

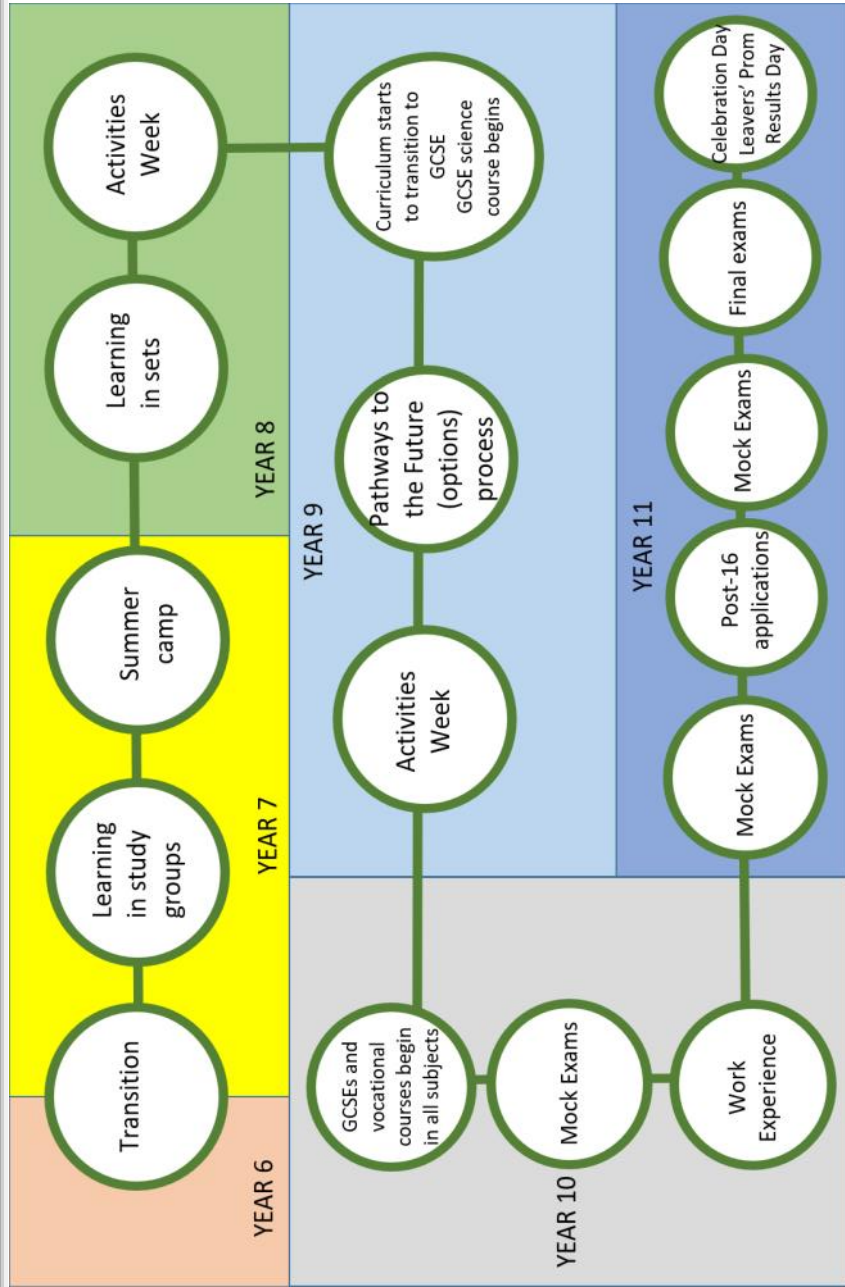
Bottisham Village College

PARENT INFORMATION GUIDE



Page	Subject
3	<u>Visual guide of the student journey through BVC</u>
4	<u>Term Dates</u>
5	<u>Curriculum</u>
	<u>Knowledge Organisers</u>
6	<u>PSHE</u>
7	<u>Key textbooks for each subject</u>
9	<u>How to support learning at home</u>
13	<u>Guide to parental intranet</u>
14	<u>Home/School communication</u>
15	<u>Parent Information Evenings & Parents' Evenings</u>
16	<u>Extended Learning</u>
17	<u>Extended Schools</u>
18	<u>Pastoral Care</u>
	<u>Mental Health & Wellbeing</u>
20	<u>Safeguarding</u>
	<u>ESafety Information & Guidance</u>
22	<u>Attendance</u>
23	<u>Behaviour</u>
24	<u>House System & Rewards</u>
25	<u>Uniform & Equipment</u>
27	<u>School Transport</u>
28	<u>Parent Forum</u>
29	<u>School Meals</u>
30	<u>Careers</u>

VISUAL GUIDE OF THE STUDENT JOURNEY THROUGH BVC



TERM DATES

Autumn term 2021

Wednesday 1st September – Staff professional learning day (no students in school)

Thursday 2nd September – start of term for Year 7 and Year 11

Friday 3rd September - Year 7 and Year 11 only (Online work will be set for other year groups)

Monday 6th September – All year groups return to school

Thursday 30th September - Professional day (no students in school) & Open Evening

Monday 25th October - 29th October - Half term

Friday 26th November - Professional day (no students in school)

Friday 17th December - end of autumn term (College closes at 1.25pm)

Spring term 2022

Tuesday 4th January - Professional day (no students in school)

Wednesday 5th January- start of term

Friday 11th February - Professional day (no students in school)

Monday 14th -18th February - Half term

Friday 1st April - end of spring term (College closes at 1.25pm)

Summer term 2022

Tuesday 19th April start of summer term

Monday 2nd May May Day holiday

Monday 30th May - 3rd June - Half term

Friday 22nd July - end of summer term (College closes at 1.25pm)

CURRICULUM

We teach a curriculum that inspires, enriches and cares for our students, helping them to become adults who are compassionate, responsible and thoughtful members of society.

What makes us unique?

Bottisham Village College has been central to the life of its community for 81 years. Many families have had parents, grandparents and close relatives pass through its doors. As the college has grown, our ethos has remained consistent and our curriculum is built with our community in mind.

- Our wide range of students come from a predominantly rural Cambridgeshire background and are in need of a specific, tailored curriculum: cultural capital, awareness of other cultures and an awareness of the developing area;
- In our context of a growing school and a broad range of students, our curriculum must be accommodating for 10 form entry, understanding students' starting points and supporting students to address any gaps in their learning throughout their school journey;
- Given our demographic, the curriculum aims to promote fundamental British values: tolerance, resilience, respect and good citizenship, coupled with social, moral and spiritual understanding;
- Our curriculum aims to develop in our students the skills needed for working in East Cambridgeshire and beyond: creativity, problem-solving and technology.

