



A Message from the Executive Principal

“Promoting, valuing and celebrating Achievement”. **Ofsted 2014 overall judgement: OUTSTANDING**

‘The governors, the principal and the staff have created an outstandingly caring and supportive community where students flourish and develop as individuals.

(Ofsted)

‘All students make excellent progress from their generally below-average starting points. The proportions gaining at least five GCSE passes at grades A to C, including English and Mathematics, are consistently high year on year, and in 2013 well over half of A-level entries were passed at grades A*, A or B.’*

(Ofsted 2014)

‘Students are keen to learn and have the skills to do so quickly. They are enthusiastic about coming to the college and feel happy and safe there.’

(Ofsted 2014)

‘The sixth form is outstanding. Students benefit from the high quality teaching found across the school and hence their achievement on A-level and other courses is excellent.’

(Ofsted 2014)

We were very pleased with the findings of the Ofsted Inspection Team which judged every area of College as being outstanding. We will, however, not allow ourselves to become complacent. We will continue to strive to enhance the learning opportunities available to our students and build upon the superb successes of last year’s examination groups.

2015 proved once again to be a very successful year for our GCSE and A Level students. At GCSE 67% of students achieved 5 A* - C including English & Maths, with 99% achieving 5 A* - G.

We were also extremely pleased with our A2 results, 34% of all A Levels taken gained A* or A grades with 63% of qualifications achieving A*, A or B grades.

We are justly proud of all our students. These successes are matched by achievement in many other areas, including sport, drama, music and in the highly successful programme of extra-curricular activities. The range of opportunities given to students here is exceptional – my only disappointment is that more of them do not take advantage of these opportunities.

Okehampton College is a happy college where students enjoy attending and feel valued. Over the past few years, we have improved many aspects of our facilities. In addition to this, Parklands Leisure Centre has provided excellent facilities for our youngsters to engage in PE lessons and extra-curricular opportunities. We have also developed our campus through the refurbishment of three Science laboratories and by building extra facilities to cater for English, Media Studies, Physical Education, Technology, Learning Support and Vocational Education.

If you do decide to send your son/daughter to Okehampton College, they will be joining a truly comprehensive college which can and does cater for every youngster. We look at each youngster as an individual and, whilst observing national curriculum requirements, we will endeavour to provide them with an education tailored to their needs and aspirations.

We are delighted to be part of The Dartmoor Federation which came into effect on 1st September 2011. The federation between Okehampton College, Boasley Cross, Bridestowe, Lydford, Exbourne Church of England and Northlew & Ashbury Parochial Church of England Primaries, gives us a great opportunity to make yet further progress in our bid to become a truly outstanding school. More recently we have changed to become a 'Co-operative College' and join the rapidly developing Co-operative movement. The values and principles we have adopted are internationally agreed and used by co-operatives across the world.

I would be delighted to meet with you at any stage to discuss any aspect of your son/daughter's education. If there are any questions you need answering, please contact me at the College.



Daryll Chapman
Executive Principal

Contents

A Message from the Principal.....	1
Contents	3
Admissions – Timing of the College Day.....	4
Who’s Who?	5
Governing Body of the Dartmoor Federation/Primary Transition	6
Learning & Achievement /Assessment & Reporting/Examinations Policy	7
Academic Paths.....	8
The Faculty System.....	9
Faculty Information	10/19
Learning Support Faculty/Child Protection & Safeguarding.....	20/24
Post-16 Information	25
Learning Resources Centre/After College Transport/Curriculum Extension Week	26
Duke of Edinburgh Awards Scheme/ Celebrating Achievement: KS4 Graduation/ Awards Evenings/PSHE	27/28
Careers Education & Guidance/ Supporting Students/Student Health	29/30
Education Welfare Officer/Special Educational Needs/Policy for Differently Abled.....	30
High Achievers & Talented (HAT) Students.....	31
College Life: The Canteen/College Council/Assemblies	32
College Uniform.....	33/34
College Year Dates	35
The Community Dimension/Sustainability.....	36
Faculties & Resources/OCRA (Okehampton Community & Recreation Association)	37
Charging & Remissions Policy	38/40
Code of Conduct.....	41
Attendance Percentages	42
College Results	43/45
Administration of Medicines Information	46
Privacy Notice.....	47/48

Okehampton College

“Nothing But The Best Is Good Enough”

Okehampton College
Mill Road
Okehampton
Devon
EX20 1PW
Telephone: 01837 650910 - Fax: 01837 650918
E-mail: admin@okehamptoncollege.devon.sch.uk

Admissions

Okehampton College serves a large rural catchment area in West Devon.

Admissions to the College are in line with the Local Education Authority policy.

Total number of pupils on roll (in years 7 – 13) 19/05/2016 = 1346
(Number of students in the 6th Form) = 188

Timing of the College Day

8.35	-	8.45	Briefing
8.45	-	8.55	Registration
8.55	-	9.55	Period 1
9.55	-	10.55	Period 2
10.55	-	11.20	<i>Break</i>
11.20	-	12.20	Period 3
12.20	-	1.20	Period 4
1.20	-	2.00	<i>Lunch</i>
2.00	-	2.20	Tutorial/Assembly
2.20	-	3.20	Period 5

Bells are rung at 8.45, 11.15 and 1.55 to remind students that the next session is due to commence.

Who's Who?

Executive Principal

Mr D Chapman

Head Teacher of Okehampton College

Mr D Brett

Assistant Principals

Ms J Gibson, Mrs N Offer, Mr A Sweeney

Mrs J Payne, Mrs V Thornton

Federation Business Manager

Mr A King

Heads of Faculty

<i>English</i>	~	Mrs V Thornton
<i>Mathematics</i>	~	Mrs T Nethercott
<i>Science</i>	~	Miss E Dean
<i>Humanities</i>	~	Mrs J Payne
<i>P.E.</i>	~	Mr J Farr
<i>Technology</i>	~	Mr C Henderson
<i>Modern Foreign Languages</i>	~	Mrs C Wates
<i>Computer Science & Business Studies</i>	~	Mr S Adcock
<i>Expressive Arts:</i>	~	Mrs V Berry
<i>Head of Art</i>	~	Miss N Le Couilliard
<i>Head of Music</i>	~	Mrs V Berry
<i>Head of Drama</i>	~	Miss L Brimacombe
<i>Special Needs Co-ordinator</i>	~	Ms S Blunt
<i>Director of Inclusion & Safeguarding</i>	~	Mrs C Edwards

The Chairman of Governors is **Ian Courtney**

The Governing Body of The Dartmoor Federation

Okehampton College is one of five schools within The Dartmoor Federation, along with Exbourne Church of England, Boasley Cross, Bridestowe, Northlew and Ashbury Parochial Church of England and Lydford primary schools.

The Dartmoor Federation is governed by one Governing Body which meets on a regular basis and consists of:

- a. two parent governors
- b. one local authority governors
- c. four staff governors
- d. five co-opted governors
- e. five foundation governors (one of which will be Diocese ex-officio, two will be Foundation Trust and two Foundation Diocese)

The Chair of Governors is Ian Courtney.

The Dartmoor Co-operative Learning Trust

Okehampton College is also part of the Dartmoor Co-operative Learning Trust. The trust has adopted the internationally agreed values and principles of: self-help, self-responsibility, democracy, equality, equity, solidarity, with particular ethical emphasis on openness, honesty, social responsibility and caring for others. The other schools in the DCLT are Boasley Cross, Bridestowe, Lydford, Okehampton Primary and North Tawton. Exbourne Church of England and Northlew and Ashbury Parochial Church of England Primary Schools are associate members.

Primary Transition - Mrs C Chapman

The move from Primary to the College can seem a huge step, especially for a student coming from a small village to a community of over 1300 students. We do much to make this less daunting.

- ❖ The primary transition teacher (often with other staff) visits all feeder Primary Schools and meets parents.
- ❖ Year 6 students visit the College for taster days in the term before they arrive.
- ❖ Parents and students meet staff from the College.
- ❖ Students may already be visiting the College for sports facilities or music.
- ❖ Close contact with parents is maintained particularly through the first term of Year 7.

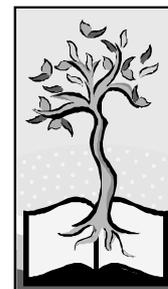
We hope students soon come to feel happy, safe and successful in their new surroundings.

Learning and Achievement

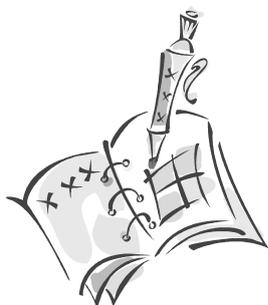
Students entering Year 7 will be following the National Curriculum for Key Stage 3, which offers three years of broad education across all subject areas. The College provides Cognitive Ability Tests at the beginning of Year 7 to measure each student's individual potential. These results, teacher assessments, plus ongoing coursework assessments in subjects, provide a full academic profile of each student.

In Year 9, option choices for GCSE are made in full consultation with parents. At this point students should begin to consider not only GCSE and BTEC courses but also, on a four year scale, their possible choices Post-16.

Before the GCSE exams are taken at the end of Year 11, all students are interviewed about their Post-16 options and plan of action.



Assessment and Reporting



KS3 students are assessed regularly throughout the year and parents are informed of their progress through Termly progress reviews.

KS4/5 students receive a progress report monthly informing them and parents of how they are progressing in their examination subjects. Every student has a CONTACT BOOK where homelearning, information and individual messages from teachers can be entered for parents to check. It acts as a very useful personal organiser for students and an effective way for staff and parents to communicate. Home learning is also recorded on the Show My Homework website.

Examinations Policy

GCSE Certification or a BTEC route is available in nearly all subjects during Key Stage 4. During the two year course, subject teachers, or tutors and pastoral heads, monitor individual progress. In 2015/16 the majority of students had a staff mentor to help guide them through the critical last few months.



