



School Information Booklet

2024 - 2025

Contents

| | |
|---|------------|
| Welcome to Swavesey Village College | 1 |
| Vision | 2 |
| Letter to parents after Ofsted Inspection 2024..... | 2 |
| Meridian Trust | 4 |
| The Academy Council | 5 |
| Admissions | 6 |
| Transition | 7 |
| Achievement..... | 8 |
| 2024 Results..... | 9 |
| Reports..... | 11 |
| The House System | 12 |
| Attendance | 13 |
| Extra-Curricular Activities | 14 |
| Careers Guidance and Work Related Learning..... | 17 |
| Achievement and SEND Support | 18 |
| Our Learning Policy..... | 19 |
| Whole School Code of Conduct | 20 |
| Equality, Access and Inclusion | 21 |
| English Curriculum | 22 |
| Mathematics Curriculum | 23 |
| Science Curriculum | 24 |
| Modern Foreign Languages | 26 |
| Computing & ICT..... | 27 |
| Health & Wellbeing and Technology | 28 |
| Ethics and Religious Studies | 29 |
| Geography | 30 |
| History..... | 31 |
| Art and Design | 32 |
| Performing Arts Department..... | 33 |
| Physical Education | 35 |
| Resource Centre | 37 |
| The Swavesey Experience..... | back cover |

Welcome to Swavesey Village College

Dear Parents and Guardians,

I would like to begin by formally welcoming you and your child to Swavesey Village College. This is an exciting time for children moving schools and we want to ensure that the transfer into the College is both a smooth and stimulating experience for every individual.

Together, the College and parents share a common commitment and responsibility to support each child's individual progress through the College, providing them with opportunities and support for their personal development and academic achievement. The most important part of this transition process is developing the relationship between the tutor, student and parent, as well as integrating new students into their new tutor group and teaching group. For Year 6, this is the focus of the transition plan during year 6.

This booklet should provide you with important summary information of what your child can look forward to experiencing at the College. However, it cannot cover everything so if you have any burning questions, do not hesitate to ask at any time by contacting reception or your House office when places are allocated later in the school year (March 2025). Separate student information will be handed out to students during the Year 6 Induction Days in July 2025; which covers information on day to day routines and expectations.

I encourage you to have a look at the College website www.swaveseyvc.co.uk and the school Facebook page. The site is regularly updated and includes news that highlights recent or forthcoming events.

Yours faithfully,



Jim Stavrou
Headteacher

Vision

Our Vision is that 'Swavesey Village College is an inspirational place to work and learn at the heart of our local community.'

We maintain our commitment to this Vision by focusing on:

1. What we are deeply passionate about as educators
2. Our status as a World Class School and what we can be best in
3. Assessing our progress and success against some very measurable outcomes.

At the heart of all of this is an unwavering commitment to fostering strong, positive, honest and respectful relationships throughout our community.

Results Day August 2024



Letter to parents after Ofsted Inspection 2024

12th June 2024

Dear Parents / Carers,

Swavesey Village College Ofsted report 2024

I am delighted to attach the report of our Ofsted inspection. This will be published on the Ofsted website next week.

We are all very proud to share with you that Swavesey Village College remains an 'Outstanding' school. I strongly believe this judgment is an accurate reflection of all the hard work and dedication that our school community exhibits daily.

It is such a privilege to lead a team of excellent staff and students, and to have the support of so many brilliant colleagues across Meridian Trust. I'd like to highlight some of my favourite comments from the report. Ofsted recognise that **'Swavesey Village College is a welcoming, inclusive school with high ambitions for all'**, and that **'Leaders have created a vibrant, successful school where all are welcome and all can succeed'**. Moreover, they feel **'The curriculum for personal development is exemplary'**.

It is pleasing the inspection team saw that **'The school is a supportive community which pupils enjoy attending'** and that pupils **'benefit from positive working relationships with adults and learn in a safe environment'**.

I would strongly encourage all parents to read the report in full. We welcomed the initial inspection team on 30th and 31st of January; on 21st May, two senior inspectors returned to the school to gather additional evidence in line with their inspection framework. Inspectors spent a considerable amount of time in lessons in a variety of subjects and spoke with many students, teachers, academy council members and trustees. As a result, this report is a fitting reflection of the vision and quality of education which we provide for our students.

I was delighted that inspectors praised not only our curriculum and quality of education, but have also described our effective safeguarding processes, the support we offer to our students with special educational needs and the highly positive outcomes which our students gain during their time with us.

Although this news is very positive, I assure you that we will not be complacent about the results of this inspection and will continue to strive to ensure that Swavesey Village College delivers the very best possible school experience for all students. We remain an outstanding school, but this does not mean that we get everything right, or that we have no room to improve further.

I am fully committed to leading the school through our next phase of its journey and would like to thank you for your continued support.

Yours faithfully

Jim Stavrou
Headteacher

Meridian Trust

Meridian Trust is a multi-academy Trust founded by the Governing Body at Swavesey Village College in February 2011; Swavesey then became an Academy on the 1st April 2011. The vision and aspirations of the Trust reflect the educational philosophy underpinning achievement at Swavesey Village College.

The Trust's objectives are to promote 'high quality and dynamic educational provision at the heart of the community'.

Where every child is a:

- Successful Learner, who enjoys learning, makes progress and achieves;
- Confident Individual, who is able to live a safe, healthy and fulfilling life;
- Responsible and employable Citizen, who makes a positive contribution to the communities in which they live.

Where the school is a:

- Hub for community activities and a place where people of all ages meet and integrate;
- Centre for extended services for children, families and the community;
- Source of immense pride for the whole community.'

The Trust model is about the strength of partnership working and how schools, working together in groups, can offer their students a much broader range of opportunities and quality of education. These same objectives are supported by the Trust partners who bring energy and expertise to ensure their delivery.

The Trust and Governing Body are committed to partnership working recognising the positive impact that this has upon recruitment and retention, investment in Swavesey and developing the school's practice.

www.meridiantrust.co.uk

The Academy Council

| Category | Name |
|----------------------------|-----------------|
| Trust appointed Chair | Liz Bush |
| Trust appointed Vice Chair | Dave Hackshaw |
| Headteacher | Jim Stavrou |
| Trust appointed | Lucy Carey |
| Trust appointed | David Pope |
| Trust appointed | Simon Parsons |
| Parent elected | Andrew Batey |
| Parent elected | Libby Wilkin |
| Associate member | Martin Campbell |

| Senior Leadership Team | |
|--|---|
| Headteacher | Jim Stavrou |
| Deputy Headteacher | Joseph Barker-Sherry |
| Deputy Headteacher | Chris Suckling |
| Assistant Headteacher | Hannah Kennard |
| Assistant Headteacher | Hannah Turner |
| Assistant Headteacher | Chloe Thompson |
| Assistant Headteacher | Jenny Warburton |
| Assistant Headteacher (SENDCO) | Rebecca Dear |
| | |
| Curriculum Leaders | Senior Tutors |
| Chloe Haynes – Maths | Oliver Alexander – Brunel |
| Louise Smith – English | Rob Ruddy – Cavendish |
| Anna Crutchley – Science | Shamsa Khokhar – Newton Amber Dickerson, Asst Senior Tutor |
| Rick Howell – Humanities | Andrew Reynolds – Orwell |
| Mark Bennett – CL Technology Jenna Grey – CL Health and Wellbeing | Cameron Anderson – Pendleton |
| Nick Allen – Music Josh Hyde – Drama and Dance | Joy Huggins – Wilberforce |
| Sabine Pichout – Modern Foreign Languages | |
| Bridget Norton – Visual Arts | Parveen Jhali – Deputy SENDCO Hannah Cook – Assistant SENDCO |
| Greg Hodgkinson – PE and Sport | |

Admissions

As an Academy School, the Governors are responsible for establishing the admission criteria for the College; these criteria have not been changed by the Governing Body following the establishment of the Trust. The responsibility for the administration of the admissions process remains with the Local Authority (Cambridgeshire County Council).

The advertised admissions limit for Swavesey Village College is 240.

Catchment area

Year 7 children living in the area served by the following primary schools fall within the catchment area: Bar Hill, Elsworth, Fen Drayton, Fenstanton & Hilton, Over, Pendragon (Papworth Everard) and Swavesey.

Since 2005, applications to Swavesey have exceeded 240 and have been allocated on the basis of the College's published admissions criteria.

Oversubscription Criteria:

SVC follows the oversubscription criteria of Cambridgeshire County Council as set out below:

Children who have a statement of special educational needs that names the school will be admitted. NB. Those children with a statement of special educational needs that does not name the school will be referred to Student Assessment and Resources (STAR) Team to determine an appropriate place.

