



# Uckfield Community Technology College

## Prospectus

270 students in each year group and 370 in our Sixth Form

Principal: Hugh Hennebry BSc NPQH

Chair of Governors: Heinrich Wasels

Downsview Crescent  
Uckfield  
East Sussex  
TN22 3DJ

Tel: 01825 764844  
Fax: 01825 744950  
e-mail: [office@uckfield.college](mailto:office@uckfield.college)  
Website: [www.uckfield.college](http://www.uckfield.college)

Dear Parents and Carers

A warm welcome to Uckfield Community College. Thank you for taking the time to find out more about our learning community.

### ***UCTC – Realising Potential***

UCTC is a College that is a strong, caring community of students, staff and parents and we are all very proud of its achievements. Our college motto is 'Realising Potential' and we constantly strive to inspire and support every child to learn and develop as mature, wise, fully rounded individuals. Our unswerving commitment is to bring out the best in your child. Our aim is for your child to grow up as an individual who not only has a deep understanding of the world but also has the emotional intelligence and strong moral values that enable him or her to be a happy and positive member of our global society.

Quotes from Ofsted Inspections:

*Ofsted "Every child really does matter at UCTC."*

*Ofsted "The College is innovative and has a record of success in raising standards and achievement."*

*Ofsted "Student behaviour is exemplary."*

*Ofsted "Teacher-pupil relationships are particularly strong at UCTC."*

*Ofsted "Your students are the most moral we have found in many years of doing inspections."*

*Ofsted "Pupils say that homework tasks extend their current learning and provide additional challenge."*

### ***UCTC – A personalised curriculum***

A big advantage of being a larger than average school is that we can offer a wider variety of optional courses from which each student can select his or her bespoke curriculum. Our ambitious curriculum prepares young people for a modern, changing world and includes traditional moral values that have stood the test of time.

There is a wide variety of extra-curricular activities and trips that enrich young people's lives.

Quotes from Ofsted Inspections:

*Ofsted "Students develop into mature and thoughtful young adults."*

*Ofsted "Students are enthusiastic and keen to learn."*

*Ofsted "Pupils feel that their teachers listen to them in lessons and that they are well challenged."*

*Ofsted "Pupils appreciate the guidance their teachers give them and they say that they know very specifically how to improve their skills and knowledge."*

*Ofsted "Parents appreciate how well their children's needs are met in lessons."*

### ***UCTC – People matter***

We believe the strong triangle of UCTC staff, you the parents and your child working together enables each student to flourish. We involve students in discussions about their learning

(Student Voice) and we not only listen to parents but actively engage you in decision making. We have Parent Forums and our doors are always open to discussions about your child's progress.

Quotes from Ofsted Inspections:

*Ofsted "Very positive atmosphere and attitudes shown by students and staff."*

*Ofsted "Teachers make better use of assessment information to plan work that meets the needs of all pupils."*

*Ofsted "Parents comment positively that their children are safe and well cared for at this school."*

Our parents are aspirational and very supportive. We always work closely with them to enable each individual to be the best they can be. Two quotes this year that parents wrote to Ofsted:

*"The ethos of this school is about encouraging young people to love learning, be interested in the world around them, take care of it and take care of one another."*

*Another parent said "I am impressed with the passion of the teachers for their subjects and that all the teachers seem to personally know my children."*

In conclusion, I make no excuses for sounding so very proud of the strengths, achievements and successes of our students. I hope you share our values and high expectations and will decide that this is the right school to give your son/daughter the best start for a truly happy future. I look forward to meeting you soon.

Yours sincerely

A handwritten signature in black ink, appearing to read 'H. Hennebry', written in a cursive style.

Hugh Hennebry  
Principal

# Excellent Teaching and Learning

***Our pledge to you... A relentless focus on inspiring and engaging learning opportunities.***

## **Key Stage 3**

The Key Stage 3 Curriculum aims to provide a broad and balanced curriculum for all students. Subjects taken by all students in Key Stage 3 are:

- Art
- Drama
- English Language and Literature
- Geography
- History
- Computing
- Mathematics
- Modern Foreign Languages (French or Spanish)
- Music
- PSHE (Personal, Social Health Education) including Careers Education
- Physical Education and Games including Swimming and Dance
- Religious Studies
- Science
- Technology

Opportunities for Academically More Able (AMA) / Gifted and Talented students exist both through extension work in class and extra-curricular opportunities. Students from Year 7 to Year 13 can also study Arabic after school as an additional learning enrichment.

## **Formation of Teaching Groups**

We believe very strongly that the way in which teaching groups are organised should maximise students' progress. We also believe that there are a number of subjects which should be taught in groups (sets) where students are at a similar level of ability.

In Year 7 students are set in ability groups for English, Mathematics, Science and Modern Foreign Languages. Students are placed in sets using Teacher Assessments and SATs results from their Primary Schools. Students can be in different sets for different subjects depending on their ability. Students can, and do, move between sets as they develop.

Setting in English, Mathematics, Science and Modern Foreign Languages continues in Years 8, 9, 10 and 11. There is also some setting in Computing, PE, Technology and Religious Studies.

## **Homework**

We believe that homework extends and enriches learning that has gone on in the classroom and also develops independent learning habits. The demands of homework increase as the student progresses through the College.

In Years 7, 8 and 9 students do a combination of regular, short (30-45 minutes) homeworks and longer (up to 6 weeks) extended projects, called Independent Studies. Full explanation and guidance for Independent Studies are given to students by their teachers and are on the College's Virtual Learning Environment (Moodle link on our website).

