTEC Modules: marked in line with exam board requirements</li> <li>• WWW/EBI could come on practice of work</li> </ul>	✓	✓	X	✓
Internal exam	Every time		✓	O	X	✓

✓ Required, X Not Required, O Optional

For further information please refer to the full version of the policy on the college web site.

## Free School Meals

The Government has introduced new funding arrangement for schools. One of the key changes is the introduction of a Pupil Premium, which is linked to the number of students who receive Free School Meals (FSM). Schools will receive an additional £935 for every student who claims FSM and this extends to anyone who has been entitled to FSM in the past 6 years. If you are eligible for FSM please consider making an application; this will make a significant difference to the amount of funding that is available to the college over the coming years.

Many parents already take up their entitlement to claim FSM (approx. 13.5% last year). The benefits are worth £2.20 per day – that's £11.00 per week per child! There is a huge choice of delicious and nutritious meals available each day.

If your child receives free school meals in their current (Devon) primary school they will automatically have their entitlement to a free meal transferred to The Axe Valley Community College, unless their circumstances have changed. An application form for Free School Meals is available from reception if required or parents can apply on line.

<https://new.devon.gov.uk/educationandfamilies/school-information/school-meals>

## Governors

Our governors represent a wide cross-section of the community. The college is fortunate in having a hard working, experienced and committed governing body. Their experience, advice and active support is of immense value to staff and students. The strategic role of the governing body and their responsibility in challenging and supporting the school are fully described in the Governors' section of the College website. Current membership of the governing body is also listed there as well as the ways in which the governors can be contacted.

All policies agreed by the governors are available on the college website should you wish to examine them. Minutes of Governing Body meetings are public documents and can also be seen on the website.

## Holiday Requests in Term Time (Leave of Absence)

Holidays in term time are no longer permitted for **any** student. New legislation as of September 1<sup>st</sup> 2013 relating to the Education (Pupil Registration England) Regulations 2006, has removed all reference to holidays and a ten day period.

Instead parents/carers may apply in advance for **Leave of Absence for Exceptional Circumstances** via the S2 form which is available from the Student Office or on the college website. Please read the form carefully. Requests must come from the parent/carer with whom the child normally resides and each application will be considered on its own merits.

We do not consider that parents having seasonal occupations or being unable to take leave from

their employment constitute Exceptional Circumstances, unless there are additional factors which mean that an absence from College is necessary/desirable for a student.

Likewise, financial hardship alone is not considered to be an Exceptional Circumstance.

As a **secondary** consideration we do not authorise leave if attendance is below 97%.

We do not authorise leave during the period of important exams, at the beginning of Year 7 or during Year 10 and 11. The continuous and controlled assessment process during KS4 means that students who are absent compromise their chances of success. Group work is often involved and one student being absent sometimes means the whole group is unable to complete a module.

We will usually authorise leave of one or two days for weddings of close family members, for funerals and for students with parents serving in the armed forces. Absences for family weddings which take place abroad, alongside a holiday would not normally be authorised.

If we become aware that we have been notified that a student is absent due to illness but has actually been on holiday we will retrospectively remove authorisation for that absence and notify the Welfare Service.

### Unauthorised Absence

Is reported to the Education Welfare Service and may well result in the instigation of parental responsibility measures and/or Legal Action.

## Homework

### Types of Homework

- One-off tasks such as research for the next lesson and collecting resources for presentations e.g. images and essays
- Revision activities
- Evaluation of own learning
- Extended Learning Projects
- Web based activities e.g. 'My Maths'

### Setting and marking procedures

	Ratio of homework / lesson time	Subject setting arrangements	Subject(s) exempt	Marking
KS3	10mins / hour (total 3hrs40mins per week)	<ul style="list-style-type: none"> <li>• English, Maths, Science: 30mins per week</li> <li>• History, Geography, MFL and Technology: 40mins per fortnight</li> <li>• Art, Music, Drama, RE and ICT*: 20mins per fortnight</li> </ul>	PE Cit / PSHE	<ul style="list-style-type: none"> <li>• Within x1 week</li> <li>• Within x2 weeks</li> <li>• Within x2 weeks</li> </ul>