In essence, our curriculum implementation matches and supports the overall ethos of our college: Inspiring, Caring and Enriching.

All areas of the curriculum can be explored here <https://bottishamvc.org/curriculum/>

KNOWLEDGE ORGANISERS

At BVC, we are striving to create a five-year curriculum plan that builds effective revision strategies into homework and lessons to ensure that students are able to place powerful knowledge into their long-term memories. Additionally, we hope that this will help build effective learning strategies from early in their time here at the college.

Based on evidence, we know that regular recall activities are the best way of achieving this goal and committing powerful knowledge into the students' memories.

At the start of each term, we shall publish all the knowledge organisers that students will require for their studies in each curriculum area. These will cover a range of aspects: facts, dates, characters, quotes, precise definitions and important vocabulary. We are clear: if this fundamental knowledge is secured, students can then develop their higher-level skills of analysis and critical understanding with greater depth.

Electronic Knowledge Organiser (KO) booklets containing all of the knowledge required for each subject in each term will be published on our website. In lessons, Bottisham staff will be regularly testing this fundamental knowledge, using short-quizzes or even more formal “Faculty Knowledge Tests”.

The best way to use these organisers at home, is to follow a simple mantra:

1. Look at a certain aspects of a particular knowledge organiser
2. Cover up part of their knowledge organiser
3. Write it out from memory
4. Check and correct any spelling mistakes, missing bits or mistakes

<https://bottishamvc.org/curriculum/knowledge-organisers/>



PSHE

Our PSHE aims and vision looks to ensure that we are enriching our students lives:

- To empower students by providing facts and moral questions to enable them to make better-informed life decisions.
- To help build-up life skills that take into account the ever-changing world.

We are absolutely aware of the need for PSHE topics to be kept live and repeated.

Each unit will be revisited each year, building on knowledge through key questions.

- Year 7 will provide facts
- Year 8 will include values and moral judgements
- Years 9 and 10 will provide students with the skills to make their own life decisions.
- Year 11 is focussed around key safeguarding issues as and when they arise, as well as careers input to apply for post-16 applications.

Our curriculum is flexible and will react to need, such as results from The Health-Related Behavioural Survey. It is our belief that PSHE is

most effective when relevant and can link to the curriculum as a whole:

- Maths: Finance and Budgeting
- English: Debating, Reading Comprehension, CV Writing
- Science: Reproduction, Puberty, STIs, Vaccinations, Organ Donation, Healthy Lifestyle.
- Food and Nutrition: Understanding Food Labels and the Eatwell Guide
- History: Human Rights, Genocide, Prejudice, LGBT+ through time, Racism Geography: Sustainability and Fairtrade REP: British Values, Discrimination and Racism
- PE: Leading a healthy and active lifestyle
- Computer Science: E-Safety
- Art: Body Image and Image Manipulation

The PSHE Curriculum can be viewed here <https://bottishamvc.org/wp-content/uploads/2021/09/pshe-RSE-.pdf>

KEY TEXTBOOKS FOR EACH SUBJECT

We don't suggest that parents purchase textbooks for each of their child's subjects. However, if you would like to purchase one to support home learning, these are the ones we would recommend.

Geography	KS3	https://www.amazon.co.uk/Progress-Geography-Key-Stage-3/dp/1510428003
	KS4	https://www.amazon.co.uk/My-Revision-Notes-GCSE-Geography/dp/1471887316
Maths	KS4	Edexcel GCSE (9-1) Mathematics: Foundation Student Book (Edexcel GCSE Maths 2015) ISBN: 978-1447980193
		Edexcel GCSE (9-1) Mathematics: Higher Student Book (Edexcel GCSE Maths 2015) ISBN: 978-1447980209
RE	KS3	Explore RE for Key Stage 3 ISBN: 978-1510458574
	KS4	AQA GCSE Religious Studies A: Christianity ISBN: 978-0198370338
History	KS4 we use Hodder's Edexcel textbooks, which there are four of.	https://www.amazon.co.uk/Hodder-GCSE-History-Edexcel-ministers/dp/1471861783/ref=sr_1_1?dchild=1&keywords=edexcel+hodder+history+henry&qid=1594806599&sr=8-1
		https://www.amazon.co.uk/Hodder-GCSE-History-Edexcel-c1250-Present/dp/1471861376/ref=sr_1_20?dchild=1&keywords=edexcel+history&qid=1594806415&sr=8-20
		https://www.amazon.co.uk/Hodder-GCSE-History-Edexcel-Superpower/dp/1471861848/ref=sr_1_2?dchild=1&keywords=edexcel+hodder+history&qid=1594806561&sr=8-2
		https://www.amazon.co.uk/Hodder-GCSE-History-Edexcel-Germany/dp/1471861910/ref=sr_1_5?dchild=1&keywords=edexcel+hodder+history&qid=1594806561&sr=8-5

Computing/ICT	KS3 Computing	KS3 New KS3 Computing Complete Revision & Practice Price: £10.99 https://www.cgpbooks.co.uk/secondary-books/ks3/computing/cos31-new-ks3-computing-complete-revision-prac
	KS4 Creative iMedia	Cambridge National Level 1/2 Creative iMedia Kevin Wells, Victoria Allen, Sarah McAtominey, Tony Stephens Price £22.99 https://www.hoddereducation.co.uk/subjects/ict/products/general/cambridge-national-level-1-2-creative-imedia
	KS4 GCSE Computer Science	GCSE Computer Science for OCR Student Book Updated Edition (J277).Price: £22.95 https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/textbooks/
Science	KS3 Year 7 & 8	AQA Activate for KS3: Student Book 1 ISBN: 978-0-19-840824-6 AQA Activate for KS3: Student Book 2 ISBN: 978-0-19-840825-3 (For Year 7 and 8, books one and two do not correspond to years 7 and 8.)
	Year 9, 10 & 11	For these year groups please stress that students can access e-copies of these books for free by logging in to Kerboodle, if students do not know their login details then their science teacher will be able to tell them (Students starting year 9 in September 2021 will be given theirs once the new academic year starts) If parents do still wish to purchase hard copies of the textbooks they can select ones relevant to the course students are following; however it is also difficult to recommend a specific textbook for Year 9 as they have yet to choose their options. Combined Science AQA GCSE Biology for Combined Science (Trilogy) Student Book ISBN: 978-0-19-835926-5 £15.50 AQA GCSE Chemistry for Combined Science (Trilogy) Student Book ISBN: 978-0-19-835927-2 £15.50 AQA GCSE Physics for Combined Science (Trilogy) Student Book ISBN: 978-0-19-835928-9 £15.50 Separate Sciences AQA GCSE Biology Student Book ISBN: 978-0-19-835937-1 £22.50 AQA GCSE Chemistry Student Book ISBN: 978-0-19-835938-8 £22.50 AQA GCSE Physics Student Book ISBN: 978-0-19-835939-5 £22.50

ASSESSMENT & REPORTING

Assessment

As a college, we recognise that the most effective assessment takes place in the moment, with teachers in lessons identifying individual or class needs on a continual basis and then responding to them.

