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Dear Parents and Carers,

I hope you all had a good summer break and your children are ready for the next year of their schooling at LVC. My daughter has just left the college after five years, which seemed to go by very quickly, ready and prepared for the next stage of her life!

I don't know about you but I believe that it wasn't just the lessons at LVC that she benefitted from, but all the other activities and opportunities too that are available here at LVC. I hope your children are taking advantage of and enjoying the sport, music, drama, school trips and lots of other exciting enrichment activities offered. Unfortunately these sorts of activities often need, either directly or indirectly, extra funding.

May I take this opportunity to remind you of our **Gift Aid Scheme** which helps us maintain an independent Trust Fund. The fund provides money that we cannot draw from our normal budget. It is a special fund that helps the college and students in a number of ways. For instance some years ago the fund provided some money to go towards the cost of the purchase of one of our mini buses. Money has also gone towards training for our cyber bullying mentoring scheme and some has helped towards music fees and the fund subsidises the costs of travelling to sports fixtures so that it is free of charge.

Another benefit is that it gives valuable opportunities for some individual students to go on our school trips who otherwise would not be able to go. Linton Village College strongly believes that every child should have the opportunity to enjoy activities offered whether it is outdoor pursuits in the Peak District, water sports in the South of France, exploring volcanoes in Italy, or visiting the Eden project in Cornwall along with a spot of surfing. It is quite possible that in the future your children will probably have better recollections of those trips than the lessons they learn at LVC! I know I still remember the school plays I was in but cannot recollect quite so clearly the chemical formula for sodium chloride -mind you that was a long time ago!

Thank you if you are already contributing to our Gift Aid Scheme. If you are not, please consider offering a one off contribution or something more regular to our Gift Aid Scheme while your child is part of our community at Linton Village College. All contributions qualify for Gift Aid which means the tax you have paid on the money you give, also comes to the college.

Thank you for your support
Yours sincerely

Jane Bowen
Secretary of LVC Trust Fund

Linton Village College | Linton, Cambridge CB21 4JB | Tel: 01223 891233 | Fax: 01223 894476 | Email: lintonvc@lvc.org | Web: www.lvc.org
Principal: Caroline Derbyshire MA

























SECTION ONE

STAFF LIST






			
Ms Caroline Derbyshire Principal (CHD)	Miss Vivien Corrie Deputy Principal (VRC)	Mrs Angela Cassidy Assistant Principal (AC)	Mr Tim Darby Assistant Principal (TD)
			
Mrs Denise Hall Assistant Principal (DH)	Mr Michael Acheson Mathematics (MA)	Miss Ruth Askham Physical Education (RA)	Mr Lewis Baillie Physical Education / School Sports Co-ordinator (LB)
			
Mr Guy Barton Programme Leader for Key Stage 4 Science (GB)	Mr Stewart Bell Science (SB)	Mrs Rita Bloxam English (RB)	Mr Doug Brechin Faculty Leader for Humanities Acting Assistant Principal (DBr)
			
Mr Alex Bunting Science (AB)	Mr Daniel Carter Assistant Faculty Leader for Sport and Arts (DCa)	Miss Laura Cassidy Programme Leader for Drama (LC)	Mr Neil Chamberlain Faculty Leader for Maths and Science (NC)

			
Mr Chris Charlesworth Faculty Leader for Sport and Arts (CCh)	*Mrs Vanessa Cross Physical Education: Dance (VC)	Miss Beth Cummins Modern Foreign Languages (BC)	Mrs Danielle Darvill English Programme Leader for DLD (DD)
			
Mr Richard Day GTP Modern Foreign Languages (RDa)	*Mrs. Rebecca Dowling Modern Foreign Languages (RDo)	*Mrs Kathy Down Modern Foreign Languages (KD)	Mrs Ruth Durham Programme Leader in Humanities Faculty for History (RD)
			
*Mrs Jane Gardiner English (JG)	Mr Steve Groom Design Technology (SG)	Mr Richard Hall Head of Applied Learning (RH)	Ms Mandy Honeyman ICT Support Manager – Curriculum (MH)
			
Mr Jerry Hyde Deputy Faculty Leader for Humanities Enrichment Co-ordinator (JH)	Mrs Jenni Jarvis Art (JJ)	*Mrs Helen Jukes Music (HJ)	Mr Jon King Programme Leader KS3 English (JK)






			
Miss Karen Laffin History (KL)	Mrs Rebecca Landshoff Food Technology (RL)	Mrs Gemma Lettington Programme Leader for RE and Citizenship (GL)	Mr John Maddock Assistant Faculty Leader for Sport and Arts (JM)
			
Ms Julie McGrath Programme Leader for Art (JMc)	Mr Russell Milne Key Stage 3 Programme Leader Science (RMi)	Miss Zoe Nicholls Programme Leader KS3 Modern Foreign Languages (ZN)	Mr Mike Pearson Deputy Faculty Leader for Enterprise/Coordinator of ICT (MPe)
			
*Ms Angela Pereira Humanities (AP)	*Mr Mike Pitt Mathematics (MP)	Mrs Jenny Pullin Programme Leader: Exams Officer, Assistant Faculty Leader, 14 – 19 B & E Coordinator (JP)	Dr Danielle Redhead Science (DR)
			
Mr Will Scheilling Assistant Faculty Leader Mathematics (WS)	Miss Rowena Seabrook Deputy Faculty Leader for Communications (RS)	Mr Alex Seal Geography (AS)	Mr Ian Simmons Faculty Leader for Enterprise Acting Assistant Principal (IS)

			
<p>Mr Pete Smyth Deputy Faculty Leader for Maths and Science (PS)</p>	<p>Mrs Isabel Tate Faculty Leader for Communications (ITa)</p>	<p>Mr John Taylor Programme Leader Technology (JT)</p>	<p>Miss Hannah Wilbourne Science (HW)</p>
			
<p>Mrs Jane Williamson Science (JW)</p>	<p>Mrs Angela Wylie Assistant Leader in Maths and Science Faculty (AW)</p>		






STUDENT SUPPORT TEAM

			
<p>Mr Ian Farr Henry Morris Centre Manager</p>	<p>Mrs Nicky Addley Redgrave House Student Support</p>	<p>Miss Claire Hoskin Newton House Student Support</p>	<p>Mrs Karen Jebb Nightingale House Student Support</p>
			
<p>Miss Michelle Taylor Mandela House Student Support</p>	<p>Austen House Student Support</p>		

TECHNICIANS

			
<p>Mrs Naomi Byrom Science Technician</p>	<p>Mrs Gill Eaton Science Technician</p>	<p>Mr John Farrant Educational Technician</p>	<p>Mrs Wendy Hilton Technology Technician</p>
			
<p>Miss Morgan Scofield Science Technician</p>			

TEACHING ASSISTANT TEAM

			
Mr Trevor Parker SENCO (TP)	Mrs Sarah Banks	Mrs Kate Clark	Mrs Elizabeth Crump
			
Mrs Kim Davidson	Ms Sally Dawson	Mrs Pauline Gray	Mrs Gita Mistry
			
Mrs Elizabeth Munday	Mrs Trudy Newman-Hart	Mrs Alison Omand-Lewis	Mr Jamie Shaw
			
Mrs Jyoti Sparks	Mrs Katie Tooke	Miss Annette Wells	Mr Jamie Wilks

			
Mrs Gay Williams	Mrs Linda Wybrew		Mrs Tina Rice Languages Assistant

FINANCE TEAM

			
Mr Stuart Tinsley Bursar	Mrs Jackie Bailey Finance Officer	Mrs Amanda Clay Administrative Assistant (Admissions)	Mrs Helen Fenn Administrative Assistant (Finance)


CATERING TEAM


			
Mrs Carol Perrett Kitchen Manager	Miss Sandra Chapman Catering Assistant	Mrs Sally Dew Catering Assistant	Mrs Sandra Udall Catering Assistant


ADMINISTRATIVE SUPPORT TEAM


			
Mr Steven Austin Community Business Manager	Mrs Joanne Barratt Data Manager	*Mrs Tracy Chafer Community Business Administrator	Mrs Elaine Clayton Principal's Personal Assistant
			
Mr Tony Kelly Cover Manager Press Officer	Mrs Sue Marsden Librarian	Mrs Alison Miners Administrative Assistant Business & Enterprise	Mr Richard Robbins Maintenance Officer
			
Mrs Lisa Roberts Administrative Assistant (Reception)	Mr Mark Sanderson Maintenance Officer	Miss Lauren Warner* Administrative Assistant	


*Denotes part time

NIGHTINGALE – ENTERPRISE – Mr I Simmons			
Lead Tutor: Mrs J Pullin		Student Support – Mrs K Jebb	
	7JT	TeB	Mr J Taylor
	7RL	Te4	Mrs R Landshoff
	8MPe	IT2	Mr M Pearson
	9SG	TeA	Mr S Groom
	10MP	Te1	Mr M Pitt
	11MH	IT1	Ms M Honeyman

MANDELA – HUMANITIES – Mr D Brechin			
Lead Tutor: Mr J Hyde		Student Support – Miss M Taylor	
	7RD	2	Mrs R Durham
	8AS	4	Mr A Seal
	9GL (JH)	5	Mrs G Lettington
	9KL	3	Miss K Laffin
	10SB	S21	Mr S Bell
	11PS (JV)	S22	Mr P Smyth

AUSTEN – COMMUNICATION – Mrs I Tate			
Lead Tutor: Mrs I Tate		Student Support -	
	7BC	L3	Miss B Cummins
	8RB	E3	Mrs R Bloxam
	8ZN (SO)	L2	Miss Z Nicholls
	9RS	E1	Miss R Seabrook
	10DD	E4	Mrs D Darvill
	11AW	M1	Mrs A Wylie






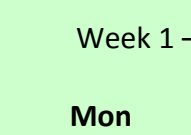

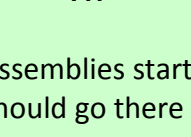
REDGRAVE – SPORT / ARTS – Mr C Charlesworth			
Lead Tutor: Mr D Carter		Student Support – Mrs N Addley	
	7LC	Mb2	Miss L Cassidy
	8JM	Te2	Mr J Maddock
	9JK (DCa)	E2	Mr J King
	10RA	Mb1	Miss R Askham
	11JMc	Ar1	Mrs J McGrath
	11LB (HP)	Ar2	Mr L Baillie

NEWTON – MATHS / SCIENCE – Mr N Chamberlain			
Lead Tutor: Mr N Chamberlain		Student Support – Miss C Hoskin	
	7GB	S11	Mr G Barton
	8AB	S13	Mr A Bunting
	9HW (DR)	S12	Miss H Wilbourne
	10MA (MTa)	M4	Mr M Acheson
	10WS	M3	Mr W Scheilling
	11RMi	S23	Mr R Milne

YOUR CHILD HAS A TUTOR WHOSE ROLE IT IS:



- To mentor your child to be aware of their strengths and areas of weakness.
- To monitor the academic progress of each student in the group by meeting with them on a regular basis.
- To monitor attendance on a daily basis.
- To share our expectations concerning behaviour.
- To ensure that students are correctly dressed and without jewellery and make-up.
- To know the students, be aware and when appropriate, to inform others of things in the background that may affect students in College.
- Finally tutors should be in active communication with parents/carers and write a summary on the final reports regarding academic progress, study skills, social skills and targets.

TIMING OF THE SCHOOL DAY		
	Tutorial / Assembly	8.30 – 8.45
	P1	8.45 – 9.45
	P2	9.45 – 10.45
	Break	10.45 – 11.00
	P3	11.00 – 12.00
	P4	12.00 – 1.00
	Lunch	1.00 – 2.05
	P5	2.05 – 3.05

Assemblies will be held on a regular basis

Week 1 – Faculty Assemblies

Mon	Newton
Tue	Nightingale
Wed	Austen
Thur	Redgrave
Fri	Mandela

Week 2 – Year Assemblies

Mon	Year 11
Tue	Year 8
Wed	Year 9
Thur	Year 10
Fri	Year 7

Assemblies start promptly at 8.30am in the Hall. Students will be registered in assembly, so they should go there on arrival at school.

Staff Email Contact List



Office email address: lvc@lvc.org

Generic email address: first.name.surname@lvc.org

Your child's tutor should be the first port of call.

