

Penryn College Prospectus 2024: Additional Information

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Headteacher: Claire Croxall
Penryn College, Kernick Road, Penryn, Cornwall TR10 8PZ
T: 01326 372379 e: secretary@penryn-college.cornwall.sch.uk www.penryn-college.cornwall.sch.uk

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Penryn College Vision

We want the children of Penryn College to be the best that they can be and do the very best they can, whoever they are, wherever they are from, whatever their starting point and wherever they are headed. We want them to be able to meet the challenges of the future. We want them to be flexible, to solve problems, to be resilient and to think for themselves. Most of all, we want them to achieve their dreams. We all learn best when we are safe, when we are happy and when we believe in ourselves. We all grow when we are challenged and when our achievements and efforts are recognised, nurtured and celebrated. At Penryn College we believe everybody has a talent. We work with you and your child to find it and nurture it.

“Achievement through Challenge” is a tangible part of the life and work of the College. Children have inspiring learning opportunities because teachers open new worlds. The range of rich opportunities in a wide and exciting curriculum, using Cornwall’s natural environment to the full, gives students a thirst to know more, understand more and do more. Building upon their achievements at primary school, students develop purposeful learning habits, including being competent in reading, writing and numbers. They are able to talk openly and confidently about themselves, their progress, their aspirations and their opinions. They learn to understand, value and uphold people’s right to be treated equally. They leave us with a broad range of qualifications which give them the knowledge and skills they need for their future, whatever that future might be. Students know how to be happy and how to be healthy. They are active and alert. They are team players and self-starters. They are competent and confident young adults who know anything is possible with hard work and imagination. They care as much about others as about themselves. Students leave Penryn College as self-assured, well rounded young citizens, understanding the responsibilities, challenges and opportunities of life in modern Britain and the wider world. They value people for who they are and know that each one of us has a responsibility to give something back. They know where they are headed and how to achieve their dreams.

Facts about the College

Penryn College is an 11-16 Academy and caters for children and young people aged 11-16 who live in Penryn and the surrounding villages of Constantine, Flushing, Mabe, Mawnan Smith, Mylor, Perranarworthal and Ponsanooth. Students also join us from Falmouth and other outlying villages and towns. Our PAN (published admission number) for each year group is 210, but the occupational capacity is slightly different for each one. Currently, we are oversubscribed in all year groups. Penryn College adheres to the admissions policy operated by Cornwall Council on the College’s behalf.

We are a lively, thriving college and we pride ourselves on offering the very best for our students.

Penryn College opened originally in Falmouth in 1957 and was moved to its present site in 1961. Since that time there has been a programme of continuous improvement, updating of buildings and of classrooms. In September 2008 we opened the doors of Cornwall’s first £23,000,000 “School for the Future” and in 2011 we became an Academy. The Governors, University College Falmouth and University of Exeter, Sport England and other sporting agencies provided £1,400,000 for superb sports and creative arts facilities. These comprise of an international standard football and rugby all weather pitch, an astro hockey pitch and covered netball and tennis courts.

We want children to achieve their very best in school and in life.

High quality learning is at the heart of everything we do. Because we prepare young people for their futures, it is really important they know how to keep themselves safe in life and online. Every child receives an iPad when they start at the College so they can learn to search, explore, investigate and make decisions using IT. This means students have the wonders of the world at their fingertips, in a safely controlled environment. We also have networked computer rooms, a Mac editing suite and extensive Wi-Fi access to support high quality learning and independent study. Our customised “Virtual School” means students can access learning outside lessons and at home. It also helps parents learn first-hand about their child’s daily school life.

Our students are given help and guidance in their final year to make the most appropriate choices for their post-16 education and for their future. When our students leave us at 16, the vast majority continue in full time education, studying in a variety of local institutions.

Our College buildings, amphitheatre and grounds are used extensively for learning by local students during the school day, after school and in the holidays. We are proud that we are a community school used by the community for sporting activities, performances and fundraising activities.