KS4	15mins / hour (total approx. 6hrs per week)	<ul style="list-style-type: none"> <li>• Science: 1hr15mins per week</li> <li>• Maths and English: 1hr per week</li> <li>• Option subjects: 1hr15mins per fortnight</li> </ul>	PE (Core)	<ul style="list-style-type: none"> <li>• Within x1 week</li> <li>• Within x1 week</li> <li>• Within x2 weeks</li> </ul>
KS5 – Year 12	30mins / hour (total 8hrs)	<ul style="list-style-type: none"> <li>• Year 12 Options: 2hrs per week</li> </ul>		<ul style="list-style-type: none"> <li>• Within x1 week</li> </ul>
KS5 Year 13	60mins / hour (total 12hrs)	<ul style="list-style-type: none"> <li>• Year 13 Options: 4hrs per week</li> </ul>		<ul style="list-style-type: none"> <li>• Within x1 week</li> </ul>

\*ICT homework will be set flexibly due to limited access to specialised software in homes

## Learning Platform

The College's learning platform (FROG) is a tool to support the teaching and learning of students that the college is developing within specific subject areas and it is hoped will roll out across the college over the next four years. Where a student studies a course that is delivered via the learning platform, they will be able to see what assignments are due and their deadlines, the marks and comments that they receive for these assignments.

Updates to the functionality of the learning platform will be posted to the website and via the college newsletter.

## Leaver Destinations

### Student Destinations at end of Year 11

Year	2015
Staying at School	44.5%
Further Education College	43.9%
Apprenticeships	7.1%
Employed with training towards NVQ2	0.6%
Unemployed	1.9%
Moved away	0.6%
Not known	1.3%
Total	100.0%

## **Lockers**

Lockers are an optional extra for students. The total charge for a locker for Year 7 through to Year 11 is £10.00 which is a non-returnable deposit. Keys are the responsibility of the students and replacement keys are £5.00. Application forms for a locker will be available during the first part of the Autumn term.

## **Lost Property**

Students should avoid bringing large sums of money or valuable possessions to college. If students choose to bring such items to college they do so at their own risk and we cannot be held responsible for them. In PE lessons, watches and money should be given to PE staff for safekeeping.

Any lost property found in school should be handed in to the Student Office. Named articles are returned to students. Unnamed articles are placed in the lost property box in the Student Office. Those left unclaimed for more than a term will be disposed of. Please ensure that all items/uniform are named.

## **Mobile Phone Policy**

The College recognises that mobile phones are now an important aspect of everyone's life and have considerable value, particularly in relation to individual safety. The College therefore accepts that students are permitted to bring mobiles to the College but that use is limited and restricted.

Note: All points in the policy apply to phones, Ipods, MP3, MP4 players, cameras and any similar devices.

The College aims to educate students in the responsible use of technology. Please see this section of Policy.

Headphones must not be worn during or between lessons.

### **Breach of Rules**

- 1 Students who break the rules will have their phones confiscated by a member of staff. These will be taken to the Main Office and they will be sealed in an envelope and safely stored. The confiscation will be recorded.
2. Students will be able to collect their phone at the end of the following day. If they require use of a phone to contact parents/carers use of the college phones will be made available.

For full details please refer to policy on the website.

## Music Hive

The Music Hive @ TAVCC which provides inspiring opportunities for students at The Axe Valley Community College to get involved in playing music and developing their musical talents.

What does The Music Hive offer young people?

**Orchestra** – Covers range of traditional classical music. Members need to play a string, wind or brass instrument. There will be opportunities for both beginners and students playing at a higher level to take part.

**Jazz Boogie Band** – Covers Jazz and Blues using a mixture of brass, wind, percussion and guitars.

**Rock School** – Covers rock and pop music with a focus on guitars, bass, keyboards, drums and vocals.

Groups meet in the Music block. We will aim to put on regular performance to showcase each group's work. Rehearsals take place after school.

### Making it cheaper to take up tuition

We will aim to subsidise tuition fees for students. For students who are entitled to Pupil Premium we will provide the tuition completely free of charge. Tuition is available in a wide range of musical instruments and singing and takes place during the college day. For further information please see Mr Jevons.

## Online Safety

The internet is an ever-growing tool for accessing resources and information and due to this there has been an increase in its use. More and more people are accessing the Internet every day for a whole range of information and services.

One key group who are accessing the Internet are school children like your son/daughter. They use the Internet to source information to help them complete homework and coursework and use a variety of websites and interactive resources to enrich their learning experience. However, the Internet is an un-moderated source of information and as such there are a variety of websites that do not provide educational content and in many cases are unsuitable for school children to view.