Academic Paths

KEY STAGE 3 – Entry in Year 7

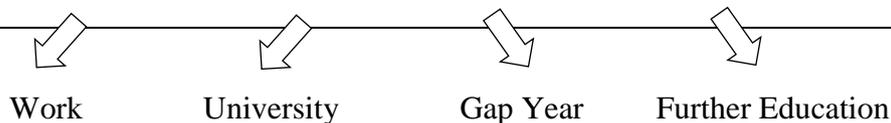
Year	English	Maths	Science	Modern Language	Humanities	Technology
9					History	(inc Food Technology)
8					Geography	
7				<i>plus</i>	Beliefs & Values Citizenship, PSHE	
	ICT	Drama	Art & Design	Music	Games	PE Careers

KEY STAGE 4 – Examination Years (GCSE/BTEC or equivalent courses)

10			
11	<p>Core Subjects <i>(for all students)</i></p> <p>English Maths Science Additional Science ICT Beliefs & Values PE/Games PSHE (Personal Social Health Education)</p>	<p>Work Experience in Year 10</p>	<p>Options</p> <p>GCSE Art & Design French History Geography Business Studies Media Studies Electronics Spanish Catering Resistant Materials Food Technology Child Development Textiles Health & Social Care Travel & Tourism Triple Science PE Music Drama Engineering Level 2 Vocational Education</p>

POST-16

12 / 13	<p><i>Courses offered in Post-16 at A Level or equivalent (Level 3)</i></p> <p>Art & Design, Biology, Business Studies, Chemistry, Communication Studies, Health & Social Care, Product Design, Food Technology, Drama, English Language, English Literature, Geography, History, ICT, Law, Mathematics, Media, Modern Languages, Music, Music Technology, PE, Philosophy, Physics, Psychology, Leisure and Recreation, Travel & Tourism</p>	<p>Vocational opportunities are offered through a range of subjects at various levels in NVQ and BTEC Courses</p>
	<p>Opportunities to Study Life Skills, General Studies and Sport</p>	



The Faculty System

Students are offered courses in ten areas (Faculties) to help them maintain breadth and balance. Each area is able to provide courses which enable in-depth study.

The ten Faculties are:

English and Communications: where English Language, English Literature, Media Studies and Communications are provided.

Mathematics: where students learn a wide range of mathematical skills and develop their numeracy techniques.

Science: where pupils will study courses involving Biology, Chemistry, Physics and Psychology.

Humanities: where History, Geography, Beliefs & Values and Citizenship are available.

Technology: where a range of courses include Design Realisation, Design Communication, Technology, Food Technology, Textiles, Electronics and Child Development.

Expressive Arts: where Art and Design including Painting and Drawing, Graphics, 3-D, Drama and Music are offered.

Modern Languages: where French, Spanish and German are offered.

PE and Leisure: which offers a range of individual and team sports and opportunities for Outdoor Pursuits.

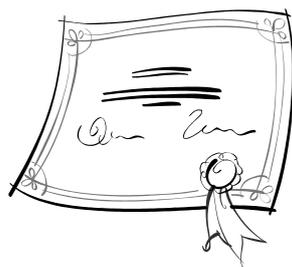
ICT & Business Studies: Discrete courses are offered as well as support work for all faculties.

Learning Support: Where students with additional needs are supported through a range of intervention, including small class teaching, nurture groups and various skills based groups.

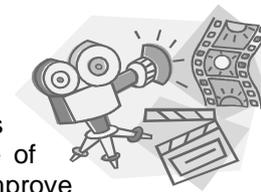
Courses lead to GCSE, BTEC or Certificate of Achievement. Parents and students will be advised during Year 9 of the exact nature of each course and the choices available.

Vocational courses run throughout KS4 and KS5.

The curriculum also provides each student with a programme of Personal, Social and Health Education, Vocational Guidance, and Vocational preparation (including Work Experience in Year 10).



English



The English Faculty aims to provide a stimulating and supportive environment in which students can develop. Our enthusiastic teachers encourage the enjoyment of reading, and students will study a wide range of novels, plays, poetry, non-fiction and media texts. Students will work to improve their skills of effective written and spoken expression and we aim to help them develop as independent learners.

Classes in Years 7-11 are mainly organised in broad ability groupings, with additional smaller progress groups and students extracted into top groups as necessary. Students will experience a range of activities in the classroom, including individual tasks and group work. They are encouraged to participate actively and to collaborate effectively with others.

Teaching rooms in the Faculty are well resourced and we also have a Media Studio room along with four additional editing suites, with recording and editing facilities. In addition, students have access to the Learning Resources Centre and ICT areas.

At GCSE, all students will study both English Language and English Literature. Media Studies is also a popular option subject at GCSE. For Post-16 students we offer four popular courses: English Language, English Literature, Media Studies & Communication Studies (dependent on take up).

Mathematics

The Mathematics Faculty is well resourced, including appropriate ICT, and is delivered by a team of enthusiastic specialists.

Students are set by ability from the start of Year 7 and have three lessons per week throughout Key Stage 3, four lessons in Year 10 and three in Year 11. In addition, they are encouraged to seek extra help at lunchtime and after College if necessary.

During KS3 we aim to develop students' mathematical skills in a variety of ways and at GCSE they are prepared for the Edexcel linear exams. The online 'My Maths' resources are regularly used both in lessons and as part of students' home learning.

Mathematics is a very popular choice in the 6th Form where we offer combinations of AS & A2 pure mathematics, mechanics, statistics, decision maths and further maths modules.

The main aim of the faculty is for students to appreciate and enjoy the beauty and wonder of Mathematics whilst at the same time developing their logical thinking and problem solving skills.

Science

Science at Okehampton College is taught by an enthusiastic team of subject specialists, who encourage students to be curious and inquisitive of the world around them. We develop the scientific skills of method, investigation, analysis and evaluation through practical, stimulating lessons in well-resourced laboratories that allow students to discover the wonders of science for themselves.

In Years 7 and 8 students cover a range of topics in the disciplines of Biology, Chemistry and Physics that are rooted in relevant, realistic situations to make learning relevant and provide a foundation for understanding the scientific world. Students complete the Key Stage 3 programme of study in this time, which equips them with the knowledge to understand the applications and implications of science today.

In Year 9 students are introduced to higher-level topics that bridges the gap between KS3 and GCSE; they are expected to link key ideas together and to demonstrate higher thinking skills at the beginning of their Key Stage 4 journey. Practical work is at the heart of science, so our new suite of Science qualifications have placed it at the heart of student learning, which is designed to support and consolidate scientific concepts, to develop investigative skills and to build and master practical skills.

We want our students to be motivated and equipped to use their scientific skills to find solutions to everyday issues they face today, and in the future.

Humanities



The Humanities Faculty provides the context for all our studies drawing together themes concerning where we are in the world, how we have arrived at the vast cultural diversity around us and the ideas underpinning how we live.

History

During KS3 students are taught a variety of Historical topics, including periods that focus on depth and also thematic breadth studies. Each lesson is based around an enquiry question that students attempt to answer using a range of skills such as logic, judgement, analysis and explanation. Some examples of the areas we explore are Roman Britain, with a focus on Roman Devon, Medieval England and the Norman Conquest, Medicine through time, life during Tudor England, the Industrial Revolution and the staggering designs and inventions of Isambard Kingdom Brunel, culminating in year 9 with a 20th century focus that teaches students about the First and Second World Wars.

In each population we have mixed ability classes that both support and challenge students. These primarily aim to nurture independent resilient learners, but also to inspire the next generation with a love of History they will hopefully experience during and after their school careers.

At GCSE we are in the first year of teaching the new course that is composed of five modules: The People's Health 1250 – Present, Living under Nazi Rule 1933-1945, The Norman Conquest 1065-1087, The Making of America 1789-1900 and finally a local study. Students are examined in these modules purely in closed exams, of which there will be 3 all at the end of year 11.

The subject is popular at AS/A2. The course contains an independent investigation element as well as a range of topics that include both depth and breadth studies. In year 12, students study the Tudors, from Henry VII through to Mary I and also the American West. If students continue to year 13 students also study a thematic topic on the Changing Nature of Warfare from the French Revolutionary period right through to the end of World War Two. During this year students will also complete their independent study that provides them with more independence and enables them to pursue their own historical interest.

Geography

Geography stimulates an interest in and a sense of wonder about places and helps make sense of a complex and dynamically changing world. Its enquiry approach develops questioning, investigation and critical thinking about a vast range of issues. Geography is a subject with the power to nurture global citizens, people aware of their own place in the world and their responsibility to other people, the environment and the sustainability of the planet.

We are just beginning our new GCSEs, where students study the OCR B syllabus. This is an exciting course with a fresh and topical feel. Students examine a range of issues and concepts, including Natural Hazards, Dynamic Development, Distinctive Landscapes and the UK in the 21st Century. There are three exams in Year 11, two of which will include questions on fieldwork. There are two compulsory fieldwork days, one investigating retail services in Exeter and the second exploring the coastal management at Dawlish Warren.

The Geography A Level is one of the most popular A Level courses at Okehampton College. AS Level, students study two key units; Dynamic Landscapes- a physical module and Dynamic Places- a human module. In Year 12 fieldwork is completed in Start Bay, Torquay and Exeter. There are two exams for the AS Level. In Year 13 students extend their studies to investigate two fascinating units including sustainability and geo-politics. For the A Level students have to conduct an independent enquiry worth 20% of the final mark, this provides students with an opportunity to study an area of geography they are interested in and further develops their independence skills.

To enhance our fieldwork offer at GCSE and A Level, Okehampton Geographers also have the opportunity to attend a fieldtrip to Iceland.

Beliefs and Values

We teach Beliefs and Values in accordance with the Devon, Plymouth and Torbay Agreed Syllabus for Religious Education. As a Department we aim to develop in our students a secure knowledge and understanding of a range of world views and how they affect our local, national and global community. We hope to make a positive contribution towards the development of students' beliefs, values and social skills.

At Key Stage 3, in which we build Citizenship, literacy and thinking skills into the curriculum, we study topics relating to spirituality, rights and responsibilities, identity and authority.