Safety is everyone’s responsibility

At Penryn College, we take our responsibility to safeguard and promote the welfare of children extremely seriously. Improving outcomes for all of our students underpins all of the work within this school. Safeguarding is everyone’s responsibility and as such, our school aims to create the safest environment, within which every student has the opportunity to achieve.

We create a safe and caring environment in which your young people can understand themselves and others while they learn about the world in which they live. We believe that to prepare our students for a full role in modern Britain it is essential that they understand and celebrate that Britain is multicultural and diverse. Making everyone feel welcome at Penryn College is one of our core values.

When can I visit the College?

Any time at all. Simply visit the school website to make an appointment and a member of staff will be happy to show you our college during or after class time. Members of the senior leadership team are often at the front of school at the start and end of each day to meet parents and students. Please email secretary@penryn-college.cornwall.sch.uk or phone 01326 372379

Who cares for my child?

At Penryn College we make considerable efforts to look after your child in every way. Our system of care and guidance involves every teacher and member of staff. All the staff meet daily to ensure that any matters of concern are speedily dealt with, we also have a member of the Educational Support Team (EST) allocated to each year group who works closely with those students who need additional support.

We work very closely with our **local primary schools** so that your child’s move from primary school to secondary school is as smooth as possible. Even before your child attends Penryn College, we hope that your family will have visited us on several occasions. There will be opportunities to look around the school and its facilities, to meet with the Head of Year 7 and to meet with your child’s tutor. Our teachers will visit your child’s primary

school so that their faces are familiar before your child joins us. Towards the end of the summer term, all our new students spend a full day with us and take part in a full range of lessons and activities.

Your child will be placed in a **tutor group** which takes account of friendships they have formed in the Primary School and which contains a cross section of abilities. The tutor group is looked after by a **form tutor**. They will also be attached to one of four houses; Arwenack, Gluvias, Killigrew or Pendennis. Your child will meet their Form Tutor every day to discuss school arrangements, attend a weekly assembly and take part in tutor activities. Additional time is also regularly set aside to enable your child to review their schoolwork and organise their homework/extended time with their tutor.

All staff work closely with the **Head of Year 7, Heads of Year** and **Subject Heads of Faculty** who look after the welfare, discipline, academic and social development of your child. We must not forget the clerical, technical and other support staff who give help to the children every day.

Care for students with medical needs

Penryn College takes the responsibility for students with medical needs very seriously. The College has established policies based on guidelines determined by the Local Authority and agreed with the Health Authority. For example: students on the Asthma Register have access to an emergency inhaler, should the need arise. We ensure staff have access to training on a regular basis where required.

My child is very able, what provision is available for them?

Our high aspirations for students' futures are developed through lessons and opportunities outside the classroom. All department programmes will offer these students a variety of extended learning opportunities. Our curriculum is planned with ambition in mind for all. At all levels we ensure that students access rich, well sequenced and ambitious lessons that are relevant and thought provoking. Students have access to academic texts to support their learning and challenge their thinking to further inspire them to achieve at the very highest levels. Our teachers are experienced at setting challenges within the classroom to meet individual's needs.

Beyond lessons, mentoring, guidance and engagement is key. This comes from mentors in school, successful ex-students and career professionals. Extra-curricular activities, as well as trips, are all part of our wider curriculum offer. We run trips to a range of universities and have had guest speakers from Oxbridge to inspire our young people and explain entrance processes.

What if my child has Special Educational Needs?

Penryn College's policy for students with Special Educational Needs complies with the most recent Education Act and the Code of Practice.

We are committed to identifying and providing for the needs of all students. A climate of warmth and support is fostered in which self-confidence and self-esteem can grow and in which students feel valued and able to risk making mistakes as they learn without fear of criticism. We have a well-qualified and experienced team of teachers and teaching assistants to support those with Special Educational Needs.

Some of our students with Special Educational Needs are taught in smaller groups and with support from teaching assistants. There is an extensive range of special provision throughout the school curriculum and outside it, designed to support inclusion and full entitlement.