The issue of online safety is growing and it is important that anyone involved in educating or enhancing a child's learning experience (e.g. content/technology providers, parents etc.) need to be aware of the massive impact that unsuitable sites can have. The college has ensured that access to the internet is through an internet filter that allows all access to be monitored and helps prevent access to sites that are deemed unsuitable either because the content is offensive or has no educational value for the courses studied.

Whilst at the college your son/daughter will have access to the Internet only once they have returned the college's internet agreement which sets out our expectations for the use of the internet at college and this must be signed by your son/daughter and yourselves. This will be issued to students in the initial weeks of their Computing lessons. Online safety topics are covered in the first



project year 7 students undertake in their Computing lessons, this topic is revisited in year 8 again in their Computing lessons and they also cover this issue in their PSHE lessons. Additional guides and updates will be published in the college newsletter and posted on the college website where currently there are separate guidance sections for both parents and students.

## **Parents' Evenings**

All parents are invited to meet with their child's teachers at Parents' Evening.

**Online Booking System** – parents are able to make bookings directly through <https://axevalley.parentseveningsystem.co.uk> Guidance on how to use the new online booking system is available in the 'Parents' section of the college web site. If parents do not have access to the internet or are not comfortable with using this system then a member of staff can assist.

**Appointments** – will be restricted to 5 minutes and we would like to ask you and staff to stick to this. We aim to avoid delays by not allowing parents to book consequentially.

## **Personal Data Checking Sheets**

Parents will be asked to check and return a copy of the Student Data Checking sheet. This provides us with information such as address, contact details with telephone numbers and email addresses, and all relevant medical information. Please ensure you tell us if this information changes.

## **Photographs**

Photographs of all Year 7 students will be taken during the first term. These will be available for purchase a couple of weeks later. From time to time, photographs are taken of students to record and celebrate the variety of activities on our campus. We would like parents to be aware that some of these may be used on the college website, (first names only), in the college newsletter or in the local press when it is sometimes customary to identify students by name. The college will request consent from parents.

## **Presentation Standards in exercise books and student planner**

We expect students follow three simple presentation standards:

1. Treat exercise books with respect: no graffiti, doodling, scribbling out or tearing out pages
2. Use pen for writing, pencil for drawing and ruler for underlining
3. Clear title and date - both underlined

## **PSHE Days**

Students are involved in approximately two/three PSHE days throughout the year. These will typically look at Citizenship and PSHE (Personal, Social and Health Education) themes such as financial awareness, drugs awareness and revision skills

## **PTFA – Parents, Teachers and Friends Association**

All parents are automatically members of the PTFA. Some play an active part by supporting the wide range of activities organised throughout the year. Details of activities and meetings are published in the college newsletter. Your support would be welcomed and appreciated. The college is very fortunate in having a supportive group of parents and friends who organise fund raising events. Each year as our older students complete their examinations and leave the college, we also lose a valued group of loyal parents. We are keen to recruit new parents to join this friendly and welcoming association.

To find out more please contact the Chair, Celia Diepenbroek at [Doeke@hotmail.co.uk](mailto:Doeke@hotmail.co.uk) or Jo Huscroft on [joannehuscroft@talktalk.net](mailto:joannehuscroft@talktalk.net)

## **Pupil Premium / REACH**

REACH is the name for the Pupil Premium programme at TAVCC. As you may know, every year the Government gives schools additional funding for students who are, or have been in the past 6 years, registered for free school meals, are members of service families or are children in care.

With this additional funding we have launched the REACH enhancement programme to ensure that all Pupil Premium students have a genuine 'premium' experience. In general we aim to support students when finance is a barrier to their participation and address any specific needs by tailoring our programme to meet their requirements. If you have any further suggestions or concerns please do not hesitate to contact us.

The pupil premium students at our college are a key focus group for us and we closely monitor their progress. We are determined that at our college they achieve at least as well as any other group.

For further information please contact REACH Co-ordinator, Mrs Kate Pemberton  
[KPemberton@axevalley.devon.sch.uk](mailto:KPemberton@axevalley.devon.sch.uk)

## **Reporting**

A Progress Report will be sent home to parents four times a year. The progress report will indicate your son / daughter's current performance compared to target for each subject. We hope that this information will enable parents to play an active role in understanding the progress of your son / daughter. Parents' evening provides an opportunity to discuss your son / daughter's progress with their individual teachers. Should you wish to discuss any aspect of your son/daughter's progress at

any other time, please contact the college to arrange a convenient time to meet with the Year Leader/Tutor.