1. Children in Care, also known as Looked After Children (LAC) and children who were looked after but ceased to be so by reason of adoption, a residence order or a special guardianship order. Also Children who appear to the Admission Authority to have been in state care (i.e. in the care of or accommodated by a public authority, religious organisation or any other provider whose sole/main purpose is to benefit society) outside of England but ceased to be so as a result of being adopted only;
2. Children who live in the catchment area, attend primary schools within the catchment area and who have a sibling at the school at the time of admission;
3. Children who live in the catchment area with a sibling at the school at the time of admission;
4. Children who live in the catchment area who are attending the primary schools within it;
5. Children who live in the catchment area;
6. Children who live outside the catchment area, who are attending primary schools within it and who have a sibling at the school at the time of admission;
7. Children who live outside the catchment area who have a sibling at the school at the time of admission;
8. Children who live outside the catchment area who are attending the primary schools within the catchment area;
9. Children who live outside the catchment area, but nearest the school as measured by a straight line.

In cases of equal merit in each set of criteria, priority will go to children living nearest the school as measured by a straight line. The distance, for admissions purposes, is measured using the straight line distance from the centre point of the home to the main pupil entrance to the school. These distances are produced by the LA Admissions team for the school. For families who live outside the area covered by the Cambridgeshire mapping system, distances are determined using a combination of local maps and on-line resources.

Transition

To prepare Year 6 children for transfer to Swavesey Village College a transition programme will be provided. This will be managed by Joy Huggins, Senior Tutor (Wilberforce). Children are visited in their primary schools by a team of SVC staff and students in Spring term. This is followed by a three-day induction programme at the college at the end of the summer term. During this time those students with additional needs will be supported by our SEND Department.

On entry to the School each student is placed in a House and tutor group. Tutor groups are based on a vertical system which will mean that about four year 7s will be placed in each tutor group. This will maximise the academic guidance and pastoral support that individual students will receive but it also provides peer support from older students both in and beyond the form. Teaching groups will of course be based on the usual year system.

It is hoped that students will be supported by the same tutor for the whole of their school career promoting continuity of support and effective communication between home and school. Placement of students will depend upon elder siblings and primary school guidance.

The tutor-student relationship will focus on the individual and have a strong emphasis on raising academic achievement and taking full benefit of the opportunities that the college has to offer. We strongly believe that all students are of equal worth and we have a responsibility to meet their individual needs.

We very much look forward to receiving your child at Swavesey Village College.

Joy Huggins
Senior Tutor (Wilberforce)

Achievement

We are proud of the guarantee of personal achievement that we are able to offer. Our academic record is excellent. Our GCSE results are consistently amongst the best of Cambridgeshire state schools, and this year once again were well above national averages. This year 76% of our Year 11 pupils left us with grades 4 or above in both English and Maths. Also, our percentage of pupils achieving the English Baccalaureate (achieving passes in English, Maths, Sciences, a Language and a Humanities subject) is 41%, and 30% of all grades awarded were at grades 7-9.

Our highest achieving students were Chen Liang who achieved 9 Grade 9s; Joshua Clarkson and Lucy Dalley who both achieved 8 Grade 9s; and Alice Fewtrell who achieved 7 Grade 9s. It is a great achievement to achieve such high grades across a range of subjects, especially given that this was the first year group to return to both a full timetable of exams and the grade boundaries returning to 2019 standards.

Not only do we measure our success by these standards, but we are equally proud of the fact that all our students undertake a wide range of appropriate and challenging courses and qualifications and we welcome the significant achievement of learners which is not always recognised in Government league tables.

Our success can also be measured by the achievements of our students as they move on from Swavesey to Further and Higher Education: 97% of our students went on to Further Education or Apprenticeships in 2023.

We believe in a contractual obligation between ourselves and all our students - we do our professional best, in every way, on their behalf and we expect them to take a great pride in realising their full potential.

Our curriculum structure supports our fundamental aims as a school:

- To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:
- Every child is a successful learner, confident individual and responsible and employable citizen
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families and other local stakeholders

We shall offer you an assurance of quality throughout your son or daughter's time here, confident in the abundance of evidence which clearly demonstrates Swavesey Village College's success as a leading provider of comprehensive education in Cambridgeshire.

Chris Suckling
Deputy Headteacher

Results Headlines:

| Performance Measure | 2024 Results |
|---|--------------|
| Pupils achieving standard pass 4 to 9 in E&M | 76% |
| Pupils achieving strong pass 5 to 9 in E&M | 56% |
| % grades 7-9 | 30% |
| Pupils achieving the English Baccalaureate in grades 4 to 9 | 41% |

| Measures | Summer 2024 | 2023 |
|--------------------------------------|--------------------|-------|
| Attainment8 | 53.4 | 53.5 |
| <i>Progress8 (*current estimate)</i> | <i>+0.49*</i> | +0.52 |
| Grade 4+ in English and maths | 76% | 80% |
| Grade 5+ in English and maths | 56% | 59% |
| Grade 4+ in two sciences | 78% | 76% |
| Ebacc | 41% | 41% |
| Total grade 4s achieved | 79% | 82% |
| Total grade 5s achieved | 67% | 69% |
| Total grade 7s achieved | 30% | 30% |

GCSE Examination Subject Results 2024

| Option Subjects | Grades 9-7 | Grades 9-5 | Grades 9-4 | Core Subjects | Grades 9-7 | Grades 9-5 | Grades 9-4 |
|-----------------------------------|------------|------------|------------|-----------------------------------|------------|------------|------------|
| Art | 44% | 100% | 100% | English Language | 30% | 61% | 75% |
| Drama | 33% | 72% | 94% | English Literature | 22% | 63% | 80% |
| Ethics/Religious Studies | 20% | 53% | 67% | Mathematics | 27% | 63% | 82% |
| Food | 29% | 49% | 63% | Biology | 52% | 90% | 97% |
| Music | 50% | 67% | 83% | Chemistry | 47% | 89% | 98% |
| Photography | 17% | 87% | 100% | Physics | 54% | 96% | 97% |
| Design Technology | 32% | 51% | 68% | Science: Combined | 6% | 30% | 61% |
| Sports Studies | 62% | 95% | 97% | | | | |
| VOCATIONAL QUALIFICATIONS: | | | | Ebacc Subjects | | | |
| BTEC Health And Social Care | 52% | 70% | 81% | Geography | 42% | 73% | 80% |
| CN Child Development | 35% | 58% | 88% | History | 35% | 67% | 76% |
| BTEC Construction | 13% | 50% | 71% | Modern Foreign Languages: French | 44% | 74% | 85% |
| CN Creative iMedia | 11% | 32% | 47% | Modern Foreign Languages: German | 18% | 42% | 66% |
| BTEC Engineering | 17% | 46% | 68% | Modern Foreign Languages: Spanish | 25% | 75% | 90% |
| VTCT Hair & Beauty | 15% | 76% | 91% | Computer Science | 35% | 48% | 62% |
| BTEC Sport | 19% | 40% | 63% | Dance | 0% | 64% | 91% |

Reports

You will receive a report on your child's progress each term with details explaining what the numbers mean. Each report provides the following information, to show how your child is doing in each subject:



Attitude to Learning and Independent Learning

At Swavesey we believe in developing our students so that they become *resourceful, resilient* and *reflective* to develop their *independent learning* skills. We also develop their understanding of how to be *responsible, respectful and safe* which is a reflection of their *attitude to learning*. Together these form the 5Rs of learning. Through these skills, students will have the capacity for greater success in reaching their potential as learners. Attitude and independent learning grades range from 1-4: scores close to 1 indicate a student who is well motivated, attentive, contributes in class, and completes homework to the best of his /her ability and to deadlines. Scores of 4 are of concern and trigger communication between home and school to address any underlying problems.

Current Indicator Grade (CI)

This indicates a student's potential. The word 'Current' is significant in that it is not limiting or focused on a pre-determined destiny, it can change if a student makes more rapid progress or shows higher levels of effort, evidenced clearly through their other grades. CI grades range from W, working towards national expectations, I in line with national expectations, A above national expectations and E, exceeding national expectations. Targets are based on how well children have achieved in the past, on reliable national data and on our teachers' professional judgement of your child's potential.

P Grade

This is a method of informing students regularly about their work and how they can improve it further. The P Grade on a report shows whether a student is making progress in each subject. P+ means he/she is making better than expected progress. P- means less than expected progress.

Attendance and behaviour information

Reports also summarise key information such as a student's attendance (% for year so far), on time record (punctuality as %), College Credits awarded and any sanctions received.