At Key Stage 4 all of our students work towards taking a GCSE full Course examination in Religious Studies, studying AQA Syllabus A Paper 1 : The study of religions: beliefs, teachings and practices (Christianity and Buddhism) and Paper 2 :Thematic Studies (Relationships and families, Religion, peace and conflict, Religion, crime and punishment, Religion, human rights and social justice). This course offers the opportunity for students to study a number of topical contemporary issues.

At Key Stage 5 students can choose to take GCE Religious Studies OCR AS and A2 (Philosophy of religion, Ethics and Buddhism).

Design & Technology

Students learn in a purpose-built environment which includes a catering kitchen and a CAD/CAM suite equipped with a laser cutter, CNC lathe, router and milling machine. Throughout the key stages, students learn about and use a range of modern and traditional materials, tools/equipment and production methods.

The combination of good resources and a dedicated teaching team enables students to achieve excellent results. Ofsted judged the overall effectiveness of the faculty to be outstanding (when last inspected in March 2010).

Students study a range of courses designed to develop their designing and making skills, subject knowledge and confidence in a practical environment. An emphasis is placed on analytical, planning, independent problem solving and evaluative skills which are transferrable and help equip students for their studies across the college.

Key Stage 3 (all students)	Key Stage 4 (option)	Key Stage 5 (option)
	GCSE and/or Vocational	A-Level
• Core Principles		
• Design Communication		
• Electronic Systems and Control	• GCSE Electronic Products	
• Food, cooking and Nutrition	• GCSE Food Preparation & Nutrition • CBAC Hospitality & Catering Level 1/2 and NVQ Food Preparation and Cooking	• Food Technology GCE
• Resistant Materials	• GCSE Resistant Materials	• Product Design
	• VCERT Engineering	
• Textiles	• GCSE Art Textiles	

Notes:

- Key stage 3 students study all of the courses shown in turn.
- Key stage 4 and A-Level students opt to study one of the courses shown for two years.
- Students opting to study CBAC Hospitality & Catering Level 1/2 also study NVQ Food Preparation and Cooking.

Expressive Arts

The Expressive Arts Faculty is made up of 3 Departments giving students full opportunity for creative activity. In KS3 we work on at least one project in each year group that is linked across the Arts, starting with an Arts Day.

Art & Design

The Art Department is a vibrant, active and dynamic part of the Expressive Arts faculty, often working on joint projects or Whole School events and productions with Music and Drama.

Art is delivered across all Key Stages, and there are also plenty of opportunities to take part in extra-curricular art activities. These include weekly after school Art clubs and specific projects aimed at different groups of students. These can be across Key Stages and include projects working with G&T Art students and students from our feeder Primary schools.

At KS3 the students follow a 'foundation' course, which not only introduces them to the work of other artists and craftspeople from across eras, cultures and genres, but also gives them opportunities to work in a variety of styles and media developing new skills and techniques.

At KS4 we offer both GCSE Fine Art and GCSE Art Textiles. Both courses continue to develop students' awareness of the work of other artists and crafts persons, but also encourages a growing independence and willingness to take creative risks through the projects we present to them.

At KS5, AS and A2 students have their own dedicated Art Studio which is available to them on a full time basis – not just for their Art lessons. It also doubles as an exhibition space to show-case their work. We offer AS and A Level Fine Art, Photography and Textiles.

Students are actively encouraged to work independently and develop their own creative and original work. They have the opportunity to work with other artists and to visit galleries in St. Ives, London and Paris.

A large number of our students continue to Art College after leaving us, and we have found that they have been well prepared for this next step.

Drama

In years 7 to 9, students study drama for one period each week. The subject aims to develop language skills, build confidence and stimulate creative and imaginative thinking through practical work. Students work as part of a team to devise their own scenes, to perform, to evaluate the work of others and reflect upon their experiences.

There is an opportunity for students to take drama GCSE, AS/A Level and to participate in dance and drama workshops with visiting theatre companies, such as Frantic Assembly. The department has a consistently successful exam pass rate, with last year's GCSE results including 87.3% A*-C and there is an increasingly good uptake of the subject. At present we are following the specification offered by Edexcel, although this is subject to change.

There are regular trips to the theatre; and opportunities for extra-curricular activities. In the past two years we have performed 'Les Misérables' (school edition) with over 100 actors and 'West Side Story,' both of which were highly successful. We are currently rehearsing a KS3 drama club project of 'Peter Pan' to be performed alongside originally composed music for Expressive Arts evening.

In the last three years all Year 12 and 13 drama students have visited London to watch plays and to tour both the Globe Theatre and backstage at the National Theatre. Students have also had the opportunity to take part in National Theatre acting workshops with professional West End actors and directors, giving them a real taste of the theatre.

Music

The department is housed in a purpose built area, including an upper floor containing 4 practise rooms. We are extremely well resourced and each room contains a piano/keyboard, drum kit, amps and guitars etc.



In years 7-9, students receive one lesson per week. Music is also offered at GCSE, and A level; currently following the specification offered by OCR. We have just introduced A Level Music Technology.

We provide a wide range of ensemble activities, including Orchestra, Big Band, Little Big Band, Junior and Senior choirs, Barbershop and various other vocal and instrumental groups. We hold two major concerts each year at Christmas and Easter, but students have many other opportunities to perform at events throughout the year, and also often organise themselves into groups – we are a busy department!

The Big Band and musicians have travelled to New York, Hong Kong, Paris, Lisbon and recently The Netherlands where they have performed to appreciative audiences. They are also frequently asked to perform for local events and fund raising concerts in local churches.

Visiting teachers provide instrumental tuition covering all orchestral instruments, as well as voice, drums, piano and guitar. These lessons are taught weekly and a termly fee payable.

Modern Foreign Languages

Our aim is to equip students with the skills to become successful and confident in a foreign language, be it for holidays, work or for academic study. There is equal emphasis on the four skills of listening, speaking, reading and writing. We use a variety of activities including role play, pair work, group work and games. We also use ICT and the Internet to support and enhance learning, and subscribe to Linguascope.

The Faculty is well resourced and lessons are taught by specialist teachers. Each classroom is equipped with a data projector or an interactive whiteboard.

Currently our Key Stage 3 students study French for 3 years. They are grouped according to ability/potential. Spanish is offered as a GCSE Option in KS4. At Post-16 we offer AS/A2 French and, where numbers allow, Spanish.

We also offer support to EAL students who wish to take a GCSE in their mother tongue as well as students who have spent time abroad or who are bi-lingual. Recent examples include: Polish, Dutch, Russian, Portuguese, Japanese and Spanish.

During Curriculum Extension Week we provide the opportunity for students to visit France or Germany. There is also a French Exchange with a school in Brittany. More locally, our students have the opportunity to attend languages events at Exeter University, take part in clubs and email exchanges with their peers in France, experience a French theatre production in Year 7, and take part in an extra-curricular languages course in Year 9.

Physical Education



We offer two lessons a week in Years 7 to 11 with the opportunity to study GCSE PE, and BTEC Dance in Key Stage 4, and BTEC Sport in Years 12 and 13.

We have excellent facilities with a full astro turf pitch, four flood lit tennis courts, extensive playing fields, a gym and use of 2 sports halls. The town's leisure centre is attached to our campus enabling us to use the dance studio, sports hall and fitness suite.

Students have the opportunity to engage in all the major games, gymnastics, trampolining, dance, aerobics, athletics, cross country and fitness courses.



Students are also given a range of leadership opportunities in PE lessons, during sports festivals and competitions.

Lunchtimes and after College see many different games being coached and played, and many opportunities for competition with an extensive fixtures and inter house programme.

Computer Science and Business Studies

Prepare pupils for success in a digital world of Computing and Business

The Computing and Business Faculty has a strong, enthusiastic, innovative team of teachers who aim to engage all pupils in learning the importance of Computing and ICT skills today and for their future. We cover Digital Literacy and Computer Science so that pupils can experience the breadth of Computing and ICT. We believe all pupils should be challenged to reach their potential.

Key Stage 3

We aim to develop the skills that pupils have learnt in their Primary education, engaging pupils and providing a rounded and exciting education. Pupils cover the following topics:

- Internet Safety - Learning about the risks of Digital Communication, keeping safe and the dangers of the Misuse of Technology.
- Computer Science through game creation - Pupils are challenged to use their logical mind and write a computer program.
- The risks of Digital Communication - Extending the learning of keeping safe in the Digital World.
- Animation - Using their creative minds to communicate messages through animation
- Multimedia - Opportunities to be creative with video, podcasting and website design.
- Information Technology - Learning about the hardware and software behind the latest technologies and how they impact on our lives
- Computer modeling - Using a range of models to make predications and find solutions

Year 10 and 11

- Students have the option of undertaking the GCSE equivalent TLM award for ICT at Level 2. This is a practically assessed qualification with an online exam to be taken at the end of the course.
- A more academic approach is available through GCSE OCR Computer Science. This is regarded as the 4th science in the curriculum and is included in the English Baccalaureate suite of subjects.
- We offer a BTEC Business Studies course which explores a wide variety of differing Business concepts and will encourage pupils to consider the impact of the business environment, setting up a business, people in business, marketing and customer needs and business finance.

Post 16

- Students have the opportunity to undertake BTEC Business at level 3.
- Also on offer is the Cambridge Technicals in ICT at level 3. This is a practically assessed course which requires students to complete a total of 6 modules relating to a wide range of ICT tasks.

Enterprise Education

Enterprise Education provides opportunities for students to develop their ability to handle and respond positively to change and work in a team. It helps develop their creativity, ability to manage finance and improve their business and economic understanding.

It is provided through a programme of enterprise content during Extended Learning Days. These are:

- Year 7 – The Nat West Challenge – student using teamwork and creativity to produce a tender for catering at a major event.
- Year 9 – BP Challenge – students buy and sell oil to make a profit, by learning to take responsible risk.
- Year 10 - The Marble Run Challenge – students work in teams to get creative and make the longest marble run against a deadline.