## Rewards and Sanctions

At The Axe Valley Community College we are of the view that recognising student achievement at all levels and in all aspects of student life is very important. Formal and informal recognition helps keep students motivated and encourages high levels of commitment and participation in learning. Depending on the circumstances rewards can include:

- Verbal praise
- Written praise in planners or exercise books/letters home
- Praise postcards
- Award of achievement points
- Certificates and badges
- Celebration Assemblies for each Year group
- Awards during Presentation Evenings and Prize Days

We have an exciting Rewards and Sanctions system at The Axe Valley Community College summarised below. The aim of the system is to increase the number of positive rewards for students and motivate them to achieve. Celebration assemblies and Prize Days are major events where all sorts of achievements are recognised, from sports, arts to academic, as well as the raffle.

**REWARD SYSTEM**

Points	Reward	Awarded for	How will I receive this?
1	Verbal praise	Exceeding expectations	Verbal notice
5	Subject praise postcard	Exceptional piece of work	In tutor time
10	Commendation letter	Consistently exceeding expectations	Posted home
15	Tutor / Year Leader award	Outstanding contribution to tutor / year group	Celebration assemblies
20	Senior Leader / Headteacher award	Outstanding contribution to college or community	Celebration assemblies
25	100% Attendance award	100% attendance in term	Celebration assemblies
30	Prize Day award	Outstanding achievement or progress across a year	Prize Day ceremony

We also have a range of interventions employed to promote positive behaviour including:

- Negative Points
- Reports
- Parking
- Time Out
- Detentions
- Isolation
- Exclusion

- Behaviour Support Plans.
- Pastoral Support Programmes

Please see Rewards and Sanctions on p27, which are part of the College's Behaviour Policy.

#### REWARDS AND SANCTIONS SUMMARY

Reward	Awarded for	Points	Sanction	Awarded for
Verbal praise	Exceeding expectations	1	Verbal reprimand	Minor breaches of College Rules
Subject praise postcard	Exceptional piece of work	5	Short detention	Minor or moderate incidents
Commendation letter	Consistently exceeding expectations	10	30min lunchtime detention	Moderate incidents
Tutor / Year Leader award	Outstanding contribution to tutor / year group	15	60min after school detention	More serious incidents.
Senior Leader / Headteacher award	Outstanding contribution to college or community	20	Isolation	Serious incidents
100% Attendance award	100% attendance in term	25	Internal exclusion	Serious incidents
Prize Day award	Outstanding achievement or progress across a year	30	Fixed Term exclusion	Serious and major incidents

## Safeguarding Children

We would like parents to be aware that schools/colleges have a duty to safeguard and promote the welfare of children in their care. This responsibility includes the college having a Child Protection Policy and procedures. These documents are available from the college on request or through our website. Our policy makes it clear that schools/colleges may need to share information about students and work in partnership with other agencies when there are any child welfare concerns.

In general the school/college will seek to discuss any child welfare concerns with the family and, where appropriate, inform them before making referrals to Children and Young People's Services. We reserve the right to make a direct referral to Children and Young People's Services in circumstances where there may be an increased risk to the child. The college will also take into consideration the child's views on this issue, particularly when the child is sufficiently mature to make informed judgements. Any referral will be made in the best interests of the child.

Our college Senior Designated Safeguarding Lead is Mrs Laura Jenkins (Deputy Headteacher) and the deputies are Mr Green and Mr Perks. Our Child Protection Link Governor is Ms Louise Wain.

If you are concerned about the wellbeing of any of our students please feel free to discuss the matter with us. Alternatively, a consultation service is available on 01392 383054 or 384574. This

line is manned by the Children and Young People's Service (formerly Social Services) and they will be happy to advise you about what to do next.

If your concern is about the way a member of staff is treating a student please do not hesitate to telephone Mr Green (Headteacher) or Mrs Jenkins (Deputy Headteacher)

Safeguarding our young people is very important to us and it is vital that we work together to protect them in every way possible.

## **Sick Bay**

This is located in the Student Office in the Reception area of the main building. The college is limited in what it can do to look after students who are unwell or injured. All reasonable efforts will be made to care for students who come to sick bay either injured or feeling unwell. Parents will be contacted and asked to collect any student who is not well enough to attend lessons.