Education Support

If a child is experiencing challenges in school we refer them to our Education Support Team. This is situated behind student reception in the main building where experienced staff work closely with children to address and develop a package of support to enable them to participate effectively in classes

Area Resource Base for vulnerable children

We are very proud of our provision for children with specific learning needs and are fortunate in having a facility which allows us to support a small number of these children through a personalised special educational programme. Entrance to the Area Resource Base is through application to the Local Authority.

What will my child study?

KS3 - In Years 7, 8 and 9 our curriculum complies with the Government's guidelines for a broad, balanced 'National Curriculum' of core and foundation subjects for all students. It includes:-

- ❖ English, Mathematics and Science (the core subjects).
- ❖ Geography, History and Religious Education.
- ❖ French or Spanish, with the option to take a second language out of hours.
- ❖ STEAM – a new project-based approach centred on Technology and IT, but reaching out to Maths, Engineering, Science and the Creative Arts.
- ❖ Art, Textiles, Music, Drama and Dance.
- ❖ Food & Nutrition.*
- ❖ Physical Education and Games.*
- ❖ Personal and Social Education including Health, Sex and Relationship Education (PSHE).*

** All of these subjects form part of our Lifeskills programme.*

Year 7 students are taught in ability groupings and some mixed ability classes depending on subject. We plan carefully for children with special educational needs. According to their learning requirements, some children are taught in small discreet groups for some subjects or receive individual teaching in English and Maths at Key Stage 3.

KS4 – In Years 10 and 11 our students follow the National Curriculum, which includes:

- ❖ English.
- ❖ Maths.
- ❖ Science.
- ❖ Religious Education.
- ❖ Physical Education.**
- ❖ Careers Education.**
- ❖ Personal and Social Education including Health, Sex and Relationship Education (PSHE).**

***All of these subjects form part of our Lifeskills programme.*

In addition to the above, our students can choose other GCSE/Technical subjects such as:

- ❖ History; Geography; Religious Studies;
- ❖ Design Technology; Engineering;
- ❖ Food & Nutrition;
- ❖ French; Spanish;
- ❖ Creative Media; Computer Science; Business Studies;
- ❖ PE; Sport Science; Health and Social Care;
- ❖ Art Textiles & Design; Photography; Music; Dance or Drama.

We offer our students a combination of courses with different emphases. This allows them to follow their own interests while maintaining a wide spectrum for post-16 options. All students, irrespective of ability, are encouraged to enter examinations as long as the course requirements are met. Those students who reach the standard of the English Baccalaureate are encouraged to choose History or Geography and a Modern Foreign Language. Native speakers are able to sit GCSEs in their chosen language without following a school course of study. There are extensive opportunities to develop leadership skills through a range of subjects and extracurricular opportunities.

For those students for whom it is appropriate, a specialist programme of support is offered to assist pupils in achieving their qualifications. A detailed brochure describing our GCSE/Technical courses is issued to all parents for students making their options choices and is supported by parent/teacher meetings, individual discussions and a structured guidance programme.

Students spend 33.75 hours minimum a week in college. Lessons account for 26.25 hours, with the remaining time spent on registration, lunch and morning breaks.

PSHE at Penryn College is delivered as our Life Skills Curriculum

At Penryn College our Personal, Social, Health and Economic education will stay with our students for life. Through the development of skills and attributes such as honesty, compassion, integrity and self-management, our PSHE curriculum provides our students with the knowledge, resilience and confidence to make safe, healthy and informed choices, now and in the future. It empowers our students to understand themselves and their role in society; to reflect on their values, morals and behaviour and to be able to openly discuss and evaluate their personal development.

Our PSHE curriculum is carefully planned and delivered through a 90 minute a fortnight lesson to all students in Years 7 – 11. The curriculum is split into three themes: Health and Wellbeing, Relationships and Living in the Wider World. PSHE is taught by specialist teachers, through a range of teaching methods and interactive activities, including: role play, group and class discussion, online programs, student led research, developing understanding of key terms and tier 3 vocabulary through regular quizzes and specialist workshops. Lessons are differentiated by the PSHE staff to ensure that all learners can access and benefit from the PSHE curriculum.