All tutor groups are also challenged to make as much money as possible from a £20 'start up' loan in the run up to Christmas. They will need to repay their loan with interest and a sustainability tax, but the profits are theirs to share amongst themselves!

Health & Social Care KS5

Health & Social Care is taught at Post-16 depending on course uptake. Students have the opportunity to gain a level 3 Cambridge Technical Introductory Diploma in Health & Social Care. Over the course of 2 years students compile portfolios of evidence having explored a range of topics in Health and Social Care including communication, development through the life stages, working in Health Care, dementia care, dealing with challenging behaviour, caring for young people and understanding the psychology of ill health. The course also provides opportunities for students to visit care services and practitioners.

The current course provider is currently being reviewed

Health & Social Care BTEC first Award in Health and Social Care.

This is a practical course which is an excellent foundation from teaching, nursing or working with the elderly. The course comprises of 4 units of study. Unit 1 is an externally tested unit and covers human lifespan development. The remaining 3 units are projects which currently look at Care Values; Nutrition and Health; Health promotion. The course does involve working with people of different ages in a range of settings.

Psychology KS5

AS and A Level Psychology is taught at Post-16 depending on the course uptake. Psychology is the academic study of human mind and behaviour offering explanations for how we think, feel and behave in a variety of contexts. Students have the opportunity to explore a variety of different topics, approaches and issues for instance memory, obedience, aggression, issues in mental health, criminal and environmental psychology, research methods employed by psychologists and many more.

Learning Support Faculty

An Introduction to the Learning Support Faculty:



The Learning Support Faculty provides support for students who have needs or disabilities that affect their inclusion in mainstream education.

Our faculty consists of around 20 Teaching Assistants, three Special Needs Teachers, two Literacy Tutors, two Numeracy Teaching Assistants, a Team Leader for the Teaching Assistants, an Assistant SENCO and is headed up by the Special Educational Needs Coordinator (SENCO), Suzi Blunt.

Our Achievements:

We are very proud of our students' achievements, both on a personal and social level, and academically. Our students achieve well at Key Stage 4 with statemented students, as a group, doing particularly well, often exceeding their predicted grades.

What OFSTED (2014) have to say about us:

'Students who are disabled, have special educational needs or who qualify for additional government funding, all make excellent progress, with many attaining high grades in GCSE and A Level courses.'

'Students who are disabled or who have special educational needs make excellent progress because of the high quality support they receive from additional staff.'

A Whole School Approach to Supporting Students with Special Education Needs:

The Learning Support Faculty plays a very important role in the whole school. 9% of students at Okehampton College have a recognised additional need. This figure includes students who range from those who are gifted and talented high achievers to those who are not independent readers or writers. The needs we support in this college include students with a specific learning difficulty (such as dyslexia or dyspraxia), students with additional needs in the Sixth Form, students with physical, auditory and visual needs, those with recognised learning needs which affect the way they process or retain information and those with mental health and communication difficulties.

We believe very much in an inclusive education for all students. For the majority of time students will be supported in mainstream classrooms. Different faculties operate different systems with regards to setting pupils by academic attainment. Some set after Christmas of Year 7, whereas some teach mixed ability all the way through the school. This is down to the learning needs within each faculty area. It is very beneficial for students to mix with a wide range of students and be part of mixed ability classes for their self-esteem and for their social skills. Okehampton College students are more than used to seeing our Teaching Assistants in their classes, supporting the learning of individual students and the whole class, as appropriate.

Whole staff training and information is very important within a secondary school. We provide class teachers with a range of information on different needs, not only how to recognise and support those needs, but also what it is like for a student with those needs. This training is not limited to 'training days' and includes working closely with teachers in their class rooms during term time.

SEND is considered a priority with the whole school. All of our senior management, including the Executive Principal, Mr Chapman, have experienced a day shadowing a student with Special Education needs so that they can experience the college through the eyes of students who can find education more of a challenge.

Support Offered by the Learning Support Faculty:

We have a staff of highly trained Teaching Assistants and teachers in Learning Support. We have experience of a very wide range of difficulties and we feel that we are particularly experienced in supporting students with Autism, Asperger's Syndrome and Dyslexia, (Dyslexia Friendly Award).

We tailor all support to meet the needs of the individual student. We judge their need on a variety of different aspects including: conversations with the primary school, Key Stage 2 SATs results, CATs results (done at the beginning of Year 7), the results of the reading and spelling tests done by our Literacy Tutor, in the autumn term and conversations with parents/the student and information/data received from the primary schools.

Having said this, no support is set in stone and we constantly monitor progress and adjust support accordingly. For Statemented/EHCP students we pride ourselves in not just putting in the support of the recommended hours as required by the individual student's statement/EHCP, but in many cases by going beyond this in either additional TA support, or by small class, group, paired or individual teaching as we feel appropriate.

The support that your child needs will be regularly evaluated by the Learning Support Faculty. Currently the range of support we offer includes:

- Small SEN English groups taught by specialist SEN teachers for students who are particularly weak in Literacy
- Extra English (timetabled against mainstream French) to support students who are particularly weak in literacy. These lessons usually have a ratio of less than 1:10 and are used to pre-teach cross curricular literacy.
- Small SEN Maths groups and dedicated Numeracy Teaching Assistants working in the Maths Faculty.
- ARROW computer programme (Aural, Read, Respond, Oral, Write) which has had great success supporting students who have difficulties with reading, writing, spelling and speech and language issues and supports people up to degree level.
- After school intervention targeted at those students working at level 4 and below to help them improve their GCSE capabilities..
- Social Skills group to support students who have difficulties with language and communication, run by a HLTA with ASC Specialism.

- Lunch time and break time 'Duty TA Staff' (both indoors and outside) supporting pupils accessing the canteen, toilets and facilitation cooperative social intervention/play.
- Buddy system for reading and for social skills. We buddy up some students with an appropriate older student to give them support and encouragement from a peer. Quite often the buddies we use are students who have had difficulties in the past themselves and who can therefore empathise with the student. This system is known as 'Paired Reading'.
- Close teaching assistant support for students with Autism or Asperger's Syndrome who find coping with school more demanding at times.
- Draw and Talk which supports students who are emotionally vulnerable and students with Asperger's or Autism who benefit from Social Stories.
- Breakfast Club. Open to all students in the canteen from 8am - 8:30. Students are able to buy breakfast and two learning support staff are on hand to help with homework or with any problems or worries that students have, before the start of school, Monday - Friday.
- Break time Club. A social club indoors where students can eat and socialise in a staffed environment.
- Homework Club – daily during tutor time staffed by members of the Learning Support Faculty.
- Homework After School Club - Tuesdays, 3.30 – 4.30 p.m. staffed by members of the Learning Support Faculty, to support pupils with issues around Home Learning.
- Crafty Capers – daily indoor craft club supported by Learning Support TA's at break time.

In addition to this we have support through Community Lynx which includes services such as a Parent Support Worker. We also use Tor Support Services who offer counselling for young people.

Our SEN groups are not 'sink groups' and the behavioural expectations are as high as those of a mainstream teacher. Indeed, it might be said that because of the higher staff to student ratio there is even less opportunity for poor behaviour in these groups! Students are selected for the SEN groups purely on their academic and learning need and never just based on their behaviour.

For our EHCP/Statemented students we use a 'student centred reviews' approach for our annual reviews, which places more emphasis on the student's needs and ensures they are at the centre of conversations about their progress rather than on the periphery being talked about rather than to. All students with SEND have a 'key worker'. Plans for these students are reviewed termly with their key worker, and shared with parents/carers. These plans are known as IP's (Individual Plans) and they form part of the 'Graduate Approach' to SEND.

We support students with English as an Additional Language through a range of strategies depending on the needs of that student. We use video conferencing to link with other speakers of their language. We also assess our English as an Additional Language students regularly to check on their progress with English.

We liaise regularly with external agencies in the support of all of our students where necessary, including students who are Children in Care and those who need specialist support from one of the Devon advisory services.

Our Educational Psychologist is Jimmy Joy. We can refer students to him for assessment if we are concerned that they may have a barrier to learning that we are not aware of. He also advises us how best to support students with different needs and learning styles.

Transition from Primary to Secondary School

We place great importance in the transition between Primary and Secondary School. Transition for all students includes a taster day and a Science day. We also appreciate that some students will need more support and therefore we can offer a flexible package for more anxious or socially vulnerable students. This includes coming for extra visits with TAs or their friends, meetings between the parents/carers and young persons and the SENCO/Assistant SENCO, joining in with some current Year 7 classes to get a 'taste' of College life.

Once at college our transition support does not stop. The Assistant SENCO, Mrs Humphreys, supports SEND Year 7 very closely during the first two terms at college. She is also involved in observing students in lesson. She also goes into Primary schools to meet students during Year 6 and may attend school based DAF/CAF/TAC meetings on behalf of the College.

Members of the Learning Support Faculty liaise regularly with SENCOs from primary school, attending Year 5 and 6 reviews and discussing students' needs at the Okehampton Learning Community SENCO meeting which is held termly.

I hope that this brief overview of how we might help your child should they come to our school is helpful. Obviously we cannot cover everything here so please feel free to get in touch with us for more information and to discuss your child's needs in detail.

We welcome and encourage parents to contact us for information or to make us aware of any problems or issues as soon as possible. It is important that we work as a team to ensure students thrive and achieve at secondary school. Please get in contact if you feel there is anything we need to know or if there is anything we can help with.

Ms Suzy Blunt
SENCO & Head of Learning Support
01837 650910 Ext. 228
sblunt@okehamptoncollege.devon.sch.uk

Mrs J Humphreys
Assistant SENCO
01837 650910 Ext. 226
jhumphreys@okehamptoncollege.devon.sch.uk

Child Protection and Safeguarding at Okehampton College

The Child Protection Officers, who work within the Faculty of Inclusion and Safeguarding at Okehampton College are:

Mrs C Edwards (Director of Inclusion and Safeguarding)

Mrs N Stoneman

Mr S Freeman

Reserves:

Mrs K Hoggins

Mrs S Simmons

They can be contacted via the main school switchboard or on the direct line number: **(01837) 650914**

*“Safeguarding and promoting the welfare of children is **everyone’s** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children...If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action”. (Keeping Children Safe in Education, statutory guidance)*

We consider the safety and wellbeing of students in our care to be paramount. We are robust in our screening and checking of new staff, all staff are identified by the blue college lanyards and photo id that they wear. All visitors to the college site (including parents) are required to report to main reception. They will then be met and accompanied by a member of staff.