Mr	Acheson	michael.acheson@lvc.org	Mr	Hyde	jerry.hyde@lvc.org
Miss	Askham	ruth.askham@lvc.org	Mrs	Jukes	helen.jukes@lvc.org
Mr	Baillie	lewis.baillie@lvc.org	Mr	King	jonathan.king@lvc.org
Mr	Barton	guy.barton@lvc.org	Miss	Laflin	karen.laflin@lvc.org
Mr	Bell	stewart.bell@lvc.org	Mrs	Landshoff	rebecca.landshoff@lvc.org
Mrs	Bloxam	rita.bloxam@lvc.org	Mrs	Lettington	gemma.lettington@lvc.org
Mr	Brechin	doug.brechin@lvc.org	Mr	Maddock	john.maddock@lvc.org
Mr	Bunting	alexander.bunting@lvc.org	Ms	McGrath	julie.mcgrath@lvc.org
Mr	Carter	dan.carter@lvc.org	Mr	Milne	russell.milne@lvc.org
Mrs	Cassidy	angela.cassidy@lvc.org	Miss	Nicholls	zoe.nicholls@lvc.org
Miss	Cassidy	laura.cassidy@lvc.org	Mr	Parker	trevor.parker@lvc.org
Mr	Chamberlain	neil.chamberlain@lvc.org	Mr	Pearson	mike.pearson@lvc.org
Mr	Charlesworth	christopher.charlesworth@lvc.org	Ms	Pereira	angela.pereira@lvc.org
Miss	Corrie	vivien.corrie@lvc.org	Mr	Pitt	mike.pitt@lvc.org
Mrs	Cross	vanessa.cross@lvc.org	Mrs	Pullin	jennifer.pullin@lvc.org
Miss	Cummins	beth.cummins@lvc.org	Dr	Redhead	danielle.redhead@lvc.org
Mr	Darby	tim.darby@lvc.org	Mr	Scheilling	will.scheilling@lvc.org
Mrs	Darvill	danielle.darvill@lvc.org	Miss	Seabrook	rowena.seabrook@lvc.org
Mr	Day	richard.day@lvc.org	Mr	Seal	alex.seal@lvc.org
Ms	Derbyshire	caroline.derbyshire@lvc.org	Mr	Simmons	ian.simmons@lvc.org
Mrs	Dowling	rebecca.dowling@lvc.org	Mr	Smyth	peter.smyth@lvc.org
Mrs	Down	kathy.down@lvc.org	Mrs	Tate	isabel.tate@lvc.org
Mrs	Durham	ruth.durham@lvc.org	Mr	Taylor	john.taylor@lvc.org
Mrs	Gardiner	jane.gardiner@lvc.org	Miss	Wilbourne	hannah.wilbourne@lvc.org
Mr	Groom	steve.groom@lvc.org	Mrs	Williamson	jane.williamson@lvc.org
Mrs	Hall	denise.hall@lvc.org	Mrs	Wylie	angela.wylie@lvc.org
Mr	Hall	richard.hall@lvc.org			
Ms	Honeyman	mandy.honeyman@lvc.org			

Mrs	Addley	nichola.addley@lvc.org	Mrs	Fenn	helen.fenn@lvc.org
Mrs	Bailey	jackie.bailey@lvc.org	Miss	Hoskin	clare.hoskin@lvc.org
Mrs	Barratt	joanne.barratt@lvc.org	Mrs	Jebb	karen.jebb@lvc.org
Mrs	Clay	amanda.clay@lvc.org	Mrs	Marsden	sue.marsden@lvc.org
Mrs	Clayton	elaine.clayton@lvc.org	Mrs	Miners	alison.miners@lvc.org
Mr	Farr	ian.farr@lvc.org	Miss	Taylor	michelle.taylor@lvc.org
Mr	Farrant	john.farrant@lvc.org	Mr	Tinsley	stuart.tinsley@lvc.org

Communication with Parents: a Protocol

To ensure that communications flow we have created a protocol that all our staff follow. We believe working in this way is beneficial to all involved.

Parents can expect to receive the following written/electronic communications:

- A regularly updated school website which includes a page for parents
- A monthly newsletter, which is sent home on the first Thursday of each month
- Additional information letters as required to groups or individuals
- Linton letters of praise from the Head of House when deserved
- Monthly contributions from the Principal to parish newsletters
- The College Calendar
- The Student Planner with space in it for notes between home and school
- A handbook for parents
- Written reports
- Regular articles in local newspapers about student achievements
- Schoolcomms emailing about school-based activities, but not SPAM
- Access to online information about progress via the Sims Learning Gateway (SLG)

In case of the need for emergency communication, parents can expect the following:

- An urgent phone call if the incident involves your child in particular
- In case of an emergency school closure during the day, Schoolcomms and website message home. Additionally children will be encouraged to phone/text home individually once a final decision has been made.
- In case of an emergency school closure before the start of the school day, messages will go out on local radio (Radio Cambridgeshire, Star Radio and Heart Radio), on the College website (www.lvc.org) and LA website (www.cambridgeshire.gov.uk)
- An unexpected change of arrangements in clubs, fixtures or trips will result in students being authorised to phone/text their parents about these changes. A College mobile or telephone will be available for student use in addition to their own phones.

We can reasonably expect parents to:

Sign the Home/School Agreement

Read and respond to letters sent home

Write messages in the Student Planner to tutors and teachers

Phone or email the school to arrange an appointment to meet a member of staff

Keep us informed of changes in contact information and personal circumstances which affect the child

Send emails directly to staff members, but be sensitive to the fact that the main priority of every teacher is to teach and frequent emailing can be disruptive and counterproductive

We can reasonably expect staff to:

Reply to emails, phone messages and notes in the planner within two working days. There is no expectation that a member of staff should reply to any message received during a weekend or holiday until the working week begins.

Reply using a holding message if more than two days is required to investigate the matter raised.

Use an appropriately formal tone in emails and letters to parents

Not send out a letter unless it has been checked by a member of the Senior Leadership Team

Not reply to any email or letter received that is rude or aggressive in tone or content, but pass the letter to their Head of Faculty to reply on their behalf. Heads of Faculty may need to seek advice from senior management on how to proceed.

We expect everyone to:

Be calm, friendly and polite in all communications

Have respect for each other

Make every effort to build and retain a positive home/school relationship in the interests of the child

Caroline Derbyshire

May 2011

SCHOOL MAP



SECTION TWO

KEY DATES

The college calendar will be published in full in September. Your child will bring a copy home for you. It will also be published on our website.

	SEPTEMBER	
	5 th /6 th	Training Days
Week 1	7 th	Start of Term
Week 2	12 th	
Week 1	19 th	
Week 2	26 th	
	OCTOBER	
Week 1	3 rd	6 th Open Day
Week 2	10 th	
Week 1	17 th	
	24 th -28 th	Half Term
Week 2	31 st	Training Day
	NOVEMBER	
Week 1	7 th	
Week 2	14 th	
Week 1	21 st	
Week 2	28 th	No homework week
	DECEMBER	
Week 1	5 th	
Week 2	12 th	
	16 th	End of Term
	JANUARY	
Week 1	3 rd	Start of Term
Week 2	9 th	
Week 1	16 th	
Week 2	23 rd	
Week 1	30 th	No homework week
	FEBRUARY	
	3 rd	Training Day
Week 2	6 th	
	13 th -17 th	Half Term
Week 1	20 th	
Week 2	27 th	

	MARCH	
Week 1	5 th	
Week 2	12 th	
Week 1	19 th	
Week 2	26 th	
	30 th	End of Term
	APRIL	
Week 1	16 th	Start of Term
Week 2	23 rd	
Week 1	30 th	
	MAY	
Week 2	8 th	7 th May Day
Week 1	14 th	No homework week
Week 2	21 st	
Week 1	28 th	
	JUNE	
	4 th -8 th	Half Term
Week 0	11th	Enrichment
Week 2	18 th	
Week 1	25 th	
	JULY	
Week 2	2 nd	
Week 1	9 th	
	11 th -12 th	Primary Liaison
Week 2	16 th	
	20 th	End of Term
	23 rd	Training Day

TUTOR MENTORING

Every student at LVC has an entitlement to an individual session with their tutor once every four school weeks. The focus of this conversation will be on the student, their progress and advice on how to achieve success at school. At LVC the tutor will fulfil the role as a student's individual learning mentor.

Key features of tutor mentoring:

Mentor sessions will take place during the college day students will be given appointments. Almost all mentoring sessions to be 1:1. The only exceptions may be at the start of year 7 to introduce the mentoring process and again to introduce the personal statement in year 9. It is a standard expectation that each student will be mentored once every four school weeks. Tutors will aim to have 6 or 7 mentor sessions with each student during the school year. A mentor "booking" sheet will be displayed in tutor rooms.

If you are not satisfied with the College's response to the concern and you have done all of the above, you can contact the Chair of Governors.

If you wish to take the matter further, you might wish to telephone or email Ray Worsley at Cambridgeshire County Council 0345 045 5222 or ray.worsley@cambridgeshire.gov.uk. He is the secondary education officer for the county.

ATTENDANCE

Regular attendance is essential if students are to gain the maximum benefit from school. Attendance is monitored closely and statistics are produced at the end of each half term.

All unexpected non-attendance must be reported to the college by parents at the earliest opportunity on the first day of absence. Parents should contact the member of the student support team for their child's house by either following the automated telephone line or email to inform us of absence. If we do not hear from you, we will endeavour to contact you via the numbers you supply to ascertain the reason for absence. The planner should be annotated once the student is fit to return to college. Absence known about e.g. doctors or dental appointments should be notified in advance if possible.

If your child's attendance drops below 90% you can expect to be contacted by the college by letter to indicate our concern about the poor attendance. Where attendance drops lower than this and no genuine health problems can be identified absence would be unauthorised and further steps taken to improve the pattern of attendance.

The Student Support team members attached to each faculty will monitor attendance.

	To be appointed	
Austen	Miss M Taylor	michelle.taylor@lvc.org
Mandela	Miss C Hoskins	claire.hoskin@lvc.org
Newton	Mrs K Jebb	karen.jebb@lvc.org
Nightingale	Mrs N Addley	nichola.addley@lvc.org
Redgrave		

ELECTRONIC REGISTRATION

The use of electronic registration at LVC is used to improve the accuracy and reliability of our attendance systems. It helps to ensure that our monitoring and tracking of attendance issues is more effective.

We operate a two week timetable which means your child will not have the same lessons on the same days each week as shown on the timetable below. See staff details on page 5 to see which teacher each initials belong to and which subject they teach. Teacher initials are on the left with their teaching rooms on the right.

THE COLLEGE TIMETABLE

Period	1 Mon	1 Tue	1 Wed	1 Thu	1 Fri
Registration					
1	Physical Ed RA	Design Tech RL TE5	English JG TE3	Religious Ed JV 8	Art HP AR2
2	Mathematics AW M1	Music CCh MU	Mathematics AW M1	Sci S JW S14	Drama PR DS
3	History RD 2	Sci S JW S14	Design Tech SG TEB	Physical Ed RA	French KD MB2
4	French KD MB2	English JG TE3	History RD 2	French KD MB2	Physical Ed RA
5	English JG TE3	Religious Ed JV 8	Sci S JW S14	IT MH IT2	Sci S JW S14

Period	2 Mon	2 Tue	2 Wed	2 Thu	2 Fri
Registration					
1	English JG TE3	Geography JH 1	Design Tech SG TEB	Physical Ed RA	Geography JH 1
2	Mathematics AW M1	Design Tech SG TEB	Mathematics AW M1	Geography JH 1	Sci S JW S14
3	History RD 2	English JG TE3	Sci S JW S14	French KD MB2	Mathematics AW M1
4	French KD MB2	Art HP AR2	IT RC IT1	Music CCh MU	French KD MB2
5	Mathematics AW M1	Drama PR DS	English JG TE3	Design Tech SG TEB	Religious Ed JV 8

NB: Enrichment week is a week 0

UNIFORM

The College uniform is very important and we ask all parents to do their utmost to see that it is adhered to.

Check and make sure your child is wearing the correct uniform each day.

Uniform for Girls

Plain black shoes: heels not higher than 2.5cms. No sandals or boots.
Plain tights or socks.
Plain black straight skirt (**not stretchy fabric**) or plain black straight legged trousers. No shorts, skinny cut, cut-offs, jean type fabric or jeans.
Your skirt should be no more than **5cms above or below** the middle of your knee.
Blue polo shirt with college logo.
Optional v-necked college pullover with college logo.
The college blazer with badges – college logo, year colour and house badge.

Remember if you wear a T-shirt under your polo shirt it should not be seen!

The only personal jewellery allowed is a watch, medical alert necklace or bracelet and a stud for pierced ears.
No other visible piercings.
Hairstyles / makeup including nail art, deemed to be excessive are not allowed.
Outdoor coats are not to be worn around college but should be placed in lockers or bags.
Trainers should only be worn for PE or during lunchtimes.

Uniform for Boys

Plain black shoes. No sandals or boots.
Plain socks black, neutral or grey.
Plain black straight legged trousers. No shorts, skinny cut, cut-offs, jean type fabric or jeans.
Blue polo shirt with college logo.
Optional v-necked college pullover with college logo.
The college blazer with badges – college logo, year colour and house badge.

Remember if you wear a T-shirt under your polo shirt it should not be seen!

The only personal jewellery allowed is a watch, medical alert necklace or bracelet and a stud for pierced ears.
No other visible piercings.
Hairstyles deemed to be excessive are not allowed.
Outdoor coats are not to be worn around college but should be placed in lockers or bags.
Trainers should only be worn for PE or during lunchtimes.



UNIFORM ORDERING PROCESS

We sell many items of uniform at the college but it is possible to buy non-personalised items (e.g. blazers) from other providers and purchase the College badge from LVC. College pullovers are optional.

School uniform can be ordered via an online shop: www.lvcuniformshop.org

If you do not have access to the internet, this is not a problem. Mrs Russell will be available at lunchtimes, by appointment, to assist with online purchasing.

All items of property must be clearly marked with the student's name.

STUDENTS' EQUIPMENT



Essential - In order to work effectively each student MUST have:

a pen, pencil, rubber, note book, ruler, calculator and Personal Planner. The Personal Planner will be given out at the beginning of term. For Years 7 and 8 a basic calculator is adequate, eg a Sharp EL240C. For Years 9, 10 and 11 a scientific calculator is necessary for most groups - Texas Instruments T131 Solar is excellent and not expensive. Students should bring their calculator to school every day.

Desirable - To help with school work, it is also useful for students to have:

spare pen, spare cartridges, pencil sharpener, Pritstick (very useful), compasses, set square, protractor, colours (pencil), a card or plastic folder to carry A4 sheets of paper.

Dictionaries - the Oxford mini dictionary or the Oxford spelling dictionary are both VERY useful. The Collins GEM Thesaurus is very good.

French/English dictionary - we recommend The Oxford School French Dictionary - ISBN 0-19-910386-0.

A pen drive / USB stick whilst not essential will be useful.

A sensible strong school bag / rucksack.