Please help us to do this efficiently by ensuring we always have up-to-date contact information.

We also have staff qualified in first aid to deal with any emergencies.

## **Special Educational Needs (SEN) Arrangements**

We are a mainstream 11-18 college committed to inclusive education for all students. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our college and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the college. We want every young person to achieve their very best to give them the best possible chances of being successful in adult life.

### **How we identify students with SEN**

The Code of Practice (2014) states that: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition. When your child first comes to us we use information from:

- primary school teachers
- end of key stage 2 levels
- base line testing, Cognitive Ability Tests and other initial tests in year 7

- parents/carers
- application form information
- subject teachers
- specialist colleagues
- external agencies

As your child gets older we use information or referrals from:

- termly assessments and interim data
- subject teachers and tutors
- parental concerns
- external agencies

If your child needs to be assessed we will use a range of assessments depending on the area of need. If it is thought a family needs support we have good working relationships with outside agencies and a referral can be made to them.

The Axe Valley Community College complies with the Revised Code of SEND code of practice 2014. Students with additional needs are identified as part of the Year 6 - Year 7 transition arrangements. These needs may be learning or behavioural. The college has a team of Learning Support Co-ordinators who provide specialist support in the four strands of SEND.

The college keeps an up-to-date Learning Support register and follows a set referral process. All students with full SEN statements/EHCPS are reviewed annually at meetings to which parents/carers are invited. Individual Passports are prepared on each child on the SEN Register. This contains all the relevant information that teaching staff require to deliver their subjects appropriately. Targets are set for students on the SEN register. Four review periods take place during an academic year and each child on the SEN Register is thoroughly reviewed and any appropriate further action is taken.

Reading and spelling ages are monitored at key points for students with identified learning needs. All year 7 students are also screened for Dyslexia.

The college is fortunate in having the *LEXIA* multi-sensory computerised literacy programme along with 'Soundwrite' and other appropriate interventions. Selected students participate in this scheme from all year groups.

Further details, including the full Learning Support Policy is available from the main office and on the college website. The Head of Learning Support (SENCO) is Mrs Laura Gold. The link governor for Learning Support is Mrs Julie Paddick.

## **Sport**

There are regular opportunities for students to become involved in a variety of team sports and individual activities. There is an annual Sports Day during the Summer term and also regular inter-tutor group sporting competitions. Competitive sport is a year round feature through fixtures with other local schools/colleges and through regional, district and county events. The Flamingo Pool is a 25 metre in-door heated swimming pool located in the heart of our college campus. The pool

operates on a shared college and local community basis. Our Year 7 and 8 students swim free of charge as part of their PE curriculum. We also have use of the LED fitness studio attached to the sports hall which we use in Years 10 and 11. In September 2015 the college PE and sports facilities were enhanced considerably with the addition of a full size AGP (Artificial Grass Pitch). This facility will widen the sporting provision within and beyond the curriculum considerably with many further opportunities being created to develop skills, teamwork and competition.

The aims of the PE department include the following:

- Developing physical competence, body management and enabling students to take part in physical activity
- Promoting physical development and encouraging students to recognise the value of participation while at college and throughout their lives
- Establishing and promoting self-esteem through physical competence
- Developing artistic and aesthetic appreciation through movement
- Helping students to experience and cope with success and failure through competition and co-operation
- Developing problem-solving skills and social and inter-personal skills
- Providing challenge to encourage students to achieve their full potential
- Recognising and accepting the need for rules and regulations

The aims and objectives of the Physical Education department are achieved through the following KS3/4 activities: Football, Netball, Athletics, Trampolining, Handball, Gymnastics, Rugby, Hockey, Dance, Badminton, Rounders, Basketball, Swimming, Cricket, and Fitness.

Students are encouraged to develop their Sports Leadership skills in KS3 and KS4. This opens up opportunities to lead and work with partner primary schools as well as accessing nationally recognised awards.

Gum shields and shin pads are compulsory for rugby and hockey lessons as a precautionary safety measure. Shin pads are also compulsory for football. From September 2015 students will require a pair of non-marking trainers and a pair of moulded or plastic studded boots which will be compulsory for use in PE lessons, clubs and lunchtime activities on the new AGP facility.

If a student is unable to fully participate in PE lessons they will be expected to bring a letter of explanation. They will also still be expected to bring their full PE kit to every lesson, as they are usually able to partially participate or assist in the lesson.

