



Striving For Excellence By
Putting The Learner First

Be Kind, Be Polite, Be Honest, Be The Best You Can.



BODMIN
COLLEGE



Specialist Science College

Our Key Objectives

- Strive for excellence in attainment and progress of all students in all subjects
- Strive for excellence in the educational opportunities for all students in all subjects
- Strive for excellence in the quality of the learning experience for all students in all subjects
- Work in partnership with parents and carers to maximise students' emotional, moral, social and cultural development

Teaching and Learning Lessons

- 3 learning zones a day
- 100 minutes each



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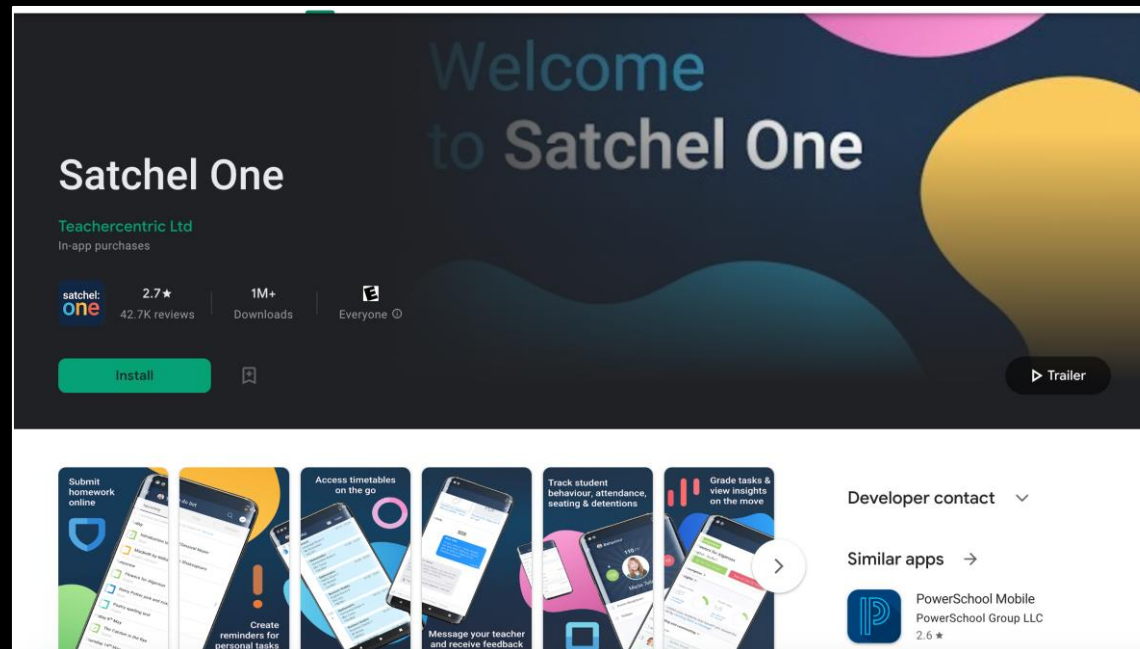


Satchel:One



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- Cloud based area for all classwork & homework
- App available
- Yr7 parents receive log in details & training in early September 2022
- Yr7 students receive log in details & training early September 2022

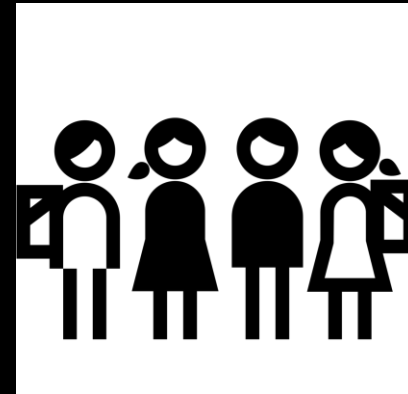


How can you support your child's learning?

- Ensure they have all their equipment for the day - Have a calendar on display at home clearly marked with different equipment needed for different days (**sports kit, musical instrument, ingredients if studying Food etc.**) Encourage the habit of looking at the schedule the night before and organising schoolbags there and then.
- Encourage your child to get organised for school the evening before. This can save them (and you!) a lot of undue stress in the morning.
- Try and resist the temptation to do everything. Your child needs to learn to manage their time efficiently.