LOCKERS

Lockers are available for all year groups. The use of a locker can be purchased by a one off payment that secures that locker for five years, and are issued at the start of the college year in September.

Year 7	£25.00
Year 8	£20.00
Year 9	£15.00
Year 10	£10.00
Year 11	£ 5.00



Replacement keys will be charged at £5.00. Further information is available from Reception.



MEDICAL ARRANGEMENTS

If a student is taken ill at school or has an accident, they should report to the main office. The receptionist will then decide the most appropriate action.

Students must NOT go home or telephone home without first speaking to someone in the office. If we consider it necessary, we will contact parents and ask for sick students to be collected, or alternative arrangements made. If students have medical or dental appointments during the day, they must be collected in person from the reception and sign out and in at the office.

Medication – if medication is required to be held by the school for a student then a ‘permission to administer’ form must be completed – available from and returned to Reception. Parents are responsible for ensuring that any medicines are kept in date.

Parents must ensure that emergency contact numbers are up to date and those named persons are close enough to the College to collect children if parents are unable to do so.

You must inform the college of any medical condition that affects your child.



Administration of Medicines in School

Name Tutor Group

Medical condition of pupil

.....

Medicine

Dose Frequency of dose

Medicine

Dose Frequency of dose

Medicine

Dose Frequency of dose

I confirm that I give my permission for the Principal or her nominee(s) to administer the above medicine to my son/daughter during the time he/she is at school.

Signed
(Parent/Guardian/Person with parental responsibility)

Notes

1. This form should be completed by the parent or guardian of the pupil and be delivered personally, together with the medicine, to the College Reception.
2. The medicine should be in date and clearly labelled with:
(a) its contents;
(b) the owner's name;
(c) dosage.
3. This information is requested in confidence, to ensure that the Principal is fully aware of the medical needs of your child.

Linc/Medication records/Administration of Medicines in school form

SCHOOL LUNCHES

There are a wide variety of meals available every day. Below is an example of a weekly menu. Hot snacks are available at break and fresh sandwiches are made daily.

WEEK 1					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAIN MEAL	SPAGHETTI BOLOGNAISE £1.80	BEEF CURRY & NAAN BREAD £1.50 & 50p	TOAD IN THE HOLE & GRAVY £1.20	ROAST BEEF, YORKSHIRE PUD £1.90	BREADED FISH £1.50
VEGETARIAN	CRUNCHY VEGETABLE CRUMBLE £1.50	TOMATO PASTA BAKE £1.50	VEGGIE SAUSAGE TOAD IN THE HOLE £1.20	VEGETABLE LASAGNE £1.50	PIZZA 90p - £1.00
POTATO OR BREAD	SPAGHETTI 50p	RICE 50p	MASHED POTATOES 30p	ROAST POTATOES 10p	CHIPS £1.10
VEGETABLES BEANS	SWEETCORN 30p COURGETTES 30p	BROCOLLI 30p CARROTS 30p	CAULIFLOWER 30p GREEN BEANS 30p	CABBAGE 30p CARROTS 30p	MUSHY PEAS 30p BAKED BEANS 20p
GRAB AND GO OPTION	FAHJITAS 80p PIZZA 90p- £1.00 JACKET POTATO 50p	FISH BURGER £1.50 PIZZA 90p- £1.00 JACKET POTATO 50p	CHICKEN FILLET IN A BUN £1.50 PIZZA 90p- £1.00 JACKET POTATO 50p	CHICKEN FAHJITAS 80p PIZZA 90p- £1.00 JACKET POTATO 50p	CHIPS £1.10 JACKET POTATO 50p PIZZA 90p- £1.00
DESSERTS	MANDARIN SPONGE 60p & CUSTARD 10p	APPLE CRUMBLE & CUSTARD 60p & 10p	CHOCOLATE PUDDING & CHOCOLATE CUSTARD 60p & 10p	FRUIT SALAD £1.00	BLUEBERRY MUFFIN 60p
AVAILABLE EVERY DAY	CAKE/BISCUITS BREAD ROLLS BAKED BEANS SALAD BAR SANDWICHES BAGUETTES YOGURTS AND FRUIT	50p 40p 20p 30p £1.10 – £1.60 £1.60 – £2.20 60p 30p – 80p			

Food purchased in the hall must be eaten in the hall.

We operate a cafeteria style system, students select food and pay at the tills.

Students line up in year order following the published rota.

Lunchtime is a busy time at the college as there are a range of clubs and activities and many of the facilities are open to you also. Below you can see an example of some of these.

PE CLUBS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Rugby Year 8 Basketball Year 10/11 Girls Hockey Year 8/9 KS3 Trampolining	Rugby Year 10/11 Basketball Year 8/9 Boys Hockey Year 7 Badminton Year 10/11	Gymnastics All Years Basketball Year 10/11 GCSE Theory Rugby Year 9	Rugby Year 7 Badminton Year 8/9 Hockey Year 10/11 KS4 Trampolining	Basketball Year 8/9 Football - Girls Badminton Year 10/11 Hockey Year 10/11

AFTER SCHOOL

Trampolining	Street Dance PE Dept Club Night	Fixtures Night Martial Arts	Boxercise Golf	
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All students are welcome to come along. Please organise your lunch arrangements – it might be an idea to bring a packed lunch on the days you attend clubs, or get your lunch from the canteen at breaktime.

[Fitness Suite](#)

Years 9, 10, 11 ONLY

You must attend 4 sessions at lunch (1 – 1.30pm) before you can use after school 3.05 – 5pm

Monday - Friday lunchtime (1 – 1.30) After School (3.05 – 5)

Cost: 50p/lunch, £1/after school or £15/term or £40 year

See Sports Centre Staff for more info!!!

These are examples of last year's clubs as the extended schools booklet has not been published yet.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<ul style="list-style-type: none"> ○ Pop Choir ○ Paired Reading ○ Homework Library Support ○ Board Games Club ○ Jazz Ensemble 	<ul style="list-style-type: none"> ○ Board Games Club 	<ul style="list-style-type: none"> ○ Touch Typing ○ Homework Library Support ○ Board Games Club ○ Guitar Ensemble ○ Christians in School 	<ul style="list-style-type: none"> ○ Samba Band ○ Music Gifted & Talented Groups ○ Paired Reading ○ Homework Library Support ○ Board Games Club 	<ul style="list-style-type: none"> ○ Board Games Club ○ Grade V Theory of Music
AFTER SCHOOL CLUBS				
<ul style="list-style-type: none"> ○ Rock School 	<ul style="list-style-type: none"> ○ GCSE Composition Clinic 	<ul style="list-style-type: none"> ○ Harmony Choir 	<ul style="list-style-type: none"> ○ Wind Band 	<ul style="list-style-type: none"> ○ Rock School ○ Brass Group
<p>After School Study Club – 3.05 – 4.45pm Monday – Thursday Students can use any of the library resources, equipment and computers and the librarian is on hand to help if needed</p>				
INSTRUMENTAL TEACHERS IN SCHOOL				
<ul style="list-style-type: none"> ○ Mrs Clark ○ Mrs Henderson ○ Mr Bowyer ○ Mr Matthews ○ Miss Horton 	<ul style="list-style-type: none"> ○ Mrs Clark ○ Mr Roca-Terry ○ Mr D Reavey 	<ul style="list-style-type: none"> ○ Mr Matthews ○ Mrs Jukes ○ Mrs Mason 	<ul style="list-style-type: none"> ○ Miss Horton ○ Mr T Reavey 	<ul style="list-style-type: none"> ○ Mr Heeley ○ Mr Roca-Terry ○ Mr O'Connor ○ Mrs Barker

AFTER SCHOOL

At the end of the day homework clubs and a range of activities are offered; some of which are free, others form part of our Extended Schools Programme and require payment eg. drama and dance clubs. Full details of the Extended Schools Programme will be sent out in September.

SPORTS FACILITIES

All LVC sports facilities are dual use. The local community extensively uses our facilities throughout the year and is able to use them during the day when PE classes are not being taught.

Facilities available

Sports Hall
Gymnasium
Cricket wicket
5 tennis courts/6 netball courts (3 floodlit)
Athletics track (400m)
Jumping areas

School Hall
Rugby/Hockey/Rounders/Football
5 outdoor cricket nets
5 a-side area
Throwing areas
Grids for Rugby/Football/Hockey

Some of our pitches are dual use (Hockey/Football) so that we can provide flexibility to the respective clubs who are based here. We also have a full size astro turf pitch which is an excellent facility for both school and community, on which we can teach hockey, cricket, rounders, multi skill games and, of course, football.



All facilities are open to the community, & now include: -

Floodlit all weather full size football pitch – this is divided into 3 areas for training/5-a-side purposes. This area can be hired as a 1/3, 2/3 or whole pitch. It is available at lunchtimes (1 – 2pm), evenings (5 – 10pm) & weekends (9am – 5pm)

FITNESS SUITE - daytime entrance & public changing. Plus new fitness equipment. Available weekdays from 7.30am – 10.30pm, and weekends from 9am – 5pm

MY RESPONSIBILITIES AS A BUS USER

This may be the first time a student has used a bus to school. The local authority is responsible for school transport and any problems should be reported to the Education Transport Service on: direct line 0345 0455208 or email edtransport@cambridgeshire.gov.uk

I understand that because I have a right to travel on home to school transport, I have a responsibility to behave well. I will never act in a manner that may comprise the safety of others.

Before the journey to school

I will be at the bus stop at least 5 minutes before the bus is due at that stop.

I will wait at the bus stop for 30 minutes before leaving to find alternative means of getting to school.

I will notify the school that I may be late, or ask someone to do this for me.

I will wait in an orderly, courteous and calm manner.

I will keep away from the kerb and well clear of other traffic.

I will keep clear of moving school buses.

I will only board the school bus when it is stationary.

I will wait patiently for my turn to board the school bus.

I will always show my bus pass to the driver as I board the bus.

During the school journey

I will find a seat quickly and remain seated and facing forward until the bus has stopped at my designated bus stop.

I will always wear a seatbelt where provided.

I will never distract the driver or be discourteous.

I will not be abusive to the driver, Transport Supervisor or other passengers.

I will follow instructions given to me by a Transport Supervisor.

I will treat other passengers with care and respect and not bully other pupils.

I will not vandalise the vehicle or other people's property.

I will not smoke, drink alcohol or consume illegal substances.

I will not carry an offensive weapon, real or replica.

I will not throw objects from the bus.

I will not leave litter.

I will keep my possessions out of the aisles.

I will not open the emergency doors (unless in an emergency).

I will follow the driver's instructions if there is an emergency or breakdown.

I will report any concerns I have about the school journey to my school's Transport Liaison Officer.

At the end of the school journey

I will wait patiently for my turn to leave the bus. I will keep my belongings with me and ensure they are not snagged in the door mechanism.

I will stand back from the road, I will only move on



MY RESPONSIBILITIES AS A CYCLIST

I understand that because I live in a community, I have a responsibility to behave well. I will never act in a manner that may compromise the safety of others.

I will always follow the Highway Code.

I will cycle along designated cycle routes or on the road if it is safe to do so.

I will use safe crossing points and dismount my bicycle to cross the road. I understand that for my safety it is sensible to wear a cycle helmet. I will not spit or drop litter.

I will not ride my bicycle under the influence of alcohol or illegal drugs. I will be courteous to other road users. I will give clear signals to indicate that I wish to turn, change lane and so on. I will not swear, or be verbally abusive to those I am travelling with or anyone else in the community.

I will not cycle in a large group, behave in a threatening manner or be physically abusive to those I am walking with or anyone else in the community. I will not bully anyone. I will not trespass on other people's property. I will ensure that I can be seen by other road users, by using bicycle lights and wearing high-visibility clothing, as appropriate.



MY RESPONSIBILITIES AS A PEDESTRIAN

I understand that because I live in a community, I have a responsibility to behave well. I will never act in a manner that may compromise the safety of others

I will always follow the Highway Code.

I will walk on the pavement, away from the kerb.

I will always use safe crossing points and not run across the road. I will not spit or drop litter.

I will not trespass on other people's property.

I will not bully anyone.

I will not walk to and from school under the influence of alcohol or illegal drugs.

I will not swear, or be verbally abusive to those I am travelling with or anyone else in the community.

I will not walk in a large group, behave in a threatening manner or be physically abusive to those I am travelling with or anyone else in the community.

I will ensure that I can be seen by other road users, by wearing high-visibility clothing, as appropriate.