Attendance

At Swavesey Village College, we value good attendance as this supports the achievement of your son or daughter. For this reason, we are not able to authorise any requests for holidays taken during term time. There are exceptional circumstances when an absence from school is required and an absence request form should be completed and sent through to the House Office. We do encourage you to avoid the school day when booking medical appointments where possible.

The House System

Every single person in the college belongs to a House. There are 6 Houses – Brunel, Cavendish, Newton, Orwell, Wilberforce and Pendleton. Each house has a Senior Tutor and a Student Support Assistant who oversee the running of the House. There are 10 forms within each house.



Your child's form tutor will be your main contact in the school. They will meet regularly with your child after each report to discuss progress and help them set targets that will help to focus their efforts. They will also contact you after these discussions by email or phone. Once a year, parents are invited to attend after-school discussions with their child and his/her form tutor. Of course, we hope you will keep in contact with your child's tutor throughout the year.

The Student Support Assistant (SSA) is based in the House Office and is always available for contact regarding attendance and any day to day issues you may be concerned with.

The Senior Tutor (i.e. Head of House) has responsibility for managing the tutors in their House and also tracks the students' academic progress. They will also work with student leaders to develop activities and teams for competitions.

The 'Swavesey Super League' provides a focus for all the Inter house competitions that run throughout the year. Students who earn many College Credits for their efforts in lessons, also earn points towards the Super League for their House. The competition runs through the year and culminates in a final Sports Day in the summer. The winner of the Super League wins the highly coveted 'Inter-House Trophy'.

Joseph Barker-Sherry
Deputy Headteacher

Attendance

Swavesey Village College follows a relational approach to attendance procedures with 'supporting a child to attend' being the first aim. This includes analysing and following up on absence to explore why it is occurring (both authorised and unauthorised absences). We hope that having built strong relationships with you, our college staff will be able to do this sensitively and helpfully, thus ensuring we can really understand 'how' any barriers are a problem to support you to resolve them.

It is important we are all working with the child or young person's best interests at heart, celebrating the positives but also sharing any concerns so we can all act accordingly. This means support (which can be as simple as a small conversation) can be done as early as possible. This also means where needed, the Local Authority Early Help Pathways can be used to put support in place; either within school or from external partners.

What does this holistic attendance approach mean for you and your family?

You will notice regular conversations and communication from the staff at Swavesey Village College, and we welcome you to take the lead on starting these conversations at any point. This proactive early action approach means children and families are more likely to feel supported and can which is best for all. You can also find helpful information on our trust website: Attendance - Meridian Trust

Overall, we want to:

- Encourage all children to attend school ready and able to learn or access their education, feeling safe, happy and motivated.
- Support you to ensure your child accesses and attends their education by regularly talking, meeting or communicating with you to explore absence or concerns.
- Recognise all children's effort to achieve the expectation of attendance (ideally 100% with a minimum 96%) to access their learning and do their best.
- Work together with you and anyone else who is involved in supporting your family.
- Prevent unnecessary absence and escalation towards legal actions

Chloe Thompson
Assistant Headteacher

Extra-Curricular Activities

The College is very proud of the wide variety of the clubs we run, and the other activities that take place outside of the classroom. For a full up to date list look at the school website, but here are examples of those on offer:

After School Clubs

| | |
|---------------------------------|--|
| Debate Club Y7 & 8 | KS3 Art Club |
| KS3 Drama Club | KS4 Art & Photography Club |
| KS4 Drama Company | KS3 Dance Club |
| Arts Award | KS4 Dance Club |
| Dungeons and Dragons Club | Y9 Latin Club |
| Computing Club | Y7 Hair and Beauty |
| Homework Club | Classics Club Y8 |
| Various Music Clubs (see below) | Chess club |
| Various PE Clubs (see below) | Duke of Edinburgh Award at Bronze & Silver for Y9/10 |

Music Clubs

Extra-curricular music clubs focus on opportunities for all alongside quality output. The following music clubs meet on a weekly basis:

Instrumental: Swavesey Sinfonia, Guitars & Ukeleles, Flutes, Brass, Recorders, Rock bands, Windband, Strings, Piano Club.

Choral: Girls' Chorus (Cantabile), Boys' Barbershop (Boys' voices), St. Cecilia Choir

All clubs perform in Christmas and Summer Showcases as well as community events such as Energise, Cambridge Festival of Drama and Rotary Club Charity Concerts. The Performing Arts department lead a whole school Spring musical production. Recent productions: 'Beauty & The Beast' 2022, 'Shrek' in 2023 and 'Footloose' in 2024.

In addition to this, the Swavesey Music School was set up in 2009. The Music School meets every Saturday morning during term time for children aged 3 to 16 - classes include 'Little Sing', 'Big Sing' (theory classes for all abilities), Orchestra, Rock School and Rock School Rockets.

Drama

There are plenty of opportunities for students to improve their performance skills throughout the year. The Theatre Company meet every week during term time and work on developing improvisation skills, improving confidence, developing team building skills and building performance skills. There are opportunities to get involved in both small and larger scale productions.

Modern Languages:

GCSE support workshops are run after school for Years 10 and 11 in French, German and Spanish. There is also a Spelling Bee in Year 7 and Translation Bee in Year 9 as part of a regional programme. There is also an opportunity to become a Language Leader in Year 10.

Extra-Curricular Sport Clubs:

A variety of activities are offered throughout the year which are open to students of all abilities and genders e.g. running, dance, netball, badminton, dodgeball, climbing (GCSE only), hockey, rugby, football, with other sports in the summer such as tennis, athletics, fitness and rounders.

Inter-House Sport

Competitions are organised throughout the year in a variety of games which are played by both girls and boys representing their House (Swavesey Sports Shield). The inter-house sport events provide points for the Swavesey Super League - an internal competition that runs across the whole year and within all curriculum areas. The climax of the Swavesey Super League is a very competitive Sports Day.

School Teams

Throughout the year the department organises teams to compete against local schools in friendly, league and cup fixtures with great success. The school plays an active role within the Cambridge and District School Sports Association. Teams compete in the following sports for both genders - hockey, rugby, basketball, dodgeball, netball, cricket, table tennis, athletic, rounders and a mixture of County School Games fixtures.

The Most Able

Students possessing outstanding ability are nominated for Development Squads, District/County Trials and/or are encouraged to attend local clubs.

Travel information for those using after-school clubs

To support students in attending after-school clubs we ensure that two private buses run at 4.30pm covering all of the villages serviced by the regular school buses. Late Bus Tokens costs £1.

Extra-curricular Trips include (there might be some variety in the offer):

- Year 7 camp at a UK Location
- Modern Foreign Languages exchange trips to Germany and France, day trip to Boulogne (Year 7), Year 8 Chateau trip to France, Year 9 Spanish trip
- History trips to Duxford Air Museum (Year 8), the First World War Battlefields of Belgium (Year 9)
- Geography field trips to Walton-on-the-Naze (Year 9)
- Science trip to North Wales (Year 8)
- Theatre trips and visiting speakers arranged by the Drama and English departments
- Art and Photography trip to various museums in London (year 9 and 10)
- Ski Trip (bi-annually)
- Sport Tours (bi-annually for Year 8/9)

Values and Experience Days

Throughout the year, there are four collapsed timetable days where the normal curriculum is suspended and students participate in an alternative learning experience linked to one of six various themes stated below. This is intended to develop our students' personal well-being, social skills, economic wellbeing and understanding, career development, appreciating their rights and responsibilities in society, and teaching tolerance of diversity and global citizenship.

The six strands that are covered throughout the five years at SVC are:

- Careers and personal finance
- Relationships and social skills
- Learning and study skills
- Culture and citizenship
- Health and personal safety
- Teamwork and soft skills

The activities involve sessions delivered by external agencies or our business partners as well as our Swavesey Village College staff. Some external educational visits take place on these days and students will be issued with an application letter at least a month before the visit. Details will be shared the week before each V+E day informing parents of what each year group will be involved with.

Our PSHE curriculum (Lifeskills) is not only delivered through Values and Experience Days but also through form time activities, House assemblies and year group assemblies.

Careers Guidance and Work Related Learning

At Swavesey we aim to help students develop the necessary skills, attitudes and abilities which will enable them to be successful in their future careers.

All students are encouraged to develop knowledge and understanding of themselves - their strengths and limitations, abilities, skills, personal qualities, potential, needs, attitudes and values.

All students have the opportunity to experience the world of work and are made aware of the employment and careers opportunities available to them. Students also have their own log into Unifrog platform which provides a wealth of careers guidance and a place to record their skills.

Information, Advice & Guidance:

In Key Stage 3 general topics relating to careers education and guidance are covered in the tutorial programme, the Values and Experiences days and in subject areas. The issue of part-time work and the law is also looked at. As a school we monitor very carefully all applications for part-time work from students throughout the whole school.