All students have assemblies and training around keeping themselves safe, both from Child Protection Officers and through their programme of PSHE.

We have a duty to follow up any concerns raised in regard to the safety and wellbeing of our students. We work within the framework of the Keeping Children Safe in Education statutory guidance and work with Children’s Social Care and liaise with the Police and other agencies where appropriate. The aim of any service, be it school, Police or Social Care, is to support families to achieve a successful environment for children to thrive.

We will always listen to a child and then take action where appropriate. We believe in confidentiality not secrecy. We also work closely with families to support students consistently as a team. We can also recommend support and information for parents around common teenage issues.

For further information about Safeguarding please see our Safeguarding Policy which is published on our website and is reviewed annually. Our governor with special interest for Child Protection is Mrs Jane Lake.

If you have any concerns or queries please contact a member of the Child Protection Team.

Post-16 Education

Students staying on at College after GCSEs have a wide range of choices (see **curriculum paths**) following either a subject based course of AS, A Levels and/or BTEC Nationals in Years 12 and 13, or a vocational based course for one or two years.

Each Post 16 student has a personal tutor who monitors progress and offers support and guidance in making those crucial decisions for the future. Post-16 education is very different; students are expected to take far more responsibility for their learning. Teaching styles are different - more like university seminars.

BTEC National courses are offered in Sport, Business, Health & Social Care and Science. These offer an alternative to AS/A-Level courses in that they are entirely coursework based! They are worth the same as AS/A-Levels.

Post-16 has a student Head Boy & Girl, who along with the Senior Student Team drive Post-16 forward and promote its achievements. In addition they coordinate fund raising events for chosen activities. All students are expected to contribute to College life as well, volunteering to help with younger students in all sorts of ways in different subject areas.

The Post-16 Centre allows students a base in which to study and relax. It contains its own ICT suite, Internet Café, Workroom and Common Room.

A Student's Perspective

Fewer subjects are studied, there are fewer people in each class and a less formal relationship with staff develops.

This relationship with teachers is fundamental to an understanding of the transition between GCSE to Sixth Form. A much higher level of maturity is expected of students, we are given more freedom and expected to respond to this freedom responsibly.

The dependence on teachers to 'chase me up' shows I hadn't yet realised the secret to a successful transition from GCSE to Sixth Form ... be aware that being in the Sixth Form is about working because you want to. Not because you have to. ...Sixth Form Student

Post-16 Ethos

Okehampton College Sixth Form aims to offer a wide range of courses while retaining close-knit pastoral care. Students are encouraged to undertake a variety of different extra-curricular activities alongside their academic studies.

Learning Resources Centre



We opened a newly refurbished Learning Resource Centre in November 2009. This centre houses an extensive range of library books to cater for all year groups. The books currently include fiction and non fiction as well as books for emerging and reluctant readers. A new sixth form and staff shelf is now available and more competent younger readers may borrow from this shelf with parents' permission. We are also adding to our general teen fiction regularly and hope to stock all the current trends throughout the year to keep students coming back for more.

Suggestions by students for new reads are always welcome and there is an electronic suggestions link on the library website for students to request certain books they would like to see in the library. We also have a silent study room and a reprographics service for any photocopying needs a student may have.

The LRC is open and staffed throughout the week and a timetable of exact times is available on the school website via the VLE. We have invested in the Eclipse.net library software which enables students to search for books in our on line catalogue and reserve books whilst at home. They can also see at a glance what books they have out and when they are due to be returned. Book reviews and book recommendations are also part of the site along with linked websites and resources for a complete research facility. We hope this interactive software will encourage more students to access the library and become part of a whole new reading experience.

Our dedicated Library page which has the link to the eclipse software also has a wealth of resources for students to access, such as web links for specific subjects as well as book recommendations by staff. It is here you will also find out about library events and clubs that will run throughout the year.

Curriculum Enrichment

After College Activities Programme - Transport

The College is keen to encourage as many students as possible to take part in the wide range of after College activities available on Tuesday, Wednesday and Thursday afternoons every week. In support of this aim, the College provides three late buses which cover the majority of our catchment area in their routes to ensure students can get home safely. Buses leave College at approximately 5.10 p.m.



Students wishing to use a late bus need to request a late bus pass from the member of staff running the after College activity and hand it to the member of the College's Senior Leadership Team on late bus duty when boarding.

Curriculum Extension Week (CE Week)

For one week in July every year, the College collapses the regular timetable to provide students in Years 7, 8 and 9 a week of exciting curriculum extension activities. The offer ranges from foreign residential to College based activities and caters for all tastes and interests.

Curriculum Extension Week enables students to challenge themselves, learn new skills, develop socially and make new and lasting friendships. It is one of those events that is remembered with affection by former students many years after they have left College.



Courses offered in July 2016 included: Active Out & About, Animal Antics, Chills & Thrills, Crafty Capers, Jolly Paris, Fast & Furious, Jersey, Museums and Magic, Outdoor Adventure, Skirmish & Survival, Ready Steady Cook, Total Drama and many, many more.

From October 2016 students will now be able to view and select their options for CE Week online through the College website. Booklets will also be available for students unable to access the information online.

Duke of Edinburgh's Award Scheme

The Duke of Edinburgh's Award is offered to students in Year 10 and above. They follow a programme encompassing volunteering, physical recreation, skills and an expedition. Depending upon the level of entry - Bronze, Silver or Gold Award - they will undertake these for between three and eighteen months each. The award culminates in 2, 2 day expeditions where pupils carry all that is required to be self-sufficient through-out the expedition.

Full details are available throughout the College year from Mr M Bailey, Mr R Boyce & Miss N Wilcock.



Celebrating Achievement

Key Stage 4 Graduation

Students in Year 11 collect graduation points. They need a certain number of points to graduate along with points awarded for progress, approach to learning and attendance. They can also accumulate additional Graduation points from extra-curricular activities that they do, both in and out of the college. Those that fulfill the criteria are invited to a Graduation Evening held in College for both parents and students.

The Ball is not linked to graduation and is a Leavers' Ball, with every student in Year 11 eligible to attend. The only thing that would prevent a student from attending the Ball would be their standard of behavior during Year 11.

At the end of Year 10, a similar system is applied to the cohort and there is a mock graduation for those who are on track to graduate at the end of Year 11.

Awards Evenings

Once a year we hold an awards evening for those students who have shone in a wide variety of ways. Citations are made by teachers who have worked closely with the students and it provides an opportunity to invite back students who have left for Higher Education or those who have taken up careers.

We have a similar event for those students who have excelled in Key Stage 3.

Preparing for life outside College

Sex & Relationship Education

The Science Faculty covers all aspects of sex education that are compulsory in the National Curriculum. The PSHE curriculum supports and builds on this information through PSHE, Citizenship and Beliefs and Values lessons, Extended Learning Days and assemblies. The school nurse and relevant outside agencies and organisations play a vital role in assisting us in the delivery of SRE as well as a trained SRE team of teachers.



The aim of SRE is to provide students with accurate information and to help them develop essential life skills and positive attitudes and values. Feedback and discussion from students is extremely valuable and their thoughts, feelings and views help us plan for an appropriate and necessary SRE programme. Most importantly students are guided to make good and safe decisions about their sexual health and relationships. Parents have the right to withdrawal students from SRE.

Personal Social Health Education

PSHE is delivered through discrete lessons in Year 7 and year 8, covering topics such as First Aid, Diversity, Mental Health, Loss and Bereavement, Puberty and Friendships, with a plan to roll this out into Year 9. This programme is complemented by a thematic approach for all years on Extended Learning Days, delivery through subject areas, tutor time activities and assemblies. Visiting speakers, the school nurse, organisations and other relevant bodies join us in delivering PSHE so as to provide expertise, knowledge and contrasting opinions, in order to invite discussion and debate. Feedback and discussion from students is extremely valuable and therefore very much encouraged throughout. Their thoughts, feelings and views help us plan for an appropriate and necessary PSHE programme in order to meet their needs and help us create a happy, responsible and independent student body.

Careers Education and Guidance

Careers education became a statutory part of the school curriculum from September 2014 for all students in Year 8 and above. At Okehampton College, we recognise the importance of developing the whole student and thus we provide designated career lessons from Year 7 right through to Year 11. In addition to these sessions students in KS3 receive two enterprise lessons each year to develop their creative and business skills.

For students in Years 12 and 13 faculties take the lead in supporting applications to Russell Group Universities and other leading institutions. Options are personalised to raise aspirations and we support students to actively manage their careers as they strive for excellence.

For our less academic Post 16 students we offer a range of vocational programmes which include employability sessions and support to apply for apprenticeships and full time employment. Provision is personalised to ensure students develop their independence and confidence.

Integrated careers programme

To ensure we inspire and challenge our students to achieve their potential, we operate an integrated careers programme working closely with Careers South West, local businesses and a range of other Colleges and professional bodies.

Opportunities to visit Universities participate in competitions and undertake 'taster' sessions in business are actively sought for our students, as we challenge all to achieve their potential.

Students in years 11 receive targeted one to one support from Careers South West, who provide impartial career guidance on courses, apprenticeships and training programmes.

Post 16

Research – Which university will meet my needs? Extended learning day Personal statements

Supporting Students

Advice, help and support for students and parents are available at every stage of a student's College career in order to maximise achievement and success in whichever field or area a student may choose.

The College prides itself on its strong pastoral support system, based upon vertical tutor groups. A House system operates whereby students are placed in one of four Houses on entry to College. Each House is overseen by a Student Progress Leader who works closely with form tutors to ensure pastoral and curriculum matters are addressed quickly. Vertical tutor groups see students from Years 7-10 coming together for morning and afternoon registrations, so allowing interaction between the ages and greater opportunity for students to take on responsibility within their forms.