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How can you support your child's learning?



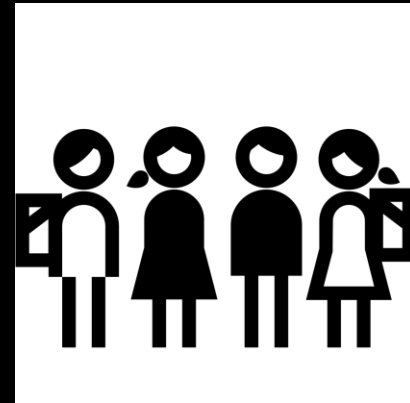
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- Show an interest in lessons & homework using Satchel:One App
- Ask if you can help:

For example; planning/preparing for a homework task or proof reading work

- Encourage reading (SORA/library/Tutor reading)
- Encourage your child to have technology breaks and switch off/relax.

Focus and concentration are vital skills for learning and so encouraging your child to have technology breaks will help improve their ability to switch on at the right times. Prioritise a technology-free hour before bedtime as this has been proven to support the recovery and growth of teenage brains while they sleep.



MONITORING & SUPPORTING STUDENT PROGRESS

- **Tasks and feedback in lessons – most useful in the moment where students can act on the feedback and improve. Every lesson.**
- **Homework and low-stakes assessment tasks:**
Satchel: One and in lessons.
 - **Will vary based on subject, frequency and assessment tasks.**

MONITORING & SUPPORTING STUDENT PROGRESS

- Holistic – More than just subject grades:
 - **Attainment** – predicted grade ranges, based on current performance.
 - **Progress** – Is the attainment at the right level for each student? Comparison with other similar students nationally.
 - **Attitude to Learning** – How are students applying themselves in lessons?
 - **Learning Target** – what do students need to do to improve?
 - **Attendance**
 - **Conduct points**
 - **Tutor comment** once a year

CURRICULUM STATEMENT



Our curriculum has been shaped over a number of years, based on students' own views, aspirations and interests to support students in becoming:

- **Successful learners** who enjoy learning, make good progress, and achieve excellence.
- **Confident individuals** who are able to live safe, healthy and fulfilling lives.
- **Responsible citizens** who can make a positive contribution to society.

In Key Stage 3, the National Curriculum provides a framework for the foundation skills and knowledge learners will acquire across a range of subjects. In English and Mathematics, a mastery approach to learning is embedded to enable students' to acquire literacy and numeracy skills to support learning not just within these subjects, but across the curriculum and beyond.



SCHOOL DAY

Zone	Times
LZ1	8.50am – 10.30am
Tutor period	10.30am – 11.00am
Break	11.00am – 11.30am
LZ2	11.30am – 1.10pm
Lunch	1.10pm – 1.45pm
LZ3	1.50pm – 3.20pm

Two week timetable (Week 1 and Week 2)

Some lessons will differ week to week, so it is important to know which week you are on to have the correct books or equipment