KEY STAGE SUBJECT TOPICS (YEARS 10 AND 11)

COURSEWORK DETAILS AND DEADLINES

Advanced French (Asset Languages)	<p>Advanced level students will build upon their existing knowledge of the language and cover a range of topics, grammar and strategies for improving their standard of French.</p> <p>Topics include: discussing France and French current issues, computers, health, sport, holidays, pollution, substance misuse, the French education system, careers, working in France, French-speaking countries, natural disasters, global warming and solutions to save the planet.</p> <p>There are 4 parts to the exam; listening, speaking, reading and writing.</p> <p>There is no coursework but we expect students to spend the required amount of time each week learning vocabulary and completing all homework.</p>
Art	<p><u>Year 10</u> - Natural Forms, Environment: due in by September of Year 11</p> <p><u>Year 11</u> – Identity. All coursework to be completed before Christmas. 10 Week Exam project, to be set by the board.</p>
BTEC Extended Certificate in Business	<p>A coursework based programme of study based on the principal of continuous assessment across the two years. The BTEC Business course provide students the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.</p> <p><u>In Year 10</u> students will study two compulsory units;</p> <ul style="list-style-type: none"> Business Purposes Business Organisations <p>plus one other optional unit</p> <p><u>In Year 11</u> students will study</p> <ul style="list-style-type: none"> Financial Forecasting for Business Business Enterprise <p>The qualification is awarded as Pass, Merit and Distinction and is equivalent of two GCSE's A*-C.'</p>
Dance	<p><u>Year 10</u> – 3 x Performance Pieces (Set Study (20%) Group Performance (20%) Personal Choreography (40%))</p> <p>Looking at work of a Choreographer (Matthew Bourne)</p> <p>Revision of Section A written paper</p> <p><u>Year 11</u> – 3 x Performance Pieces (as above) ready for Performance Evening at end of November. Extended Programme Notes for Personal Choreography (worth 10% of the module) must be in by November.</p>
Drama	<p><u>Practical</u></p> <p>Two 3-week blocks of drama</p> <p>Block A (October Year 11) – a theme chosen by the teacher which is explored through the medium of drama</p> <p>Block B (November/December Year 11) – exploration of a playscript</p> <p><u>Written</u></p> <p>3 pieces (totalling 5000 words) due by January in Year 11</p> <p>1 piece is a 2000 word theatre review (usually at the end of Year 10/start of Year 11). The other 2 units relate to the practical blocks and, therefore, are completed in the first term of Year 11.</p>
BTEC Extended	<p>BTEC Level 2 Extended Certificate is a coursework based programme of study and</p>

Certificate in Engineering	<p>consists of five units. Those pupils opting for BTEC will have the opportunity to take further units including English and Maths leading to a BTEC Diploma in Engineering which is worth 4 GCSE A*-C grades.</p> <p><u>In Year 10</u> students will study:</p> <ul style="list-style-type: none"> Working Safely and Effectively in Engineering Interpreting and Using Engineering Selecting and Using Secondary Machining Techniques to Remove Material <p><u>In Year 11</u> students will study:</p> <ul style="list-style-type: none"> Maintenance planning and procedures Selecting Engineering Materials Selecting and Using Secondary Machining Techniques to Remove Material <p>The BTEC course is equivalent to up to 2 GCSEs at A*-C.</p>
English	<p>Year 10 and 11 Students take either GCSE English on its own or GCSE English Language with GCSE English Literature</p> <p>GCSE English <u>Unit 1:</u> Understanding and Producing Non-fiction Texts <u>Unit 2:</u> Speaking and Listening -Controlled Assessment <u>Unit 3:</u> Understanding and Producing Creative Texts</p> <p>GCSE English Language <u>Unit 1:</u> Understanding and Producing Non-fiction <u>Unit 2:</u> Speaking and Listening -Controlled Assessment <u>Unit 3:</u> Understanding Spoken and Written Texts and Writing Creatively -Controlled Assessment</p> <p>GCSE English Literature <u>Unit 1:</u> Exploring Modern Texts -External examination <u>Unit 2:</u> Poetry Across Time -External examination <u>Unit 3:</u> The Significance of Shakespeare and the English Literary Heritage -Controlled Assessment</p>
Enterprise and Vocational Learning Skills	<p><u>Year 10:</u> Award of Personal Effectiveness (Level 1) 6 credits (June)</p> <p><u>Year 11:</u> Further 6 credits 12 credits for Level 2 (May)</p> <p>Pupils will build up a portfolio of evidence of their skills.</p>
Food & Nutrition	<p><u>OCR Home Economics: Food & Nutrition J431</u> Coursework: 60% (3 short tasks, 1 long task) Final written examination 40%</p> <p><u>Year 10</u> Autumn term- Basic practical skills. Nutrition and health Spring term- Food commodities, short food task Summer term - Meal planning, short food task</p> <p><u>Year 11</u> Autumn term - Methods of cooking, 1 research (long) task Spring term - Food safety and preservation, 1 research (short) task Summer term - Consumer awareness. Written examination preparation</p>

French	<p>GCSE Students follow the AQA language course in French. Topics covered include:- Health – Relationships and choices – Free time, media and holidays – Home and local area – Environment. Speaking: Students have to submit 2 tasks for moderation (30%) Writing: Students have to provide 2 tasks for marking (30%) These controlled assessments take place during the GCSE two-year course. At the end of Year 11, there will be 2 exams: Listening (20%) and Reading (20%).</p>
Geography	<p>OCR B has 4 main areas of study:</p> <ol style="list-style-type: none"> 1. Rivers & Coasts 2. Natural Hazards (plate tectonics and climate) 3. Population & Settlement 4. Economic Development <p>There are two pieces of “controlled assessment”:</p> <p>*Fieldwork focus worth 15% done in Y10 summer term. This requires collecting primary data (evidence) on a fieldtrip *Geographical investigation 10% done in Y11 winter term. This requires collecting secondary data that can be done in school or at home</p> <p>In June of Year 10 or January of Year 11, there is a 1 hour decision making exam worth 25%. Pre release material is available to prepare students in advance. At the end of Y11, in June, there is a 1½ hour knowledge & understanding exam worth 50%.</p>
Health & Social Care	<p>Year 10</p> <p><u>Unit 1 – Communication in Health and Social Care:</u> Identifying different forms of communication. Understanding barriers to communication. Being able to communicate effectively. Taking part on one-to-one and group discussions.</p> <p><u>Unit 11 – The Impact of Diet on Health:</u> Identifying the components of a balanced diet. Understanding the dietary needs of specific individuals. Explaining safe practices when preparing, cooking and serving food. Planning meals.</p> <p>Year 11</p> <p><u>Unit 4 – Ensuring Safe Environments in Health and Social Care:</u> Identifying potential hazards in health and social care environments. Current Health and safety legislation. Risk assessments.</p> <p><u>Unit 8 – Human Lifespan Development:</u> Identify different developmental stages in life. Physical, intellectual, emotional and social needs. Differences in the care needed for individuals in society.</p>
History	<p>OCR Schools History Project:</p> <p>Examined topics: Medicine Through Time and The American West 1840 - 1895 Students complete one piece of controlled assessment based on the Arab – Israeli Conflict. Worth 25% of the final examination grade. This will be completed in class during the Autumn Term of Year 10.</p>
BTEC Extended Certificate in Hospitality	<p>Year 10</p> <p>Autumn Term: Investigate the Catering and Hospitality Industry Spring Term: Planning and Running a Hospitality Event Summer Term: Prepare, Cook and Finish Food</p> <p>Year 11</p> <p>Autumn Term: Products, Services and Support Spring Term: Contemporary World Food Summer Term: Healthier Food and Special Diets</p>

ICT	<p>BTEC Level 2 Extended Certificate coursework based and consists of four units. Students will study</p> <ul style="list-style-type: none"> Communicating in the IT Industry Working in the IT Industry <p>Students will also be able to study two of the following units:</p> <ul style="list-style-type: none"> Website Development, Software Design, Doing Business Online, Computer Graphics, Developing Computer Games, Computer Systems, Business IT Skills <p>The BTEC course is equivalent to up to 2 GCSEs at A-C and every piece of work done in class contributes to their qualification.</p>
Maths	<p>Module exams: Year 10</p> <ul style="list-style-type: none"> Unit 2 (non-calculator) – March 2012 (30%) Unit 1 (data handling) – November 2012 (30%) Unit 3 Summer 2013 (40%)
Media	<p>An individual portfolio media assignment consisting of an extended essay (1200-1500 words) and a practical media project including a research/planning production log and a written evaluation. Completion required by January of Year 10.</p> <p>They study Action/Adventure film, Media institutions and TV comedy for their exam.</p> <p>A group media portfolio assignment consisting of a research/planning log, an extended evaluation (700 words) and a media product. Completion required by the middle of December of Year 11.</p> <p>All essays and evaluations are written under controlled assessment procedures (exam conditions); students have the opportunity to make improvements to written coursework in class time before the Year 11 February half term.</p>
Music	<p>Two compositions – the first to be completed by Summer of Year 10; the recording of both to be completed by Christmas of Year 11.</p> <p>Two recordings of performances, one solo and one group, to be completed by mid-February of Year 11.</p> <p>Written work: Analysis of performance and composition.</p> <p>Creative composition task to be completed mid-March of Year 11.</p>
PE / BTEC Extended Certificate	<p>GCSE: Analysis & Performance (10%)</p> <p>Students will choose a sport they are being assessed in to study and produce a performance analysis and training programme suited to this activity.</p> <p>Approximately 10 x A4 sheets.</p> <p>All Coursework to be completed by December of year 11</p> <p>BTEC: Deadlines will be communicated in planners</p>
Philosophy & Ethics	<p>Pupils cover a full course GCSE over 2 years exploring Ethics and Christianity (OCR Religious Studies B, Units B603/B604) in Year 10 and Philosophy of Religion units (B601/B602) in Year 11.</p> <p>Pupils begin with an investigation of various ethical theories and ideas, including Utilitarianism, Kantian Ethics and Christian Ethics.</p> <p>The topics that are covered in Year 10 include:</p> <ul style="list-style-type: none"> - Medical Ethics (abortion, euthanasia, fertility treatments, genetic engineering) - Equality (racism, sexism and attitudes to other religions) - War, Peace and Justice - Human Relationships (family, sexual relationships, homosexuality, marriage and divorce)

	<p>Having explored some of the philosophical ideas which underpin the philosophy of religion, the topics that are covered in Year 11 include:</p> <ul style="list-style-type: none"> - Does God exist? - Science vs Religion? - Life after death - Good and evil
Product Design GCSE	<p><u>Year 10</u> The first year will involve you working through the design process of researching, creating ideas, product development to a point where you will be ready to make your final piece. Alongside this you will learn theory and complete focused practical tasks learning new skills.</p> <p><u>Year 11</u> In the second year you will come back in September having ordered and collected materials ready start the manufacture of your final piece. Alongside this you will also learn theory and complete focused practical tasks learning new skills and knowledge to prepare you for the exam at the end of year.</p> <p>Coursework: 60% Final written examination: 40%</p>
Core RS	<p>Pupils cover a short course GCSE over 2 years exploring Ethics and Christianity (OCR Religious Studies B, Units B603/B604). The topics that are covered include:</p> <ul style="list-style-type: none"> - Medical Ethics (abortion, euthanasia, fertility treatments, genetic engineering) - Equality (racism, sexism and attitudes to other religions) - War, Peace and Justice - Human Relationships (family, sexual relationships, homosexuality, marriage and divorce)
Spanish	<p>GCSE Students follow the AQA language course in Spanish. Topics covered include:- Health – Relationships and choices – Free time, media and holidays – Home and local area – Environment. Speaking: Students have to submit 2 tasks for moderation (30%) Writing: Students have to provide 2 tasks for marking (30%)</p>

Grouping of students for learning at Linton Village College 2011 - 2012

	English	Maths	Science	Humanities	Languages	PE and DLD	Arts, Technology, ICT
Year 7	Mixed ability (not in Tutor groups) 7EeW 7EeX 7EeV 7EeY 7EeZ 7EeQ	Mixed ability until Oct half term, then sets 7aMa1 7bMa1 (top L5-7) 7aMa2 7bMa2 (mixed L3-6) 7aMa3 7bMa3 (mixed L3-6)	Mixed ability (in Tutor groups) 8aSc1 8bSc1 top 8aSc2 8bSc2 middle 8aSc3 8bSc3 lower	Mixed ability (in Tutor groups) 8aHuW 8bHuW 8aHuV 8bHuV 8aHuZ 8bHuZ	French Mixed ability (not in Tutor groups) 7FrW 7FrX 7FrV 7FrY 7FrZ 7FrQ	Groups vary by activity	Mixed ability (in Tutor groups)
Year 8	8aEe1 8bEe1 top 8aEe2 8bEe2 mixed 8aEe3 8bEe3 mixed	8aMa1 8bMa1 (top L5-8) 8aMa2 8bMa2 (mixed L3-6) 8aMa3 8bMa3 (mixed L3-6)	8aSc1 8bSc1 top 8aSc2 8bSc2 middle 8aSc3 8bSc3 lower	Mixed ability (not in Tutor groups) 8aHuW 8bHuW 8aHuV 8bHuV 8aHuZ 8bHuZ	French (Fr)/Spanish (Sp) 8aLa1 and 8bLa1 top set 8aLa2 and 8bLa2 mixed 8aLa3 8bLa3 mixed	Groups vary by activity	Mixed ability (in Tutor groups)
Year 9	9aEe1 9bEe1 top 9aEe2 9bEe2 mixed 9aEe3 9bEe3 mixed	9aMa1 (top L5-8) ... 9aMa2 9bMa2 (middle L6-7) 9aMa3 9bMa3 (mixed L3-6)	9aSc1 9bSc1 top 9aSc2 9bSc2 middle 9aSc3 9bSc3 lower	Mixed ability (not in Tutor groups) 9aHuW 9bHuW 9aHuV 9bHuV 9aHuZ 9bHuZ	French Mixed ability (not in Tutor groups) 9aFrA 9bFrA GCSE French 9aFrZ 9bFrZ 9aFrV 9bFrV mixed French and Spanish	Groups vary by activity	Mixed ability (in Tutor groups)
Year 10	10aEe1 10bEe1 top 10aEe2 10bEe2 middle 10aEe3 10bEe3 lower	10aMa1 10bMa1 top (higher) 10aMa2 10bMa2 (higher) 10aMa3 10bMa3 (foundation) Statistics 10BSt and 10CSt (mixed options)	10aSc1 10bSc1 top 10aSc2 10bSc2 middle 10aSc3 10bSc3 lower	Mixed ability (not in Tutor groups) 10aHuW 10bHuW 10aHuV 10bHuV 10aHuZ 10bHuZ	Mixed ability (not in Tutor groups) 10aLa1 10bLa1 top set 10aLa2 10bLa2 mixed 10aLa3 10bLa3 mixed	Option courses: 10C Per 1 GCSE group 2 set BTEC groups Core PE mixed by activity	Mixed ability (in Tutor groups)
Year 11	11aEe1 (equal top) 11aEe2 (equal top) 11aEe3 (set 3) 11bEe4 (set 4) 11bEe5 (set 5) 11bEe6 (set 6)	11aMa1 equal top (higher) 11aMa2 equal top (higher) 11aMa3 (higher) 11bMa4 (higher/foundation) 11bMa5 (foundation) 11bMa6 (foundation) Statistics 11BSt and 11CSt (mixed options)	11aSc1 11bSc1 top 11aSc2 11bSc2 middle 11aSc3 11bSc3 lower	Mixed ability (not in Tutor groups) 11aHuW 11bHuW 11aHuV 11bHuV 11aHuZ 11bHuZ	Mixed ability (not in Tutor groups) 11aLa1 11bLa1 top set 11aLa2 11bLa2 mixed 11aLa3 11bLa3 mixed	Option courses: 11C Per 1 GCSE group 2 set BTEC groups Core PE mixed by activity	Mixed ability (in Tutor groups)

COURSEWORK ADVICE

For students

Go to all your lessons – it can be difficult to catch up if you miss a key coursework lesson. Make sure you know exactly what is expected. Your teacher will explain how marks are awarded and for what. If you are given a coursework criteria or mark sheet, don't lose it and always use it.