When students enter Year 11, they will be placed in tutor groups comprising only of Year 11 students. This is to allow us to support them fully as they approach their GCSE exams. Their tutors will oversee their final preparations for the exams and implement appropriate strategies to help them meet the demands placed upon them to be successful.

Students register in their tutor groups twice a day. This means that the tutor will get to know their tutees best so please contact the tutor in the first instance.

We hope that everyone will support their House by joining in the many House competitions.

Students will be taught in their year groups. A variety of groupings are used within College and these are determined on a faculty to faculty basis.

Student Health

The College employs two First Aiders who provide support to students who are injured or taken ill during the College day.

The College also receives regular visits from Health Authority school nurses who provide a confidential service to students and their families. Health Authority staff will support with issues such as relationships, family and friendship difficulties and bereavement.

Through our partnership connections with Community Links, College students are also able to access counselling support with Tor Support Services. Counselling support is usually agreed through our College Student Progress Leaders, College Child Protection Officers or Inclusion Staff from the Mill Leat Centre.

Year 8 - The HPV Vaccine for some types of cervical cancer will be offered.



Year 10 - The Tetanus, Polio & Diphtheria & Meningitis C vaccines are offered to all students in Year 10.

If immunisations are not completed within College, parents are advised to contact their GP and make alternative arrangements.

Education Welfare Officer

We have an EWO based on site, part-time, whose job it is to liaise with parents and students about a range of matters including attendance, counselling, support, encouragement and transport.

Where necessary the EWO will liaise with other support agencies and work with families to enable children to benefit fully from their education through regular College attendance. It is expected that students attend College every day and in the event of illness parents should inform the College every day of absence.

Students with Special Educational Needs and Disabilities

All students are entitled to a broad and balanced curriculum. We seek to assist all students by taking into account their intellectual, behavioural, emotional and physical needs.

The College aims to integrate students with Special Educational Needs and Disabilities into both the academic and the social life of the College to enable each student to reach his or her full potential.

Our aim is to ensure that all students enjoy their College life and develop positive attitudes to all aspects of education.

Please ask for our information booklet 'A Parent's Guide to Learning Support', for further guidance.

Policy For Differently Abled

The College is fully committed to providing full educational provision for students who are differently abled.

There is access to the majority of teaching rooms so such students can follow a curriculum common to all, including all examination classes.

High Achievers and Talented (HAT) students

1. Principles

The College is dedicated to providing an outstanding learning environment where all individuals thrive. This policy explains how we identify our high achievers and talented students in order to nurture and develop such individuals in a personalised way.

We define **High Achievers** as “individuals who have the ability and or potential to excel academically in one or more subjects. We define **Talented** students as “those who have the ability to excel in practical skills such as sport and artistic performance”.

2. Identification

Students are identified as High Achievers using a variety of the following sources:

- CATs score (Mean score of 120 or above).
- A target level of, or currently attaining, 7A or above at KS3.
- A target level of, or currently attaining, 6 or more A or A* at KS4.

Students are identified as Talented using individualised subject area criteria and staff recommendation.

Other sources for identification include information from primary schools, parental information, assessment data and staff information.

Information about High Achieving and Talented criteria is made known to students, parents and staff on the progress report and SIMs.

3 Curriculum Provision

The needs of High Achievers and Talented students are met as part of standard differentiated classroom provision. This may include:

- Encouragement of higher order thinking skills.
- Challenging learning situations where resilience is encouraged following failure.
- Exploring unusual topics.
- Use of more demanding material.
- Encouragement of independent learning.
- Targeted questioning.
- Encouragement of creative and imaginative thinking.

4 Enrichment provision beyond the curriculum

The Okehampton College **Enrichment Calendar** contains:

- Okehampton’s Triple A Programme
- Faculty specific trips and additional qualification opportunities.
- Workshop days
- Extra curricular clubs
- Guest speakers
- Open days
- University trips and application support

College Life

The Canteen

Day to day life at Okehampton College is busy. The College has a large campus that requires plenty of walking in the course of the day. In order for students to refuel, the Canteen is open at both break and lunch time, providing a selection of hot and cold food. We also serve food at the Octagon Theatre service hatch. The Canteen is keen to promote healthy eating which is reflected in the type of food available. The Canteen also opens before College in order to provide a breakfast club for students.

Tutor rooms are open at both break and lunch times but students are requested not to eat in science laboratories.

Café Six

The café is situated in the 6th Form Centre for 6th form use only. Open from 8.30 – 2.30 daily (Cooking stops at 2.15 p.m.), there is a variety of hot and cold food available, some of which can be made to order.

Cashless System

At the beginning of the school year each student will be registered for on-line payments to enable them to access the canteen and the payment system for events and activities.

College Student Council

Okehampton College has recently changed its system of Student Councils to ensure representation for all Year groups.

There are now two Student Councils; one for Key Stage 3, including students from Years 7,8 and 9, and one for Key Stage 4, representing Year 10 and 11.

The Councils meet monthly to discuss issues that have been raised by the student body. Recently we have discussed changes to the College's canteen and menus, improvements in student toilets, and we have achieved real improvements for those students waiting for buses when it is wet.

In addition we have had an input into the environmental projects in the College and represented the College at Student Voice events run by Devon County Council and by Co-operative schools in Devon. We have also organised non-uniform days that have raised money for Children in Need and other charities.

Assemblies

Regular assemblies take place in the afternoon pastoral slot and are seen as important in maintaining not only the ethos of the College, but also the communication between staff and students.

At ends of term, whole College assemblies take place either outside or in the Sports Hall to allow a general celebration of achievement and togetherness.

COLLEGE UNIFORM

The College uniform has been specifically designed to be smart, practicable and comfortable. All students are expected to abide by the requirements as laid out below.

All Uniform requirements are available from:

DONALD'S 5 Fore Street Okehampton (01837) 52596

OK LEISURE 34 Fore Street Okehampton (01837) 52725

THOMAS MOORE 102/104 Fore Street, Exeter (01392) 255711

PERRY'S PIXELS 10 North Street Okehampton (01837) 318659

GIRLS - YEARS 7 - 11

Navy blue or black skirt of a reasonable style and sensible length

Black tailored trousers.

Plain white shirt (*with collar*)

Navy blue sweatshirt with logo

All black shoes (*No trainers*)

White or navy socks

Dark or tan tights are also suitable (*not leggings*)

Sensible waterproof outdoor coat

BOYS - YEARS 7 - 11

Dark grey or black trousers of a traditional tailored style

Plain white shirt with collar

Navy blue sweatshirt with logo

All black shoes (*No trainers*)

Sensible waterproof outdoor coat

Girls and Boys P.E. Kit - Years 7 - 11

GIRLS

Navy blue polo shirt with College emblem

Navy blue shorts

Navy blue PE Hoodie (available through College only)

White socks

Long navy blue socks

Trainers

Shin pads

Gum shields (we have a supply of these in College if necessary)

BOYS

Navy blue polo shirt with College emblem

Navy blue shorts

Navy + gold rugby shirt

White socks

Long navy blue socks

Trainers

Football/Rugby boots

Shin pads

Gum shields (we have a supply of these in College if necessary)

Please Note

Training shoes are essential for the all weather pitch.
We recommend that **ALL** College kit is clearly named.

Outdoor coats are not to be worn in lessons.

Hair styles and accessories should be sensible.

College Uniform must be worn correctly

*eg. wearing an outdoor coat or jacket in place of
the blue sweatshirt is not permitted.*

Jewellery

The only jewellery permitted is:-

one pair of small plain ear studs/sleepers

a single small plain ear stud/sleeper

NO OTHER PIERCINGS TO BE WORN IN COLLEGE

All jewellery must be removed for all PE lessons

Post-16

Whilst our Post 16 students have no prescribed uniform they are expected to dress in a manner which is conducive to a College and work environment as laid out in the Post 16 Contract. We do expect our VI Form students to set a good example of dress to our younger students.

The Head of Post 16 Education will advise where necessary and will be the final arbitrator!

**The College does not take responsibility
for the loss of clothing or jewellery**

**Extremes of fashion, whether in terms of
clothing or personal appearance, are not acceptable.**

This policy has the full backing of the Governing Body.

**The normal College sanctions will apply for infringements of the
College Uniform Policy**

College Year Dates 2016/2017



Autumn Term 2016

Thursday 1 st September	Non-Pupil Day
Friday 2 nd September	Non-Pupil Day
Monday 5 th September	All Pupils Return

HALF TERM Monday 24th October to Friday 28th October 2016 (*Inclusive*)

Monday 31 st October	All pupils return to College
Friday 25 th November	Non-pupil Day
Friday 16 th December	Last Day of Term

CHRISTMAS HOLIDAYS

Monday 19th December 2016 to Monday 2nd January 2017 (*Inclusive*)

Spring Term 2017

Tuesday 3 rd January	Non-pupil day
Wednesday 4 th January	All pupils return to College

HALF TERM Monday 13th February to Friday 17th February 2017 (*Inclusive*)

Monday 20 th February	All pupils return to College
Friday 31 st March	Last Day of Term

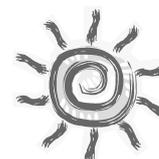


EASTER HOLIDAYS

Monday 3rd April to Monday 17th April 2017 (*Inclusive*)

Summer Term 2017

Tuesday 18 th April	All pupils return to College
Monday 1 st May	May Day Bank Holiday



HALF TERM Monday 29th May to Friday 2nd June 2017 (*Inclusive*)

Monday 5 th June	All pupils return to College
Friday 21 st July	Last day of term

The Community Dimension

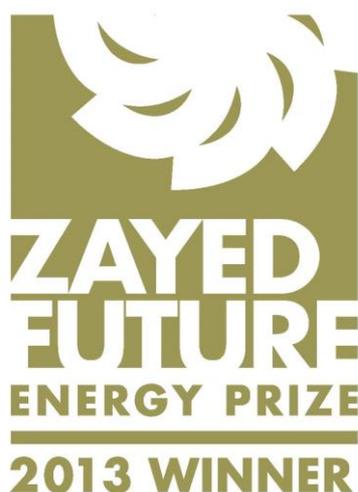
Okehampton College recognises the significance of the support it receives from the local community and is committed to developing its community role within the area and to creating an active, mutually beneficial partnership.