Subject, staff initials and room number

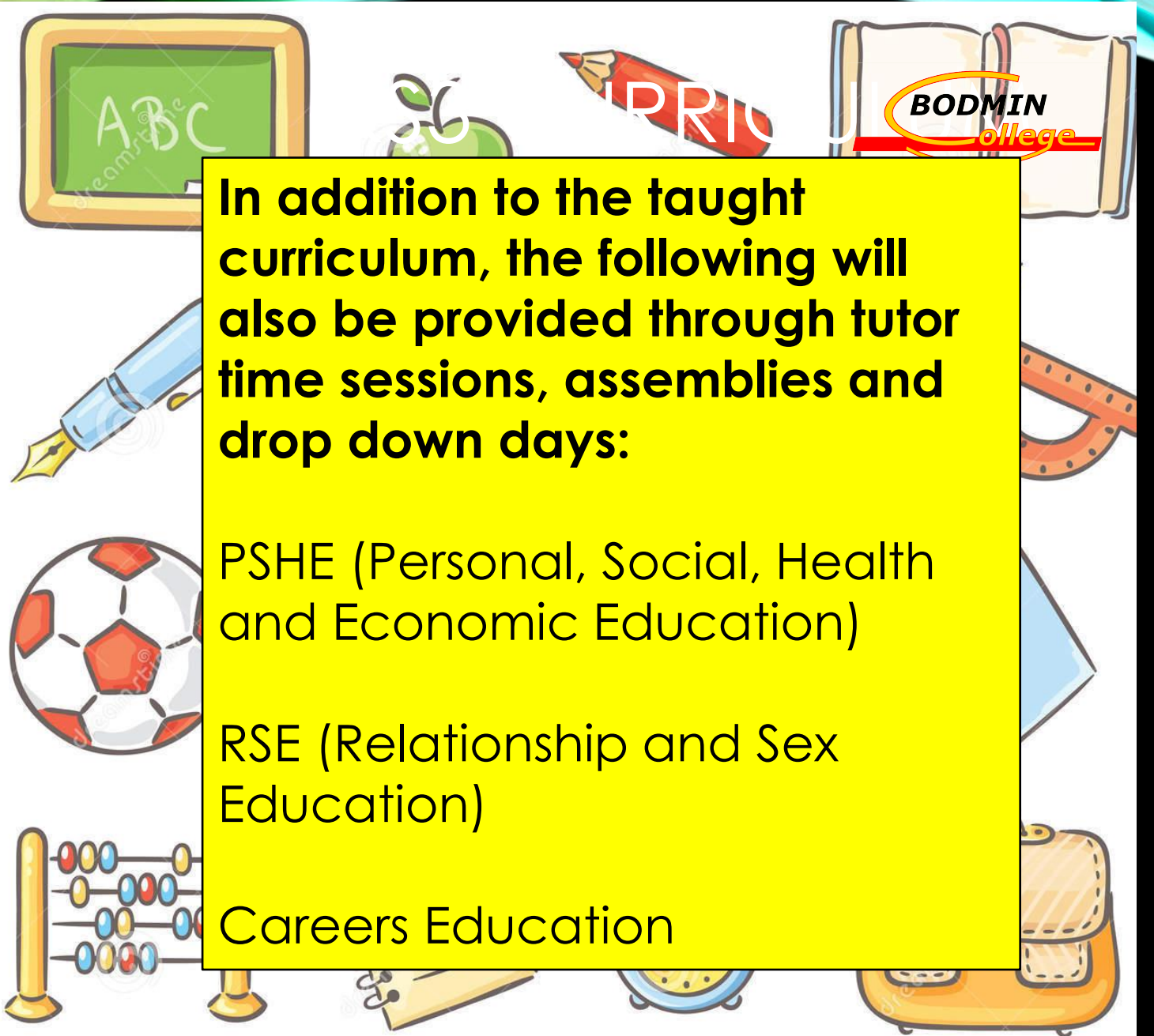
List of teachers

	1Mon	1Tue	1Wed	1Thu	1Fri
1	Science OM S19	Technology LAD T8	English La LS E1	Geography TL H12	Mathematics JAD M1
T	Tutor Peri PTG S20	Tutor Peri PTG S20	Tutor Peri PTG S20	Tutor Peri PTG S20	Tutor Peri PTG S20
T	Break Time TTC	Break Time TTC	Break Time TTC	Break Time TTC	Break Time TTC
2	English La LS E1	Drama PS C11	Mathematics JAD M1	Science OM S19	French GJ L8
3	Mathematics JAD M1	Physical Educ: RS	Art PJ C1	English La LS E1	History KCU H5

	2Mon	2Tue	2Wed	2Thu	2Fri
1	Science OM S19	Technology LAD T8	Info Technolo CP H7	Geography TL H12	Physical Educ: RS
T	Tutor Peri PTG S20	Tutor Peri PTG S20	Tutor Peri PTG S20	Tutor Peri PTG S20	Tutor Peri PTG S20
T	Break Time TTC	Break Time TTC	Break Time TTC	Break Time TTC	Break Time TTC
2	English La LS E1	Religious Stud WHE L3	Mathematics JAD M1	Science OM S19	French GJ L8
3	Mathematics JAD M1	Physical Educ: RS	Music WJ C6	English La LS E1	History KCU H5