Every student in the College has their homework set in a way that parents can monitor what is being set, what homework has been completed by their child and when it was handed in. This homework system is available online so that students, parents, teachers and form tutors can look at it anytime and anywhere. Parents are asked to monitor their child's home study. We value parents' support and encouragement of their children's independent study and welcome regular feedback on any homework issues. In all years students have guidance and support to help them organise their learning and plan their time effectively. The homework record is regularly monitored by tutors.

## **Religious Studies at Key Stage 3**

The 1988 Education Act requires RS to be provided for all registered students at the College. It is taught according to the East Sussex Education Authority's agreed Syllabus. The two main aims of RS are firstly to give children and young people opportunities to develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers, and secondly to explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

The Education Act allows parents the right to withdraw their child from RS lessons.

## **Key Stage 4**

We aim to give every student an individual and well-balanced course during these vital years. Such a course should leave open as many doors as possible as far as a future career is concerned.

All students study to GCSE Level in English Language, English Literature and Mathematics and the majority will study either French or Spanish. As appropriate all students study either separate single GCSEs in Physics, Chemistry and Biology or Double Award Science. Those students studying the three separate Sciences will also study for an additional GCSE qualification in Statistics or Further Mathematics.

Three further GCSE subjects are chosen by students from the following list.

- Art
- Business Studies
- Child Development
- Computing
- Dance
- Drama and Theatre Arts
- Economics
- Engineering
- Geography
- History
- Media Studies
- Music
- Physical Education
- Psychology
- Technology: Resistant Materials, Food, Textiles or Graphic Products

There are various extension activities in class as well as courses for Academically More Able (AMA) / Gifted and Talented students, eg Further Maths GCSE.

Some students will be able to work towards a Bronze or Silver award from the Duke of Edinburgh's Award Scheme. This involves them in community work and additional work experience. In addition, students work towards and achieve Bronze, Silver and Gold Arts Awards.

## **Homework**

In Years 10 and 11 students are set regular homework in all subjects.

Every student in the College has their homework set in a way that parents can monitor what is being set, what homework has been completed by their child and when it was handed in. This homework system is available online so that students, parents, teachers and form tutors can

look at it anytime and anywhere. Parents are asked to monitor their child's home study. We value parents' support and encouragement of their children's independent study and welcome regular feedback on any homework issues. In all years students have guidance and support to help them organise their learning and plan their time effectively. The homework record is regularly monitored by tutors.

### **Religious Studies at Key Stage 4**

The 1988 Education Act requires RS to be provided for all registered students at the College. It is taught according to the East Sussex Education Authority's agreed Syllabus. The two main aims of RS are firstly to give children and young people opportunities to develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers, and secondly to explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

The Education Act allows parents the right to withdraw their child from RS lessons.

## **Key Stage 5 – The Sixth Form College for students aged 16+**

The Sixth Form College operates as a 'College within a College' with its own distinctive ethos. A separate, more detailed prospectus is available from College Reception and on the College website. A wide range of courses is on offer. These include Advanced Levels, Vocational qualifications and opportunities to take enrichment courses such as the Community Sports Leadership Award.

Students can select courses that develop into an individual package to suit their personal interests or their career objectives.

The following subjects are currently all available at either AS, A2 Level or BTEC

- Art
- Biology
- Business Studies
- Chemistry
- Computing
- Dance
- Drama and Theatre Studies
- Economics
- English Language
- English Literature
- Film Studies
- Food Science and Nutrition
- French
- Further Maths
- Geography
- Graphics
- Health and Social Care
- History
- ICT
- Maths (and Further Maths)
- Media Studies
- Music
- Music Technology
- Philosophy
- Photography
- Physical Education
- Physics
- Politics
- Product Design

- Psychology
- Religious Studies
- Sociology
- Spanish
- Textile Design
- Travel and Tourism
- Extended Project Qualification (EPQ)

All students in Sixth Form have the opportunity to gain the EPQ qualification, which is an excellent opportunity for students to demonstrate to employers and universities their independent research and presentation skills, and to show they have broadened their education.

Sixth Formers also have a dedicated sports lesson which is an enjoyable and sociable way to keep fit and healthy.

There is also the opportunity in the Sixth Form to work towards:

- Duke of Edinburgh's Gold Award
- Silver or Gold Arts Awards
- National Citizen Service

The following subjects are available at BTEC (Level 2)

- Business Studies
- Health and Social Care
- Hospitality
- ICT
- There are also GCSE classes in English Language and Mathematics

## **Homework**

In the Sixth Form (Years 12 and 13) students are set regular homework and/or coursework in all subjects.

# Timing of the College day

## **Mondays**

09:00 to 10:00 Lesson 1  
10:00 to 11:00 Lesson 2  
11:00 to 11:20 Break  
11:20 to 12:20 Lesson 3  
12:20 to 13:20 Lesson 4  
13:20 to 14:00 Lunch  
14:00 to 15:00 Lesson 5  
15:00 to 16:00 Lesson 6 (6<sup>th</sup> Form only)

## **Tuesdays, Wednesdays, Thursdays and Fridays**

09:00 to 10:00 Lesson 1  
10:00 to 11:00 Lesson 2  
11:00 to 11:20 Break  
11:20 to 12:20 Lesson 3  
12:20 to 13:20 Lesson 4  
13:20 to 14:00 Lunch  
14:00 to 14:25 Personal Development Time (PDT)  
14:25 to 15:25 Lesson 5  
15:25 to 16:25 Lesson 6 (6<sup>th</sup> Form only)

# Sport

## ***Our pledge to you... Excellent facilities and strong links with sports clubs and coaches***

Uckfield Community Technology College aims to get students interested in a fit and healthy lifestyle by giving them a broad range of physical experiences. We aim to develop skills which can be used after leaving College, fostering a lifelong interest in physical activity.