Active partnerships exist between the College and the Devon Youth Service (DYS), Adult and Community Learning Service (ACL), the Okehampton Learning Community (OLC), the Okehampton Community Recreation Association (OCRA), the Okehampton United Charity and numerous local sports, arts and voluntary groups. The College also benefits from tremendous support from the local business community in relation to the work experience programme, NVQ work placements, and Enterprise events.

The College is keen to foster lifelong involvement in learning and provide the community with access to College facilities.

Sustainability at Okehampton College

We have won national and international recognition for our pioneering work on energy efficiency and renewable energy. We are featured in Sustainia 100 which is a publication containing what are considered to be the world's 100 best energy projects. In 2013 we won the Zayed Future Energy Prize (Global High School Category). The pictures below show our pupils with record breaking swimmer Ellie Simmonds and receiving the Ashden Award from Sir David Attenborough. As well as the environmental benefits, the pioneering energy work produces savings which help support our core activities and provide real examples of textbook science topics. Students are welcome to join after school activities and groups to help maintain momentum with all of our sustainability initiatives.



Facilities and Resources



Okehampton College has many excellent facilities including the Octagon Theatre (200 seat capacity), a new All Weather Pitch, IT suites and various sized rooms for hire evenings and weekends.

All are available at reasonable rates with discounts for local voluntary community groups especially youth groups.

For more information, contact Mrs Blackmur in the Finance Office.

OCRA
(Okehampton Community & Recreation Association)



maintains and improves sporting/recreational and arts opportunities and facilities for Okehampton and the surrounding areas.

In 2015 we delivered activities to 5000 people and through our work at improving facilities and support of clubs, groups and individuals had a positive impact on 1000's more

OCRA runs a diverse programme for children, young people and adults. Its current programme offers a wide range of activities and initiatives: Gymnastics, Yoga, Music, Badminton, Fencing, Helping young people that can't swim at age 11, Multiskills, Cycling, Walking, Trampolining, Special Needs Activity Club,, Dance Project, Pilates, Seated Exercise, Basketball, Multi Sports and Volleyball.

OCRA has been key in raising the funds for the fantastic sporting and social facilities. You can hire these facilities for ; Tennis, Squash, Pavilion in the Park, All Weather Pitch , Sportshall, Grass Pitches and Gymnasium for groups, teams individuals, parties, meetings and events

OCRA can put you in touch with over 60 local sports clubs and a wide range of community events and offers, so like OCRA on facebook and find out what is going on locally

During the holidays OCRA runs a varied activity programme for children aged from 6-16 years. Activities on offer include: Sport, Art, Outdoor Pursuits, Environmental Play, Dance, Forest School, Extreme Sports and an outreach programme to outlying villages.

The annual Sports & Fitness Festival has over 50 events and is a great way to try new activities and also get together with friends and have some fun.

Contact Stuart Lord on (01837) 54546 or email stuart@ocrasport.org.uk

All information on our clubs, activities and events can be found on the OCRA website www.ocrasport.org.uk along with other local sporting information and contacts.



like us on Facebook and keep up-to-date with the latest information.



The Dartmoor Federation comprises:

- Boasley Cross Primary School
- Bridestowe Primary School
- Exbourne Cof E Primary School
- Lydford Primary School
- Okehampton College



Dartmoor Federation Charging and Remissions Policy

Policy approved at the Finance, Safety and Human Resources Management Group
On 7th November 2014

Adopted: January 2012
Reviewed: 7th November 2014

This Policy can be viewed on all Dartmoor Federation Satellite websites and the Dartmoor Federation website itself.

The Dartmoor Federation acknowledges individual Satellite site charges have been applied prior to this policy approval. From the 19th January this document will outline the Dartmoor Federations position on Charging and Remissions and will act as the sole guidance for all Federation sites.

This information is taken from the Education Act 1988, DES Circular 2/89:

Education for registered pupils in maintained schools is free of charge except that a charge can be made for individual music tuition....even if within school hours, except when it is part of the syllabus for public examination or part of the National Curriculum.

The Basic Education provided for pupils wholly or mainly during school hours is free.

The purpose of the policy is to ensure that there is clarity over those items which the school will provide free of charge and for those items where there may be a charge.

Definition

The school day does not include breakfast clubs and is the main taught period of lessons for pupils. There are variations to the school day across the Dartmoor Federation; lunch is not calculated as part of the working day.

The working week in the Secondary Phase is 25 hours per secondary aged pupil.

The working week for KS2 pupils is 23.5 hours, and for KS1 and foundation aged pupils is 21.5 hours. Education within these hours is wholly or mainly free. Additional charges our outlined within this policy statement.

Resources

The Dartmoor Federation will resource all lessons but we encourage parents to provide, on a voluntary basis, such items as calculators, dictionaries, additional reading material, etc., for their child's personal use. Calculators will be provided for all primary aged pupils.

Charges will be made for ingredients/materials in practical areas where a parent or pupil indicates in advance a wish to own the finished product.

Any pupil who participates in a creative project, either at Primary or Secondary phase, or activity which is outside the day to day curriculum may be asked to make a contribution to the cost of materials if they wish to retain the item created.

For Secondary pupils Examination entry fees following a full and satisfactory conclusion of a course within the school curriculum will be met by Dartmoor Federation. Other entries may be made at the parents' expense. Examination entry and tuition fees will be charged if the pupil takes special lessons outside the school day and also entry fees if the pupil is prepared privately. Charges will be made when a pupil does not complete their examination course without good reason.

Parents will be charged for the cost of replacement of broken windows, defaced, damaged or lost resources, etc., where it is the result of a pupil's action.

Music Tuition

Parents will be charged for individual or small group music tuition offered to pupils over and above the basic curriculum provision, on the basis of annual subscription. The subscription charges are set by the service providers and the Governors will annually review and agree any level of subsidy which may be made available to parents on these charges. Charges are to be paid to the service providers and Governors will not cover any shortfall.

Voluntary contributions

Voluntary contributions may be sought for activities during the school day which entail additional costs, *[for example, enrichment activities and transport to activities like swimming]* When no parent volunteers are available for transport DBS checked taxis may be used, and the cost shared equally between pupils.

If sufficient funds cannot be raised pupils may be unable to participate in activities at other Federation sites or within the Okehampton Learning Community. No pupil will be prevented from participating because his/her parents cannot or will not make a contribution, however decisions to participate and engage in enrichment activities may become more limited, and some participation may cease.

From time to time we may invite a non-school based organisation such as [a visiting drama group or storyteller] to arrange an activity during the school day. Such organisations may wish to charge parents, who may, if they wish to refuse consent for this activity.

Optional activities outside of the school day

We may charge for optional, extra activities provided outside of the school day, for example [eg clubs, leisure visits]. Such activities are not part of the National Curriculum or religious education nor are they part of an examination syllabus. Where we wish to charge, we will tell parents in advance. Where specific funding has been received to support particular activities we will subsidise the charge to the extent permitted by the funding.

Education partly during the school day

If a non-residential activity happens partly inside the school day and partly outside of it, there will be no charge if most of the time to be spent on the activity falls within the school day. Conversely, if the bigger proportion of time spent falls outside of the normal school day, charges will be made. When such activities are arranged parents will be told how the charges were calculated.

Residentials

Charges will be made for board and lodging, but there is financial support available for pupils in receipt of Pupil Premium (see Remissions paragraph below).

Other charges will be made to cover costs when the number of school sessions missed by the pupils totals half or more of the number of half-days taken up by the activity. In such cases parents will be told how the charges were calculated.

Calculating charges

When charges are made for any activity, whether during or outside of the school day, they will be based on the actual costs incurred, divided by the total number of pupils participating. There will be no levy on those who can pay to support those who can't or won't.

The principles of best value will be applied when planning activities that incur costs to the school and/or charges to parents.

Remissions Policy

No pupils should be excluded from a school activity or visit in school time on financial grounds.

Pupils in receipt of Pupil Premium are deemed eligible. In addition pupils who are experiencing temporary hardship may apply to the Executive Principal, Head of Secondary or Head of Primary for support as soon as an activity is planned, who will then consider the level to which the charge may be reduced.



Recognise that Learning is the highest priority of the College. Students should listen, respond and get down to work in a sensible mature manner. No-one has the right to interfere with other people's learning.

Everybody matters. Okehampton College aspires to be a 'Bully Free Zone' where everybody should be treated with respect. We should all work together to create an atmosphere where everybody feels they matter and can get on with their work without being distracted by others.

Self study. Homework is set regularly to enable students to further develop their skills and understanding. It is a compulsory element of College life, aimed at helping students fulfil their potential.

Pride, personal performance and appearance. In order to fulfil our potential, we all need to take pride in our work, our surroundings and show a desire to succeed. The College has a uniform and jewellery code which should be followed.

Expectations. The College expects that all of its members behave in a mature and responsible manner at all times. This includes abiding by this Code of Conduct, both in and outside of lessons. Any activity which may cause offence to others will not be accepted.

Cooperation. The College is rapidly growing in size. If it is to work properly, it requires everyone to cooperate at all times. For example, we need to cooperate when moving around the site, queuing for the canteen, waiting between lessons and getting down to work.

Time keeping. We should be on time for registration, lessons and assemblies. We should get all our books and equipment packed and ready for College in good time.