A strong emphasis is placed on the development of social and communication skills; this often allows students with literacy needs to be successful through verbal input. Selected resources, such as case studies and video clips, will be used which support and promote understanding within a moral/values context and underpin our college values. The course is supplemented by experts who are invited from recommended external agencies to provide workshops on a range of topics within our curriculum.

Students are encouraged to reflect on their own learning and progress by completing a baseline assessment at the start of the lesson and then revisiting the baseline assessment at the end of the lesson to demonstrate progress.

RSE is delivered in the Relationship Unit of the Life Skills Curriculum

At Penryn College, we believe that our high-quality Relationships and Sex Education curriculum will stay with our pupils for life. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people, and in the future, as adults.

We will ensure a safe learning environment, with a strong emphasis on respect and listening. Distancing techniques such as case studies and examples, are used to limit the distress that may be caused to pupils who are personally affected by the topics covered.

What type of Religious Studies is taught?

We examine moral, ethical and philosophical issues through the lens of different religious and non-religious world views. At Key Stage 3, units of work are taught in accordance with the Cornwall Agreed Syllabus and include Christianity, Sikhism, Islam, Buddhism and Hinduism as well as a unit of work exploring spirituality in Cornwall. At Key Stage 4, pupils can opt for AQA GCSE RE, which includes a study of Hinduism and Christianity or non-examined statutory RE.

Having the opportunity to study and compare different, religions, cultures and traditions is fascinating and can help shape personal opinions and prepare them for interacting with the world around them.

What does the PE element of the Lifestyle department offer?

Penryn College has a strong local and national reputation for high quality PE and school sport. We offer a wide range of activities from sailing and outdoor activities to traditional team games. In Years 10 and 11, all students can opt to take a GCSE/Sports Science course. Everyone has the chance to take part in developing their leadership skills with the opportunity to become accredited in leadership. There is an opportunity to continue to learn in a wide range of clubs before and after school and also in community hours. In Year 11 students can choose to take part in performance sports on a Wednesday afternoon.

Outdoor experience is a key part of school life. This subject includes canoeing, climbing, orienteering, surfing, and kayaking. In Year 7 students have the opportunity to work with their tutors in the outdoors. In later years, students are able to obtain qualifications in a variety of outdoor activities.

In what sports can my child be involved?

Athletics	Dance	Sailing
Archery	Football	Tennis
Badminton	Gymnastics	Table Tennis
Basketball	Netball	Trampolining
Kayaking	Orienteering	Watersports
Functional Fitness	Volleyball	Cross Country
Show Jumping	Surfing	Cricket
Rugby Union and League	Hockey	Softball
Strength & Conditioning	Handball	Swimming
Rounders	Pickle Ball	Rowing

My child is talented at sport, what special encouragement will they receive?

For very talented students we offer expert coaching, mentoring and training in superb facilities. We also have extensive access to opportunities in community time which support an athlete's development.

What facilities for sport do you have?

INDOOR

Gymnasium
Sports Hall (6 Courts)
Fully equipped Fitness Suite
Indoor Netball/
Tennis courts

OUTDOORS

MUGA areas – (*Multi use Games Area*)
Synthetic turf Hockey pitch
Synthetic turf Football/
Rugby pitch
Climbing Wall

FIELDS

Four Soccer/Rugby pitches
One artificial Cricket Square
400 metre track
Four lane jumping pit
Shot Circles
Shot/Discus throw circles

High Jump Area

Long Jump/Triple Jump pits

Students will need trainers and studded footwear (not astro or blades).

What about children who are talented in The Arts?

All students will receive an Arts curriculum that is 'live', enjoyable and real, that stimulates and maintains curiosity, imagination and enjoyment enabling them to be familiar with and confident across a range of art forms.