Our regular assessment in lessons will focus on the following key principles:

- **Having clear objectives and planning learning carefully**
- **Identifying what students have understood and where they are struggling**
- **Opportunities for regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback**
- **Responding, adapting our teaching to support students to improve**

Assessment and Reporting

Years 7 to 9 Only

Each subject area at Bottisham Village College has developed Age Related Expectations (AREs) for their subject, detailing the threshold knowledge and skills for each year.

Students' work will be assessed against these, with the teacher making a judgement using 3 terms: developing, secure and exceeding.

Years 10 and 11 Only

Based on a range of assessment, BVC teachers will publish an anticipated grade for each student in their subject. This will suggest the grade the student will achieve at GCSE, should they continue at their current level of working.

Target Levels - All Years

Using a range of assessment data, together with prior attainment, we will be able to understand the level at which individual students should be working at. In this way, we can monitor underachievement and intervene accordingly.

Years 7-9: This will be take the form of Developing, Secure or Exceeding;

Years 10-11: This will be a GCSE Target Grade 9-1, or equivalent.

Attitude to Learning Score

Bottisham Village College places great emphasis upon developing each student's attitude to

learning. We believe that great learning happens when students challenge themselves to work hard and aim high. We want students to be curious learners who fully engage in every learning opportunity. We expect all students to take responsibility for their own learning through actively participating in lessons, developing their resilience and persevering to overcome challenges. We encourage students to reflect on their specific strengths and areas for development, enabling them to maximise their learning potential.

When reporting on progress, teachers will also make a judgement on a student's attitude to learning. One of four possible judgements are made:

- **Exceptional**
- **Good**
- **Inconsistent**
- **Unacceptable**

Students are recognised and rewarded for their positive attitude to learning in lessons. Any student who displays an attitude to learning that is either inconsistent or unacceptable will be supported and challenged to make the most of every learning opportunity.

HOW TO SUPPORT LEARNING AT HOME

The more supported a child feels at home, the more effectively he or she will learn at school. Getting involved in your child's learning, even in a simple way, will help your child develop a positive attitude towards learning.

Here are some practical things that you can do to help your child develop positive learning habits:

Learning space

One of the best things you can do as a parent is to provide a calm learning space for your child - a quiet space that they associate with structured learning. Where possible, try to make sure this space is separate to areas that they associate with other activities e.g. television, eating and gaming.



Establishing routines

Another key way of supporting learning, and avoiding conflict, is to establish a clear routine for home learning. By agreeing and mapping out on which days/time your child will do their home learning, everybody will be clear about when they should be working and when they shouldn't. Building in time for hobbies and relaxation is equally important.

If your child doesn't stick to the routines, you will need to decide about what your next steps will be. It is important to be firm and consistent with your expectations. For example, if your child is refusing to follow the agreed routine, and is instead spending time gaming, a logical next step might be to disable the internet connection or confiscate the console for a period of time.



Equipment for learning

Given that all extended learning is set on Google Classroom, it is important that your child has access to a laptop or other device with a stable internet connection. If you need support or advice in this regard, please don't hesitate to contact your child's form tutor in the first instance. Your child will also need access to stationery, such as pens, pencils, paper, ruler and calculator, much as they would if they were in school.

Talking about learning

By regularly showing an interest in your child's education, asking questions about their in-school and home learning and giving them praise as much as possible, you will promote a positive attitude and help develop self-motivation. By engaging them in conversation about what they are doing, you will encourage them to take pride in their work and aim for high standards.

The language you use when talking about learning is key; you should try to avoid being negative about subjects and topics that you found difficult or boring at school. These thoughts and feelings can influence the way your child perceives certain subjects and can have a negative impact on their progress. Try to use positive phrases such as "This is challenging. Shall we see if we can work out how to do it?".

Encouraging independence

School and parents need to work together to develop students' independent study skills, as they are key to future success. Parents can do this by providing the right amount of support at the right time. Providing too much support early on, when a child first comes up against a barrier, can lead to a child becoming over-reliant and deprive them of opportunities to develop problem solving skills. When a child becomes 'stuck', parents could ask an open question such as "What are the different options?", "What do you know that could help you here?" or "Where can you go for help?". When you ask a question, give your child sufficient time to think for themselves before jumping in and helping them. If you do the thinking, they won't be learning!

If your child is finding a piece of work challenging, try to 'scaffold' the learning, providing tips, prompts, learning tools and posing questions that will enable your child to 'get there' on their own.

By encouraging children to take risks with their learning, thinking of alternative ways of solving problems and presenting their work, students can be supported to develop their creativity.

Supporting learning at home in Maths

The importance of being positive:

How we speak about maths is a major contributor to how children perceive the subject and their chances of being successful at it. It is very common to hear people say 'I can't do maths' or 'Don't worry, I was hopeless at maths too'. We would not say this openly about reading so neither should we say this about maths. We know that everyone can learn to do maths, children and parents alike!

What can you do to help your child?

- 1) The most important thing to do is be positive and have fun with maths whenever possible.
- 2) Talk about maths in everyday life, ask your child how they worked out problems or questions
- 3) Praise the effort put in, not the result. Sometimes it is fine to struggle with a problem and not get an answer
- 4) Help your child learn their times tables and number bonds to 10 and 100. Having this knowledge available for instant recall will enable your child to focus on solving problems rather than worrying about how to do the arithmetic.

Test, test, test:

Quick recall of formulae and number facts will help students develop procedural fluency. At home you could:

- Do quick recall tests of formulae from the knowledge organisers
- Copy out a question from your child's worked example book and ask them to explain how to solve it
- Make flashcards of key skills, e.g. How would you add 2 fractions?
- Ask them questions about a topic studied a week and a month ago (using the worked example books)

Where can I get material to help support my child?

<https://www.nationalnumeracy.org.uk/your-childs-maths>

<https://www.oxfordowl.co.uk/for-home/maths/>
<https://nrich.maths.org/>

Mathswatch:

All homework is set on mathswatch. Every question has a supporting video guiding students through the skills required.

Site: <https://vle.mathswatch.co.uk/vle/>

Username: Surname+first three letters of forename+@bottishamvc.org

Password: bvcmaths

For John Smith

Username: Smithjoh@bottishamvc.org

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Supporting learning at home in English

Reading fluency and love of reading are an important part of all subject areas in the secondary curriculum.