We are a member of the North Wealden School Sports Partnership and have extremely strong links with the Sports College Network, and our partner secondary schools in the Ouse Valley area.

We are committed to maximising student participation and achievement. Students are encouraged to participate in matches and competitions both within the College and against private and State schools.

- Sports Facilities Available:
- Well-equipped gymnasium with sprung floor
- Three Football pitches
- Four Rugby pitches
- Four Netball Courts
- Two Hockey pitches
- Artificial Cricket wicket
- Dance Studio
- All Weather Sports Pitch (3G with shock absorbing pile for rugby and football)
- Athletics track with throwing and jumping facilities for field events

We lease part of the College campus to Freedom Leisure and have daytime use of the dry-side and wet-side facilities of the Leisure Centre. These include:

- Swimming Pool (25m)
- Dance Studio
- Four Badminton courts in the Sports Hall
- Two Squash courts
- Health and Fitness suite

Students have the opportunity to participate in a wide variety of sports including Rugby, Football, Cricket, Hockey, Badminton, Basketball, Netball, Rounders, Trampolining, Tennis, Table Tennis, Gymnastics, Athletics Activities, Dance and Swimming.

Students are also offered the opportunity to gain a Level 1 Sports Leaders Award or become a Junior Football Organiser or Young Netball Organiser.

In year 12 as part of the enrichment programme students can work with the PE Department

assisting in Key Stage 3 lessons or can do a timetabled enrichment and gain their Level 2 in Community Sports Leadership.

### **Extra-Curricular Sporting Activities**

At UCTC we have very strong Inter Tutor Group competitions in many areas and throughout the College year there are competitions and matches in a very wide range of sports. Our PE Department run a wide range of extra-curricular sporting activities (before school, at break, Personal Development Time (PDT), lunch and after school).

The PE Department also run early morning and lunch/PDT time clubs in many activities and compete in numerous inter-school fixtures against local opposition, where we have a very strong reputation. The College boasts success in local Area, District and County competitions in a number of sports.

In the last three years we have also increased sports fixtures to include students who do not usually achieve representative levels. This has gone a long way to raising achievement across the ability range.

## **Computing**

***Our pledge to you... To develop in our students the skills needed to succeed in a rapidly changing digitally connected world***

We have a networked computer system with in excess of 350 PCs plus 2 Apple Mac suites which are accessible by all students throughout the day. Students and teachers have remote access to the IT system so that they can continue to work at home. Students develop skills in Years 7 to 11 through a discrete Computing curriculum. They develop the use of IT as a learning tool to aid success across the curriculum. Students are also taught to be discerning, effective and, most importantly, safe users of the Internet. ICT (Information Communication Technology) and Computing are Options at GCSE and A Level.

There are eight dedicated computer rooms with specialist Computing teachers and technicians on hand. The College has a state of the art Meru wireless network which supports students using mobile and laptop devices. Our Sixth Form students all bring a mobile/laptop device to support their learning and have special lockers where they can recharge batteries and keep their devices safe.

Students have their own secure password and directory space and they have access to the College's On-line Learning Community, which provides lesson plans and resources, email, instant messaging, forums, blogs and opportunities to extend their learning outside the classroom. The College website can be visited at [www.uckfield.college](http://www.uckfield.college).

# Chromebooks for Learning

## A typical day at Uckfield Community Technology College with One to One Chromebooks

William is at home, rushing to get ready for school, and because his Chromebook boots up in 8 seconds he is able to tell his parents what time his Parents' Evening starts.

Lesson 1, Emily is in Maths and is using the touch screen capability of her Chromebook to explore rotational symmetry.

In English, lesson 2, Jack is standing in our World War I trench in the Eco Garden, reading a poem by Wilfred Owen. This evening he will draft a poem of his own as a Google Doc which he can access in his next English lesson, because it is stored in the 'cloud'.

Harry is able to create a narrated Google Earth guided tour of Rio de Janeiro with his own commentary about urban land use in Geography, lesson 3. Later, he shares this online.

Lesson 4, Megan is in History. While most of the learning is based around sources and artefacts that the teacher has provided, she finds it very useful to look up and research extra knowledge using her Chromebook to support her thinking and ideas.

At lunchtime, Tom goes to the Reading Room and borrows an electronic book onto his Chromebook. He likes the way he can select any word that he is not sure the meaning of and he gets an explanation. When his reading was not as strong as it is now, he used to use the textspk function through his earphones and get his Chromebook to read out various subject worksheets and also to read back his own answers to check that his written work made sense.

In Personal Development Time, Charlotte is reviewing her Learning Targets and demonstrating what progress she has made on each one. These are available to be seen 'anytime, anywhere' by Charlotte, her parents/guardians, her Form Tutor, her Mentor, her Director of Year and her subject teachers, so that everyone involved in supporting her is able to do so in a well-informed way.

Yesterday evening, Katie looked through some of the materials for today's Science lesson on Moodle, so, as she started lesson 5, she already had a basic understanding of the main steps in evolution. In the Science class she is then able to move on to doing the higher level extension work.

After school, as James looked at his homework, he realised he didn't understand it as well as he had thought during the day. He uses his Chromebook to look back at the presentations and exercises he did in class. He also is able to view a short video made by one of his Maths teachers that explains how to solve quadratic equations.

# Extra-Curricular Activities

***Our pledge to you... To enrich, extend and stimulate learning beyond the classroom.***

One of the successful features of our Extended School provision is the supervised Study Support and Childcare, where students can get help to complete homework and use our learning resources in a safe and supported environment before and after school. Our Learning Resource Centre (for research, homework, coursework etc.) and Reading Room (for reading fiction and non-fiction) are both open for students to use an hour before school and for two hours after school.