Don't leave coursework to the last minute. If it is a long term piece of work, make sure that there are intermediate steps. If your teacher has asked for part of the work in to check, make sure it is handed in. You may be given helpful tips on how to improve the work. If you have the chance to improve your coursework. Take it – it's this work that can make the most difference in upping your grade.

Make sure that you keep a balance between your work and your social life.

There are many coursework banks on the internet. They can be useful for ideas, BUT NEVER COPY CHUNKS OF WORK AS YOUR OWN. Teachers are very good at spotting this and you will be caught out and could lose all your coursework marks.

For Parents

Encourage, praise, discuss, take an interest.

Make sure that your child attends all lessons. One missed lesson can mean a key idea, concept or data collection is missed. Your child will always be trying to catch up and may not be able to access all the marks available.

Help your child see the relevance of coursework here and now, to their GCSE results and their progression from LVC to college, training or work.

Make sure that you have a clear idea of the timescale involved in the coursework. Help your child signpost those long term pieces of coursework or portfolio work.

It can help if you keep copies of mark descriptions and coursework sheets – especially if your son or daughter is challenged with paper organisation.

Help your child develop the information literacy skills needed to find appropriate and relevant information on the internet.

Ensure that your son or daughter doesn't plagiarise work from one of the many coursework banks on the internet. Teachers will recognise work that isn't your child's or that doesn't fit the context of work set at LVC. This is cheating and when caught a student will lose their coursework marks.

Do let your child's teacher know if they are experiencing any major difficulties in their life with coursework deadlines looming. We will work with students to make sure they can do their best in all circumstances.

EXAM REVISION TIPS AND TECHNIQUES:

Your brain cannot work if you are tired:

- Do sleep well (don't drink too much tea, coffee or coke after late afternoon)
- Do drink water
- Do eat well
- Do make sure your room is neither too hot nor too cold.

Revise for 50 minutes solidly and take 10 minutes off. Your brain cannot work intensely for large amounts of time. During your 10 minutes off, get up and move around, this will help get your blood flowing and oxygen moving to your brain.

Try and make your revision interactive don't just read your books, make notes, answer questions and **use the useful website list**.

Write a revision plan.

- Break down your work into manageable chunks.
- Write in the activities or TV programmes that you are going to use as rewards. This will give you something to look forward to.
- Write tick lists. It is great to tick the boxes and see how much you have completed. But make sure your tick list is realistic.
- **Use your revision plan!**

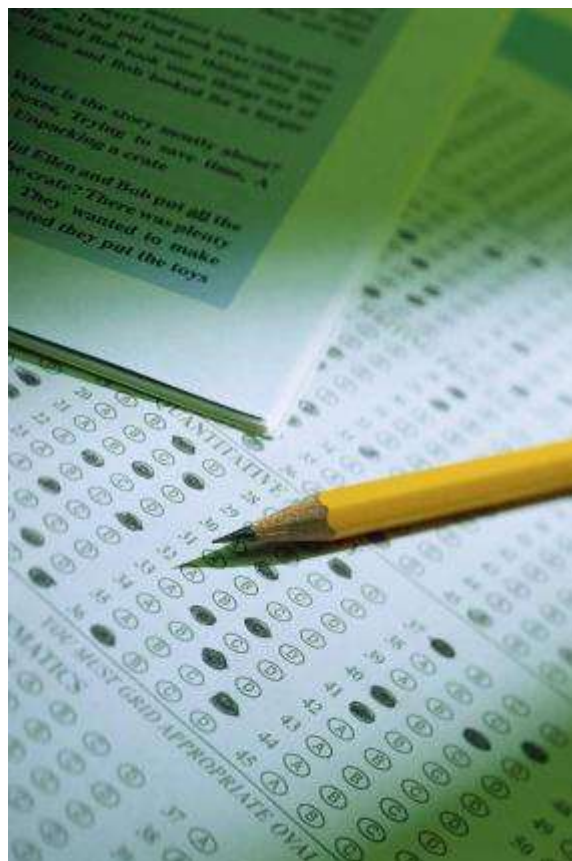
Use mind maps and mnemonics.

Draw pictures if you know you are a visual learner.

Remember key facts by placing them by key landmarks on a journey you do regularly. When in the exam room you need to walk through the journey in your mind, remembering the facts associated with the lamppost, postbox, etc.

When you feel your self discipline is weakening, visualise the results, feeling happy with the results you have gained, and being proud and pleased with your place at your new college, training or job.

If you feel stressed or anxious talk to someone.



Useful websites for GCSE revision

There are many websites available that will provide support for preparation for the mock and summer exams.

<http://www.bbc.co.uk/schools/gcsebitesize/> covers all subjects and is probably the best single site.

On the exam board sites www.aqa.org.uk www.edexcel.org.uk and www.ocr.org.uk you will find specifications and past papers. Make sure you know which exam board you are sitting for each subject.

For general advice on revision tips, exam technique and study skills have a look at <http://www.nwlg.org/pages/resources/knowitall/index.htm> for an animated guide and <http://www.bbc.co.uk/schools/communities/onionstreet/skills/> for good hints and tips.

Maths

<http://www.mymaths.co.uk/> is an excellent website with worksheets, quizzes and booster packs. You will need to login as "linton", your password is "stark".

Another good maths website, with past papers, is www.mathsangel.co.uk

English

<http://www.englishbiz.co.uk/> is a very useful site with lots of "how to..." sections. Also try the revision course finder.

<http://www.universalteacher.org.uk/> is a helpful revision site with sections on GCSE English.

Science

revision notes and quizzes at

<http://www.wpbschoolhouse.btinternet.co.uk/page22/AQASciSyllRev/AQAindex.htm>

Chemistry and Physics revision pages and questions at

<http://www.patana.ac.th/parents/curriculum/chemistry/contents.html>

http://www.patana.ac.th/parents/curriculum/physics_k4/contents.html

Double award module tests and past exam papers can be found at

http://www.aqa.org.uk/qual/gcse/sci_da_m_assess.html, single and triple award can be found elsewhere on this website.

MFL

www.linguascope.com for German, Spanish and French. You will need a username "lvcmfl" and password, which is "linton". This is good for general vocabulary revision. For GCSE revision go to "linguastars".

For lots of grammar exercises go to www.languagesonline.org.uk.

You will find GCSE past papers at www.frenchrevision.co.uk in the Intermediate section.

History

<http://www.schoolhistory.co.uk/gcselinks/> is a fantastic site with lots of resources, a student forum and some excellent interactive learning games.

Music

To practice your listening go to www.naxos.com and www.classicfm.com.

Both http://www.greenfield.durham.sch.uk/acGCSE_Revision.htm and

<http://www.schoolhistory.org.uk/revise.htm>) have links to revision sites for lots of subjects!

Dance

For practice papers with answers go to http://www.aqa.org.uk/qual/gcse/perf_assess.php

For different approaches to revision try

<http://sourceforge.net/projects/freemind/> for a free mind mapping tool.

Use the free mp3 creation / edit tool at <http://audacity.sourceforge.net/> to record your revision notes so that you can listen to them on your mp3 player or iPod.

THE 16+ PROCESS

Year 10

It is never too early to start thinking about the opportunities available to you at 16+. All 16+ centres ask about your performance from the start of Year 10.

- Attend the LVC Careers Convention to talk to 16+ College staff, employers and past pupils
- Check out websites in this booklet
- Talk to year 11 pupils at LVC
- Talk to ex-pupils who are at College or working/training
- Draw up a list of career ideas that suit your personal qualities/skills
- Consider the type of qualifications and grades you will need to achieve your ambition

Year 11

A busy year for you.

- Read Where Next? And What Next? From Connexions
- Arrange for a careers interview with your tutor
- Attend the LVC Careers Convention to talk to 16+ College staff, employers and past pupils
- Attend 16+ College Open Evenings
- Check for apprenticeship vacancies
- Compile personal statement
- Complete 16+ application forms
- Mock exams
- Leaving reports written by staff at LVC
- Reports issued to parents and parents' consultation evenings
- 16+ application forms issued
- Interviews held at 16+ colleges
- Colleges make offers of places
- GCSE exams
- Leave LVC – keep checking for jobs/training if not going to college
- Some colleges offer induction days
- GCSE results

It is important to submit a 16+ application form even if, at a later date, you do not take up the place.

The Post 16 Application Process Timeline

Students receive careers education throughout their time at LVC. However, the end of Year 10 and throughout Year 11 is a crucial time in which students make important decisions about which courses and qualifications they will undertake when they leave LVC. We are passionate about giving every student a personalised information, advice and guidance programme which will enable them to make choices about their future, and which will keep them in education or employment with training. The partnership between students, parents and school staff is essential for making these options and the application process successful for every student.

Summer of Year 10 is all about introducing students to thinking about their futures and potential career choices. In mid-June students are introduced to the full range of progression pathways available to them through an assembly. They will follow a programme of activities during Tutor time, which will enable them to explore these pathways. They will be introduced to the Cambridgeshire's online prospectus: [cambcoursefinder](#). They will also have the opportunity to attend taster days at local post 16 centres.

September of Year 11 - your child's tutor takes the leading role at school in providing liaison, information and guidance to each student. Throughout the autumn and spring terms, students will have a number of small group and 1:1 mentoring sessions with his/her tutor to discuss and develop their ideas about potential career pathways and courses.

Students also have access to our careers library and can arrange to meet with Mr Farr, our Careers Support Manager, in order to discuss any uncertainties they may have about their post 16 decisions. If necessary, Mr Farr will arrange for students to have a 1:1, hour-long interview with Hilary Burr, our Guidance Officer.

October is all about finding out about the range of courses available post 16 and the qualifications needed for entry and learning how to apply for the courses of their choice.

Parents and students are invited to our **Post 16 Event** on **Thursday 13th October** at 6.30 – 8.30pm. There will be a presentation about the post 16 application process and information about progression routes. There will also be stalls staffed by representatives from a wide range of academic and vocational post 16 providers who will be available to talk and provide information about specific courses and centres. Former LVC students join us during this event to share their experiences and give advice.

During this month students will attend assemblies where career pathways and course options will be presented to them. Students will also have opportunities to ask questions and get more information from subject teachers within their lessons.

Students who are seeking employment-based training will need to start looking for apprenticeships, register with www.apprenticeships.org.uk, and apply to our local FE colleges.

At the end of October, students will complete a '**dry run**' which will then be used to give them targeted advice and guidance.

November is the month for Sixth Form Open Evenings: This is also the month when students have their mock exams. The results of these exams are a significant factor in determining the 'expected grades' which teachers put on students' post 16 applications. These 'expected grades' are used by post 16 colleges to help determine whether or not a student will be offered a place.

During tutor time students will be given college prospectuses and details of other training providers. As part of the PSHE Day, students will begin to look at the on-line application process and learn how to write their personal statement.

December is all about making the final decisions about post 16 courses and completing the on-line application. Students will also complete their personal statements and teachers will write the references to support the applications.

January is all about reflecting on the Full Report and what students need to do to achieve the grades they need for their course of choice. The Year 11 reports are issued on Friday 20th January, followed by a Parents' Evening on Thursday 26th January or 2nd February. These will provide parents and students with a good indication of how they are progressing and what they need to do to improve.

As part of the PSHE day on **Thursday 26th January**, students are taught interviewing skills.

March is the month when most of the Sixth Form interviews are held.

May – is the month when offers are made to students who have applied to CRC/Long Road/Hills Road and other Sixth Form colleges. We will work closely with students who have not received an offer to their first choice of college.

Vivien Corrie
Deputy Principal – Curriculum
vivien.corrie@lvc.org

Ian Farr
Careers Coordinator
ian.farr@lvc.org

ENRICHMENT ACTIVITIES

This is an example of this year's programme. Programme subject to change each year.