What can I do to support my child with reading?

1) Help them to choose the correct book

There are so many great books out there for your child to read – they just need help to find the right one!

- Talk to your child about what they are interested in and find books related to this.
- Use the Bottisham Community Library at Bottisham Village College
- Use the internet to find book recommendations. Here are some websites to start you off:
 - www.theguardian.com/books/booksforchildrenandteenagers
 - www.bookpeople.co.uk
 - www.carnegiegreenaway.org.uk
 - www.goodreads.com
 - schoolreadinglist.co.uk/reading-lists-for-ks3-pupils/suggested-reading-list-for-year-7-pupils-ks2-age-11-12/

If your child is a reluctant reader, you could also start them off with something short and manageable, such as a graphic novel or there are plenty of quick readers for all abilities. In addition, encourage non-fiction books as these build knowledge for them as well as reading fluency.

2) Encourage them to see reading as part of everyday life

- Build in time for them to read every day – start with short bursts and gradually increase.
- Make some time to read together. Take in turns to read, supporting them with pronunciation and meaning.
- Talk to them about the book they are reading. Ask questions about what is happening; what they like, what they think is going to happen next. Your interest and enthusiasm will make a positive difference to how they view reading.
- Make sure they see you as a reader: talk to

them about books you enjoy or want to read.

3) Developing vocabulary

The way that children make sense of the world is through the language they use

- Reading stories to your child improves vocabulary – discuss words that you think are unfamiliar.
- Make sure they fully understand the sense of what they are reading but asking questions.
- Encourage them to use new words they have learnt.
- Playing language games also helps to expand vocabulary.

4) Discussion and debate

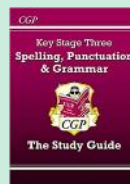
Talk underpins the development of reading and writing. Children need opportunities to talk but also learn how to listen. Language develops through interaction with meaningful events and people, so talking about this is important.

- Encourage discussion and debate.
- Talk about issues in the media that they are interested in.

RESOURCES

KS3 - Spelling, Punctuation and Grammar for KS3 - the Study Guide (with online edition) (CGP KS3 English) Paperback

<https://www.cgpbooks.co.uk/resources/cgp-s-free-online-10-minute-tests/free-ks3-english-and-spag-online-10-minute-tests>



KS4 – Knowing what your child is studying.

There are a range of study guides to accompany the Literature texts your child will study at GCSE. You will be informed of which texts when your child starts Year 10.

York Notes are a good place to start but there are many others available.

GUIDE TO PARENTAL INTRANET

Registering to use the system

The registration process only needs to be done once. If you are already registered, there is no need to complete this process again. Parent Intranet users normally have accounts live as long as there is a student at the school for whom they are responsible.

1. Register your email address with the college
2. You will receive a letter in the post
3. You will receive an email
4. Validate your account online
5. Your password is sent by email
6. You may now log in for the first time

Logging into the system

In your preferred internet browser, visit the website <http://parents.bottishamvc.org/>.

At the login screen, you need to choose whether you are logging into a *public* or *private* computer. You should choose *public* if the previous or next user of the machine is someone you are unfamiliar with, or you have other reasons to doubt security. The session will time out after 10 minutes of inactivity. If you are at home and confident about the security of the computer you are using, choose private. This way timeout is increased.

To log in use the credentials supplied to you. Your username will be the letter “p” (as in “parent” followed by a number, up to five digits long. For example p12345.

If you are using the system for the first time, your initial password is 8 characters long, using both uppercase letters and numeric figures. If in doubt as to whether a character is a letter or a number, assume it is a number. The password is case sensitive.

Inside the system

Changing your password: To change your password go to my intranet located on the top bar, then select my password and then supply a new password which is at least 6 characters long and contains at least one number and one uppercase letter.

Student Details: This is the section where you can access details of students at the school for whom you are recorded as having parental responsibility.

Features include: Progress checks and full reports, timetables, behaviour and much more...



For full guidance on our parent intranet please see our website - <https://bottishamvc.org/parents-2/assessment-reporting/>

HOME SCHOOL COMMUNICATION

At Bottisham Village College we work together with parents and carers in a variety of ways and communication is at the heart of positive working relationships.

The Parental Intranet

This resource allows parents to access a range of live information about their sons and daughters: timetables, teacher contact information, work tracking, assessment, attendance, behaviour and reward entries.

Our website - www.bottishamvc.org

Our website contains a wealth of information, including college policies and the school calendar of events. Our website links to our social media feeds on Twitter, Instagram and Facebook. These are updated regularly and provide up to date information about what is happening at the college.

SchoolComms

This is an electronic system used by the school to contact you via email for a range of purposes: first day of absence alerts, communication about curriculum matters and also enrichment activities, such as trips and visits.

Form Tutors

We always welcome contact with parents and carers and firmly believe that this fosters mutual understanding and support which has a positive effect on the performance and well-being of our students. To that end, the relationship and communication with the form tutor is central to our ethos as a college.

General Communication

The professional duties of teachers can make it difficult for them to speak or meet with parents/carers during the college day. This means that meetings with parents/carers must be by appointment only.

Messages for students:

In emergencies, or at other times when it is unavoidable, please leave a message with our Student Support team to be passed on to the student.

Contacting the college

Please direct emails to the most appropriate individual member of staff. As a general rule:

- General administrative query: enquiries@bottishamvc.org
- Attendance issue: attendance@bottishamvc.org
- Medical information: medical@bottishamvc.org
- Child protection issue: jtaylor@bottishamvc.org
- Bus issue: enquiries@bottishamvc.org
- Change of details address/phone number or e-mail address: studentdata@bottishamvc.org
- Welfare-related issue: your child's Head of Learning
- Uniform issue: your child's Head of Learning
- General homework issue or query: your child's form tutor
- Subject specific issue (eg. homework, behaviour): the Head of Faculty of this subject area or the individual subject teacher

PARENT INFORMATION EVENINGS & PARENTS' EVENINGS

These are important events in the Bottisham Village College calendar, vital to gaining an understanding of your child's curriculum, assessment and progress, as well as giving you an insight into upcoming events and support. Attendance at these events will give you the information you need to support your child's learning effectively at home.

Parent Information Evenings (PIEs)

PIEs are likely to be online events this year. We will be producing videos and accompanying information on a wide range of academic and pastoral matters.

Please find details of timings in the school calendar and look out for reminders on social media and the College website. Presentations and videos from PIEs will be stored on the website <https://www.bottishamvc.org/parent-information/> so that you can access them at a later date.