We continue to offer a wide range of activities designed to enable students to learn new skills, develop an existing interest and raise their confidence. These clubs and activities represent the interests and needs of students and tend to vary from year to year. Most (although not all) are available at no cost, for instance:

- Arabic
- Archery
- Arts Award
- Art Club
- Chess
- Dance
- Drama
- Duke of Edinburgh
- Eco Club
- Electric Car Club
- German
- Innovate (a group who design and create things using new technologies e.g. Arduino)
- Lego Robots
- Master Chef
- Model Railway Club
- Music:
  - Big Band
  - Rock Band
  - Chamber Choir
  - Jazz
  - Lower School Choir
  - Senior Choir
  - String Orchestra
  - Flute
  - Junior Orchestra
  
- PE and Sport:
  - Rugby

- Football
- Hockey
- Badminton
- Netball
- Cheer Leading
- Table Tennis
- College fixtures
- Reading Network
- RepRap Club (our students design and build 3-D printers from scratch)
- Science Club
- Spiritus:
  - Drumming
  - Making and Dancing
- Startech (work backstage with lighting, sound, sets, computer controls etc. to produce all our productions, concerts, shows and performances)
- Swimming Club
- Technology Club

Tuition in musical instruments is also available and is given by peripatetic specialists. There are many performing arts productions throughout the year which are a showcase for our student talent in dance, drama and music.

## UCTC – An Extended School

UCTC is firmly established as an Extended School and is open from 8:00am until 5:00pm Monday to Friday, during Term Time. The College is also available for a portion of the school holidays.

- We are constantly reviewing and developing all aspects of the Extended School Core Offer by continuing to provide:
- High quality wrap-around childcare. Our Learning Resource Centre and Reading Room are both staffed before and after school.
- A varied menu of activities and information on activities within the community.
- Parental Support, for instance Together to Success, Together to Achieve and Induction evenings.
- Swift and easy access to a range of additional support or specialist services through the pastoral system and working with the Local Partnership for Children.
- Wider community access to a range of facilities through our lettings system and Adult Learning (ACRES).

# An Inclusive College

***Our pledge to you... To fulfil the potential of all students, regardless of ability and background.***

UCTC aims to provide a stimulating learning environment across the whole College which maximises individual potential and ensures that students of all ability levels are well equipped to meet the challenges of education, work and life.

This will be achieved by our offer to our students:

- Providing a broad and balanced curriculum
- Using flexible and responsive teaching and learning styles
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as valued members of the community
- Developing a close partnership with parents, carers and the wider community

## **Special Needs**

Students with Special Educational Needs including Physical Disabilities are supported by an individually tailored support package including one to one support, small group withdrawal, in-class support etc. The College has extra facilities to support a very small and limited number (six) of students with a Band 6 Statement for Autism Spectrum Condition.

## **Academically More Able (Gifted and Talented)**

UCTC aims to:

- Help our students to develop their skills and abilities intellectually, emotionally and socially.
- Provide teaching which makes learning challenging, engaging and enables students to reach their potential.

Organisational and in-class approaches:

- Differentiate learning opportunities in lessons and with homework so that the most able are stretched.
- Grouping of students (whether in mixed ability or ability sets) and recognition that although there may be a higher concentration of Gifted and Talented students in some groups there will be students who have gifts and talents in all groups.
- Enrichment and extension activities, and extra-curricular opportunities.
- Development of independent learning by allowing students to organise their own work, to carry out tasks independently, evaluate their work and become self-critical.

# Pastoral Care

***Our pledge to you... Every student is well known, mentored and cared for. Every student's academic progress is closely monitored and followed through with individual interventions e.g. praise or pressure.***

On entering the College students are placed in 'Tutor Groups' which consist of about 27 students of the same age and, as far as possible, the students will remain in the same Tutor Group with the same Tutor from Years 7 to 11. In the Sixth Form this becomes a 'Mentor Group' of around 15 students. The Tutor plays a central role in student development, being responsible for both pastoral care and academic tracking. Each Year Group in Years 7 to 11 is led by a Director of Year (DOY), who is supported by a Pastoral Leader (PaL). The PaL does not have a teaching timetable and therefore is able to support students' pastoral welfare throughout the College day. The Sixth Form (Key Stage 5) is led by our Head of Sixth Form, Gemma Fassam, and two Directors of Sixth Form. The Key Stage Teams are led by Deputy Principals, David Burren (Years 7 to 9) and Dan Wynne-Willson (Years 10 to 11). They have overall responsibility for the pastoral welfare of students.

## **Advice and Support**

The Form Tutors, Directors of Year and Pastoral Leaders are the first points of contact for parents in the College unless they have a particularly serious matter to discuss, when they should approach the Principal directly or one of the Deputy Principals.

## **Mentoring and Tracking**

Form Tutors are those who have daily contact with students in PDT time and in Key Stage 3 work with their Tutor Group in one hour of a Personal, Social, Health Education (PSHE) lesson each week. In this contact time they are able to advise and support students who are having difficulties of any sort.

A prime function of the Pastoral Team is 'Academic Tracking'. Individual subject teachers are responsible for the standards of work within their own subject areas, but Form Tutors and Directors of Year are the ones who see how individual students are performing across the whole range of the curriculum. From this perspective they can encourage individuals through their role as 'mentors' to realise their full potential. Member of the SLT (Strategic Leadership Team) also mentor groups or individual students on academic matters and on the appropriate choice of courses.