Years 7 and 8

These years receive careers awareness through using the tutorial Lifeskills programme lead by Tutors and through the four Values and Experiences days scheduled across the year.

Year 8 Curriculum Choices Programme

Students are given guidance in decision-making skills prior to making their choice of subjects for final examinations. They also receive guidance in working with careers resources and materials.

Year 9

Students will have an opportunity to talk to people from industry and consider what makes a good CV on the Values and Experience day.

Year 10 Work Experience

All students spend one week in employment. Students have to arrange their own work placements which is linked to their possible future career plans. There is extensive support available from the Business Links Co-ordinator, Mrs Sophie Raven at the school. All placements have to be assessed by the school for suitability before they can be approved.

Students will be prepared and supported through this process by the school through Values and Experiences Days, assemblies and academic mentoring from their form tutor.

Year 11

For Year 11 students, the focus is on the guidance for transition to further study post 16, via their tutorial programme and Values and Experiences days. There is also an event held at SVC where all Post 16 providers visit to explain their various courses. Students use the MyChoice@16 platform to make their applications.

In 2023 99% of our Year 11 pupils went onto Sixth Form Colleges, Further Education Colleges or into apprenticeships.

All students have a logon to a careers resource called Unifrog where they can find a wealth of career based information. We also have contracted a Level 6 Careers guidance advisor to support any students needing more targeted advice.

Hannah Turner
Careers Lead

Achievement and SEND Support

Swavesey Village College gives high priority to the development of each child as an individual. The SEND Support Department works closely with the Curriculum and House teams in their support of students. Many of the children in need of support will have been identified through our liaison with primary schools. Within school we carry out screening and assessments, aimed at early identification of difficulties. Additionally, students and staff may refer to the Department for assistance, and we will do our best to meet those needs.

The school follows the Graduated Response to Learning Difficulties, as outlined in the Special Educational Needs Code of Practice. If a student has been identified as not making progress in line with his/her peers over a prolonged period of time, despite early intervention, he/she may be placed on the SEN register, at the appropriate level.

We also recognise the importance of supporting students with their social skills and have a range of interventions to meet individual needs. Some of this work involves members of the locality team e.g. youth workers.

Students with SEN may require special access arrangements for examinations. Identification of these students and ensuring suitable provision is another role of the Achievement/ SEND department.

We strongly endorse key principles within the Special Educational Needs Code of Practice and recognise that parents hold key information and have a critical role to play. We would like parents to be partners and to operate in a culture of co-operation. For this reason, if your child is identified as having additional educational needs, you will be informed, prior to any additional support being provided.

Specific information regarding SEND can be found on the School Information Report located in the SEND section of our website.

Becky Dear
Assistant Headteacher / SENCO

Our Learning Policy

Our Learning Policy reflects and underpins the College's five value statements:

Swavesey Village College:

- is committed to the pursuit of excellence
- values people
- encourages individual achievement
- provides a high-quality learning environment
- extends the boundaries of learning

It also supports the principles at the heart of the school's House structure:

- To value, know and support every student personally
- To continually improve the quality of learning and teaching
- To develop leadership at all levels, for students and staff

The policy seeks to clarify expectations and routines aimed at promoting learning and achievement. The College makes no apology for its continuous drive to further raise standards and achievement. In fact, it is no less than parents expect when they choose to send their children to SVC.



CLASSROOM EXPECTATIONS

We expect all students and staff to be responsible, respectful and safe both in and around the College. The majority of the school day is spent in the classroom. You have the responsibility to yourself, to your peers and to your teacher to make each lesson as successful as possible. Always enter the classroom with the attitude to want to learn and succeed.



Follow these and you will be the best you can be.

| | |
|--------------------|---|
| RESPONSIBLE | <ul style="list-style-type: none"> - Arrive promptly, remove and store outdoor clothing, settle quickly with the right equipment. - Complete the work set to the best of your ability and use your brain and buddy before asking the teacher. - Ensure you are focused on the task at hand and do not give up easily. - Always review your work, look for how you can improve, and 'close the gap'. |
| RESPECTFUL | <ul style="list-style-type: none"> - No mobile devices are allowed to be seen or heard in school. - Follow staff instructions without argument. - Listen in silence when you should. - Be cooperative and supportive. - Use polite language at all times. |
| SAFE | <ul style="list-style-type: none"> - Wear the correct clothing and protective equipment as directed. - Listen carefully and follow instructions regarding specialist equipment and techniques. |

Whole School Code of Conduct

At Swavesey Village College we wish to have a pleasant working atmosphere in which we all treat each other with care and respect, working towards shared goals. These are reflected in our school values.

VALUING PEOPLE

Be aware of other people's feelings.

You should speak politely to others, show respect for the ideas and beliefs of others.

Move around the school sensibly.

You should walk quietly and considerately, keep to the left of corridors and stairs so others can pass, help other people by opening doors.

ACHIEVEMENT FOR ALL

Help everyone to learn and teachers to teach.

You should attend regularly, arrive on time, have all equipment needed for each lesson, concentrate and hand in homework on time, always do your best, help each other when appropriate.

HIGH QUALITY LEARNING ENVIRONMENT

Take pride in your school buildings and grounds.

You should leave toilets as you would wish to find them. Never deface anything with graffiti. Don't chew gum; don't eat or drink in school buildings other than the canteen or designated areas outside. Keep the school a clean pleasant place by putting litter in the bins provided and picking up litter if asked (even if you did not cause it). Look after school displays.

THE PURSUIT OF EXCELLENCE

Create a good impression; look your best.

The uniform at Swavesey Village College is very important as it sends a clear message to everyone, students, parents, teachers and our wider community demonstrating how seriously we take our education. It prepares our students for their next steps with workplace uniforms, PPE and standard business dress, as well as supporting families in the current cost of living crisis with uniform purchase and second-hand items. Our school uniform assists in the development of a unified culture and conveys a strong message about our standards in school and the community.

EXTENDING THE BOUNDARIES OF LEARNING

Protect our reputation.

How you behave travelling to and from school, on trips, visits and sports fixtures, and in surrounding villages reflects on your school. You are ambassadors for your college within the community, so you should behave in a respectful, polite, safe and decent way.



Equality, Access and Inclusion

Aims and Values

The College's *Value statements* underpin the everyday and developmental work of the college.

Our values and our commitment to 'Every Child Matters' translate into an uncompromising philosophy of 100% targets:

- Every child is known, valued and supported
- Every child achieves
- Every child has a rich educational experience
- Every child develops confidence, skills and leadership.

While the explicit focus of the statement is on pupils, the values it promotes are equally applicable to staff and the wider community. In terms of application to staff, the College's personnel policies should also be consulted.

Objectives

The overall objective of the College's Equality Policy and Accessibility Policy is to provide a framework within which the College may fulfil its duty to:

- eliminate unlawful discrimination and harassment;
- promote equality of access and opportunity;
- promote good relations and positive attitudes between people of diverse backgrounds.

Through the Equality Policy, the College seeks to ensure that no member of the College community or any other person in contact with the College receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation and gender reassignment, age, trade union or political activities and socio-economic background.

The College is also mindful of its responsibilities in connection with spent convictions while always giving first priority to child protection guidance and the broader safety and well-being of students.

The principles of this policy apply to all members of the extended College community – pupils, staff, governors, parents and community members.

In all College activities, we will demonstrate:

- how this policy is applied to all members of our community: students, staff, governors, parents and those who live and work in our catchment area;
- excellence of provision so as to fulfil each student's potential and promote the highest levels of achievement;
- recognition and celebration of the differences that exist amongst us;
- fairness of treatment for all members of our community;
- commitment to challenge and eliminate discrimination wherever it exists.

English Curriculum

By the time students reach us, in Year 7, they already have the foundations for being effective communicators and readers. Our curriculum aims for students to master these skills through studying a range of texts that vary in topic and context.

Key Stage 3

The Key Stage 3 curriculum consists of the units outlined below. These cover a range of reading, writing and speaking and listening assessments that focus on key skills. These are revisited throughout each year to develop confidence and mastery as students work towards GCSE.

Assessments: The progress of pupils will be regularly assessed throughout each unit with opportunities for redrafting of work and for assessment in exam conditions being offered during the year.