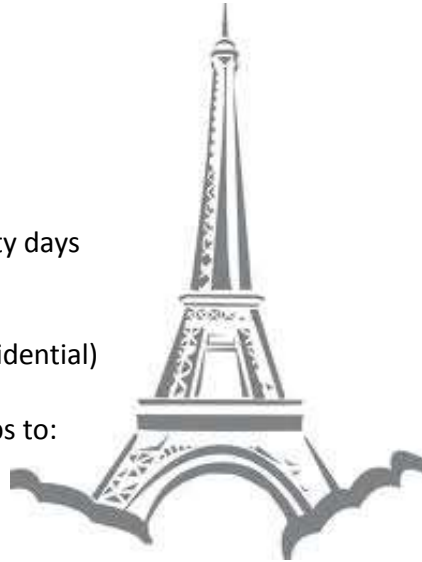
Year 7

Bewilderwood
Maddingley / Cambridge Museum
Globe Theatre
Sports Day
Murder Mystery



Year 8

Various trips and activity days
Jimmy's Farm
Wind Farm
French Exchange - (Residential)



Year 9 - Residential Trips to:

Paris
South West France
Italy
Derbyshire
Eden / Cornwall

eden project

Residential trips are exempt from the voluntary contribution requirement. However in exceptional circumstances of hardship an application can be made to the LVC Trust Fund. The Trust has a rigorous process for applications including, but not solely, proof of income support, jobseekers allowance, and state pension credit. An application form can be obtained from Mrs Clay. A decision will then be made on the level of support given and returned in due course.

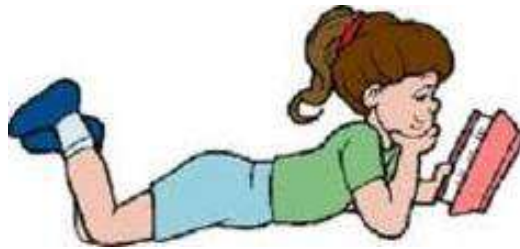
Enrichment week costs

Costs vary from £50 for Years 7 and 8. In Year 9 it is dependent on which trip you choose to go on. They usually range from £200 - £1000 for the week.

OTHER PAYMENTS TRIPS/UNIFORM ETC.

The most secure way for students to pay in any monies for trips, uniform etc. is to place the money in an envelope and post this in the grey safe on the reception area.

LITERACY AT HOME



Summary

Literacy is not just about reading books – it involves enjoying magazines, newspapers, blogs, messaging, websites, wikis, maps and much more.

It has been shown that high standards of literacy lead to greater opportunities and wellbeing in later life

Mothers and fathers are ‘the prime figures who can inspire reading’ (Clark, Osborne, Dugdale, 2009)

You can improve your child’s literacy by becoming a reading role model: providing literacy opportunities; recognising your child’s achievement in literacy; talking with your child about their literacy and, most important of all, being the model of a literacy user by reading yourself as well as with and to your child.

Defining Literacy

Literacy comprises a variety of activities. Whilst literacy is often seen solely as a print based activity centred on books, it also includes reading road signs, billboards, logos, newspapers, maps, magazines, dictionaries and manuals as well as spelling words, defining words and using a computer for writing (Clark, 2009).

Why is Literacy Important?

Studies have shown that improved literacy has a positive impact on an individual – it can help many people to overcome the restraints which can trap them in a ‘cycle of disadvantage’ (Dugdale & Clark, 2008). For example, a person with improved literacy is less likely to be on state benefits; relatively more likely to own their own home and be more involved in their community. Furthermore ‘[g]ood literacy and numeracy skills tend to be associated with good wages’ (Dugdale & Clark, 2008).

A link has also been made between low literacy skills and the likelihood of receiving promotion in the workplace with one study stating that 63% of men and 75% of women with very low literacy skills had never received a promotion (Bynner & Parsons, 1997). Alarming, individuals with low literacy are more likely to be either in low paid jobs, unemployed or on state benefits. 75.7% of children and young people agreed that reading helps them to be successful (Clark, Osborne, Dugdale, 2009).

Studies also suggest that a positive outlook on life tends to be higher in those with improved literacy skills. In a survey conducted in 2008, 45% of women and 50% of men with very low literacy agreed they were ‘satisfied’ with their lives compared with 75-80% of men and women with higher literacy levels (Dugdale & Clark, 2008).

Literacy is important because it is one factor that can help improve the wellbeing of an individual. Poor literacy can lead to disadvantaged lives.

The Impact of Literacy in the Home

Parents are 'the prime figures who can inspire reading' (Clark, Osborne, Dugdale, 2009). It has been shown that members of a young person's immediate family are the most important reading role models. In a recent study 71% of children and young people chose their mother as the most important reading role model and 62% identified their father. Friends and teachers have also been identified as reading role models (39% and 37% respectively). Reluctant readers surveyed stated that, of all people, parents were the most likely to inspire them to read.

What do Reading Role Models do?

Reading role models are involved in four key roles: providing literacy opportunities; showing recognition of their child's achievement in literacy; interacting with their child around literacy and being the model of a literacy user. In addition, a parent can help to ensure that their child enjoys reading by demonstrating that reading is a pleasurable activity.

Parental involvement in reading activities at home has a positive impact not only on reading achievement, language comprehension and the skill of expressing language but also on a child's interest in, and attitude towards, reading (Clark, 2009). If a child observes a parent read, reads with a parent (especially during early childhood), or engages in conversation around what is read, then his or her literacy skills can be strengthened.

Boys' ability to read and levels of interest in reading and choices of what to read are influenced substantially by fathers' reading habits. For both mothers and fathers reading is one way in which the parent and child bond can be strengthened (Clark, 2009). Attitudes towards reading are also influenced by parental encouragement. In a survey conducted in 2010 95.1% of young people who felt they received a lot of encouragement from their mother to read were more likely to regard reading as important to succeed in life whilst this figure rose slightly to 95.2% when the role of the father in encouraging reading was considered (Clark & Hawkins, 2010).

Young people who are encouraged to read by their parents are more likely to enjoy reading, read often, be positive about reading and view reading as a key to success in life. Exposing your child to books, magazines, newspapers, graphic novels, environmental print and web-based reading material can have a positive impact on learning to read (Clark & Hawkins, 2010).

Young people with higher literacy skills tend to have greater access to reading material and greater parental involvement in their reading and writing.

For more information

www.literacytrust.org.uk for more information about the importance of literacy

www.lovereadng4kids.com for recommended reading

www.justimaginestorycentre.co.uk for book reviews and recommendations



SECTION 3

HOW WILL I KNOW HOW MY CHILD IS GETTING ON?

Your child's tutor is the first point of contact by email or phone, you can also contact any of your child's teachers in the same way. We will endeavour to get back to you as soon as possible.

Working closely with parents we have developed a five year reporting programme which we hope will provide you with the information and communication you will need to support your child throughout their career at LVC. However, we would like to emphasise that we welcome parents getting in touch with the relevant member of staff at any point during the year either by phone or email. Contact details are included in this handbook.

THE 5 YEAR REPORTING PLAN

	Year 7	Year 8	Year 9	Year 10	Year 11
September					
October	Tutor Evening				Effort/Behaviour grades added to SLG
Autumn Half Term					
November					
December	Effort/Behaviour grades added to SLG	Parents' Evening	Full Report		
End of Autumn Term					
January					Full Report
February				Effort/Behaviour grades added to SLG	Parents' Evening
Spring Half Term					
March	Full Report		Parents' Evening		
April			Effort/Behaviour grades added to SLG		
End of Spring Term					
May					
Summer Half Term					
June	Parents' Evening				
July		Effort/Behaviour grades added to SLG	Summative Report	Parents' Evening	

Key Stage 3 - Half termly on-line progress reports in core subjects and termly in all other subjects.

Key Stage 4 – On-line reports in all subjects half termly.

The Principal also holds surgeries every Friday from 2.30 pm till 4.30 pm. If you wish to see her please book a time with her PA Mrs E Clayton.

Tutor Evening

In October/November of year 7 you will have the opportunity to meet with your child's form tutor. They are students' primary point of contact and will have an overview of how s/he is settling in at secondary school. It is also a good opportunity for you to ensure that any information we might need to best support your child has been passed on to us.

On-line reporting

You will be able to see data outlining your child's progress half termly in core subjects and termly in all other subjects via the Sims Learning Gateway (SLG). Once a year effort/behaviour grades will be added to the SLG data. In order to view your child's data you will need to register by either completing the form enclosed in the Induction Day pack or alternatively emailing SLG_Admin@lvc.org.

Full reports

Parents will receive three full reports at key points in their child's five year progress through the school.

These reports will include:

- Effort grades – graded from A (excellent) to D (poor)

- Target National Curriculum level or GCSE grade

- Previous year's level/grade

- Current level/grade

- Expected grade (Year 11 only)

- The reference which will be used for Post 16 applications (Year 11 only)

- A written review of academic progress from the student's subject teacher with targets for improvement.

- A written review of overall progress and development from the student's form tutor.

- A comment from the Head of House

- A comment from the Principal or Senior Leader

Parents' Meetings

You will have the opportunity to meet your child's subject teachers each year to discuss progress and share important information which will enable us to support your child's education and personal development. Some parents come with their children while others like to come without them. We have no preference apart from in Year 9 and Year 11 when we would encourage students to come with their parents. Parents can book appointments via the on-line booking system (details of how to do this will be provided at the appropriate time). Please be aware that if a teacher has more than one class and has no more than 30 appointment slots it is not possible for all parents to be seen during the course of the evening. If you are unable to book an appointment please contact the member of staff by email or telephone to discuss your child's progress.

Any questions or queries: The assessment and reporting system is a complex one since we are seeking to capture, in a summary form, hours of learning, progress and a huge range of skills and knowledge development. It is by nature a complex process, so please do not hesitate to contact Mrs Hall or your child's tutor if you would like any aspect of the report clarified.

How can I have my say?

PARENTS' FORUM

These are a genuine attempt to gauge and canvass parental opinion and to explore options as part of our commitment to be always looking to improve.

We intend to run at least 4 forums during the course of the year. Topics for the forums will be publicised throughout the year and can be suggested by parents.

We regularly invite parental views through the use of questionnaires.

Alternatively you can contact the Governors.

Your child will receive a planner which is a means of communication. Children record their homework in them, teachers and parents can comment in them and they contain lots of useful information. We ask you to sign them on a weekly basis. There is more detail about our homework policy later in the policies section.

FRIENDS OF LVC

The '**Friends**' at LVC is a group of parents who help and support the school by organising two fundraising events a year. It is not a PTA so does not need a constitution or even a committee as such, but it does need some parents who can offer some time and ideas.

The '**Friends**' is raising funds at the moment, due to the recent big cuts in capital funding, and in particular the need to equip the brand new school building that is due to open in October. We are also looking for interesting and fresh ideas that will help to stimulate further fundraising activities – and this is where you may come in! We would love to hear from you if you feel you have something to offer in joining this group. We are all aware of the need to equip the school adequately and so support our students to have the best possible education.

If you have any time/experience/ideas/help to offer or would like to find out more, please contact the school reception on 891233 who will put you in touch with a member of the group.

STUDENT SUPPORT TEAM

The Student Support Team is here to help and support our students.

Staff in this team are non-teaching and can be called on throughout the school day.

Each faculty has a designated member of the team working with the teachers, the team is led by Mr Ian Farr.

Student Support Team members can help if children have any social, emotional or behavioural problems. This can range from friendship problems to difficulties at home.

Student mentors are also trained to support students and work with the Student Support Team.

Mr Parker has a large team of Teaching Assistants who, if present in lessons, will work alongside students.

In addition we can help students with Careers Advice, Information and Guidance, Plan-It (an on-line individual planning tool), Work Experience (Year 10) and Sixth Form Applications (Year 11). In addition we as a college have links with the Youth Service and Locality Team.

The College Nurse can help you with any matters that are health related. She comes to the College on Tuesdays. Students can make an appointment in the appointments book held in Reception.

In addition to all these people, we work closely with a wide range of experts who form what is known as the Locality Team.

HOW CAN YOUR CHILD GET HELP?

1. Tell their Form Tutor
2. Tell a member of the Student Support Team
3. Tell any adult member of the college staff
4. Tell a mentor
5. If the problem cannot be solved by their tutor, he/she will inform the Head of Faculty.
6. The Head of Faculty will look at the problem and decide whether to refer it to Student Support

If a child needs some help urgently, they can go to the House Office at any time.



SECTION 4

HOW WILL I KNOW WHAT YOUR EXPECTATIONS ARE?

Our Governors keep our policies up to date and they are made available on our website.

This section is designed to share with you details of some of our policies. Included are college policies which apply to your child. Some are full policies and some are summaries.

Please take time to read the policies and return the signed duplicate copy of the Home – School Agreement which is part of the induction pack. The Home/School Agreement is included in this section, this is an important document and forms the basis of our tripartite relationship. Each of us, parents, college and students has responsibilities. It supports us all if we have a baseline we can refer to if circumstances dictate.

A complete list of college policies is available, please contact Mrs Elaine Clayton, Principal's PA for further information.

Included in this handbook are:

- Home School Agreement
- Homework
- Praise and Reward
- Sanctions
- Holidays during term-time a letter from all schools
- Mobile Phones / Anti-bullying inc. Cyber, video and internet
- Acceptable use of computers
- Photography, Local trips, Internet Access
- No Smoking



The college is not merely a service provider we depend on your support and involvement. There may be times in the future when we need to refer back to the Home/School Agreement.

LINTON VILLAGE COLLEGE
HOME - SCHOOL AGREEMENT

The Parents/Guardians

I/we will do my/our best to ensure that:

- my son/daughter goes to College regularly, on time, properly equipped and in the correct uniform
- the College is made aware of any problems or concerns likely to affect my son/daughter's work or behaviour
- my child is supported in the completion of homework and other opportunities for learning outside College
- the policies of the College are fully supported
- at least one parent attends parents' evenings or any other meetings called by the College to discuss progress
- I/we maintain as thorough and up to date knowledge of College life as possible.
- I/we will adhere to the college protocol on communication

Linton Village College

The College will do its best to ensure that:


- high expectations of all students in terms of work and behaviour are maintained
- a balanced curriculum is organised so as to meet the individual needs of all pupils
- you are kept informed about College matters in general and your child's progress in particular
- an open and welcoming approach is maintained at all reasonable times and opportunities are offered for you to become involved in the daily life of the College
- your child is safe, cared for and happy
- it adheres to the protocol on communication

The Student

I will do my best to ensure that I:

- attend College regularly and on time
- bring the equipment I need each day
- wear the uniform properly and am tidy in my appearance
- behave properly and responsibly at all times
- do my classwork and homework to the best of my ability
- am polite and helpful to others

Signature (Parent).....