# Careers Information and Guidance

***Our pledge to you... All students have a broad insight into the globalised world of work and the generic transferable skills and qualities required to play a productive part in society.***

The College recognises that all students have an entitlement to impartial, regular and easily accessible careers advice.

## **Information**

Careers information and guidance is available to all students via our College Website. There is a comprehensive and up to date school careers microsite (under the Future Focus tab on the front page of the College website), which is supplemented by paper prospectuses for local colleges and UK universities available in the College's Library Careers section, the Sixth Form Study Area and the Careers drop in office. The Sixth Form also maintains an up to date library to support UCAS, Apprenticeship and employment decision making.

## **Guidance**

We have a dedicated Careers department which provides drop in and by appointment advice to all students in the Careers office during term time and on results days; email and telephone advice can be arranged during the holiday. The Careers department work closely with pastoral teams to provide accurate and up to date guidance through mentoring and tutorial sessions.

All students and parents are welcome to request individual Careers Guidance interviews.

In Years 11 and 12 a number of students pursuing vocational options at UCTC will be invited to a one-to-one interview to support their progression planning.

Further interviews can be requested by any student at any time. Sixth Form students are encouraged to make full use of the Centre's website and facilities and to seek interviews whenever advice is needed. We also organise mock interviews for students preparing for work or Higher Education interviews.

## **The Careers Education Package:**

In Year 7 students focus on understanding what is meant by Business and Enterprise, and undertake a project exploring local business to support a creative exercise based on the TV programme 'Dragon's Den'.

In Year 8 students participate in a careers education programme, The Real Game, which supports their understanding of the differential earnings and work choices on lifestyle and

opportunity. We encourage them to find out about adults' experiences in employment by discussing it at home, and wherever possible to do some work shadowing. We also give Year 8 students some hands on experience in employment as they operate the school reception desk.

In Year 9 the Careers education unit explores the changing labour market and current nature of employment opportunities and equality issues. All students have a formal introduction to Careers resources, information and decision making as part of the PSHE programme. At Options Choice time there is an important Careers input via tutorials and students are encouraged to make full use of the Careers website and other online resources, including the career exploration packages to which we subscribe, currently U-Explore and Fast Tomato, accessed via the website.

Careers education in Year 10 takes place in Tutor Groups and in small group-work throughout the year, followed by a whole day on making choices and planning for the future after their week's work experience in July; Future Focus Day.

In Year 11 during the Autumn Term there are key career inputs concerning all the options available to students at 16+. In the Summer Term work experience placements are available to students in Year 11.

In the Sixth Form an intensive High Education preparation programme is provided together with opportunities for Vocational Enrichment. A well-established profiling package ensures on-going personal support for all students, including how to write curriculum vitae and letters of application, and interview skills. Each Year, Year 12 students take part in a very memorable Interview Skills Day to prepare them for selection processes they will all face.

## College Discipline

***Our pledge to you... Students have the right to learn and work in a safe and supportive environment without disruption or prejudice.***

The College's Behaviour Policy is focused on maximising student learning, fostering student motivation and building individuals' good character. Our expectations, standards and rules promote an excellent learning environment and respect for people and property. The emphasis in the College is to motivate students to learn and behave well through rewards, privileges, praise and celebrations of success. However, we have a range of sanctions for failure to comply with our high expectations. These range from litter duty, detentions during break, lunchtime and after-school, isolation from lessons and ultimately exclusion from College.

Every lesson of the College day has a member of our Leadership Team on 'On-Call Duty'. If a student behaves in a way that seriously disrupts or disturbs the learning of other students they

will be immediately excluded from the lesson. In particular circumstances parents will be contacted as a matter of urgency.

The College has very good systems for internal communication of difficulties to keep Heads of Department, Directors of Year, Pastoral Leaders and Form Tutors informed about individual students. If these build up across the board then parents are informed. If an incident occurs needing immediate parental contact either a phone call will be made or an email sent home.

## **Exclusions**

A student may be excluded from lessons within the College, temporarily from College or even permanently excluded according to the regulations laid down by the Local Authority. We aim to re-engage any students who have become disengaged with learning. The staff in the Pastoral Team have strong links with many outside agencies so that students are supported in a coordinated way.

We also have an internal isolation room, called Restore, where any student who disrupts learning is placed to work.

## **Bullying**

We have a very robust policy on Anti-Bullying which is delivered through the Student Council and PSHE from Year 7 onwards. The clear messages behind it are:

You should speak out, whether you are the victim of bullying or notice it happening to others, or become aware of it as a parent.

Bullying will not be tolerated.

If bullying occurs it is vital for us to know about it. There are a range of actions which may be taken as indicated in our 'Anti-Bullying Policy' document, available from the College Reception on request.

## **Policy on substance use and abuse**

Uckfield Community Technology College is committed to a drugs free culture and is also a non-smoking site. Any student involved in drugs will be dealt with in line with College policy. Any student selling, giving, sharing or in possession of drugs is likely to be permanently expelled.

# Personal, Social and Health Education

***Our pledge to you... To promote high self-esteem for every student and to encourage all in our community to lead healthy, happy and fulfilled lives.***

Essential features of health education are the promotion of quality of life and the physical, social and mental well-being of the individual. It covers the provision of information about what is good and what is harmful and involves the development of skills which will help students to use their knowledge effectively.

Health education topics will permeate many areas of the curriculum; for example in Science, Physical Education and in PSHE. 'Health' is a very broad term, and includes issues such as safety, family life education, personal hygiene, food and nutrition, exercise, substance use and misuse and sex education.