Home Learning: Students use the online platform Sparxreader, to complete weekly reading and comprehension tasks.

| | | | | | | |
|---|---|---|--|---|--|--|
| 7 | Class Novel: Faster Reads | Class Novel: Faster Reads | Descriptive and Creative Writing: Gothic Writing | Argument Writing: Shelley's <i>Frankenstein</i> | Analytical Writing: Shakespeare's <i>The Tempest</i> | Analytical Writing: Poetry Mini-Unit <i>Reading Unit</i> |
| 8 | Class Novel: Dystopian Genre study – The Hunger Games <i>Creative Writing Unit</i> | Class Novel: Dystopian Genre study – The Hunger Games <i>Argument Writing Unit</i> | Analytical Writing: Dickens and 19 th Century Fiction | Analytical Writing: Poetry Mini-Unit | Analytical Writing: Animal Farm | Analytical Writing: Shakespeare's <i>Twelfth Night</i> |

Key Stage 4

At Key Stage 4, English Language and Literature are both examined and assessed by AQA. Across the key stage, key literary texts are analysed and evaluated, whilst the skills introduced to pupils throughout Key Stage 3 are developed. Alongside novels and plays, nonfiction and media texts are used to stimulate creative writing and the appreciation of the power of language.

Assessment: Both English Language and English Literature are assessed by 100% examination.

Louise Smith – Curriculum Leader: English

Helen Bernacki – KS3 Lead

Mathematics Curriculum

Mathematics at Key Stage 3 - It is our intention that all students enjoy this subject and reach their potential by removing the barriers created by the traditional setting system. All our lessons are therefore taught in mixed ability groups. Work in all classes is adapted to provide both challenge and support.

Mathematics at Key Stage 4 – Students start Year 9 in mixed ability groups. Then, during Year 9, students are grouped by GCSE tier of entry, either Higher or Foundation tier. This allows teaching and learning to be more specifically focused on the needs of students, with greater opportunities for challenge and support. All students sit GCSE exams at the end of year 11 which make up 100% of their grade. There is no coursework or controlled assessment components to the course. Our highest achieving Year 10 and 11 students study Level 2 Further Maths, a course which extends GCSE Mathematics and introduces some A-Level content.

Lessons - As teachers, our emphasis is on motivating students by providing a stimulating and engaging environment. Our schemes of work follow mastery curriculum. Our aim is to study key mathematical concepts at a more considerate pace in order to develop a deeper understanding. Intervention opportunities are strategically built into our curriculum.

Additional Support – We offer many opportunities for additional support both inside and outside of curriculum time. We invite a small number of students in KS3 to attend weekly Success@Arithmetic sessions that run over the course of a half term or a term, as well as form time numeracy intervention run by the SEND department. We also offer support to those in older years through in-school intervention and afterschool opportunities.

Formative Assessment and Thinking Skills – Students receive feedback on all work they produce. Lesson-by-lesson, the accuracy of classwork is self or peer-assessed. Teachers routinely review homework that has been done before providing formative advice and follow up close the gap tasks in lessons. At KS3, assessments are formed of low stakes assessments at the end of every topic, and three formal mid-term assessments throughout the year. All assessments are followed by a “Close the Gap” process that is either teacher-led or conducted independently.

Home Learning – Home learning is a vital point of communication between teachers, students and parents and we seek the involvement of parents to reinforce its importance. In both KS3 and KS4, tasks are set once a week (approximately 1 hour of work). Homework tasks are set using the online platform Sparx, which selects appropriate tasks for students and offers videos as support for when students get stuck.

IT - Where appropriate IT is used to enhance student learning. At present all our Maths classrooms have interactive whiteboards and department access to software packages such as Geogebra, Desmos, Excel and GCSE revision websites. Students are required to actively make use of their school e-mail and Teams accounts.

Outside the Classroom - Our students have the opportunity to participate in individual and team UKMT Maths Challenges as well as local team and trust wide Maths challenge events. We also offer an annual trip to Bletchley Park. This year we have partnered with Axiom to deliver the Maths Circles programme, where selected Year 7 students are invited to attend sessions focused on non-competitive problem solving beyond the National Curriculum. We will also be establishing a KS3 Mathletics Club, where students will have the opportunity to develop their reasoning and problem-solving skills by solving puzzles and real-life problems, learning about famous Mathematicians, playing games and watching and listening to leaders in Mathematics and Maths Education. We are introducing a Maths Ambassadors programme this year, where students will be not only supporting teachers in delivering our Mathletics club and our afterschool Sparx catch ups, but also mentoring younger students and providing numeracy support during form time.

Chloe Haynes
Curriculum Leader for Maths

Science Curriculum

We pride ourselves in offering a year 9 visit to the Zoo in Colchester and a residential trip for year 8 students to North Wales. We have a thriving weekly Science club as well as Science ambassadors who deliver masterclasses to local primary schools. Year 8 take part in a science project which can then be chosen to be displayed at the Meridian Trust Science Fair. We have connections with Cambridge Launchpad through which we organise a number of opportunities and experiences for groups of students throughout the year. We also run a 'Robotics' club which is open to all year groups. Students compete against other schools in Cambridgeshire at the University of Cambridge Engineering department.

Science at Swavesey is designed to give an insight to the workings of the world and universe around us. The course follows and extends the coverage of the National curriculum through the new Key Stage 3 Science curriculum, and we aim to involve the students in the processes of Science as well as the content.

Year 7 builds on the primary school experience and re-introduces the basic tools, units and techniques of the subject. During the remainder of Years 7 and 8 the Key Stage 3 course follows a modular pattern designed to cover all the required elements of National Curriculum Science in an interesting, relevant, modern and fun way.

| Year 7 | Year 8 |
|---------------------------|--------------------------------|
| The Scientific Method | Respiration and Photosynthesis |
| Movement and Organisation | Energy |
| Matter and Mixtures | Periodic Table and Reactions |
| Forces and Motion | Electricity |
| Genes and Reproduction | Earth and The Universe |
| Metals and Non-Metals | Waves |
| Acids and Alkalis | |

Students are required to work in a variety of ways during the course, including making notes, listening, observing, following written and verbal instructions, report writing, and there is an increasing importance on the planning and carrying out of the student's own investigations. We expect a high level of personal organisation, which includes students bringing their books, a pen, a pencil and ruler to each lesson and students are also expected to organise and share equipment and keep control of their desk area when doing practical work.

Assessment takes place throughout the course using a variety of methods. Knowledge and understanding are assessed using mini whiteboards in lessons, written work done in class, within extended homework tasks, during discussion and by teacher observation as well as through formal end of unit tests. All students are assessed by written task and practical investigation skills so that we can build up a picture of their performance overall, not just in tests.

Homework is set using a variety of methods but is primarily set as TASSOMAI tasks. Students will receive instructions for signing into TASSOMAI during lesson time. As part of their homework, students will be asked to independently revise for end of unit tests.

The Key Stage 3 work is the foundation for one of the three routes through to GCSE in Science which students can follow. Key Stage 4 work takes place over 3 years and begins in year 9. See below for the various routes through KS4:

| Group | Path | Course Starting |
|-------------------------|---|------------------------|
| Separate Science | Separate GCSEs in Biology, Chemistry, and Physics | September |
| Combined Groups | Combined Science (Trilogy) – two GCSEs comprising of all three Science subjects | September |

Students progress through 2 possible routes to the final qualifications in Science; the AQA Separate Sciences (previously known as Triple Science) and the AQA Combined Trilogy Science course. The Separate Sciences are to cater for those students who have a real interest in and passion for Science, and the remainder will follow the Combined Science Award course. Regardless of course, students will be able to progress onto A Level Science subjects.

Homework is an integral and important part of the work in KS4 Science. It is set regularly and is expected to be completed on time. Tasks range from practice exam questions, to 'Close the gap' activities following assessment feedback and weekly TASSOMAI tasks.

Anna Crutchley
Curriculum Leader: Science

Modern Foreign Languages

Throughout knowledge-rich MFL curriculum, we enable our pupils to become lifelong language learners who are confident in their ability to manipulate and produce language independently. We believe that knowledge of a MFL is essential for academic success for pupils of all backgrounds, and we equip pupils with the grammatical concepts required for future language learning opportunities, as well as building their resilience, adaptability, cultural awareness, and independence, skills which are essential in an increasingly globalised world.

We employ a range of strategies and techniques to create a positive and inclusive environment where students feel safe to converse in their chosen language. All members of staff are subject specialists and have attended training hosted by Dr Conti, a well-respected MFL teacher and neuroscientist, on the Extensive Processing Instruction (EPI) method. We have reviewed and updated our schemes of work and resources to adapt to this new pedagogy and since its implementation, students have reported a greater sense of confidence and fluency. We continuously update our resources to ensure that they are the best fit for our students and support their individual needs.