- | | |
|--------------------------|---------------------|
| CP: Mr P C Crossley | PJ: Ms J C Pinhey |
| GJ: Ms J Grayston | PS: Mrs S L Frith |
| JAD: Miss J A Daw | PTG: Mr P T Gaskell |
| KCU: Mr K C Underhill | RS: Mrs N E Rawson |
| LAD: Miss L A E Doveston | TL: Mrs L A Carter |
| LS: Mr S Long | WHE: Mrs H Wells |
| OM: Dr M Ollerenshaw | WJ: Mrs J R Wren |

- English
- Maths
- Science
- PE
- Geography
- History
- French
- Technology
- RE
- ICT
- Art
- Drama
- Music



In addition to the taught curriculum, the following will also be provided through tutor time sessions, assemblies and drop down days:

PSHE (Personal, Social, Health and Economic Education)

RSE (Relationship and Sex Education)

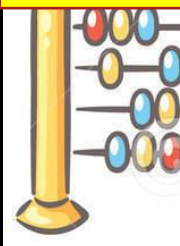
Careers Education

TERMLY EXTRA-CURRICULAR TIMETABLE

- Wide range of lunchtime and afterschool activities
- Published on college website and shared with students/parents via email
- Almost all clubs are free
- Student requests taken into consideration



Football
Rugby
Cricket
Tennis
Netball
Basketball
Rounders
Athletics
Badminton
Surfing
Duke of Edinburgh



Shine Drama Club
Choir
Ukelele Club
Karaoke Club
Enamel Jewellery Making
Craft Club
Arts Award
Musical Rehearsals
Street Dance



Creative Writing
STEM Club
Astronomy Club
Comic Club
Pokemon Club
Politics and Current Affairs
Geology Club
Chess Club
Anti-Racist Group
LGBTQ+ Group
Sign Language Club



OTHER POSSIBLE TRIPS AND ACTIVITIES

- Summer Activity Days
- Sports Fixtures/Events
- Theatre trips (Hall for Cornwall, Theatre Royal, London)
- Subject based field trips e.g. Geography
- Year 8 Paris Trip
- Visiting speakers/groups



I BELONG @ Bodmin College aims to engender a sense of ownership and togetherness that complements the college ethos and promotes pride in every aspect of what it means to be part of the college.

It aims to enhance the caring nature of staff and students by celebrating involvement in something that is bigger than the sum of its parts.



EVERYONE IS SPECIAL



- You are UNIQUE
- You ALL have talents
- You play a significant role
- You are part of something bigger than yourself
- You are a key part of BODMIN COLLEGE
- You are welcome here
- You are needed
- Your contribution is important

Sense of Pride

A uniform is central to schools building a sense of community, among students, staff and parents as well as the local community

We find that students are proud to represent their in public through their clothes

**BODMIN
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UNIFORM**

Mindset

Wearing a uniform sets a boundary by placing students in a “Working Environment” mindset and helps them separate their home and school life

Uniform removes the points of difference between students, thus unifying the student body and providing a greater focus on academic work.

**BODMIN
COLLEGE
UNIFORM**

Wellbeing

School uniform plays a key role in promoting pride, self-confidence, and a feeling of belonging within the Student body, these factors contribute to students' wellbeing. Removing the additional pressures of deciding what to wear and added pressures of meeting the expectations of their peers.

This eliminates the distraction of who's wearing what

**BODMIN
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UNIFORM**

Great value for parents

Your child will be in their uniform for around 185 days.

There are not many items in anyone's wardrobe that will be worn as often as that

There is assistance for those families who may struggle and do have Uniform donated by other parents

**BODMIN
COLLEGE
UNIFORM**

Uniform Guidance

- Plain white shirt buttoned to the top, school house tie, school jumper or cardigan
- Black tailored trousers (with zip front and pockets), plain black at least $\frac{3}{4}$ thigh length tailored skirt or plain black at least $\frac{3}{4}$ thigh length tailored shorts

The following are examples of acceptable college uniform. Please be aware that some shops state the item is school uniform but it may not meet our criteria. If in doubt ask before wasting your money on uniform that will not be accepted. Hoodies ~~are not~~ permitted. Please ensure all items are named.