Parents' Evenings

Parents' Evenings are a vital part of the academic year, both for home and school, as it provides an opportunity to ensure that key messages about progress and next steps in the learning can be made in a clear, formal and memorable manner. Parents' Evenings are likely to be online for the 2020-21 year.

Being only 5 minutes in length, it is important that the meeting is rich, concise and efficient. To make the most of your appointments, we recommend that you do the following:

- Prepare for each appointment by looking at your child's data on the Parent Intranet and talking to your child about what they think they are good at and need to work on.
- Make a note of any questions that you have for the teacher.
- During the appointment, write down any action points for yourself or your child.
- Review the action points at a later date.

This evening represents an important opportunity to discuss your child's progress with their subject teachers. At the end of it, you and your child will have a sense of what they need to do to move their learning on. We welcome and recommend the presence of students at these discussions.

In order to ensure fair access, you will be able to book up to five appointments initially, with the ability to book further appointments, if available, from a later date.

If you do not have access to the internet, please contact the school office on ext 223 who will be happy to add appointments on your behalf.

You will receive an update on your child's progress before the Parents' Evening, this will be sent separately by email, or by post if you do not have an e-mail address registered with us.

Details of how to attend on the evening can be found here

<https://support.parenteveningsystem.co.uk/article/801-video-parents-how-to-attend-appointments-over-video-call>



EXTENDED LEARNING

Extended learning is any task or tasks set by the teacher for students to work on outside lessons. It is usually designed to be completed at home. The college places great value on extended learning.

- It is the means by which in lesson learning is consolidated, enhanced and enriched.
- It enables students to explore in more depth the topics that they study, and helps them gain skills of independent study that will serve them well through life.
- It provides them with opportunities to show what they can achieve, and allows teachers to celebrate successes or identify areas for development.
- It often requires students to practise and develop the skill of independent reading.
- Finally, it enables parents to keep in touch with their child's learning, seeing what they are studying at school, and providing any support that they feel is needed.
- Tasks that require students to review and revise prior learning, often in preparation for an assessment. For example a student might be asked to revise key topic vocabulary in French, in preparation for a test the next day.
- Tasks that require students to work independently on an extended project or piece of writing, which once again might be an assessment. For example students might be asked to complete an assessment which has been begun in class about the impact of economic development on the Amazon rainforest.

Extended learning typically takes one of five forms:

- Tasks that practise and consolidate what students have learnt in lessons. For example, if a student has been taught in lessons about how to add fractions, they might be set a homework that requires them to practise this skill.
- Pre learning tasks that require student to prepare for an upcoming lesson. For example, a student in English might be asked to read a chapter of a book prior to a lesson in which the themes of that chapter are explored.
- Tasks that extend and deepen student understanding by asking them independently to explore the topics that they have covered in lessons. For example, a student writing an essay on the changing reputation of Oliver Cromwell might be directed to the Wikipedia page of this historical figure.

Different subjects, because of their underlying nature, will place different emphases on different types of extended learning. Most extended learning relates closely to what is being covered in lessons; but sometimes students might be asked to work on 'stand-alone' tasks, which, whilst rooted in the skills and content of a subject, might not relate directly to what is being covered in current lessons. Whilst most extended learning tasks will be for all students to complete, some tasks might be recommended or suggested. All students will be able to access all the tasks and associated resources provided by a teacher for their class.

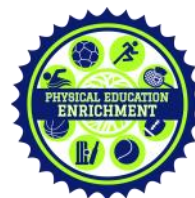


EXTENDED SCHOOLS

Students at Bottisham are able to take part in a wide range of enrichment activities at lunchtime, after school as well as enriching opportunities like the Duke of Edinburgh Award. Details of our Extended school programme along with an enrolment form are sent out at the

Examples of Extended School Programmes

- Science Club
- Debating Club
- Photography Club
- Musical Theatre Club
- Art Club
- Rock School
- Jazz Band
- Orchestra
- Choir
- Dance Clubs (different genres)
- Drama Club
- Arts Award
- British Sign Language Club
- Board Games Club
- Crochet & Knitting Club
- Eco Club
- Well being Club
- Scholars Programme
- Library
- PE & Seasonal sports Clubs: including the following activities Table Tennis, Badminton, Hockey, Rugby, Netball, Football, Rounders, Cricket, Athletics, Fitness, Swimming
- Sports Leadership Award



Duke of Edinburgh Award



The DofE is a prestigious award which encourages student's independence through the development of physical skills, volunteering in the community, expedition training and learning of new skills.

A Duke of Edinburgh's Award is so much more than a 'Pat on the back' for completing a programme of activities. It is recognition of a young person's successful journey of self-discovery and development, renowned by employers and universities alike for the qualities young people have who've achieved a DofE Award.

Help with fees

If you are needing help or assistance with fees then please, contact our finance department at finance@bottishamvc.org or 01223 340354 who can assist you further.

For all queries about the extended schools programmes please contact: Mrs Martell on smartell@bottishamvc.org or 01223 811250

For all queries about the Duke of Edinburgh Award Please Contact: Miss Wadsworth at rwadsworth@bottishamvc.org or 01223 811250

For more Information regarding Extended Schools programmes and The DofE Award please go to our website. <https://bottishamvc.org/parents-2/enrichment-opportunities/>

PASTORAL CARE

We take care to make sure that individual students and families have positive relationships with staff.



Form tutors in each year group work as a team led by a Head of Learning, who is responsible to a member of the College Leadership Team (CLT).

These members of staff

have overview for the wellbeing of all students: their attendance, behaviour and progress. As a result they form close links with parents/carers. When necessary, Heads of Learning and members of CLT work closely with outside agencies, such as the Locality Team and the Educational Psychologist.

The pastoral support workers are experienced, full time members of staff who support students in a variety of ways: Transition; work experience placements; transport issues; organisation; anxieties or just a shoulder to cry on if a student is having a bad day, helping them get back on track.

Locality Team

We work closely with the East Cambs District team. They provide a range of support

services for children, young people and families in the regions listed. Their staff have a wide range of skills, knowledge and experience and can also access a range of support services should they be needed beyond the Locality team. The team have a variety of roles including:

- making sure students attend college regularly and punctually;
- working on an individual basis with students who need extra support;
- offering support to parents with children of all age;
- supporting young people (11-19) with information and advice about social and personal development opportunities;
- work with students who have social, emotional or behaviour problems.

Our police prevention team also work alongside families and the school in a number of ways to ensure our young people have the information and support they need in difficult situations.

MENTAL HEALTH & WELLBEING



In 2019 the College was accredited with the Optimus Wellbeing award for schools. This recognises the ongoing work that we do as a school to prioritise and support the emotional wellbeing and mental health of our students.