Attendance percentages are taken from September to the Summer Half Term

Attendance for 11- 16 year olds 2007/2008 = 92.00%

Attendance for 11- 16 year olds 2008/2009 = 92.90%

Attendance for 11- 16 year olds 2009/2010 = 93.10%

Attendance for 11- 16 year olds 2010/2011 = 93.90%

Attendance for 11- 16 year olds 2011/2012 = 94.01%

Attendance for 11- 16 year olds 2012/2013 = 94.01%

Attendance for 11- 16 year olds 2013/2014 = 94.90%

Attendance for 11- 16 year olds 2014/2015 = 94.90%

Attendance for 11- 16 year olds 2015/2016 = 95.1%

Authorised absence 2015/2016 = 4.00 %

Unauthorised absence 2015/2016 = 0.90 %

Total attendance 2015/2016 = 95.1%

Okehampton College Examination Results
Summer Exams 2015

GCSE

Qualification	Stu Count	A*	A	B	C	D	E	F	G	A*-C %	A*-G %
Art	53	2	11	25	14	1	0	0	0	98.1	100
B&V	210	10	24	47	48	26	31	13	6	61.4	97.6
Biology	63	7	16	18	16	4	2	0	0	90.5	100
BusStud BTEC	20	0	3	2	7	0	0	8	0	60	100
Catering	17	0	0	1	3	5	5	2	1	32.4	100
Chemistry	63	6	13	16	17	9	1	0	1	82.5	100
DoubleSciAdd	147	0	8	16	39	37	25	18	4	42.9	100
DoubleSciCore	147	0	5	14	40	42	28	13	5	40.1	100
Drama	49	0	6	12	14	9	5	3	0	65.3	100
Electronics	33	0	7	6	4	4	5	5	2	51.5	100
English GCSE	16	0	0	0	0	0	4	3	6	0	81.3
English Language	199	10	28	41	66	31	16	7	0	72.9	100
English Literature	183	6	38	69	45	21	4	0	0	86.3	100
English Literature KETO	16	0	0	0	2	4	4	6	0	12.5	100
Food&Nutrition	31	1	4	8	8	3	5	2	0	67.7	100
French	103	7	4	13	39	28	11	1	0	61.2	100
Geography	120	10	15	28	24	14	16	7	4	64.2	98.3
H&S BTEC	19	0	1	2	11	0	0	3	0	73.7	89.5
History	75	6	19	14	13	10	8	2	3	69.3	100
ICT (TLM L2 Cert IT)	58	11	28	13	6	0	0	0	0	100	100
ICT ComSci	27	0	2	4	5	7	6	3	0	40.7	100
Mathematics	211	23	40	44	48	19	17	7	5	73.5	96.2
Media Studies	46	0	6	13	9	7	9	2	0	60.9	100
Music	15	2	3	5	2	2	0	1	0	80	100
Other MFL	7	2	3	1	1	0	0	0	0	100	100
PE GCSE	45	3	1	9	15	9	6	2	0	62.2	100
Physics	63	10	21	15	10	5	1	0	1	88.9	100
Resistant Materials	44	3	2	8	14	7	4	3	3	61.4	100
Spanish	11	4	3	3	0	1	0	0	0	90.9	100
Textiles	22	2	6	11	2	1	0	0	0	95.5	100
Summary		125	317	458	522	306	213	111	41	67.1	99.1

Comparative Information on Examination Results				
Okehampton College/National Average				
		2014	2015	2016
College	% Basics	64	68	67.4
National	% Basics	58	58	
College	% English Bacc	28	36	29
National	% English Bacc	24	24	

Okehampton College Examination Results 2014-2016			
	2014	2015	2016
GCSE			
% A*-C in English and Maths (Basics)	64	68	67.4
% English Bacc	28	36.2	29.2
Average GCSE grade	N/A	C+	C
Progress 8 measure	N/A	0.47	0.18
A2 (A level equivalent)			
% A*-B	60	63	63
% A*-E	100	99.5	99.5

Okehampton College
Examination Results Summer 2016

GCE A level

Qualification	Stu Count	A*	A	B	C	D	E	A* B%	A* C%	A* -E %
Art A2	5	0	0	2	2	1	0	40	80	100
Biology A2	15	0	0	3	5	5	1	20	53.3	93.3
Biology AS	1	0	0	1	0	0	0	100	100	100
BusStud 90 credit Diploma	1	0	0	0	1	0	0	0	100	100
BusStud BTEC Y13	17	0	13	0	3	0	0	76.5	94.1	94.1
BusStud L3 Diploma	1	0	1	0	0	0	0	100	100	100
Chemistry A2	6	0	1	4	1	0	0	83.3	100	100
Communications A2	13	0	4	6	1	2	0	76.9	84.6	100
Drama A2	8	0	0	1	4	1	2	12.5	62.5	100
Economics A2	3	0	2	0	1	0	0	66.7	100	100
English Language A2	8	0	1	4	2	1	0	62.5	87.5	100
English Literature A2	11	1	0	6	4	0	0	63.6	100	100
French A2	2	0	1	1	0	0	0	100	100	100
Further Maths A2	4	0	3	1	0	0	0	100	100	100
Further Maths AS Y13	1	0	0	0	0	1	0	0	0	100
Geography A2	12	0	5	5	0	2	0	83.3	83.3	100
German A2	1	0	0	1	0	0	0	100	100	100
H&S Care A2	6	0	0	1	3	1	1	16.7	66.7	100
History A2	11	0	1	6	3	0	1	63.6	90.9	100
ICT A2	1	0	0	0	0	1	0	0	0	100
Mathematics A2	22	6	5	5	5	1	0	72.7	95.5	100
Music A2	2	0	0	1	1	0	0	50	100	100
PE BTEC L3 Diploma	1	0	0	0	1	0	0	50	100	100
PE BTEC Y13	11	0	1	0	4	4	1	9.1	45.5	90.9
Philosophy A2	5	0	1	1	3	0	0	40	100	100
Photography A2	4	1	0	2	1	0	0	75	100	100
Photography AS Y13	2	0	0	2	0	0	0	100	100	100
Physics A2	6	0	3	1	2	0	0	66.7	100	100
Product Design A2	5	0	1	2	2	0	0	60	100	100
Psychology A2	14	0	1	6	5	2	0	50	85.7	100
Science BTEC Y13	13	0	5	0	0	3	2	38.5	38.5	76.9
Textiles A2	2	0	0	2	0	0	0	100	100	100
Summary	74	8	49	64	54	25	8	55.5	81.6	97.3

Administration of Medicines Information

In accordance with the College's Administration of Medicines Policy, all parents/carers are required to follow the procedure highlighted below if their child requires prescribed or non-prescribed medicine to be administered by College staff during the school day. Your full co-operation with these requirements is essential if the College is able to ensure the health and safety of your child whilst they are in our care.

1. Contact should be made with the College First Aid team or Curriculum Support team to obtain the "Parental Agreement Form" for the administration of medicines. This form needs to be completed and returned to College prior to any medicines being brought in to College.
2. Prescribed medicines brought into College can only be accepted if they are in their original packaging with the pharmacist's label clearly stating the child's name and the required dosage.
3. If your child requires long term care, a Care Plan should be drawn up with the School Nurse Service, in conjunction with the College, which clearly states what medicines and care are required and the period of time the plan covers.
4. If your child needs to carry their own prescribed or non-prescribed medicines to self-administer (e.g. Ventolin inhaler, paracetamol, antihistamine etc.) parents/carers must inform the College First Aid team, by completing the "Parental Agreement Form", of any medication their child is taking.
5. Please ensure that you inform the College First Aid team in writing of any change to your child's medical condition or needs.
6. The College has a limited store of non-prescribed medicines for students i.e. paracetamol, in the First Aid medicines cabinet and are happy to store non-prescribed medicines provided by parents as long as they are supplied in the original packaging and clearly labelled with the child's name. The College's First Aid team are not responsible for administering non-prescribed medicines but will monitor student's self-administering if medicines are stored in the First Aid cabinet. The College require parents/carers to complete the "Parental Agreement Form" in respect of non-prescribed to allow students to self-administer.

PRIVACY NOTICE

for

*Pupils in Schools, Alternative Provision and Pupil Referral Units
and Children in Early Years Settings*

(This is suggested text which can be amended to suit local needs and circumstances)

Privacy Notice - Data Protection Act 1998

We Okehampton College are a data controller for the purposes of the Data Protection Act. We collect personal information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data to:

- Support your learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well we are doing.

Information about you that we hold includes your contact details, national curriculum assessment results, attendance information¹ and personal characteristics such as your ethnic group, any special educational needs you may have and relevant medical information. If you are enrolling for post 14 qualifications the Learning Records Service will give us your unique learner number (ULN) and may also give us details about your learning or qualifications.

In addition for Secondary and Middle deemed Secondary Schools

Once you are aged 13 or over, we are required by law to pass on certain information to providers of youth support services in your area. This is the local authority support service for young people aged 13 to 19 in England. We must provide the names and addresses of you and your parent(s), and any further information relevant to the support services' role. We may also share data with post 16 providers to secure appropriate support on entry to post 16 provision.

However, parent(s) can ask that no information beyond names, addresses and your date of birth be passed to the support service. This right transfers to you on your 16th birthday. Please tell School Administrator if you wish to opt out of this arrangement. For more information about young people's services, please go to the National Careers Service page at

<https://nationalcareersservice.direct.gov.uk/aboutus/Pages/default.aspx>

We will not give information about you to anyone without your consent unless the law and our policies allow us to.

¹ Attendance information is **NOT** collected as part of the Censuses for the Department for Education for the following pupils / children - a) in Nursery schools; b) aged under 4 years in Maintained schools; c) in Alternative Provision; and d) in Early Years Settings. This footnote can be removed where Local Authorities collect such attendance information for their own specific purposes.

We are required by law to pass some information about you to our Local Authority (LA) and the Department for Education.

If you want to receive a copy of the information about you that we hold or share, please contact School Administrator.

If you need more information about how the LA and DfE store and use your information, then please go to the following websites:

<http://www.devon.gov.uk> or

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

If you cannot access these websites, please contact the LA or DfE as follows:

- <http://www.devon.gov.uk>
- Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Website: <https://www.gov.uk/government/organisations/department-for-education>

Email: <http://www.education.gov.uk/help/contactus>

Telephone: 0370 000 2288