All students study French in year 7, with the opportunity to choose between French, Spanish, and German in year 8. We offer a number of cultural enrichment opportunities to help foster a greater understanding of the cultural wealth that learning a language can bring. We run a number of trips, from day trips to exchanges, and also organise a variety of competitions and events in school where students are able to earn their Pledges.

Sabine Pichout

Curriculum Leader: Modern Foreign Languages

Computing & ICT

Students will develop their knowledge, understanding, and skills in digital literacy, ICT, and computer science through a broad and balanced curriculum offer. Lessons will provide students with opportunities to develop their ability to work both independently and as part of a team, through a range of practical activities. Students will learn both theoretical concepts, as well as developing practical skills.

All students will learn how to use technology safely, including at school, home, and within other areas of society, which is taught as a unit of work at the start of the academic year, and then blended into other topics as the year progresses.

Students will focus on one topic of work each half-term, completing a short topic assessment at the end of the half-term. Each half-term has approximately 7 lessons, with set pieces of homework to support learning that has taken place in class.

Lessons take place in a dedicated IT suite. Students have access to Microsoft Office 365 both at school and home, providing a seamless learning experience. We regularly use applications such as TEAMS, Outlook, Word, PowerPoint, Excel, OneNote, and OneDrive. These transferable skills are also relevant across the whole school curriculum.

We have an extra-curricular programme of study, with opportunities for students to get involved in more advanced computer programming, amongst other practical activities such as graphic design.

Topics of study

| | | | | | | |
|---------------|-----------------------------------|--|-----------------------------|---|--|------------------------------|
| Year 7 | E-Safety and Microsoft Office 365 | Computer Programming with Scratch | Spreadsheets & Modelling | Hardware/ Software/ Networks & the Internet | Programming with Turtles/Micro: Bits, & Robots | Creative iMedia – Graphics |
| Year 8 | CyberCrime | Introduction to programming using Python | Creative iMedia - Animation | App/Game development | Vector Graphics | Creative iMedia - Web Design |

Upon completion of Key Stage 3 (KS3), pupils have the option to study either GCSE Computer Science, or a Cambridge National in Creative iMedia. Both of these courses build on the knowledge, understanding and skills developed in KS3. Students will make use of dedicated IT suites for these courses, and have a minimum of four lessons across a two-week timetable. During the first year of each course, there is an emphasis on extending the boundaries of learning, which will see students participate in learning and project work that broadens their knowledge, understanding and skills to bridge the gap between KS3 and KS4. Uptake and results are good across both of these courses, and we have a number of students that continue within this area of study at Post-16.

Andy Slade

Subject leader of ICT & Computing

Health & Wellbeing and Technology

The Health and Wellbeing and Technology departments work closely alongside each other. They include a number of subjects that encourage students to think and work creatively, whilst developing the core skills of planning, making and evaluating.

All students complete four 18 week rotations (2 hours each week) of the topics in the grid below. The core skills being assessed in each of these rotations are Planning, Creating and Evaluation.

Students are expected to bring ingredients for practical lessons in Food and we ask parents for a small *voluntary* contribution to cover the cost of enhanced materials in Design Technology.

Health and Wellbeing is covered once a week throughout the year and looks at a variety of PSHE topics including Diet, Exercise, Relationships, Mental Wellbeing, Money and Enterprise.

In Year 7 the students cover the following curriculum:

| | Plan/Design | Do/Create/Make | Review/Evaluate |
|------------|---|--|---|
| Food | Plan a recipe and how to work safely and hygienically | Combining different ingredients and using various methods, cook and create meals from designed recipes create products from the plans. | Evaluate the success of the recipe and the food prepared Suggest ways to improve working practices |
| Technology | Plan how to work safely and in an organised way to create their pencil box and 2D Marvel project. | Use different materials and equipment to create their pencil box and 2D Marvel project | Evaluate success of your design and its implementation Suggest ways to improve your work and your work processes |

Year 8

In preparation for year 9, students are asked to choose options across the departments so that the curriculum is personalised to include vocational courses

Food
Design & Technology
Construction

Engineering
Hair & Beauty
Health & Social Care/Child Development

Years 9, 10 and 11

AQA GCSE Design Technology runs in KS4.

Vocational Courses (Key Stage 4):

The department also run a number of Vocational courses as an alternative to GCSE for students in Years 9, 10 and 11. These are more practical, work-related courses. You learn by completing projects and assignments that are based on workplace situations and activities. All courses may have an externally set examined component. It introduces you to the employment area you have chosen and provides a good basis to go on to a more advanced work-related qualification. These courses have many links with Further Education providers, industry visits and support from local and national businesses, such as Marshalls, Volvo and Salon International.

We run Vocational courses at KS4 in the following subject areas:

| | |
|--------------------------------------|---------------------------------------|
| BTEC Construction | BTEC Health & Social Care |
| OCR Engineering | Cambridge National: Child Development |
| VTCT Hairdressing and Beauty Therapy | WJEC Hospitality and Catering |

Jenna Grey – Curriculum Leader Health and Wellbeing

Mark Bennett - Curriculum Leader Technology

Ethics and Religious Studies

Religious Studies is delivered to all students in Years 7 and 8 for one hour per week. We draw inspiration from the Cambridgeshire Agreed Syllabus. In Year 7 students follow a thematic approach to Religious Studies looking at various philosophical questions, such as, 'What is belief?' and 'What does it mean to be human?'.

In Years 9 and 10, we have now moved to the new specification for Grades 9-1 GCSE, which is AQA Religious Studies A. Two units are studied, Thematic Studies and The Study of Religion: Beliefs & Practices. Each paper contains 4 topics and students are expected to answer questions on all four. Both exams are taken in the May of Year 10.

| Year Group | Topics Studied |
|------------|---|
| 7 | 7.1 The Magic Pool 7.2 What is Belief? 7.3 What does it mean to be Human? 7.4 Introduction to Christianity 7.5 Religion and Worldviews |
| 8 | 8.1 Introduction to Buddhism 8.2 Religion and the Media 8.3 Life After Death |
| 9 | 9.1 Peace and Conflict 9.2 Crime and Punishment 9.3 Religion and Life 9.4 Human Rights and Social Justice 9.5 Christianity: Beliefs 9.6 Buddhism Beliefs |
| 10 | 10.1 Christianity: Practices 10.2 Buddhism: Practices 10.3 Revision for exams |

The Ethics department uses Christianity and Buddhism as the central religious teaching to support the GCSE Ethics course, as well as secular and atheist perspectives. If students wish to study a personal faith perspective or be withdrawn from this course parents will need to contact me.

The AQA Religious Studies A course is intended to give students the opportunity to study controversial ethical issues, using case studies to develop discussion and evaluative skills. We encourage students to express their personal opinions and explore alternative views before drawing all information together and arriving at balanced conclusions. The course enables students to develop informed opinions on relevant ethical issues in the modern world, such as the ethics of war, treatment of criminals, euthanasia, abortion and the environment.

Citizenship is also incorporated into areas of the Ethics and Religious Studies Curriculum.

James Gordon
Subject Leader Ethics

Geography

Geography inspires students to become global citizens by exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet. We aim to stimulate in our students an interest in and a sense of wonder about the world around them. We also aim to equip our students to become independent learners with the ability to question, investigate and to think critically about issues affecting a dynamically changing world both now and in the future.

At Swavesey Village College, Geography offers our students the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as they navigate through the course.

A key element of Geography is fieldwork, and our enquiries enable students to apply their skills, knowledge and understanding within both human and physical Geography. The enquiries include local fieldwork around Swavesey and going to unfamiliar places, like Dunwich and Aldeburgh in Suffolk to study coastal processes and management techniques.

Geography is taught to all pupils in Years 7 and 8, and then it becomes an option at Key Stage 4 (Years 9, 10 and 11). Pupils are taught in mixed ability groups throughout.

Details of topics studied in Years 7 - 8 include:

| Year 7 | Year 8 |
|---|--|
| What is Geography? | How does international crime affect us? |
| What should happen to farming in the UK? | How can we protect our coasts? |
| Why are our oceans on the edge? | What is the future of Africa? |
| Why is the USA such an important country? | What does it mean to be European? |
| Extreme weather hazards | How will climate change affect us? |
| How is South America changing? | What will happen to the Tropical Rainforest in Madagascar? |
| Why are Rivers important? | The Rise of China |
| Weather and microclimates | Extreme Environments and Glacial processes |
| How is India changing? | Hazards in Europe |
| Cartographic skills | |

Rick Howell
Subject Leader: Geography
Head of Humanities

History

The History department teaches all students for two hours a week at KS3 and offers a full GCSE course. The department aims to give all students a firm grounding in British and world history as well as an understanding of the momentous events of the 20th Century on an international scale.