Students will be offered opportunities to take part in extracurricular activities during term time as well as through holiday and weekend programmes: e.g. *Music* (concert and performance opportunities, county ensembles, graded music exams and Grade 5 theory). *Dance* (Cornwall Dance Showcase with The Hall for Cornwall, Elite Dance Academy's, links with CDS Dance School in Truro, KS3 Dance and our CAPA Dance Program). *Art* and *Textiles* (Extensive extra curricular programme, Arts Ambassadors and Fashion Academy). *Drama* (Musical productions, range of different clubs, visits and workshops from professional practitioners and Cornwall Drama Showcase).

Our aim is for all students to be offered opportunities to take part in performances and exhibit work at least once a year. Students have the potential to join our Academy groups, Elite Choirs or Art Ambassadors. We provide opportunities for students to be selected to work with visiting artists and professional practitioners at least once a year from many organisations. Including KEAP, CDS, The Hall for Cornwall, ASONE Music Hub and Grays Wharf Gallery.

How much homework will my child have?

In Year 7, pupils will have a staggered start to homework so they can get used to the work load. Pupils will start by being set homework in English, Maths and Science and then gradually over the first half term, other subjects will introduce setting homework. All students will have sessions of extended tutor on their timetable each week. This is silent time for students to work on homework, catch up and do private reading.

Year 7 are given approximately 15-30 minutes of homework/independent learning tasks per subject per week, rising to 45 minutes in Year 9. It is stressed that these are guidelines only. If students or parents anticipate problems with any independent learning/homework task, they should talk to their tutor or subject teacher.

In Year 7:

- Maths, Modern Foreign Languages and Science set homework once every week.
- English homework is set twice each week (one is reading a student's own book for pleasure, which is also a specified activity during some tutor periods – this is not an assessed task, but it is expected that students all read regularly at home).
- STEAM and Humanities set homework once a fortnight.
- Life Skills, DT, Art and Drama set homework occasionally.
- Music and P.E. lessons are mainly practical in years 7, 8 and 9. Students are encouraged to join the many extra-curricular clubs we have on offer at the college.

How will I know what my child is studying and how well they are doing?

You can find out exactly what each subject is teaching, when it is being taught, when it is assessed and how well your child has learnt their work by looking at the coloured sheets in your child's exercise books, or on the Showbie app on their iPads.

- A **unit overview** (green sheet) details what students will know, understand and do in each unit of work.
- A **end of a unit** (yellow sheet) records each student's final assessment and whether they are working towards, at or above their target grade.
- A **curriculum pathway** on the iPad which shows grade achieved in the unit assessment points.

In Year 7, there is a guideline of two formal assessments a year. Their result is graded from 1 – 9 (9 being the highest grade).

“Live” Reports

On your child's page on the Virtual School, under the **Live Assessments Tab**, you will again be able to find the grade your child received for that assessment and feedback from the teacher about what they did well and how they could improve.

You will receive a Summary Report each term and in the Summer Term, a written report by your child's tutor.

What help will my child receive in finding out about all the different careers available.

There is a strong commitment in the College to Careers Education, Information and Guidance (CEIAG). All students take part in a planned programme of CEIAG that is delivered through life skills lessons and includes having access to and using Unifrog, the award winning, online careers platform. Our programme is designed to help broaden aspiration and encourage students to explore all the different pathways available to them and help them reach their full potential. It aims to encourage and develop the skills our students will need in the rapidly changing world, to prepare them for further education, training and work and to help their understanding of themselves and others.

Our Careers programme is complemented by a range of opportunities designed to give students clear and impartial information, advice and guidance. Students are supported by a careers team who are available to offer any support in helping students understand the pathways to reaching their goals. We offer opportunities to visit local colleges and universities, vocational sessions with a nearby Post 16 college, work experience, trips to local industries and events and individual careers guidance interviews through Hannah Ali from Careers 4U. We are also supported by Laura Morrison from CSW Ltd who focuses on students who may need extra support.

What opportunities do parents have to talk with teachers?