It is a requirement of the 1988 Education Reform Act that all students receive some sex education; including education about HIV and AIDS and other sexually transmitted diseases. These issues are taught in such a manner as to encourage young people to have regard for moral considerations and the value of family life. The law also allows parents the right to withdraw their child from the sex education provided (except that which is part of the National Curriculum).

The College Policy on Sex Education (available from the College Website [www.uckfield.college](http://www.uckfield.college)) outlines the aims and objectives of the programme delivered to students. Many different subject areas contribute to this programme including Science, Technology, Religious Studies and PE. The scheme of learning recognises that students' needs change as they get older, and that the factual knowledge on reproduction and contraception that is taught at Key Stage 3 develops into a consideration of beliefs and values in later Key Stages.

## UCTC and the Environment

***Our pledge to you... To ensure our students play an active part in creating a sustainable future.***

UCTC has always maintained a strong commitment to the environment. We work closely with local councils and organisations on environmental projects and have installed solar panels to reduce our carbon footprint. Many departments run campaigns to raise awareness of environmental problems such as deforestation and global climate change.

On our own campus we have an established wildlife garden and many ponds. We are actively promoting wildlife with bird and bat boxes and insect hotels. Throughout the campus trees

and shrubs have been planted to help increase species biodiversity within our grounds.

Recycling programmes are well established at the College. We recycle scrap metal, glass, paper, cardboard, some plastics, batteries and compostables.

We have a thriving ECO Group at UCTC who have introduced energy monitoring and conservation as well as a nickel cadmium battery recycling scheme. The group help to manage the habitats within the garden with a view to return the area to native species and increase local biodiversity.

## UCTC and the Community

Curricular links with Commerce and Industry: As a College we are members of the Uckfield Chamber of Commerce and our Governing Body includes a number of local commercial and industrial employers. From as early as Year 7, when students first enter the College, we make industrial links part of their curriculum with local firms such as TR Fastenings and Tesco. Economic awareness is an important theme running through the College curriculum.

Links with Partner Primary Schools: We recognise very clearly that realising our students' full potential begins with the solid groundwork done by our colleagues in our Partner Primary Schools, so the strong links we build with those schools are very important. The Principal keeps in regular, close contact with Primary School Head Teachers throughout the year and close curricular and pastoral links are maintained by the Year 7 team to enable a smooth transfer from the Primary to Secondary phase of education.

## Educational Trips and Visits

***Our pledge to you... To provide an exciting range of enrichment opportunities to every student.***

Residential trips include:

- York for Year 7
- Llangorse, Wales for Year 8
- Paris for Year 9
- Christmas Markets, Lille, France/Germany for Years 7, 8 and 9
- Ardeche, France for Years 7, 8, 9 and 10
- WW1 Battlefields, France for Year 9
- Music Exchange to Elmshorn, Germany for Years 9, 10 and 11
- India/Ghana for Years 9, 10, 11, 12 and 13

- Biology/Geography trip to Cevennes National Park , France for Year 12
- Iceland for Years 10 to 13
- Costa Rica for Years 12 to 13
- NASA, Houston for Years 10 to 13

Day trips include:

- Water Sports at Hove Lagoon
- Blacklands Farm
- Harry Potter World, Warner Bros Studios
- Field Sports
- Carnivals, e.g. Uckfield, Thames, Burning of the Clocks
- Houses of Parliament
- Law Courts
- Sustainable Village at Hackbridge
- Geography Field Trips
- London Museums and Art Galleries

## Communication with Parents

***Our pledge to you... To celebrate the many successes and achievements of our students, to listen and to act robustly to further improve our College community.***

We place great importance on easy communication between College and parents as we share responsibility for the children in our care. Parents are very welcome indeed to arrange to discuss matters of concern with the College. In turn, we issue detailed reports to parents at appropriate times each year on the basis of a system of internal assessments of students' progress. We run Parent Consultation Evenings for every year group when parents can, by appointment, meet tutors and subject teachers. We do not, of course, hesitate to contact parents at other times should there be concern over their child.

We publish regular newsletters to parents and previous copies of these are on our website. All letters that are sent home to parents are also put on the website so please look there if you need to check details of events etc.

We use email a lot for communication, so please keep us informed of any changes to your email address and check we have the correct address when we send out data checking sheets. We encourage parents to communicate with us and welcome feedback. Please email, telephone or arrange a meeting with any of our staff. The Principal, Hugh Hennebry, always welcomes parents to meet him to discuss how we can make the College even better and we hold regular Parents' Forums when we gather your views.

Email: [office@uckfield.college](mailto:office@uckfield.college) It is helpful if you could indicate on all email communication who it is intended for. For example, *FAO Director of Year 9, FAO Head of Science, FAO person responsible for School Trips, FAO Student Support Assistant.*

**Please contact:**

**Reception:** Messages for students and staff, general enquiries if you don't have access to the College website, equipment and lunches that students have forgotten to bring to College.

**Teachers:** Enquiries about learning, homework, progress etc.

**Form Tutor:** All general communications about your son or daughter and the Form Tutor will involve the Pastoral Leader, Director of Year or member of Strategic Leadership Team as and when appropriate.

**Student Support Assistant:** All medical issues relating to your son or daughter.

**Student Absences:** Please telephone 01825 764844 and when prompted press 1 for Student Absences followed by 2 for students in Years 7 to 11 or 3 for students in the Sixth Form.

## College Uniform

***Our pledge to you... To uphold the highest standards of clothing and appearance to reflect our outstanding students.***

At UCTC we believe there is a strong link between students' uniform and their learning. Uniform sets a tone of positive team spirit and pride in our outstanding College. The College uniform is available from Sussex Uniforms of Haywards Heath [www.sussexuniforms.co.uk](http://www.sussexuniforms.co.uk).