### Extra-Curricular Sports Activities

A timetable is published termly. Here is an example of Autumn term activities

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	6 <sup>th</sup> F
MON Lunch	Girls and Boys Futsal	Girls and Boys Futsal	Inter Tutor competitions			
After School						
TUES Lunch	Running Club Dance mats	Running Club Dance mats	Running Club Dance mats	Running Club	Running Club	Running Club

After School	Inter-tutor competitions	Inter-tutor competitions	Inter-tutor competitions			
	Badminton FIXTURES	Badminton FIXTURES	Badminton FIXTURES	Badminton FIXTURES	Badminton FIXTURES	Badminton FIXTURES
WEDS Lunch	Basketball FIXTURES	Basketball FIXTURES	Basketball FIXTURES	Basketball Girls Football FIXTURES	Basketball Girls Football FIXTURES	Basketball Girls Football FIXTURES
	Netball FIXTURES	Netball FIXTURES	Netball FIXTURES	Sports Leaders Rugby FIXTURES	Sports Leaders Rugby FIXTURES	Sports Leaders Rugby FIXTURES
THURS Lunch	Rugby Table Tennis	Rugby Table tennis	Table tennis	Netball Table tennis Axes Fitness	Netball Table tennis Axes Fitness	Netball Table tennis Axes Fitness
	Trampolining FIXTURES	Trampolining FIXTURES	FIXTURES	FIXTURES	FIXTURES	FIXTURES
FRI Lunch	Sporting Chance	Sporting Chance		Futsal Axes Fitness	Futsal Axes Fitness	Futsal Axes Fitness
	After School					

## Student Equipment

Students will need to be prepared for every lesson and are expected to have the following basic equipment for lessons: pencil case, pens, pencils, coloured pencils or felt tips, ruler, eraser, basic calculator, compass, protractor, student planner and a suitable bag to keep everything in. Items of stationery, including memory sticks, are available for purchase in the Library.

## Student Planners

Each student will be provided with a student planner which details their daily timetable and homework timetable. The students also use the planner to record their marks and key assessments and targets for improvement. Please check their planner regularly to view homework set and encourage your child with their progress.

## Transport

**Buses:** Devon County Council has a policy on the provision of college transport. It provides, for example, free college transport where a student of compulsory age lives beyond the agreed statutory distance from the college serving the home address. Parents do not need to apply for



transport at the point of transfer from primary school.

It is a parental responsibility to arrange for children to travel in safety between the home and picking-up and setting-down points. Students should carry their passes at all times as they will be required to show them when they board the vehicle. Students are required to wear seatbelts. The behaviour of students on college buses is the responsibility of the parent. However, the college will always do what it can to respond to concerns about student conduct should the matter arise.

If a student misses their bus at the end of the day, he/she should report to reception so that alternative arrangements may be made. Students arriving late at college because of bus delays should sign in at the Student Office on arrival.

There is a Year 11 Bus Supervisor on most buses. Their role is to monitor behaviour and support students.

**Bicycles:** Bicycles must be roadworthy and we recommend cycle helmets and safety/fluorescent clothing. Bicycles must not be ridden within the college grounds and must be secured in the bicycle shed during the school day.

**Cars:** Our college grounds are extremely busy and we request that parents observe road markings and only park in designated areas, especially at the beginning and end of the college day to ensure that the college buses have room to manoeuvre.

For more information please refer to our 'Site Traffic Management Policy' available on the college website

## Uniform

- Blazer:* Black, with The Axe Valley Community College badge in gold embroidery. All students are required to wear the college blazer. They may be removed in lessons with permission from the teacher. During periods of hot weather students will not be required to wear blazers.
- Shirt/blouse:* Boys: plain white shirt with formal collar which is long enough to tuck in. Top button must be fastened.  
Girls: plain white shirt that is long enough to tuck in with formal collar OR plain white fitted blouse with formal collar. With both options top button must be fastened. White polo shirts with the college shield can be worn during the second half of the Summer term. This period of time may be extended during hot periods of weather. Students will be required to wear their college blazer if they want an additional layer of clothing.
- Ties:* TAVCC Clip-on ties are compulsory for all students. They are available from college reception or Thomas Moore.
- Skirt/trousers:* Plain black trousers (flares and tight fitting/straight leg trousers are not permitted) OR plain black skirts (girls' skirts should be no more than 2 inches from the top of the knee).
- T-shirts:* Plain white t-shirts/vests can be worn under shirts
- Coats/Jackets:* Coats and jackets are permitted to be worn over blazers before and after school and during break and lunch. These must not be worn instead of blazers.