Signature (Principal).....

Please sign this copy for your reference as well as the page in your child's planner.

HOMEWORK AT LVC

Homework is an essential factor in the success of the students at Linton Village College. Learning beyond the school day can add approximately one year to a child's education. Homework gives students the opportunity to benefit from activities that will build their confidence, motivate and challenge them. It will help them to develop good time management. It gives them ownership and responsibility for their own learning. These are things which will assist them along their path of lifelong learning.

HOMEWORK at LVC:

Will be an integral part of learning. It will be challenging well explained and motivational.

Appropriate feedback will be given on all homework set.

The total time spent doing homework should fall within the range:

Years 7 – 8	45 - 90	mins. in total per day
Year 9	1 - 2	hours in total per day
Years 10 - 11	1.5 -2.5	hours in total per day

Non completion of homework will be followed up in line with the College Behaviour for Learning Policy.

At Key stage 3 one homework will be set every 3 lessons in a subject. At Key stage 4 at least one homework per option block per week (to include on-going coursework) will be set.

A homework timetable will be available to view on the College website www.lvc.org

Homework will not be given as a punishment nor will "no homework" be used as a reward.

Homework tasks can include:

- *Investigation*
- *Research*
- *Reading*
- *Interviews*
- *Visits*
- *Designing*
- *Word Processing*
- *Simple experiments*
- *Drafting*
- *Revision*



- *Desk top publishing*
- *Essays*
- *Report writing*
- *Modelling*

There will be specified weeks identified on the college calendar which show when no homework will be set. This recognises that there are many pressures on young people and allows them to pursue other activities.

STUDENTS must ensure that

Homework is written in the planner or a note must be written in the planner to indicate where the activity is to be found.

Homework is completed and handed in on time.

Homework should be shared with parents/carers and the student must show their planners to their parent/carer and get it signed on a weekly basis.

Students should find a quiet well lit space in which to do their homework.

Students should be careful how they use the internet and the vast amounts of information now available through computers. Information retrieval is a skill, and unless this is the specified activity work of this nature would not be acceptable to hand in.

PARENTS should:

Be involved in your child's education. Ask about work, be supportive and give assistance if your child gets frustrated or discouraged, but don't do the homework for your child. Check and sign the planner on a weekly basis.

Provide a suitable space for homework to be done.

Set a regular time for study.

Encourage your child to make use of learning resources in the home and community.

Contact your child's tutor if problems occur.



PRAISE AND REWARD

Celebrating Success with the Blues

Linton Honours – Year 11

For effort/ achievement throughout their time at LVC

Student will receive a certificate and a book token at the Year 11 Prize Award Ceremony.

Linton Blue

For consistent effort / achievement throughout one year

Student will receive a certificate and a blazer badge in the final whole school assembly.

Linton Letter

For a significant one off achievement

Student will receive a certificate and a letter home.

Linton Stamp

Awarded to an 'effective learner' and 'effective member of the college community'

These are recorded by a stamp in the student planner

RESPECT CODE

The college expects students to follow our Respect Code which forms part of our Behaviour for Learning Policy. As you can see it sets out some basic expectations.

Respect Do not talk when others are talking. Respect the right of every individual within school to learn and to have positive experiences. Respect property.

Equipment Be properly prepared for all lessons and activities within school.

Safety Do not do anything to harm yourself or others around you. Walk on the left on the corridors and in single file on the stairs.

Punctuality Be punctual for all lessons and activities.

Expectations Set yourself high expectations in behaviour and work by putting in 100% effort, meeting all deadlines and completing homework.

Co-operation Work with your teachers and peers in a collaborative and cooperative manner

Tidiness Keep yourself and your environment clean and tidy at all times.

No chewing gum allowed in school; it is unhygienic, and no eating inside the building other than in the Dining Hall; it creates mess. Packed lunches can be eaten on the green outside or on the field in the summer. Do not drink anything except water in lessons. Wear school uniform properly. Trainers, make-up, hairstyles that are deemed to be extreme and jewellery are not allowed.

Behaviour for Learning

The purpose of this information is to allow students to be the best they can be. They are a member of a large community in which all must work together. We want this to be a safe, positive and secure environment. Rules are necessary and provide a framework we can all function within. Students know what these rules are and follow them. To help explain what these rules are we have Behaviour for Learning Policy.

The Behaviour for Learning Policy needs to be well known and understood. Students have signed a home school agreement, which means they have agreed to work with all the staff at the college. They must follow the rules, codes and expectations we at the college have of all of the students here. To make this clear we have developed the RESPECT CODE.

These are simple, straightforward rules which are designed to make life comfortable for all of us. Naturally, failure to comply with them will lead to consequences. These are outlined below. The 'C' stands for consequence.

Your tutor and your teachers will explain these to you. If you make the right choice and follow the RESPECT CODE you will not have to face any of these consequences.

There will be six levels of consequence.

C1 Consequences that will take place in the classroom e.g. verbal warnings, comments in planners, isolations in the classroom, cool off time outside of the classroom.

C2 Removal from your class, you will be sent to another member of staff to complete your work.

C3 Lunchtime detention.

C4 After-school detention.

C5 Internal exclusion.

C6 External exclusion.

Your parents will be kept informed if you make the wrong choice and you have to face the consequences of your actions.

Students are encouraged to make the correct choices concerning behaviour. They will be told exactly what is expected, and the consequences of not making the correct choices will be clearly explained. All students will know what to do, and what will happen to them if they don't.

You can see on the next page some examples of behaviour that may warrant a response. Alongside you can see examples of the type of consequence this behaviour may incur. These will be used as a stepped process, only in very serious cases will internal and external exclusions be used straight away.

5	Removed from room for short period to speak to student	Rudeness to peers Homework not completed Minor damage
6	Sent to HOF. Record in planner. Note in planner informs tutor who can discuss incident. Staff may use consultation time with students at break/lunchtime to discuss/follow up incidents.	Examples of behaviour that may warrant a response numbered 4 - 7 Persistent failure to comply with the expectations of the classroom Students fighting (minor) Minor environmental damage Equipment damage Verbal abuse or rudeness Dangerous behaviour Persistent failure to comply with sanctions imposed by the HoF.
7	Lunchtime detentions HOF or member of staff running the detention to enter on to SIMS record. Resolve when completed. Student disrupts or fails to attend detention noted referred to HoF consequence: may be required to complete an afterschool detention. HOF may decide to place student on Subject or Faculty Report From any point between 7-12 a Pastoral Support Programme (PSP) may be created by Student Support Team. An Individual Behaviour Plan (IBP) may also be used	Examples of behaviour that may warrant a response numbered 8 - 12.
8	Friday after school detention in Room 8. 24 hours' notice must be given. HOF's and SLT on rota to cover the detention.	Students fighting Stealing Major environmental damage
9	Isolation	Verbal/ physical abuse towards staff (including racial abuse)
10	External exclusion (1-5 days)	Unprovoked physical abuse towards student
11	Managed move	Racial abuse Despite all sanctions, students persist in their blatant disregard of the Code of Conduct
12	Permanent Exclusion	Students caught in possession of alcohol or illegal substances Disruption of examination
	Parents should be kept informed at all stages by notes in planner, telephone conversations, letters, emails or meetings. All interactions should be logged.	
	All students should have reintegration meeting with member of staff if they have been removed from their lessons for a serious misdemeanour.	

LINTON VILLAGE COLLEGE CLUSTER SCHOOLS FAMILY HOLIDAYS IN TERM TIME

September 2011

Dear Parents

We are writing to clarify the situation in relation to leave of absence for (including family holidays) in term time, so that all schools in our cluster can adopt a consistent approach.

You should not expect your child's school to agree to any absence for a holiday in term time. Taking a holiday during term time means that children miss important school time – both educationally and for other school activities. It will be difficult for them to catch up on work later on.

Parents do not have a legal right to take children out of school on holiday. Schools will only consider requests for up to ten days a year in exceptional circumstances. Each application, which should be received two weeks in advance, is considered individually, taking into account the following factors:

- the child's attendance record (it should exceed 95% attendance)
- the timing of the absence (it should not be taken during test times, exam days or at the beginning of term)
- the reason for the absence (the exceptional circumstances must be explained - a cheap term time holiday will not be accepted as a valid reason for absence)

If leave is taken after permission has been withheld then this will be recorded as unauthorised absence. This will appear both in the school register and in your child's report. Persistent unauthorised absence may result in the involvement of the Education Welfare Officer and possible legal proceedings.

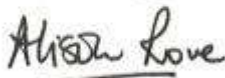
Yours sincerely



Caroline Derbyshire
Linton Village College



Jennifer Malone
Linton Heights



Alison Rowe
Meadow, Balsham



Louise Clark
Linton Infants



Kevin Sheehan
Castle Camps



Lucie Calow
Granta



Keith Archer
Burrough Green



Deborah Nichols
Great Abington

ANTI-BULLYING POLICY

STUDENT SUMMARY

What is bullying?

Bullying can take many forms. It is something that deliberately hurts you or your feelings. It is something that is repeated over a period of time; it can be done face to face or through a third party.

Some bullying is **PHYSICAL**: kicking, hitting, pushing, taking or damaging your things.

Some bullying is **VERBAL**: name calling using words like 'gay', 'poof', 'lesbian' or 'batty boy' as insults against a person because of who they are or how they act, taunting, mocking, making offensive comments, making threats, making someone do something they do not want to do.

Some bullying is about **RELATIONSHIPS**: excluding people from groups, deliberately ignoring, gossiping, spreading rumours.

Some bullying uses things like mobile phones or the internet and is called '**CYBER:BULLYING**' it includes: text-message bullying, phone call bullying, picture/video clip bullying, mail bullying, chat-room bullying, bullying through instant messaging, bullying through websites.

What can you do if you are being bullied or if you see someone else being bullied?
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See it.	Tell someone.	Get help.	Stop it.
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We believe there is no place for bullying at Linton Village College and it is our aim to deal very firmly and consistently with any incidents which come to our attention.

If you, or anyone you know is affected by bullying, please do speak with someone urgently.

We will: listen to students who tell us about bullying which they feel is taking place.

We will: take this seriously; and prepare a written report about what we have been told.

We will: follow this up in an appropriate way and include the student who has given us information in thinking about what further action should be taken.

We will: follow the anti bullying policy procedures at all times. A copy of this can be found on the college web site.

Students can talk to any adult at Linton Village College if they feel they are being bullied. Students could tell one of the Hear4U mentors, talk to your parents, write a note and put it in the 'What's up? Box'. (Do put who you are or what you have seen so someone can help).

We will punish children who are bullies but are powerless to help unless we know about it.

Do inform the college if your child tells you something you consider to be bullying.

STUDENT MENTORS

We have a group of Yr 10 & 11 Students who are trained to offer a listening ear to students who would like to talk about any worries they have.

They wear yellow badges and you can see their pictures on the notice board in the main corridor.

Mentors will also appear in Yr 7 Registration Groups each week. This is to befriend, listen to, and where necessary give support to students who may be having difficulties.

The Student Support Team has overall responsibility for dealing with serious incidents of bullying, in consultation with the senior leadership team at the college.

Be proud of who you are, try not to be upset, stay with friends, be assertive, tell the bully to stop.

CYBER BULLYING

We have had to deal with the ramifications of a few isolated instances of cyber bullying. These have all taken place outside of school but they have had implications for the behaviour and relationships of children within school.

Social network websites can be used by children to leave abusive messages. There is clearly the potential for unpleasant and inappropriate conversations using MSN messenger or other similar programmes. It is the “at a distance” and “any time” nature of these conversations which can develop into bullying interactions.

We do see any disrespectful references to students and staff at LVC as a matter of concern for us. Anything that brings the college, its staff and students into disrepute we view as a very serious matter.

If your child has been the victim of cyber bullying we strongly recommend that any suspect messages are copied and kept. Be vigilant concerning their use of computers. We have a group of students trained to support students with cyber-bullying.

You will find further information at:

<http://www.stopcyberbullying.org/>

<http://www.bullying.co.uk/>

VIDEO BULLYING

In teenage culture as a whole there has been a worrying trend in children being bullied and this being videoed, usually on a mobile phone – “happy slapping”. We believe that LVC students demonstrate a level of respect for each other which makes these incidents very rare.

Please contact the school if you think your child has been bullied in this manner at school, and ensure that you know what videos are on your child’s mobile phone. We really don’t want to see any LVC students ending up on YouTube for the wrong reasons.

I don’t want to be alarmist or to get things out of perspective, but children sometimes need help to see all the implications of their actions. It is best if we can all work together to help educate our students and your children in the potential benefits and pitfalls of the use of the internet.



INTERNET SAFETY

Many of the students at LVC have accounts with social networking websites. Examples of these include MySpace, bebo, Facebook. It may be of interest to you to know that you have to be 13 years old to have a Facebook account.

The essence of the social network sites is that everyone has their own page(s), in effect their own website. On these pages they can post photographs, give personal information and run blogs or message boards.

Some of the websites will generate invitation emails to contacts in the subscriber's email address book (i.e. anyone the subscriber has sent an email).

Some of the websites enable "chat" and the sending of "private messages" to take place.

It seems to us that there are issues of internet safety and we have seen pages that contain inappropriate content and responses. These are on pages that give names and locations and are clearly identifiable as our students.