### Girls

Navy fitted jacket with College logo  
Tailored reverse collar blouse – Uckfield Blue for KS3 or Uckfield Stripe for KS4  
Navy box pleat skirt or navy tailored trousers

### Boys

Navy fitted blazer with College logo  
Tailored shirt – Uckfield Blue for KS3 or Uckfield Stripe for KS4  
Tie – there is a KS3 tie and in KS4 students will design a tie for their Year Group  
Navy tailored trousers

### All Students

Optional navy V-neck jumper or cardigan with College logo can be worn in the winter months.

For full details of Uniform Expectations and regulations please refer to the College website or

ask for details at Reception.

## Admissions

We are an 'open' school in every way and warmly invite prospective parents and students to view the College during a normal working day.

Please contact:

Hugh Hennebry, Principal (prospective Year 7)

Andrew Wright, Deputy Principal (current Years 7 to 11)

Gemma Fassam, Assistant Principal (Sixth Form)

Admissions to UCTC are determined in line with East Sussex County Council policy.

Please see the [ESCC website](https://www.eastsussex.gov.uk/educationandlearning/schools/admissions/admissions_rules/decisions/):

([https://www.eastsussex.gov.uk/educationandlearning/schools/admissions/admissions\\_rules/decisions/](https://www.eastsussex.gov.uk/educationandlearning/schools/admissions/admissions_rules/decisions/)) for full details. The arrangements for the admission of children to this school at age 11+ are made by the County Council. East Sussex prefer for parents to apply for a school place online.

The College is committed to working with all young people in the area to provide an inclusive and comprehensive education for all. Parents may find it helpful to know that, if there are insufficient places available to meet demand, these will be allocated in accordance with the list of priorities below.

1. Looked after children and children who were looked after, but ceased to be so because they were adopted (or subject to residence orders or special guardianship orders) immediately following being looked after.
2. Children who will have a brother or sister\* at the school (or linked infant or junior school) at the time of admission and who live at the same address, within the pre-defined community area\*\*.
3. Other children living within a pre-defined community area\*\*.
4. Children who will have a brother or sister\* at the school (or linked infant or junior school) at the time of admission who live at the same address, outside the pre-defined community area\*\*.
5. Other children.

*\*Children are 'siblings' if they are full, half, adoptive or foster brother or sister living in the same household, including siblings attending sixth forms.*

*\*\*Each home address within the county falls within a community area although living in a community area does not guarantee a place. See the maps in the 'Applying for a school place 2017-2018' booklet.*

Tiebreaker:

- In the event of oversubscription within any priority, place allocation will be decided by prioritising applications on the basis of home to school distance measured in a straight line. This will be measured from the address point in the school (supplied by Ordnance Survey) to the address point in the family home. Previously, distances were measured by the shortest passable route from home to school.
- In the event that applicants cannot be prioritised using the tiebreaker above because the distance measurements are the same, the Authority will use random allocation to decide which children will be offered the remaining places. This will be done electronically using the Authority's admissions software.

**Children who have a brother or sister who joined the school prior to 1 September 2017 and who is still on roll will be admitted under the previous arrangement which gave priority to brothers and sisters regardless of whether they live in the pre-defined community area or not.** Where a child has been unable to secure a place at a school in his/her community area and has been directed to attend a school outside the community area as an alternative, any applications for younger siblings to attend the school will be treated as if the family were resident in the community area, as long as the sibling will still be attending the school when the younger child starts.

The closing date for applications to be returned is 31st October 2017.

# School Term Dates

## 2017/2018 and 2018/2019

2017-2018			2018-2019		
<b>Term 1</b>	<i>Staff Inset</i> Begins Ends	<i>Mon 4<sup>th</sup> September</i> <i>Tues 5<sup>th</sup> September</i> <i>Fri 20<sup>th</sup> October</i>	<b>Term 1</b>	<i>Staff Inset</i> Begins Ends	<i>Mon 3<sup>rd</sup> September</i> <i>Tues 4<sup>th</sup> September</i> <i>Fri 19<sup>th</sup> October</i>
<b>Term 2</b>	Begins <i>Staff Inset</i> Ends <i>Staff Inset</i>	<i>Mon 30<sup>th</sup> October</i> <i>Fri 24<sup>th</sup> November</i> <i>Tues 19<sup>th</sup> December</i> <i>Wed 20<sup>th</sup> December</i>	<b>Term 2</b>	Begins Ends <i>Staff Inset</i>	<i>Mon 29<sup>th</sup> October</i> <i>Wed 19<sup>th</sup> December</i> <i>To be confirmed</i>
<b>Term 3</b>	<i>Staff Inset</i> Begins Ends	<i>Tues 2<sup>nd</sup> January</i> <i>Wed 3<sup>rd</sup> January</i> <i>Fri 9<sup>th</sup> February</i>	<b>Term 3</b>	Begins Ends <i>Staff Inset</i>	<i>Thurs 3<sup>rd</sup> January</i> <i>Fri 15<sup>th</sup> February</i> <i>To be confirmed</i>
<b>Term 4</b>	Begins Ends	<i>Mon 19<sup>th</sup> February</i> <i>Thurs 29<sup>th</sup> March</i>	<b>Term 4</b>	Begins Ends	<i>Mon 25<sup>th</sup> February</i> <i>Fri 5<sup>th</sup> April</i>
<b>Term 5</b>	Begins <i>Staff Inset</i> <i>Bank Hol</i> Ends	<i>Mon 16<sup>th</sup> April</i> <i>Fri 27<sup>th</sup> April</i> <i>Mon 7<sup>th</sup> May</i> <i>Fri 25<sup>th</sup> May</i>	<b>Term 5</b>	Begins <i>Staff Inset</i> <i>Bank Hol</i> Ends	<i>Tues 23<sup>rd</sup> April</i> <i>To be confirmed</i> <i>Mon 6<sup>th</sup> May</i> <i>Fri 24<sup>th</sup> May</i>
<b>Term 6</b>	Begins Ends	<i>Mon 4<sup>th</sup> June</i> <i>Fri 20<sup>th</sup> July</i>	<b>Term 6</b>	Begins Ends <i>Staff Inset</i>	<i>Mon 3<sup>rd</sup> June</i> <i>Tues 23<sup>rd</sup> July</i> <i>To be confirmed</i>