Student and teacher relationships are at the heart of our teaching and learning strategy. We are clear that prioritising and normalising discussions around mental health is something that can only happen when there is an open and supportive ethos and environment.

All our staff receive regular opportunities to attend mental health and wellbeing training, and staff are all aware of the importance of noticing and understanding a child's behaviour, recognising when a student may need some additional support.

We recognise that students need help at different times for different reasons. We have an experienced pastoral team who are able to offer students targeted support when needed. This includes our KS3 and KS4 pastoral support workers, our partner counsellors from the YMCA and Blue Smile, our Emotional literacy specialist Teaching Assistant and of course our therapy dogs Bella and Hendrix.

Talking to your child about how they are feeling can sometimes feel very difficult, particularly if they are struggling to express themselves. You may worry that you are going to say the wrong thing, or make things worse.

We have found that the following approaches work really well. You may wish to try them if you think that your child has something on their mind.

Some useful opening questions or phrases

"I've noticed that....."

"I'm curious about...."

"I wonder if....."

eg: *"I've noticed that you don't seem your usual self at the moment - is everything ok?"*

"I haven't seen you hanging about with x and y recently - i wonder if you have had a falling out?"

"I am curious about your recent test results - is everything ok with you?"

Give your full attention: Make sure you have enough time to hold the conversation

Keep eye contact, focus on the student and ignore distractions.

Do something else while you are talking:

Go for a walk, do some drawing or art. Having a distraction can make the conversation seem less daunting and threatening



Ask open questions:

"How did your day go today?"

Ask twice:

People often say they are fine when they are not.

Asking twice is a way of showing you are really interested.

Check your body language

Keep it open and relaxed. Make sure you are at the student's level and not holding a dominant posture. Nod your head and then repeat back any key information- check in with the student that what you have heard is correct and then ask them-

"How does that make you feel?"

Take it seriously: don't down play what they are saying, and resist the urge to tell them that everything is ok.

Avoid cliches, such as *"it will all blow over"*, *"you'll feel better after a good cry"*, *"A problem shared is a problem halved"*

Please do contact the school if you have concerns about your child's mental health or wellbeing. We are always ready to listen and put in extra support where needed.

Our website has access to a wide range of resources that may help you find the support you need.

<https://bottishamvc.org/parents-2/mental-health-wellbeing/>

SAFEGUARDING

We are committed to providing a safe and welcoming environment where children are respected and valued.

Parents/carers should know that the law requires all college staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek to discuss any concerns with the parent/carer, and routinely inform them of any referrals to outside agencies. In exceptional circumstances, a referral may be made without the knowledge of the parent/carer, for example, where such discussion would put the child at increased risk of significant harm.

In accordance with local information sharing protocols, we will ensure that information is shared securely and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service. The college will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the member of staff in the college with responsibility for child protection

(known as the Designated Person for Child Protection) is carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

For professionals, including school staff, procedures are in place for concerns to be referred to a Designated Person for Child Protection. The full details can be found within our Safeguarding and Child Protection Policy. <https://bottishamvc.org/wp-content/uploads/2021/11/FINAL-2021-Bottisham-Village-College-Safeguarding-Policy-Google-Docs.pdf>

and on the Local Safeguarding Children Board website: <http://www5.cambridgeshire.gov.uk/lscb/>

Parents, carers or other members of the public can also pass on safeguarding concerns to the school by making contact with the Designated



Designated Safeguarding Lead:

**Mr Dominic Fullman,
Deputy Principal.**

E-SAFETY INFORMATION & GUIDANCE

The online world is posing an ever-increasing risk to children, and it is important that schools, parents and carers work together to take an active role in teaching children about online dangers. In recent years we have had to support students and families with several quite concerning e-safety issues, including grooming and sexting. Students learning how to act safely when using the internet is an incredibly important part of safeguarding our children.

Another essential safeguarding tool is ensuring appropriate controls and filters are in place to protect children from harm. When your child accesses the internet via devices through our own school network, we have robust a robust system in place to monitor their internet use to ensure they only have access to appropriate content. We also monitor their contact with others and

their online conduct. It is essential that parents and carers can support young people by doing the same at home and of course monitoring and controlling the use of mobile devices.

Understanding the risks and how to support and educate your child:

As well as delivering content e-safety topics through Computing and PSHE lesson, we have shown our commitment to protecting our students online by working with National Online Safety who provide resources, help-guides and courses for all parents and carers.

The Parents & Carers course that can be taken at your own convenience covers:

- Online Relationships
- Fake Profiles & Social Bots
- Online Bullying
- Online Grooming
- Child Sexual Exploitation
- Sexual Harassment & Violence
- Sexting
- Live Streaming
- Online Identity
- Screen Addiction
- Online Challenges
- Overspending
- Online Gambling
- Radicalisation, Terrorism & Extremism
- Age Inappropriate Content
- Copyright & Ownership
- Hacking
- Fake News
- Online Fraud
- Online Reputation
- Personal Data
- Pornography
- Targeted Adverts & Pop-Ups
- The Dark Web

In addition to the courses and help-guides on National Online Safety, the school twitter account posts a weekly help-guide on a topical app.

As you can see, we have taken our responsibility towards protecting children from potential online dangers very seriously and we would like to ask for your support with this at home.

- First and foremost, there should be conversations around e-safety, as well as the sites and apps they are using, (there is a help-guide available on National Online Safety to help start and structure such conversations).

Monitoring and controlling internet use

Many of the risks are associated with students accessing social media sites.

- There are age restrictions in place for many platforms which are there to help protect children from inappropriate content or contact. We realise that there are any social pressures for children to have access to platforms which have an age restriction beyond their age. However, if access is allowed then it would be with the understanding that a parent/carers should be regularly viewing the activity and content as a safeguarding measure.

- There are many different filters and privacy settings which can be applied to help protect children against potential online dangers. A commonly used app would be Google Family Link, which allows you to monitor and control children's devices; you can set screen time, block platforms, block purchases and add filters. On the link below there are guides on how to apply Privacy Settings and Parental Controls on a range of different devices, apps and networks. All of these guides are easy to download and have pictures to support the step-by-step instructions.

<https://www.internetmatters.org/parental-controls/>

It is only by us all working together that we can have meaningful conversations with young people about e-safety, to protect them from potential risks and to help them to make safer online choices.

If you would like further help on e-safety topics, I would recommend the following sites:



ATTENDANCE

As a college, we are committed to supporting each individual child to reach their full potential. To achieve this aim, it is vital that each child attends college regularly, avoiding unnecessary absences. The college strongly urges parents/carers not to book family holidays during term-times.