Should you or your child have any query or concern, please phone the College as soon as possible to make an appointment to see the most appropriate person. This might be the tutor, the Head of Department, or for problems of a more serious nature, the Head of Year. Naturally if we have concerns about your child, we will contact you and ask you to come into the College to talk with us.

In Year 7 there is an opportunity to see the school and meet your child's teachers informally early in the Autumn Term and to see how they are settling in. There is also an opportunity for a formal Parents' Evening, called Subject Review, when you will be able to discuss your child's progress.

Parents and students are given detailed guidance prior to choosing GCSE options and there will be an information evening which supports this process.

There is an active Parents' Forum which was established to provide a starting point for parents and carers to share in their child's education. We aim that the parents' forum

- Provides a starting point for parents to share in their child's education
- To stimulate a three-way channel for communication between school, parent and student groups
- To provide information for parents
- To be a source of constructive feedback on educational and social projects

Attendance

Good attendance is essential if a child is to benefit from the opportunities we provide. If a child is unable to attend, the College is notified before the start of the school day at 8.40am. Concerns about absence are dealt with by Tutors, Heads of House and our Attendance Team. Our Educational Welfare Officer also regularly reviews attendance levels.

Please note that **permission for term time leave of absence can only be granted in exceptional circumstances.** This is an instruction from the Department for Education. **Any requests for holidays in term time will be refused**

unless there are very special reasons. These must be addressed in writing to the Headteacher. We encourage children to have **full attendance** as this is shown to have a direct impact on their achievement.

We operate an attendance system called “Schoolcomms”. This system sends out an automated message to all parents if the school has not received a message explaining why the student is absent.

What about discipline?

Although the College aims to develop self-discipline in its students, limits on behaviour need to be set. We expect students to adhere to simple rules laid out in our ‘Student Expectations: Foundations for Learning’ poster that is in all classrooms and on the website. We value your support in this because we realise that our sanctions work best if **our partnership with you** is strong. If a student misbehaves, we will use a range of reasonable sanctions and remediation programmes to address this behaviour.

More serious misbehaviour can result in a temporary suspension and/or being placed on the schools’ stages of suspension. Sometimes a child will be removed from lessons and an individual programme will be delivered in the Reset room. The Reset room provides intervention and support to help students understand their behaviour and work with staff to unpick any issues and explore how to improve things moving forward. Very occasionally a student’s behaviour is deemed so unsatisfactory that permanent exclusion is the only course open to us. We also recognise that poor behaviour is sometimes rooted in more complex problems and as a result, we often liaise with outside agencies for advice and support.

Can I, as a parent, have access to policy documents?

Yes, by all means. Please visit the school website where you will be able to find school policies. If you wish for more information simply telephone the school office for an appointment and we will be pleased to give you access to policy documents and inspection reports. As a school, we follow all relevant DFE and Local Authority guidelines for safeguarding and fully follow its recommendations.

<https://penryn-college.cornwall.sch.uk/the-school/policies/>

If I have a complaint, what is the procedure?

Please telephone the College Complaints’ Officer, Mrs. Beth Laing, and tell her the nature of your complaint. Mrs Laing will advise you who the appropriate person would be to deal with the complaint and will arrange an appointment with that person, at your convenience. However, if you are not satisfied with the outcome, please write to the Headteacher clearly stating your complaint. If you do not feel that the complaint has been dealt with to your satisfaction, please write to the Chair of Governors, care of Penryn College, who will decide what action to take. Further information can be found in the Complaints Policy.

Uniform

At Penryn College we want students to feel proud of belonging to the College and wear their uniform smartly. The College uniform, chosen by the Governing Body in consultation with the students is smart, comfortable, practical and easy to purchase locally. We want our students to look like young people in a working environment. We want to be fair and consistent and by wearing the correct uniform it will allow us to be just that.

We also believe that uniform has other benefits such as:

High expectations – We have high expectations of our pupils which we want them to step up to and meet. This is so they are the best versions of themselves and succeed beyond their potential. Part of our high expectations is that students look the best they can and wear the correct uniform.