KS3 topics are based around key questions. Year 7 begins with the Norman Conquest, with students explaining why William won the Battle of Hastings. We then look at Power and Authority in medieval society, looking at Empress Matilda and Eleanor of Aquitaine and then to West Africa to consider the growth of kingdoms. We begin the spring term by looking at medieval monarchy before moving to study the Tudors. We finish the year by studying the English Civil War, including an analysis of historical interpretations of Oliver Cromwell.

Through the autumn term, Year 8 will study the British Empire as well as a study on the Atlantic Slave Trade. Upon our return after Christmas students will study the changes and continuities of the First World War, before looking at the ending of the war and the impact it had on Europe. We then consider relations in Northern Ireland and the Troubles. Moving on to work through a study on the rise of dictators in Europe followed by an examination on the Holocaust's historical significance. Finishing with an in-depth study of the Second World War, where we will be studying potential turning points. We then will finish KS3 History.

History is a popular and successful GCSE choice for many students. Year 9 begins with a unit on the Russian Revolution and is followed by an introduction to the USA and a unit on post-war Britain. Although these topics are not part of the GCSE course, they are designed to help prepare students for the Key Stage Four course. The GCSE course contains four units, which examine aspects of modern history, including an in-depth study of modern America between the 1950s and 1970s and then a unit on the Cold War. The other two units are the British Depth Study which examines Anglo-Saxon and Norman England and a thematic study that covers the development of medicine in Britain from 1250AD to present.

The department believes in the value of extra-curricular, extension work and run field trips to Duxford (Y8), the battlefields of the Great War and a joint trip with German to Berlin (Y9). These trips are designed to support work done in class but also to enrich pupils' experience of history.

Roxanne Scott
Subject Leader: History

Art and Design

In Year 7 students will be taught to design and develop personal ideas whilst learning technical skills in a variety of processes and media, both two and three dimensional. The curriculum will enable students to research and explore a variety of different artists to inform developments in their work. Students will sit a 7 lesson benchmark assessment project at the start of year 7. Typically each unit will comprise of around 15 weeks of teaching and will culminate in a two or three dimensional final outcome. Each unit will integrate the teaching of foundational skills such as drawing, art terminology and the process of creating and producing original ideas. Sketchbooks will be used to set both classwork and homework, and as a place for ongoing feedback and discussion.

The curriculum in Year 8 will deepen and broaden the foundation skills but also broaden their critical and technical language, whilst learning how to make the individual choices needed to achieve personal and original ideas. Typically each unit will comprise of around 15 weeks of teaching and will culminate in a two or three dimensional final outcome. In addition to the key skills, further emphasis will be placed on teaching the skills necessary for visual literacy, critical thinking and evaluation of own and others' work. Sketchbooks will be used to set both classwork and homework, and as a place for ongoing feedback and discussion.

The curriculum is supported by numerous extra-curricular clubs and the Arts Award qualification, which aim to provide a space where all students can continue to explore, develop and extend themselves outside of the classroom.

| | Autumn/Spring Term | Spring/Summer Term |
|---|--|---|
| 7 | Natural World Working from real life sources and artist research to explore a wide range of drawing techniques, inspiring an original outcome. | A Sense of Place Study of colour theory and mark making will be complimented by artist research to help students record their local area. |
| 8 | Famous People A range of technical workshops and artist research to inspire the trial and improvement of ideas towards a portrait outcome. | Dogs A range of technical workshops and artist research to inspire the trial and improvement of ideas towards a personalised outcome. |

Key Stage 4

The Art Department offer both the GCSE Art and GCSE Photography. This will allow students interested in developing their creative skills to have the opportunity to succeed in the area best suited to them.

The aim of GCSE study in year 9 is to build a broad and in-depth foundation of technical and sketchbook skills, whilst instilling a love for the subject. Visual analysis, generation and recording of ideas, presentation and critical reflection will all be integrated and taught.

The aim of years 10 and 11 is to refine understanding of the generation and development of independent, creative ideas and high-quality outcomes. Students will be taught to hone their mastery of art and design techniques with a range of materials.

Bridget Norton
Head of Visual Arts

Performing Arts Department

Our specialist team aim to create a diverse, challenging, and creative environment for SVC students to explore the Performing Arts together. Our curricular work goes hand in hand with the extra-curricular and aims to provide engaging and rich opportunities for all.

Dance

DANCE at Swavesey Village College aims to give students the opportunity to participate throughout years 7 and 8. Through dance, they **respect** and applaud each other's skills **and abilities** whilst seeking out their own creativity. We aim to provide an environment, both in curriculum time and beyond through our dances meets after school, for our students to seek to express themselves and enjoy all forms of dance, at whatever level so that they thrive on the **benefits** that performance brings.

All pupils in Years 7 and 8 enjoy dance for one hour per week. They respond to a variety of inclusive and creative challenges, looking to extend their flexibility, co-ordination and appreciation. They choreograph their own work alongside learning new routines, whilst working in pairs, small ensembles and as a whole class. Our Schemes of work knit together in key moments to ensure that the discipline stands as a crucial creatives strand of the Performing Arts team.

KS3 Dance build the perfect foundation for a continued love of the subject at KS4 where we have a regular uptake at GCSE. The course continues to develop our students physically and creatively, exploring a wide range of styles and practitioners. As with all the GCSE subjects, many students are Performing Arts leaders in the school, and beyond.

Music

All students in Years 7 and 8 enjoy Music lessons for an hour per week leading to the opportunity to take music as one of their GCSE options in Year 9.

The KS3 work provides the perfect foundation for the skills required, **LISTENING, APPRAISING, COMPOSING** and **PERFORMING**. Our lessons aim to open their minds and their ears to new sounds and music thus embedding a life-long love of all music.

Critical **LISTENING** forms an important part of lessons, alongside appreciation and understanding of musical styles, identifying musical instruments and the use of appropriate music terminology is also taught. Students are then encouraged to **APPRAISE** their own practical work and the work of others with a view to continually improving their overall skills.

The **PERFORMING** element of the course includes class singing, keyboard and ukulele playing and the use of music technology using computers. Students are taught performance from conventional and graphic notations, covering a range of styles and forms.

The **COMPOSING** element of the course provides opportunities for students to create short fanfares, melodies and chord changes as well as manipulating sounds using technology.

Specialist peripatetic teachers of voice, woodwind, brass, strings, piano, keyboard, guitar and drums support the department. Students who wish to learn an instrument at school are taken out of part of a lesson each week on a rota system.

Drama

DRAMA at Swavesey Village College aims to:

- provide all students with the opportunity to participate, and express themselves, within a practical framework of lessons
- provide all students, regardless of age, gender, race and academic ability, or indeed any group, with a secure environment within which imaginative and creative learning at an individual level may take place
- to assess and guide all students throughout this process, giving assistance and understanding when requested, and responding to individual needs within the framework of the Drama lesson.

All pupils in Year 7 and 8 enjoy Drama once a week on a half-termly rotation with Dance. From year 9, students can opt to continue their study of Drama on the Eduqas GCSE Drama course. The course focuses on developing an understanding of key practitioners, theatre styles and innovations, devising theatre, and performing from text, with a written exam based on a study text and response to live theatre at the end of the course.

In KS3, pupils learn a range of rehearsal techniques and performance skills, **Devising & Evaluating** drama for performance, **Performing** and presenting their ideas to an audience of their peers and develop their **Analysis & Evaluation** skills through group discussion and teacher/peer feedback.

After an introduction to skills in Year 7, classes learn slapstick and mime through silent movies, before approaching performance from a different direction with physical theatre in the summer term, communicating ideas through performance using a range of basic dramatic techniques.

In year 8, students begin to hone their skills while learning further approaches, using horror, documentary drama and process drama to do so.

The **PERFORMING ARTS Department** has a well-established tradition of extra-curricular provision and productions that continues to flourish. Clubs, groups and workshops cover a range of disciplines and instruments as shown in the extra-curricular timetable, from Shakespeare to devising choreography, through to Folk, Ukuleles to Choirs and more.... We also aim to provide exciting wider opportunities for our students through getting involved in trips, tours, Concerts, Festivals and showcases regularly in school and beyond.

Jenny Warburton – Director of Performing Arts

Nick Allen – Subject Lead Music

Josh Hyde – Subject Lead Dance/Drama

Physical Education

Aims:

Physical Education develops students' competence and confidence to take part in a range of physical activities with the aim to foster a life-long love of physical activity and sport, leading to healthy active lifestyles.

Through a broad, balanced and comprehensive programme of physical activities, the Physical Education department at Swavesey Village College aim to promote the values and aspirations of the school by providing engaging learning environments which allow students to fulfil their potential.