# Rates of Absence

It is a legal requirement that we collate and publish the following information:

<b>Absence Statistics for the Academic Year 2016/2017</b>	
Total number of students on roll of compulsory school age (11-16)	1,348
Percentage of half-day sessions missed through authorised absence	5.7%
Percentage of half-day sessions missed through unauthorised absence	1.3%

## Destinations

### Year 13 Leavers – Summer 2017

In 2017 students from Uckfield College were enormously successful in obtaining their first or second choice of university. Many of our students achieved or surpassed their challenging target grades.

88% of students obtained their first choice of University and course and 97% of students obtained either their first choice, their insurance (second) choice or a place through Clearing. Of those going to university 20% have secured Russell Group university places.

Higher Education	70%
UCAS 2017 Application/Gap Year	2%
Employment/Apprenticeships	17%
Art Foundation Courses	7%
Other Colleges	4%

# Examinations

## GCSE Results 2017

Percentage of students achieving Grades 9-4 in both English and Maths	76%
Percentage of students achieving Grades 9-5 in both English and Maths	52%
Percentage of students achieving Grades 9-4 or A* - C	78%
Percentage of students achieving Grades 9-5 or A* - C	73%
Attainment 8 score	50.84 (Grade C)

## GCE A Level Results 2017

	Percentage of students at each level					
	A*	A*-A	A*-B	A*-C	A*-D	A*-E
College	8%	27%	58%	80%	94%	99%

# Examinations

## GCSE & BTEC Results 2017

Subject	Entries	9	8	7	6	5	4	3	2	1	U
English Language	265	9	16	29	60	63	45	33	8	1	1
English Literature	265	9	19	27	67	59	40	21	13	5	5
Maths	266	8	27	29	24	58	63	32	13	10	2

Subject	Entries	A*	A	B	C	D	E	F	G	U
Art	30	4	4	10	9	3				
Biology	100	8	40	38	12	2				
Business	45			10	13	13	6	3		
Chemistry	100	9	37	35	17	2				
Child Development	19		1	4	7	4	2		1	
Computing	30	4	7	5	4		3	2	4	
Dance	18	2	3	3	4	3	1	2		
Drama	38		8	20	6	4				
Economics	29		1	13	7	7				1
Engineering	36	5	4	5	10	6	1	2	1	2
Food Technology	54		5	9	12	16	7	3	2	
French	29	2	6	8	7	4	2			
Further Maths	30	5	10	11	2					
Geography	162	16	35	40	36	20	13	2		
Graphics	15			3	3	2	4	2	1	
History	74	11	15	17	17	7	5		2	
ICT	16		3	4	1	1	4	2		1
Media Studies	34	1		13	10	8	2			
Music	17	2	2	6	3	3	1			
PE	62	3	13	18	16	8	4			
Photography	38	1	5	17	11	3		1		
Physics	100	12	35	31	17	5				
Psychology	56	2	15	12	9	10	4	1	3	
RS	257	6	35	74	79	40	16	3	4	
Resistant Materials	28	2	7	4	8	2	4			1
Science Core	155		3	36	53	45	13	5		
Science Additional	155		8	39	62	32	12	2		
Spanish	49	2	8	13	13	13				
Statistics	100		26	49	20	5				

Subject	Entries	D*2	D2	M2	P2	P1	U
Animal Care BTEC	11			3	3	5	
Construction BTEC	12			4	5	3	

# Examinations

## GCE A Level Results 2017

A Level Examination Results by Subject achieved by Students aged 16, 17, and 18  
(subject to requested remarks)

Subject	Entries	A*	A	B	C	D	E	F	G	U
3D Design	7			2	4		1			
Art	4		2	2						
Biology	21	1	5	3	5	6	1			
Business	24	1	6	8	5	4				
Chemistry	22	1	4	5	7	3	2			
Computing	8	1		2	2	2				1
Drama	11		1	4	5	1				
Economics	19		5	8	6					
Electronics	4			2	1	1				
English Language	15			5	6	4				
English Literature	21	3	3	4	3	5	3			
Film Studies	14	1	1	5	6	1				
Food Technology	6			2	2	2				
French	3			2		1				
Further Maths	6	2	2	1		1				
Geography	28	1	6	7	7	6	1			
German	1			1						
Government & Politics	9	1	2	4	1		1			
Graphics	6	2				1	2			1
History	15		6	7	2					
Information Technology Applied	7			1	3	1	1			1
Maths	36	7	9	12	3	3	2			
Media Studies	11		4	2	5					
Music Technology	2			1		1				
Philosophy	2			2						
Photography	9	1	1	3	1	3				
PE	1				1					
Physics	20	3	4	2	5	3	2			1
Psychology	38	4	7	14	5	5	3			
RS	6			1	4					1
Sociology	21	1	7	9	3	1				
Spanish	2			1		1				
Textiles	5	1		2	2					
Travel & Tourism	3	1	1	1						