Unauthorised absence includes any absence from college for which no satisfactory explanation is received. This includes occasions where students who may be justifiably absent omit to bring a note on their return to college. Holidays are also classified as an unauthorised absence.

The Persistent Absence (PA) threshold is 10%. There is overwhelming evidence that high absenteeism can impact very negatively on student progress in their learning and their exam performance at GCSE.

Parents will be advised by school if attendance is a concern, either by a letter or will be requested to attend a meeting in school. If attendance fails to improve during a monitoring period, the case may be referred to Cambridgeshire County Council for a Penalty Notice fine to be issued to parents/carers.

Head teachers cannot grant any authorised absence during term-time, unless in exceptional circumstances. Those circumstances are up to the principal, but essentially, term-time holidays will no longer be authorised.

Any parent who takes a child out of school for term time leave of 6 consecutive sessions or more, not

authorised by the school (under exceptional circumstances rule), may receive a Penalty Notice.

The school strongly urges parents therefore not to book family holidays during term-time. Absence during term time as a result of term time holiday interrupts continuity of teaching and learning, disrupts educational progress of individual children and creates disruption in school. In accordance with government guidelines, any time taken off during term time will be unauthorised and parents/carers liable to a Penalty Notice unless exceptional circumstances apply.

- Requests for term-time leave must be made in writing to the Principal.
- Requests for term-time leave will only be granted in exceptional circumstances on a case-by-case basis.

To inform us of a student absence please dial 01223 811250 and choose Option 1, followed by Option 1 or email attendance@bottishamvc.org

attendance
MATTERS

BEHAVIOUR

Bottisham Village College is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach

- We believe that excellent relationships, excellent teaching, positive responses to positive behaviour, and the fostering of a sense of being a successful, valued member of a successful school community underpin outstanding conduct.
- We believe that students follow rules if those rules are clearly stated, have an obvious rationale, and are fairly and consistently applied.
- We challenge misbehaviour at Bottisham. This is usually through a polite, firm and direct assertion of the rules. When necessary, it means the application of a sanction.
- We respond firmly, robustly and rapidly to serious incidents of misbehaviour. When things go wrong, we work in partnership with parents and carers to put them right.
- We make sure that parents and carers are aware of when a student is misbehaving.
- We celebrate diversity at Bottisham Village College and have a zero tolerance of bullying.

READY	RESPECTFUL	SAFE
In form time Bottisham Students	In lessons Bottisham students	Within the Bottisham Community
<ul style="list-style-type: none"> • are welcomed to school • are on time • look smart in the correct uniform • have their phones stowed safely in their bags • sit at a desk • answer the register properly • are engaged in a purposeful activity • are ready for the challenges of the day • leave the classroom in a calm orderly fashion 	<ul style="list-style-type: none"> • are welcomed to the class • are properly equipped • are on time • are ready to learn as quickly as possible • have their phones stowed safely in their bags • contribute appropriately to the lesson • listen politely to other people • focus on learning, progressing and achieving throughout the lesson • leave the classroom in a calm orderly fashion 	<ul style="list-style-type: none"> • walk calmly showing consideration to others • are patient when corridors are busy • have their phones stowed safely in their bags • hold doors open • are welcoming to visitors • prioritise younger students • enter classrooms as soon as they have arrived • play respectfully with peers, • never be a bystander to bullying

PROUD OF OURSELVES. PROUD OF OUR COLLEGE

https://bottishamvc.org/wp-content/uploads/2021/09/Behaviour_Policy_AUTUMN_19-22_2.pdf

HOUSE SYSTEM & REWARDS

We operate a House System at the college, which has been tremendously successful for a range of reasons:

- Giving the students a chance to involve themselves in a range of activities during Enrichment Days.
- For students to compete in different events, especially The House Games, taking place at the end of the Summer Term.
- For students to work with peers from a range of year groups.
- For students to be rewarded through The House Points system for a range of reasons, including the quality of their academic work.

Students are assigned a house when they join the college and are issued with a house badge, attend house assemblies and have a member of staff as their house ambassador.



All the college staff is committed to recognising and celebrating the achievements of all our students. We are here to encourage self-belief in our students so they strive to be the best that they can be. Our system of house points intends to acknowledge success, to motivate students to do their best and to share their successes with parents/carers.

Students are motivated when:

- there are good positive relationships between students and teachers ;
- students enjoy what they are doing and understand why they are doing it ;
- students are given choices in the way they do things ;
- their goals are clear and they know how to achieve them ;
- their positive achievements are recognised.




Students will receive additional house points for excellent attendance and no negative behaviour entries.











UNIFORM & EQUIPMENT

We believe that a school uniform helps to give young people a sense of identity and belonging. It reinforces the fact that all students are equally important members of the school community. Our core business is teaching and learning and our expectation is that all students arrive at their lesson fully equipped and ready to learn.

Ours is a straightforward and comfortable school uniform which students are expected to wear in the correct spirit. Wearing the correct school uniform is a crucial part of this readiness; it shows that students are fulfilling their responsibilities and allows us to devote all our time and energies to teaching and learning.

Uniform		Notes
College polo shirt		Compulsory from BVC Webshop (A plain white or black short-sleeved t-shirt may be worn discreetly under the polo shirt.)
College sweatshirt		Compulsory from BVC Webshop
College regulation trousers or skirts		Skirts are compulsory from BVC webshop Trousers can either be purchased from the webshop or alternatives are listed below**
Shoes		Plain black, traditional style - suitable for movement around a large, busy school No distinctive markings or logos
Socks		Black, white or grey White or grey socks must not be worn over tights
Tights		Black, neutral or dark green
Jewellery		The only jewellery allowed is one small, plain stud in the lobe of pierced ears. Nose studs and other facial/body piercings are not acceptable
Hairstyles		Extreme haircuts and colours are not acceptable
Make Up		Light foundation products and mascara may be worn discreetly Any make-up which is obvious and noticeable is not acceptable Nail varnish is not acceptable

PE Uniform		
Both boys & girls		Notes
College PE polo shirt, short sleeved with collar		Compulsory from BVC Webshop Students in Year 7, 8 & 9 should purchase the new style dark blue tops Students in years 10 & 11 can still wear light blue tops if they want to or they can change to the new style.
Navy sweatshirt		Available from BVC Webshop or plain alternative allowed No large logos or stripes
Navy Jogging bottoms, training pants or sports leggings		Available from BVC Webshop or plain alternative allowed No fashion leggings, large logos or stripes
Performance trainers – to be worn indoors and on hard outdoor surfaces such as the tennis courts, or the field in the summer AND Plastic/rubber studded boots – to be worn on the 3G and the field during wetter months.	 Examples of boots and trainers <div>Fashion trainers not allowed</div>	
Sky blue knee length socks & White ankle socks		Available from BVC Webshop or alternatives allowed
Shinpads & Mouthguard		Available from BVC Webshop or alternatives allowed
Girls	Boys	Notes
	College Rugby shirt 	Compulsory from BVC Webshop
Navy Blue Sports Shorts 	Navy Blue football shorts 	Available from BVC Webshop or plain alternative No large logos or stripes Girls shorts must be loose style NOT tight fitting
PE Skort 		Optional - can be worn instead of shorts Available from BVC Webshop
One piece swimming costume & towel	Swimming trunks & towel	

Equipment

**Students learn best when they are fully prepared with the correct equipment.
We recommend the following equipment as a minimum:**

- pencils
- pens (at least two; black or blue ink)
- ruler (30cm)
- rubber
- Maths Set (We recommend the Oxford Maths Set with Storage tin, £3 on Amazon)
- highlighters
- glue stick
- pair of scissors
- calculator: Casio Scientific Calculator FX85GTXSUT (currently £12 on Amazon)
- Small whiteboard and dry wipe markers

The sets below are available to buy from our webshop



**On days your child does drama they will need clean trainers.
Everything should be carried in a sensible bag or rucksack.**

SCHOOL TRANSPORT

Applying for a bus pass

To check eligibility for school transport and to apply, go to the Cambridgeshire County Council website.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/school-transport/pre-16-school-transport>

If you do not have access to the internet, please contact 0345 0455208 not the college. All queries should be directed to Cambridgeshire County Council on the above number.



SCHOOL TRANSPORT (cont.)

Behaviour

Although buses are administered and run by The Education Transport Team, we are very clear of the need for the college to be fully engaged with the process.

In keeping with other areas of college life, we are always incredibly impressed by our students and proud of the way in which they conduct themselves whilst using the buses:

- they respect the driver and other members of the college;
- they calmly and safely wait at the morning stop;
- they treat the vehicle with respect;
- they are organised, remembering their bus pass every day;
- they look after younger members of the college, if necessary.

In many ways, travelling by bus is all part of our students' education: it fosters independence; it builds resilience; it helps students build friendships with a range of peers.

However, as there are no teachers travelling on

the school buses, it is vital that students are aware of the high expectations we have of them and the consequences of not doing so.

Bus Passes

Each morning and evening students must have their bus passes ready to be checked by the driver or by a member of school staff.

Students must only travel on the route to which they have been allocated.

Safety

Should we think that a student's behaviour or actions are inappropriate, The Education Transport Team have asked that we recommend the temporary suspension of bus passes. If this measure is implemented, students will need to find alternative transport to school for the duration of the suspension, despite the clear inconvenience this places upon parents and carers.

[The Travel Code of Conduct can be found here](#)

PARENT FORUM

We welcome the participation of parents and carers in the life of the college and in the education of their children.

Research has shown that strong partnerships between home and school can have a significant positive impact on wellbeing, attendance, academic progress and behaviour.

At Bottisham Village College, we are committed to working alongside parents to achieve the best possible outcomes for our students.

We have recently established a Parent Forum to further enhance communication and strengthen links between the school and parents/carers. The group meet half-termly to discuss and give feedback on school systems and routines, as well as to suggest ways of developing communication between school and home, allowing us to evaluate and improve our provision.

Minutes of these meetings can be read on our website <https://www.bottishamvc.org/parent-information/>

Please email parentforum@bottishamvc.org if you would like to suggest items for future agendas.

SCHOOL MEALS

The catering service at Bottisham Village College is operated by Chartwells.

Each day, the catering team prepare all main meals, snacks, desserts, and more recently breakfasts, on the premises using fresh, local ingredients.



Chartwells develop the catering offer in line with the current food standards legislation and the specific requirements of Bottisham Village College. Chartwells follow the Soil Association 'Food for Life' program and will achieve Gold status in the coming years, through using organic, free range and sustainable suppliers.

The menu changes daily on a 3-week cycle, ensuring there is always a varied offer for all students and staff.

Meals are paid for using a system called 'Biostore'. This software verifies a student's identity by reading their fingertip and confirming who they are. 'Biostore' allows students to top up their dinner monies accounts and view their balances at the Coin & Note Loader machine in the College (this is done with a fingertip reader*). Parents can add monies to their children's accounts using the [online service Wisepay](#). At the point of payment the student places their finger on the fingertip reader (or alternatively, if preferred, can provide a PIN), and once verified by the Catering Point of Sale Operator, their account is debited which is then also reflected on Wisepay. All students are automatically assigned a Biostore account.

Free School Meals



Children who qualify

for free school meals have an amount loaded daily on to their account.

The Government gives money to schools to help children from lower income families do their very best. This funding is called a 'Pupil Premium'. For every child registered, Bottisham Village College gets £935 a year and families who are currently paying for school meals will save over £400 a year.

Pupil Premium is used to provide a range of educational benefits for the pupils, which can include assistance with paying for extra-curricular activities and visits, and music lessons. Even if you do not wish your child to claim free lunches, by registering for them, you will allow the school to claim the associated Pupil Premium. No other benefits that you may be claiming are affected by this.

We would therefore like to encourage families to check whether they are eligible to receive free school meals.

Claiming free school meals has never been easier; you simply need to complete the application form online at <https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/help-with-school-learning-costs/free-school-meals>

If you would like help applying please contact finance@bottishamvc.org



CAREERS

Our Careers provision supports our students during activities which enable them to gain a deeper understanding of themselves as they move through school life and beyond. They gain knowledge of the options that may be available to them in order to make realistic career decisions.

We have a comprehensive and progressive careers programme supporting the choice of education and employment pathways whilst considering individual skills, attributes and beliefs, thereby promoting sustainable employability throughout future working lives.

Effective careers education and guidance has the capacity to make a positive contribution to the well-being of individuals, their families and their communities; aiding social and economic growth. By engaging students, teachers, parents and the local community we aim to enable our students to fulfil their potential and to achieve a successful future.



Independent, Impartial Careers Advice

BVC's Career Guidance Counsellor, Dr Laurie Simpson is able to provide high quality, personalised, career information and advice to individuals and groups of students. Deeper guidance counselling interventions facilitate the exploration of an individual's skills, attributes and interests in relation to their career options.

Students can request an interview, via their form tutor, or parents are able to contact the school to make a request. Student data is shared with Dr Simpson, in order for the most accurate and helpful advice to be given.

Dr Simpson can be contacted at: lsimpson@bottishamvc.org or by telephoning 01223 811250 x403
Our website contains a wealth of information on careers, apprenticeships, opportunities & more.
<https://www.bottishamvc.org/curriculum/careers/>