Creating community cohesion – We are all in this together and we want to ensure equality, fairness and togetherness for everyone. We want students to have a real sense of belonging to the school community by wearing the correct uniform.

Reduce unkindness and distractions – We want all students, no matter their socio-economic background to feel safe and happy at school. Reducing differences in the clothes and shoes students wear helps to ensure no student feels disadvantaged. Clothing can also be another distraction in an already busy world. Uniform encourages a focus on their education rather than status and obsession with having the latest designer styles.

Safety – If students are identifiable in a unique uniform, we can keep pupils safe as we can easily recognise those on school grounds are part of our community and those who are not. As a community school we occasionally have other students on site for events, such as sporting fixtures and we can quickly and easily see who belongs to Penryn College. On school trips, pupils are easy to identify and keep safe.

Preparation for life beyond school – Many jobs require uniform or special clothing, and it will be expected that they would wear what is asked of them correctly. Dressing professionally is something that students need to prepare for moving forward.

Improvement in learning – Research shows that having a uniform and wearing this correctly, as per the school policy, can improve the development of the school ethos and improve behaviour and discipline. This will contribute to the progress of pupils.

Please visit our website for specific detail about our uniform and uniform policy

<https://penryn-college.cornwall.sch.uk/parents/uniform/>

What equipment must I provide for my child?

Pens, pencils, coloured pencils, ruler and eraser.

A bag or case for books.

Maths equipment – calculator, compass and protractor.

Charges and Remissions

The Governing Body recognises that additional activities, for example: day and residential educational visits, music, sport, theatrical performances – beyond the normal scope of the National Curriculum, helps to provide a broad balanced, personal and social education for the children in the school. The Governing Body is aware of the economical and financial circumstances and endeavours to keep costs as low as possible. To provide these activities, parents will be asked to pay a voluntary contribution to cover costs. No child will be excluded from any activity organised by the school because of an inability of a parent to contribute but an activity will be cancelled if voluntary contributions by parents do not cover the full cost.

Activities for which charges may be made:

- a) The board and lodging element of any residential activities in or out of school hours.

- b) The full cost to each pupil of any activities taking place outside school hours (“optional extras” i.e. not an essential part of a prescribed public exam or required to fulfil statutory duties relating to the National Curriculum or to Religious Education).
- c) The cost or supply of materials and ingredients in Food and STEAM and other subjects, where parents have indicated in advance that they wish to own the finished product.
- d) Entry fees for prescribed public exams (including re-sits) where a pupil has not been prepared by the school and for non-prescribed examinations.
- e) The entry fees for prescribed public examinations for which the school has paid (or are liable to pay) if a pupil fails, without good reason, to complete the examination requirements - recoverable as civil debt at the school's discretion.
- f) The charges which may be made by the examining board for re-scrutiny or re-marking of exam papers at the request of parents.
- g) The costs of repairing or replacing equipment or property lost or damaged by pupils.

The Governing Body may, from time to time, amend the activity for which a charge may be made.

Qualifying for remission or help with charges

In order to remove financial barriers from disadvantaged pupils, the Governing Body has agreed that some activities and visits, where charges can legally be made, will be offered at no charge or a reduced charge, to parents in certain circumstances.

Where a pupil is in receipt of (or registered for) free school meals or where the family is in receipt of Universal Credit, the Governing Body will cover the pupil's cost of board and lodging for any residential activity that it organises for the pupils if:

- the activity is deemed to take place within school hours;
- it forms an essential part of the syllabus for a prescribed public examination;
- is required to fulfil statutory duties relating to the National Curriculum or to Religious Education.

There may be other cases of family hardship which make it difficult for pupils to take part in chargeable activities. When arranging these activities, the Governing Body will invite parents to apply in confidence for the remission of all or part of the charges. Applications will be considered by the Headteacher and notified in writing.

Parents shall not be charged at a level intended to subsidise the participation of other children. The total amount of remissions awarded will be reported to the Finance & Premises Committee annually. A full copy of the policy is available on our website.