<i>Scarves/Hats:</i>	Scarves and hats can be worn before and after school and during break and lunch.
<i>Belts:</i>	Plain, black belts can be worn; these must not be more than 3 cm wide
<i>Shoes:</i>	Sensible, plain, flat black footwear is essential. Trainers and boots are not permitted.
<i>Hairstyles:</i>	For safety purposes, long hair must be tied back in practical sessions.
<i>Make-up:</i>	Make up should be discreet
<i>Jewellery:</i>	One pair of small stud earrings/sleepers. Students are allowed to wear one ring. No other jewellery is acceptable e.g. bracelets and necklaces.
<i>Facial Piercing:</i>	Facial Piercing is not permitted. Students are advised that all types of bars/studs, including clear ones, are strictly not permitted. Neither do we permit students to be in classes with piercings covered by plasters.

## **PE Kit**

From September 2015 we will be introducing a new range of kit for PE lessons, which is more inspiring, modern-looking and comfortable for sports activities. We believe that students will benefit from wearing kit that reflects the high standards expected in PE and promotes pride in themselves and their college. The new kit will also bring Axe Valley into line with other schools in Devon.

The new kit will be compulsory for all new Year 7 intakes from September 2015 onwards and will be phased in for the rest of the college over a two-year period, becoming compulsory for all years from September 2017. It will, however, be optional for students currently in Years 8-10 to purchase the new items of clothing if they wish prior to September 2017. Hopefully this will allow parents time to replace clothing with the new style as and when students grow out of their current kit. Items are available to purchase from Thomas Moore.

The main change is to the girls' polo-shirts and sweatshirt and to the boys' polo shirt and rugby shirt. The new kit allows for matching items to be purchased such as shorts/skorts; however there is the option to continue wearing plain black items.

Every effort has been made to keep costs down. We have compared a range of manufacturers to identify best value and provided flexibility with some items so that parents / carers can purchase more affordable options. For further information please see the information on the reverse of this letter.

## **PE Footwear**

From September 2015 it will be compulsory for all students to have shoes for use on the new Artificial Grass Pitch (AGP), which will be in use routinely for PE and sporting activity. These should be either a pair of moulded or plastic studded boots (NO blades). If studded boots are purchased they can also be used for rugby/normal grass football. All students require clean non-marking indoor sports trainers.

<b>GIRLS</b>	<b>BOYS</b>
NEW Axe Valley shirt with collar (girls fit or normal shape available)	NEW Axe Valley shirt with collar
NEW Axe Valley hooded sweatshirt OR NEW Axe Valley ¼ zip fleece top	NEW Axe Valley reversible rugby shirt

NEW Axe Valley Shorts or plain black OR NEW Axe Valley Skort or plain black	NEW Axe Valley Shorts or plain black
NEW black/yellow long games socks or plain black long socks Plain white socks	NEW black/yellow long games socks or plain black long socks Plain white socks
A pair of non-marking trainers and a pair of moulded or plastic studded boots	A pair of non-marking trainers and a pair of moulded or plastic studded boots
Shin pads	Shin pads
Mouthguard	Mouthguard
Plain black swimming costume	Plain black swim shorts
Plain black tracksuit trouser	Plain black tracksuit trouser
Plain black Fitness legging (coloured stripes not allowed)	

## Website

The college website ([axevalley.devon.sch.uk](http://axevalley.devon.sch.uk)) is one of the principle tools that we use to communicate with students, parents and the community. It has been designed to allow us to update the information quickly and respond to the needs of the college and the community.

The college website provides students with access to their college email and the files on the college network so that they can continue to work from home. They can also access links to the college learning platform where details of homework can be found.

The development of the website is an ongoing process; currently we post all letters, college newsletter, and sixth form news on a regular basis. We have recently redesigned our website to ensure that the content is responsive to the device viewing it whether it be smartphone, tablet or computer we hope that this ensures that we provide access to the content on the website in a more accessible format for all of these devices.