PLEASE

- | | | | |
|---------------------|-------------------|-----------------------|-------------|
| No Jeans | No lycra skirts | No leggings | No corduroy |
| No denim/denim look | No shiny material | No tracksuit material | No chinos |

Footwear

- Plain **all black** footwear (leather boots may be worn under trousers only)
- Plain black tights or black or white socks.

PLEASE

- No hi-tops
- No logos
- No stripes
- No heels



School Jumper

- A **black** school jumper with the school logo must be worn.
- This is available from Waxina.



School Shirt

A **white** buttoned up shirt



School Tie

- A **school house tie** worn everyday.
- Available from the school shop on the website



BODMIN COLLEGE UNIFORM

Uniform

Uniform List

Items	Shop	Recommended number of item
Black Skirt or Trousers or Shorts	Anywhere	2
White school shirt buttoned top	Anywhere	2
Black Jumper or Cardigan – College Logo	Wovina - Bodmin	1
School Tie – House Colour £5	Bodmin College Shop	1
Black Footwear	Anywhere	1
White or black socks or black tights	Anywhere	4
Coat with hood	Anywhere	1

Hoodies are not permitted. Please label all items with name.

BODMIN COLLEGE UNIFORM

BODMIN COLLEGE UNIFORM

https://www.bodmincollege.co.uk/parentstudentarea/

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News and Events College Info Curriculum Parent/Student

Free School Meals E-Safety Family Calendar

Cashless System New GCSE Grading System Parent View

BODMIN ollege
Specialist Science College

College Shop Next Steps Show My Homework Ready to Learn

SPaG RM Portico SIMS Parent Lite Year 6 Transition

School Tie

School Tie -

Option
Please select

Essential Equipment

- A school bag
- Pen x 2 (black ink or blue ink)
- Purple (biro for DIRT work)
- Pencil
- Rubber
- Ruler
- Pencil crayons
- PE Kit when appropriate
- Planner – provided by school
- Reading book



Useful Equipment

- Dictionary
- Pair of compasses
- Protractor
- Calculator

Please bring your equipment to college in a bag that is large enough to hold all that you need. We recommend that you use a rucksack or satchel-style bag.

BODMIN COLLEGE EQUIPMENT

SOCIAL MEDIA

The schools logo and name is a register trademark which means you cannot use it without prior permission.

We understand that many parents set up accounts to share information about their child and their school friends. Please ensure that the account does not reflect any parts of our name but references your group only and not the college this is to ensure that it cannot be mixed up with the school's social media accounts.

FACEBOOK – Bodmin College

TWITTER - @BodminCollege

TWITTER – @bc6thform (6th Form)

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SOCIAL
MEDIA**

Your child' use of social media

It is your choice whether you allow your child to have a phone and have access to social platforms.

Each month we will be sending out a bulletin to provide guidance and advice for parents. We will also teach students about internet use in PHSE and tutor time covering a variety of topics and issues including fake news and the importance of leaving a positive digital footprint.

However your child's use of their phone and their communication with others is your legal responsibility and therefore we suggest that if you have any issues that you either choose to close the account and liaise with the social media platform involved or report it to the police if you feel the law has been broken.

**BODMIN
COLLEGE
EQUIPMENT**

Most of these are set by US law due to data/privacy legislation and not actually on appropriateness. Therefore these ages are not driven by the actual content.

In 2018 WhatsApp change the age in Europe to 16 again this was driven by data privacy regulations.

Please do your research when allowing your child access to these platforms



**BODMIN
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SOCIAL
MEDIA**

PSHE/RSE/PERSONAL DEVELOPMENT



Personal

Social

Health

Economic

Sex

Relationships

WHAT **EXACTLY** IS PSHE EDUCATION?

- Relationships
- Living in the Wider World
- Health and Wellbeing

STATUTORY GUIDANCE

Most of PSHE education became compulsory for all schools in September 2020. This covers Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4 and Health Education from key stage 1 to 4.

The pandemic delayed full implementation but from September 2021 schools must cover everything outlined in statutory 'RSHE' guidance. This is a great opportunity to make sure all children and young people benefit. And it's timely, given growing concerns about mental health and sexual harassment in schools.

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Gender Stereotypes, Healthy relationships, conflict resolution, consent, online safety, pornography	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Employability skills Employability and online presence including Business Enterprise/Work Exp
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	



YEAR 7 PSHE



	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices