



## **Primary Liaison and Transition from Year 6 to Year 7**

We are proud of our extensive links with Primary Schools and each year we offer a rich and extensive program of activities that allow primary school students to extend their learning and familiarise themselves with life at Torpoint Community College. These events are tailored to the needs of the children and primary school.

Socially and educationally, the change from Year 6 to Year 7 can seem daunting; we make every effort to ensure this transition is smooth and easy as possible. Each year we are proud of the positive feedback we receive from parents and students. Students in year 7 overwhelmingly report how much they enjoyed the process of transition and how quickly they have settled in to the College

During the year, Primary students can visit TCC and enjoy:

- A Primary Open Evening in September
- Year 5& 6 enrichment days
- Year 5 & 6 Open Mornings, twice a year
- A House day where all Year 6 students coming to TCC are encouraged to join their new tutor group for a day of activities.
- Gifted and Able workshops that take place during the course of the year
- Taster curriculum days where students can come with their teachers to familiarise themselves with what fantastic facilities we have at TCC and extend their learning.
- Selected students take part in our summer school programme

During the Summer term, teachers from TCC visit our feeder primaries in Cornwall and in Plymouth to work on transition activities to ensure seamless learning transitions from KS2 to KS3.

In addition, each student choosing TCC as their secondary choice will have introduction visits from House Leaders and members of the College Leadership Team throughout the year in their schools.

### **Who to contact for further details:**

College Leadership Team:

Mr Neil Maslen, Deputy Headteacher



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## Pastoral Care at Torpoint Community College

The College is organised into four vertically grouped Houses each being under the guidance and leadership of a House Leader of Learning (Head of House), with an Assistant Head of House to support developments. In each tutor group there are students from all ages and abilities and tutors see their tutees for 30 minutes each morning.

We moved to a vertical House structure from year group structure as we believe this prepares students better for this ever changing world. We believe it promotes greater social skills and more diverse friendships and improves behaviour for learning. It also allows tutors to more effectively monitor and track progress of students at key times, such as year 9 options, as each tutor will have no more than 5/6 students of any one year group in that tutor group.

In deciding which House to place students in, we take information from the primary schools, and also where siblings are placed.

House Leaders have overall responsibility for students in their House and deal with any problems which arise. They work with a member of the Leadership Team who has oversight of the pastoral organisation of the College.

We are proud of the House system at Torpoint Community College and this is what some of our students think about it

- ❖ “Breaks down age barriers and gives a family feel to tutor groups”
- ❖ “It’s good because if you don’t understand the homework the older students help”.
- ❖ “We can mix with other years”
- ❖ “It’s much better than it used to be”

During their time at Torpoint Community College students are encouraged to get involved in the many opportunities to represent their House and College and lead others. In years 10 and 11 students can put their name forward to become Student Ambassadors. The College has a proud tradition of leadership through the Junior Sports Leaders program, many of whom go on to be Community Sports Leaders. Students can put their leadership and team working skills to the test in the harshest of environments on the Ten Tors challenge. The College has also an active Peer Mentoring program where students are trained to support others in need of help. In addition to this, students are offered chances to take part in assemblies, fundraise for House charities and support younger students at every age.

The pressures upon students during adolescence and the effects of external factors such as bereavements, family break up etc. can sometimes affect student’s emotional health. During these times students need extra support. The House Leaders constantly review the pastoral needs of their students and those requiring extra support are referred to the Student Support Manager who will implement interventions to support that child.



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In addition to House support, students are academically tracked across year groups. Interventions to improve attainment are implemented for key groups at key times. For example, in Year 11, the College has a programme of targeted interventions to raise attainment in the time preceding examinations including revision classes, holiday school, and teaching of revision strategies.

### Who to contact for further details:

College Leadership Team:	Mr Neil Maslen	Deputy Headteacher
Lead Member of Staff:	Mrs Jennifer Howard	House Leader Tregonhawke
	Mr Matt Davey	House Leader Polhawn
	Mrs Chris Pease	House Leader Freathy
	Mrs Jenni Childs	House Leader Tregonhawke
	Mrs Sue Fowell	Student Support Manager
	Mrs Pip Mathews	Assistant House Leader





## Admission Procedures

Torpoint Community College is a small size school of approximately 800 students with over 160 of these in our vibrant and thriving sixth form. Small class sizes and an integrated House system contributes to the family feel of the College.

The designated feeder Primary Schools are Carbeile Junior School, Fourlanesend Community Primary School, Antony CE VA School, Millbrook CE VA Primary School and St Nicolas CE VA School. However, we also have an increasing number of students applying from outside of our catchment area across all years from Y7 to Y11.

For 2014 Admission we have 170 places. To apply for one of these places parents must contact their own Children's Services Authority (usually Cornwall or Plymouth) and apply. The closing date for applications is October 31<sup>st</sup> 2013.

Parents and carers giving thought to their child's secondary school are invited to contact the College. Each year we organise events and activities so that parents/carers and prospective students can visit the College and meet our staff and students: 'our inspiring optimistic learners'. Our Open Evening is highly regarded and we always get a positive response from parents.

Students living in catchment who have to travel more than 3 miles to get to the College qualify for free transport to the College.

### Who to contact for further details:

College Leadership Team:  
Lead member of Staff:

Mr Neil Maslen, Deputy Headteacher  
Mrs Pip Stephens, Attendance Officer





## Home-learning and Homework

We believe that homework tasks should help students develop good study habits, helping them become independent learners. The term home-learning is used because we promote the idea that work at home is extending learning started in the class or to supplement and consolidate ideas and skills.

Home-learning can take a variety of forms and will not always be written work. Teachers may, for example, set a research project that the student can present to class or make use of later. It can include research, learning from a text, a written task, drawings, reading and reflection on an idea with follow up in class.

All home-learning is recorded in students' planners and also on the website Plannerlive. Students and parents can access this on [www.plannerlive.com](http://www.plannerlive.com). This allows students and parents to see in detail what they expected to do at home, when the work is due in and how long they are expected to spend on it. Teachers can also add resources here that students can download at home.

Homework is differentiated by age and ability. Students may wish to supplement materials provided by the College, for example with visits to the local library and internet research. We are pleased when parents/carers taken an interest in their child's home-learning. The support of family members and/or peers is recommended to facilitate the learning experience of the students.

Home-learning is set for students according to the number of lessons in that subject appearing on the timetable.

- In years 7, 8 and 9 this will mean: One home-learning task will be given each week for subjects taught for twice or more each week (for example, English, Maths and Science)
- In years 7, 8 and 9 this will mean: One home-learning task will be given every two weeks where subjects are taught for one lesson per week
- In years 10, 11 and Sixth Form, the home-learning will be related to the number of lessons taught per subject, but also taking into consideration the course requirements.
- This results in students in Years 7, 8 and 9 receiving between 5 and 10 hours of home-learning per week. For students in Years 10 and 11 this should result in students being given 10 hours or more of home-learning each week.

### Who to contact for further details:

College Leadership Team:

Mr John Golding, Assistant Headteacher

Lead member of Staff:

Faculty and Curriculum Leaders of Learning



## History of the College

- 1905: Wesleyan Day School was opened for children from Antony, Torpoint and Wilcove.
- 1910: Albion Road School opened at Torpoint Boys School and Wesleyan became Macey Street Girls School.
- Post war (11 March 1946): Torpoint County Secondary School was opened in part of Albion Road (the other part was for infants).
- 1952: 183 students on roll (100 boys 83 girls). This is the earliest roll we have on record as a secondary school.
- 19/09/1952: 'Mr JG Hairns the Deputy Secretary visited the school and discussed a proposed reorganisation for secondary modern education in the area' - taken from the Headteacher's Log.
- 1960: School badge designed by Mr P Manning.
- 11/09/1963: Opening of new site 'Grand new spacious premises. Wonderful gymnasium first time ever in Torpoint ... also metalwork room'. Roll not recorded.
- 1965: 281 pupils.
- September 1965: School reopens as Torpoint County High School and is now a comprehensive, two-tier system school.
- 30/03/1973: The new Art Block was opened by the then Right Honorable MP Margaret Thatcher, although this was not recorded in the Headteacher's log at the time.
- 17/09/1998: The Sixth Form Centre was officially opened by Mr Pete Goss MBE.
- 29/09/2005: Torpoint Community School was awarded its Humanities Specialism status and the new name of Torpoint Community College was adopted by the Governing Body.
- 31/12/2011: Torpoint Community College changed its school category from a Community School to a Foundation School and simultaneously acquired a Charitable Trust to be called the Torpoint and Rame Co-operative Learning Trust; it has continued to be known as Torpoint Community College.

### Who to contact for further details:

College Leadership Team: Mrs Andrea Hazeldine, Headteacher  
 Link member of Governing Body: Mrs Barbara Mann, Chair of Governors



## College Facilities

The College has a wide range of facilities and endeavours to meet the needs of all teaching and learning and all students. Facilities include:

- A recently built music room and specialist music suite with practice rooms, recording booths, mini performance space and networked PCs.
- Video conferencing with ICT equipped classroom
- Science laboratories
- Recently refurbished library and resources centre
- Dedicated Art Exhibition Centre
- Separate main hall, dining hall and gym
- Exclusive access (during core hours) to a modern YMCA Sports Hall on site with multi gym facilities – free passes for older students to access the multi gym
- Separate Sixth Form centre with newly refurbished common room
- Rugby and football pitches (400m athletics track during the summer) and playing fields
- Tennis courts
- Numerous ICT suites including an iMac facility
- Specialist art and design suite – kiln, printing press, art installation area, computer network, workshops and textiles
- A fitness suite, with specialist rowing equipment

The whole College is compliant with DDA requirements (including lifts).





## ICT Facilities

Significant investment has been made in the College ICT facilities to support and extend the learning for all students, and to ensure a favourable ratio of student to computer access of less than 1:3. The majority of teaching areas are equipped with audio visual facilities allowing students to benefit from multimedia teaching and learning activities. Other ICT facilities include:

- 400+ fixed workstations
- A wireless network
- Extensive use of all Microsoft applications
- Over 64 dedicated educational and commercial software packages, including industry standard software applications such as Adobe CS5 (incl. Dreamweaver, Fireworks and Flash), 2D Design, ProDesktop, SpeedStep, Paintshop Pro, Cubase and Sibelius
- Every ICT room has 30 PCs with full presentation and 'Smart' technologies, as well as laser printing facilities
- An Apple iMac Suite for dedicated Media teaching allowing audio visual editing and production
- Dedicated Music Suite utilising industry standard Cubase and Sibelius software, including M-Audio keyboards with the capability of directly recording instruments or listening to compositions via dual headphone connections
- Safe, filtered Internet access that is constantly monitored and moderated both internally and by the South West Grid for Learning
- Staff and Students can log in from home via the College website, allowing access to home-learning resources, lesson information and missed work
- A Fully equipped professional Video Conferencing Suite and Seminar Room

Any queries regarding the ICT provision in the College can be directed to our dedicated ICT team at [ictsupport@torpoint.cornwall.sch.uk](mailto:ictsupport@torpoint.cornwall.sch.uk).

### Who to contact for further details:

College Leadership Team:  
Lead member of Staff:

Mr Ian Smart, Business Manager  
Mr Justin Davis – ICT Network Manager





## Religious Education

The Cornwall Agreed syllabus for Religious Education lays down clear principles and guidance for the teaching of this important subject.

Our syllabus aims to:

- Advance the aims of the Agreed syllabus and the school as set out in this prospectus and to encourage students to respond positively as members of this College community
- To educate our students about religion (not induct into one set of beliefs) and to learn from it
- To understand the concept of community and enhance students spiritual, moral, cultural and social development

Assemblies reflect our aims and emphasis on SMSC. Religious Education is taught through “Ethics” at Key stage 3 and embedded within English at Key stage 4.

Whilst parents/carers have the right to withdraw their children from Religious Education lessons, we believe that the nature of our course is such that few would feel this to be necessary. Should parents/carers wish to know more about our approach to this subject, please contact the College and make an appointment with the Curriculum Lead for this area.

## Sex and Relationships Education (SRE)

Sex and Relationships Education is the right and responsibility of the parent.

At Torpoint Community College we recognize this and provide a full programme of Sex and Relationships Education to support parents in fulfilling their responsibility. This program is carefully structured around the student’s age and needs. It is set within the context of caring and loving relationships.

Sex and Relationships Education is taught in KS3 and KS4 Science and in Personal Social Health Education Lessons as well as other points during the year. In SRE lessons, teachers use nationally produced resources and access the expertise and professionalism of locally employed health workers.

If parents are not happy with what the school provides in its basic curriculum with regard to Sex and Relationships Education they have a right to withdraw their child/children from those aspects of Sex and Relationships Education, except those parts that are covered by the Science National Curriculum. Please contact Mr Maslen in writing, if this is the case



## Careers Education and Career Readiness

This is an important area of our curriculum since a key aspect of schools is to prepare young people for the world of work. Through our Personal Health and Social Education lessons, personalised mentoring at tutor time and as part of our enrichment program, students focus on 4 main areas:

- Self-Awareness
- Education and Training Pathways
- Careers Exploration
- Development of Work Based Learning Skills

During years 7 and 8 Careers Education focuses self-awareness, who we are, how we learn and our responsibilities to our local and national communities. Mentoring focuses on building independent learning skills, tracking progress and identifying strengths, weaknesses and how to improve.

During Year 9 Careers Education focuses on; rights and responsibilities within the world of work and our communities along with the options process and possible career pathways. During mentoring students are encouraged to investigate careers and educational pathways beyond KS4, and are given guidance on options choices. An options evening is offered to all parents and students in year 9.

At Key Stage 4, students further develop their understanding of the world of work through preparation of their week of work experience at the end of year 10. They undergo a nationally recognised Health and Safety course and Careers Education focuses on potential 16-19 Careers and Educational Pathways. Several one to one sessions take place with tutors at KS4 to check progress, discuss aspirations and plan their relevant pathway for post 16.

At all times, students' punctuality and attendance are monitored carefully by tutors and House Leaders. Interventions are put in place for those students struggling with these vital work based skills.

Students in KS4 and KS5 also have the opportunity to attend presentations and talks by speakers from Colleges, Universities, training providers and employers. They are informed about Careers Conventions and relevant College open days.

### Who to contact for further details:

College Leadership Team: Mrs Becky Lear, Assistant Headteacher, Sixth Form  
Lead Member of Staff Mrs Davina Bray





## Special Education Needs and Inclusion

Torpoint Community College is wholly committed to developing a fully inclusive system of education. The College's mission 'to inspire optimistic learners able to thrive in a challenging world' and the College's motto '*inspiring optimistic learners*' recognises that this includes **all** learners and that all learners have different needs and starting points.

### Learning Support

**Learning Support** is managed by the SENDCo, Mrs Louise Collins, and has a team of Teaching Assistants who are experienced in caring and providing support both inside and outside the classroom. They liaise with specialist staff and teachers. They play a major role in providing a facility which enables subject materials to be simplified/differentiated to ensure all students are fully included within the College. Specialised Teaching Assistants support students with medical/sensory difficulties.

Some students need periods of extraction to work with specialist teachers/mentors. The students work on specific programmes of study developed to meet their individual needs.

The Department informs Staff about the individual needs of students through the Record of Need which details the specific needs of the students as well as providing them with strategies to support them most effectively during lessons.

Students Supported by the Learning Support Centre include those who:

- Are extracted for phonics or additional literacy/numeracy
- Need a quiet environment in which to work.
- Access the IT facilities for homework or coursework.
- Are shy, withdrawn or anxious.
- Are victims of bullying.
- Have a disability



### The Student Support Centre

The **Student Support Centre** is managed by the Student Support Manager, Sue Fowell, and is staffed by a minimum of two teaching assistants at all times. The Centre is also the base for behavioural support within the College. Students access the Centre for one to one or small group support for identified lessons. Occasionally students will be placed on modified timetables which can also be linked to work related programmes or alternative pathways.

The Centre has a facility for supervising those students in internal exclusion. In addition, The Student Support Centre is the base for the teaching of ASDAN. Students following this option choice have access to small group teaching or one to one support to complete their portfolio of work with full access to IT. ASDAN is led by Mrs Helen Wetton HLTA and also four fully trained Teaching Assistants.



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The Centre is open to support students throughout the College day, including break and lunchtimes, A multi-agency approach is key to fully supporting students with additional needs; regular meetings are held which also involve the House Leaders of Learning.

### **Gifted and Talented Provision**

Within the College we believe that all students have the right to access learning appropriate for their level. We believe in challenging Gifted and Talented students to make the most of their skills and attributes. Each department determines which indicators to use when identifying Gifted and Talented students within their area and works closely with the Gifted and Talented Coordinators to ensure that the needs of every student is met.

Students identified as Gifted and Talented will:

- have an Individual Learning Plan, which identifies areas of strength/weakness and which provides:
  - staff and students with advice on how to ensure best progress is made
  - be invited to give feedback on how well the College meets their needs
  - be given access to a differentiated curriculum, where appropriate, in lessons
  - have access to extra-curricular activities to enrich their learning experience

### **Who to contact for further details:**

College Leadership Team:

Mr Neil Maslen, Deputy Headteacher

Lead members of Staff:

Mrs Louise Collins, SENDCo, Student Support Centre,

Mrs Sue Fowell, Student Support Manager,