## **Staff Names 2016-2017 (as of September 2016)**

### **Senior Leadership Team**

Mr S Green	Headteacher
Mr K Cumming	Assistant Headteacher
Mrs L Jenkins	Deputy Headteacher
Miss J Lomax	Business Manager
Mr D Perks	Lead Practitioner

### **Teaching Staff**

Mrs K Angel	Science
Ms N Bacon	RMT
Mrs C Baker	PE – Joint Assistant Subject Leader
Mrs M Baybutt	Social Sciences
Miss E Borley	Maths/Law
Mr M Bowskill	Art –Subject Leader
Mr M Brookman	Computing/ICT –Subject Leader
Mrs E Bishop	Science – Assistant Subject Leader
Mr R Carr	Maths/Year 8 Leader
Miss N Carroll	Health and Social Care Subject Leader/Vocational Education Co-ordinator
Miss R Chainey	Hospitality/Food
Mr N Chapman	Science
Miss M Cleare	Maths/Staff Governor
Mrs P Clewer	English
Mr T Davies	Physical Education/Year 9 Leader
Mrs E Delaney	English
Ms S Del'Nero	Maths – Joint Assistant Subject
Mrs N Flynn	MFL – Subject Leader (maternity leave)
Mrs M Gregson	Textiles
Miss N Gribler	English –Subject Leader
Mrs R Hawkes	Geography/PSHE – Subject Leader
Mr G Horn	Geography/Year 11 Leader
Mr M Irvine	History
Mr J Jevons	Music – Subject Leader
Mr R Knott	History – Subject Leader
Mr I Leach	Mathematics – Subject Leader
Mrs H Oxley	School Sport Co-ordinator
Mrs L Male	English
Miss S McCarthy	Science –Subject Leader
Mr M Moffett	Science
Mrs T Moran	PE –Subject Leader
Mrs J Osborne	Modern Foreign Languages/Year 7 Leader
Mr D Owen	Cover Teacher
Dr V Parkes	Science/Duke of Edinburgh
Mr S Petty	Art
Mr S Pillay	RE – Subject Leader
Mrs T Price	Maths
Mr D Ramsbottom	History

Mrs A Rawles	Psychology/Sociology
Mr J Scott	PE/Year 10 Leader
Mr R Selby	Drama –Subject Leader
Miss E Shearman	Science
Miss E Sloman	English (maternity leave)
Miss J Stockton	PE/Springboard Co-ordinator
Mrs S Stone	Technology – Subject Leader
Mrs M Stuttaford	German
Ms H Taylor	Social Sciences – Subject Leader
Mrs F Thomas-Davies	English
Mr D Weaver	Mathematics

**Support Staff**

Mrs B White	SIMS Officer
Mrs M Melville	Receptionist
Mrs M Lowe	Senior Finance Officer
Ms M Crisp	Assistant Finance Officer
Mrs S Steggall	Attendance Coordinator
Mrs K Pemberton	Aspire Co-ordinator/College Connect
Mrs S Higgs	Assessment Co-ordinator/Exams
Mr P Smith	Senior Science Technician
Mr S Cox	Assistant Science Technician
Mrs J Holley	Senior Technology Technician
Mr G Mckeown	Art Technician
Ms J Parker	IT Technician
Mr M Butler	Senior IT Technician
Mrs R Brake	Student Office Technician
Mr I Heywood	Health and Safety Officer
Mrs V Rodger	Sixth Form Assistant
Mrs A Whipp	Cover Co-ordinator/Careers Co-ordinator
Ms Y Ashby	Pastoral Support/Music Teacher
Mrs S Tregale	Pastoral Support
Mrs J Brooker	Pastoral Support
Mrs T Tresserras	Assistant SENCO
Mrs E Collins	Support Centre Co-ordinator
Mrs P Trueman	Learning Intervention Co-ordinator (Maths)
Mrs N Rutherford	Learning Support Co-ordinator
Mrs L Cox	Learning Support Administrator
Mrs D Roberts	Learning Resource Centre Co-ordinator/EAL
Mrs F Hutton	Learning Support Co-ordinator
Mrs A Morgan	Teaching Assistant
Mrs J Govier	Teaching Assistant
Mrs J Williams	HR Co-ordinator/Headteacher's PA
Mrs R Davey	Clerk to Governors
Mr S Roberts	Site Senior (Maintenance)
Mr A Franklin	Site Senior (Grounds)
Mr R Pettit	Premises Caretaker
Mrs C Hunt	Canteen Manager
Mrs A Coombs	College Nurse
Mrs C Morgan	Inclusion Officer
Mr J Galling	Education Welfare Officer