We have a good Internet filtering system and have ensured that the social networking sites are not accessible from within college. However, many children clearly do use these websites out of college and at home. We reserve the right to monitor students' Internet space. We would strongly advise you to talk to your child about these sites and monitor their use for example you need to check your child's privacy settings. One good idea is to create your own Facebook page so you can be your child's friend, then you can see what is on their "wall". Encourage them how to use social networking websites safely.

There is plenty of information and advice available online. Two good websites to start with are:

<http://www.ceop.gov.uk/>

<http://www.onguardonline.gov/socialnetworking.html>



MOBILE PHONES AND OTHER PORTABLE ELECTRONIC EQUIPMENT

A POLICY STATEMENT

Introduction

The use of the latest technology in our lives is growing rapidly, but with its use comes responsibility, in particular to protect both students and the College from abuse of these technologies. This policy covers the use of all computers, laptops and electronic devices within the school, irrespective of who is the owner. In addition to explaining the safe use of email and the Internet, it aims to minimise the chance of cyber-bullying and child exploitation by guiding the use of such items.

The College accepts no responsibility for any mobile technologies brought in and those who choose to bring them into college are responsible for them and bear the responsibility for any losses. These items are easily damaged, lost or even stolen and their owners may be potential targets for bullying.

Guidelines for use of Phones

If you have any phone in school you:

- must not use it for any form of communication on college premises without the permission of a member of staff between 8.30 and 3.05
- must keep it turned off during lessons unless a member of staff has invited you to use your phone to support your learning
- may only use it during break or lunchtime to listen to music or play games

If you choose to ignore these instructions and your phone is seen or heard, you will be required to hand it over to a member of staff. You will be issued with a letter for your parents, informing them that your phone has been confiscated. The letter acts as a receipt for your phone which will be kept in a safe place. Your phone will be kept for ONE FULL WEEK unless your parents make arrangements to collect it in person sooner. When they collect the phone they will be asked to sign for it and to take a second letter which outlines the college policy and asks for their support in complying with it.

Should you choose to ignore college rules concerning mobile phones and your phone is confiscated again it will be kept for ONE FULL WEEK, e.g. if it is confiscated on a Friday your parents cannot collect it until the following Friday.

Guidelines for use of Media Players (including Phones)

If you have any type of Media Player in school you:

- may use it at break and lunchtimes
- ask to use it without earphones as a flash drive during lessons
- Earphones must be kept safely out of sight, during and moving between lessons, unless clear permission for their use has been given. They may be used at break and lunchtime.

If you are seen using your Media Player during lessons without permission, or between lessons, you will be required to hand it over to a member of staff. It will be kept for 24 hours. Items confiscated from students will be given in to the House Office where they will be logged, the student's name, item and date will be recorded. Students should collect their Media Players the next day. A period of confiscation of ONE FULL WEEK will be applied to students who continue to ignore the college rule.

Guidelines for use of Cameras (including Phones)

Taking photos or recording video within College is only permitted with clear consent from a member of staff. You are reminded that your parents were invited to sign a photography opt out form in Year 7 that remains in force throughout your time at LVC.

Guidelines for use of any Technology with Internet Access (including Phones & Handheld games consoles)

You must use any access you have to the internet in a responsible manner. We use a filtering system to help ensure your safety and well-being, you must not try to circumnavigate these protections.

ICT Equipment

The college's ICT equipment will be treated with respect and any damage to any item you are using in a lesson must be reported at the start of that lesson (or period of use), otherwise it will be assumed you have caused the damage.

ACCEPTABLE USE OF COMPUTERS AT LINTON VILLAGE COLLEGE A POLICY AND GUIDANCE DOCUMENT



(Please note that this is for your information please do not remove. This is a copy for you to sign and retain for personal reference. Please indicate on the reply slip that you and your child have read, understood and signed this policy.)

1. Internet:

1. I will not visit websites that contain unsuitable material. If I am unsure if a site is suitable, I will ask a member of staff.
2. I will ask a teacher before I print out any information from the Internet.
3. During lessons and extra-curricular clubs I will only use the Internet as directed by staff. If I want to use the Internet for any other purpose, I will ask permission first.
4. I will not take information from the Internet and pass it off as my own work.
5. I will not publish information on the Linton Village College website that is protected by copyright.
6. The Internet in school is for educational use. I will not use it for financial gain or for advertising.
7. I will report any misuse of the Internet immediately to a member of staff.
8. I understand that LVC does not give permission for me to publish images of LVC related activities on the internet.



2. Email:

1. To keep myself safe I will not give out personal information in an e-mail.
2. I will remember that email that is sent out using my college email address represents the school.
3. I will be responsible in my use of e-mail.
4. I will not attach any material that is inappropriate in an e-mail.
5. I will report any misuse of email. I will forward any email I am concerned about to abuse@lvc.org .

3. Forum:

1. I agree to abide by the school discussion forum rules as published on the forum.

4. Network:

1. I will not attempt to gain unauthorised access to any part of the Linton Village College network or to any other computer system found via the Internet.
2. I will not attempt to log on using another person's username and password with or without their permission.
3. I will not attempt to access, change, move or delete another person's files.
4. I will not try to alter the settings on any LVC computer.
5. I will only copy pictures or text into my area on the network.
6. I will not download any other type of file, (for example software, games, screen savers, any executable etc.).
7. I understand that Linton Village College retains the right to monitor all areas of the College network including my personal file space to ensure adherence to this policy.

5. Language and bullying

1. I will not use offensive or threatening language in my e-mails, on the school forum or in any other communication via the Internet.
2. I understand that normal school policies, expectations and sanctions apply to behaviour and bullying in any form of electronic communication from school.

Student

I understand that my parents will be informed if I misuse the Internet and that this policy extends to the LVC behaviour policy. I have read this policy and the Mobile Phones and Other Portable Electronic Equipment Policy and agree to follow them.

Student Signature: Tutor Group:

Parent/Guardian:

NO SMOKING POLICY



Introduction

Linton Village College recognises that smoking has an adverse effect on the health of staff and students and realises the benefits of enforcing a no-smoking policy. This policy applies to **everyone** who is on site at LVC. It is a recognised fact that a no-smoking policy is of benefit to the health of staff and students alike. The college actively promotes health-related policies and includes health-related education as part of our PSHE programme and science curriculum. LVC is a non-smoking school and new staff and visitors are made aware of the policy through clearly displayed signs and through the staff handbook. The site manager or his team/support staff make contractors arriving on site aware of the policy.

Rationale

LVC actively promotes the development of young people's self-esteem through its curriculum, so that they are equipped with the necessary skills to make informed choices. LVC recognises the role that it has to play in being a health promoting establishment and it is important to provide health education so that students can discuss with peers and adults various choices and their consequences. This in turn will lead them on to make informed choices about their actions and to have the knowledge to recognise the consequences of such actions.

Data Supporting Rationale

The government set a target in the SMOKING KILLS White Paper (2010 update pending) to reduce the prevalence of smoking among young people aged 11-15 from a baseline of 13% in 1996 to 11% by 2005 and 9% or less by 2010. All medical evidence points to smoking not only being dangerous to those who smoke but also to those in the proximity of someone smoking. Passive smoking – breathing other people's smoke – has now been shown to cause lung cancer in non-smokers, as well as many other illnesses. Section 2(2) (e) of the Health and Safety at Work Act 1974 and the 2006 Health Act(http://www.opsi.gov.uk/acts/acts2006/pdf/ukpga_20060028_en.pdf) place a duty on employers to provide a working environment for employees that is: "safe, without risks to health, and adequate as regards facilities and arrangements for their welfare at work". As passive smoking has now been shown to be linked to the chance of lung cancer in non-smokers there is a risk to the welfare of employees and students at LVC if we allow a smoking environment. This policy has therefore been developed in order to address the risks associated with such an environment.

Aims

The aim of this policy is to make all people aware that LVC operates a no-smoking policy that is for the benefit of all staff and students. This policy is to inform everyone that smoking is not permitted inside the college buildings or on the college site by any person, at any time. This policy also applies to staff, students, visitors and contractors. It also applies to students on educational visits. (The exceptions to this policy are the site managers' house and gardens which lie within the school boundary.)

Objectives

To provide an environment in which no smoking is permitted either in the buildings or college grounds.

To provide positive measures to encourage young people/adults to stop or reduce the level of smoking including the provision of information, advice and support.

To promote anti-smoking messages within the school curriculum e.g. via the science curriculum and the PSHE programme.

Implementation

The policy is made available to all members of staff, parents and visitors to raise awareness of the no-smoking environment (via website, staff handbook. LVC recognises the health benefits to all young people and adults alike and it is acknowledged that it must be made clear to everyone that smoking is prohibited inside the college buildings and on the college site. Signs in and around the building inform people this is a non-smoking site and new staff are made aware of the policy when taking up post. New parents are informed of the no-smoking policy through the school website as well as by signs around school which also serve the purpose of informing all visitors of the policy.

Monitoring of Smoking on the Premises

To ensure the policy is implemented various measures have been put in place:

There are **no** areas designated as smoking areas anywhere within the college or the grounds.

Staff on duty patrol the college site.

Parents are always informed if students are found smoking tobacco on the school premises or on the way to and from college whilst wearing uniform and sanctions used. Tobacco, cigarettes, lighters, matches may be confiscated if it is suspected students have such items.

Parents will be asked to collect such items from school or request disposal.

Breaches of Policy

Students found smoking on the college site/in buildings

Students are in breach of the policy if they are found smoking or there are reasonable grounds for suspecting smoking. Students found associating with those smoking will be deemed to be in breach of the college policy and will face the same sanctions. The following guidelines should be followed by staff if students are found to be smoking anywhere on the college site/inside the building.

HoH / Lead tutor are to be informed in writing/ email.

Discuss with the student/s the dangers to themselves and the others around them, signpost student towards advice and support to help them to stop smoking.

Remind students that smoking is prohibited on the college site/in the buildings.

Parents are informed by HOH/Lead tutor (letter/email or phone call).

Students smoking on the way to and from college will be placed in faculty detention.

Students flagrantly refusing to respect the college code of conduct and found smoking in highly visible areas of the college will be placed in isolation for the equivalent of one full college day.

If there is a persistent problem then the student can be expected to do isolation and an after school detention or might qualify for an exclusion.

If the problem continues parents will be invited in to discuss the concern and any future sanctions.

Please note that smoking by staff or parents accompanying any visit is not permitted.

The following guidelines should be followed by staff if they come across adults smoking on site.

Staff

Remind staff that this is a non-smoking site and ask them to stop.

Report to and seek support from senior staff if necessary.

Parents

Remind parents that this is a non-smoking site and ask them to stop.

If they persist ask them to leave the premises. Seek support from senior staff if necessary.

Contractors

Remind contractors that this is a non-smoking site and ask them to stop. If they persist report it to the site manager or a senior member of staff who will inform the respective company.

WE NEED YOUR PERMISSION

PHOTOGRAPHY

In order to comply with the Data Protection Act 1998, we are required to seek the permission of parents and carers to take pictures for press release and local television coverage.

Below are listed the type of images that we may wish to take of your child. Please read this list carefully and return the consent form via your child's tutor.

Individual/group photographs in classrooms etc, for display in school (names will be given in full)

General photographs of children working in classrooms or around school for our archives (which could be published at some time in the future i.e. prospectus)

Photographs of school events (e.g. educational visits, sports day, dance, drama, music productions etc. for school publications (full names could be given in full)

Photographs of achievements/school events for the website (when surnames will be given but initials only of the forename)

Press photographs of award ceremonies, individual achievers, school events etc. (which will appear with full names in local newspaper)

Photo portraits by commercial photographers to be offered for sale to parents as a school fund-raising activity.

All photographs and images of children will be taken and used in accordance with the school's code of conduct which requires all staff to exercise professional judgement regarding the suitability of images and their use. You may withdraw your consent at any time. Access to photos is restricted to relevant staff. Archive copies of images may be retained for future reference.

LOCAL TRIPS

The consent form is to enable the college to take students to local sites, for example the Primary School or to view areas of interest. These visits are walking and will be during the school day.

SIMS LEARNING GATEWAY

In order to view your child's progress on-line you will need to register with the college. A form is included in the Induction Pack, alternatively you can email SLG_Admin@lvc.org.

MEDICAL FORM

Please contact the college office if your child needs to have medication stored in the college. (NB: All students who have been prescribed an 'epi-pen' should carry one with them in their school bag). A spare can be left at reception.

INTERNET ACCESS

It is important for us to know if you can access the Internet as we use several electronic means of communication. All parents without internet access will be provided with paper copies.

SURVEYS

The college frequently takes part in or uses surveys both electronic and paper based, some of these are generalised 'in-house' e.g. during 'Anti bullying Week' to gather data. Others are national data gathering exercises. Please indicate if you are happy for your child to participate in these.

You previously have given your permission for the following:

Taking, Storing and using images of LVC students

Local Visits

On-line Surveys

Acceptable Use of Computers

Mobile Phone and Other Electronic Equipment

Internet Access

If there are any changes you wish to make please let your child's form tutor know as soon as possible.

We hope the preceding information is useful but if there are any details which require further clarification, we will be very happy to provide it.

Please also contact the College if there is any further information we should know about your child or if you foresee any problems. The first point of contact will normally be the Form Tutor or Faculty Leader but the Assistant Principals, Deputy Principals and Principal are always happy to speak with parents should they wish to make an appointment.

Included in this information booklet are copies of the Home-School Agreement and other permission slips. Please return the loose copy to your child's tutor at the College.

Disclaimer - this information is correct at the time of publication but it should not be assumed that there will be no change subsequently.