Curriculum:

At Swavesey Village College we offer a high-quality Physical Education Curriculum that inspires all students to succeed. They develop a wide range of skills, including the ability to use tactics, strategies and compositional ideas to achieve success.

They should understand what makes a performance effective and how to apply these principles to their own and others' work. We aim for all pupils to develop a love of physical activity, helping them have life-long physical, social and emotional well-being as a result.

Key Stage 3:

Students receive 2 x 60-minute lessons per week in each of Years 7 and 8. During Key Stage 3 students are assessed in the following areas:

Head - Knowledge and Thinking Skills

Heart – Feelings and Life Skills

Hands – Physical and Practical Skills

Pupils will be assessed across these three areas at various points of the year and they will set targets to improve in one or more area to help them progress within the subject.

Key Stage 4 Core Physical Education:

Students receive 2 x 60-minute lessons per week in Year 9 and 1 x 60-minute lesson per week in Year 10. The majority of students in Year 11 receive 2 x 60-minute lessons per week. In Key Stage 4 students are empowered to make decisions on the type of physical activity they would like to study.

Key Stage 4 Examination Physical Education:

In Year 9 students have the opportunity to study examination PE and Sport which is a foundation course, preparing students for the move into either the GCSE Physical Education or Cambridge Nationals - Sports Studies course, come the start of Year 10. The choice of which course students' study is based on clear and concise assessment data, gathered during their time on the Year 9 course.

Sports Leadership:

In Year 10 students have the opportunity to apply for a position in our nationally acclaimed Leadership Academy. This allows students to take a prominent role within the PE and Sport team, helping to run sporting events across the district, region and even nationally when called upon. Through this programme we reinforce the school's values and help pupils develop important leadership skills. These skills are incredibly important and will help them to lead, manage and direct others in a positive and productive way throughout their lives.

International Links within the Physical Education Department:

We run international trips which are an amazing opportunity for our students to develop a wide range of skills, as well as experiencing other cultures around the World. For example, in Year 8/9 students will have the opportunity to go skiing and/or take part in sport tours.

Greg Hodgkinson

Director of Physical Education & Sport

Zoe Marley

Assistant Director of Sport

Resource Centre

The Resource Centre is a school lending and research library, with reading, study and computer areas, and is used throughout the school day. Students may visit for independent use before school, and during break and lunchtimes. They will also use the centre for research and enquiry opportunities during lessons across the curriculum.

The aims of the Resource Centre:

- To extend knowledge and learning beyond the curriculum
- To help students acquire the range of skills needed to become independent learners
- To encourage students to read for pleasure, wellbeing and good mental health
- To meet the resource needs of all students at all ability levels
- To provide a welcoming, calm space within the school for all.

The Resource Centre aims to provide a selection of high-quality children's and young adult literature, both classic and contemporary, to encourage reading for pleasure. Reading advice and reading lists are available to all year groups. There is a wide range of non-fiction books for students of all ages and abilities. Internet access is available through PCs and iPads. There is also a selection of magazines and newspapers, to develop understanding of current affairs. A careers collection, including college prospectuses, aims to help students consider their future path.

Students can apply to become Reading Mentors from Year 8 onwards and Student Librarians (Library leaders) from later on in Year 7.

Book Clubs, competitions, and challenges regularly take place in the R.C.

We very much look forward to meeting your child when they join us in Year 7 and welcoming them to the Resource Centre.

The Swavesey Experience

The Swavesey Experience reflects our commitment to support the overall development of every student by giving them opportunities and challenges to develop new skills and competencies. The 'Swavesey Experience' consists of seven PLEDGES that students are expected to complete during the course of their time at the school, at Bronze, Silver and Gold levels. This provides an excellent grounding for the Duke of Edinburgh scheme and many students progress to Bronze and Silver level in Years 10 and 11.

| Swavesey Village College | | PLEDGES | | | | | CMAT Cambridge Meridian Academies Trust |
|--------------------------------------|---|--|---|---|---|---|--|
| Extending the Boundaries of Learning | | Gold: TO LEAD | | Silver: HELP ORGANISE | | Bronze: TAKE PART IN | |
| | PARTICIPATION | LEADERSHIP | EXCELLENCE | DIVERSITY | GIVING | ENVIRONMENT | SERVICE |
| BRONZE | Attend an after school club for six weeks either sporting, cultural and/or academic | Take a lead role in and be a significant part of a lesson's structure. This should be recorded by a member of staff | Receive an academic sporting or cultural award from school | Actively participate in activities which explore/promote/challenge bullying/racism/homophobic views and stereotypes | Complete the school sponsored walk and raise money for charity or a community project | Volunteer and complete clearing duties in the restaurant for 3 consecutive days | Be a tour guide for parents or visitors to the school both during school times and/or after school events |
| | Read in class so that the teacher is able to identify you as a regular reader | Make a positive contribution as a student receptionist and have a reference written up to make clear the positive contribution | Take part in an out of school activity which called for determination, grit and resilience | Visit another country and show awareness of their cultural identity | Take part in an event which raises awareness of a charity or community project | Complete 5 litter picks during your free time on consecutive days | Play a role in supporting an after-school activity through providing a service to staff/parents/community |
| | Read 60,000 words as recorded by 'Accelerated Reader' or similar school reading programme | Take part in a form activity which is seen by a wider audience | Represent the school in a team or individual sport, cultural or academic competition | Learn to speak or make significant progress in a language not taught in the school curriculum | Donate old school uniform/PE kit/books, toys, games to school for the benefit of the school community | Actively participate in improving the school environment which could be recorded and is substantial and sustained | Take part in a service activity outside school such as scouts, police cadets, army cadets for at least 6 sessions |
| | Participate in a school or outside school concert, show or sporting event | Write a school play/a piece of poetry which is performed/a song which is heard/a story which is read out | Receive regular and substantial praise in your books in a number of different subjects over a term | Produce a project about a culture new to you or country that you have not lived in | Donate regularly to a food-bank or local community project | Help with a recycling scheme | Get involved with the Service section of the Bronze Duke of Edinburgh's Award |
| | Attend an out of school club for a sustained period and no less than 6 weeks | Take an ambassadorial role either in or outside school | Take part in a holiday/ weekend activity where your skill and or knowledge has deepened in a particular subject | Visit a place of significant cultural difference within the UK | Be a recognised buddy for someone | Help with the various gardening/environmental projects around the school for at least 5 hours in a term | Be part of a design or service which either helps make life easier or helps make people make progress in their daily lives |
| SILVER | Help to organise a sporting, cultural or academic activity for an additional 6 weeks | Help to organise a House assembly | Help to organise an activity where significant endeavour has to be demonstrated | Actively promote anti-racist and/or anti homophobic activities and view point | Run a fund raising activity in school which benefits a charity or community project | Be part of the organisation a group of pupils in clearing duties in the restaurant for 3 consecutive days | Organise tour guides for parents or visitors to the school both during school times and/or at after school events |
| | Be part of the organisation of a reading group or organise a group reading project in class | Take a key role in a sporting, cultural or academic fixture/concert/ challenge which benefits a community | Organise an activity which called for determination, grit and resilience on behalf of the competitors | When visiting another country use their language to order food and/or navigate | Organise awareness of a charity or community project within the school through assemblies, events and charities mornings. | Organise 5 litter picks during your free time on consecutive days | Help to organise supporting an after-school activity through providing a service to staff/parents/community |
| | Read 100,000 words as recorded by 'Accelerated Reader' or similar school reading programme | Organise a school activity such as a charity stall for the benefit of a community | Represent the county in a team or individual sport, cultural or academic competition | Make significant progress in a language not taught in the school curriculum | Organise the collection of old school uniform/PE kit/books, toys, games to school for the benefit of the school community | Help organise activities which would actively improve the school environment | Take part in a service activity outside school such as scouts, police cadets, army cadets for at least 10 sessions |
| | Help to organise a concert, show or sporting event | Write a school play/a piece of poetry which is performed/a song which is heard/a story which is read out | Evidence where you have made substantial effort in and out of class in a number of subjects | Help organise a project about a culture new to you or country that you have not lived in | Organise donations to a food-bank or local community project | Help organise a recycling scheme | Complete the bronze Service section of the Silver Duke of Edinburgh's Award |
| | Take a buddy to an out of school club for a sustained period of 6 sessions | Help to organise an ambassadorial role either in or outside school | Be an active organiser in a holiday/weekend activity where your skill and or knowledge has deepened in a particular subject | Help organise a trip to a place of significant cultural difference within the UK | Organise someone as a recognised buddy | Help organise a gardening/environmental projects around the school for at least 5 hours in a term | Help to organise a design or service which either helps make life easier or helps make people make progress in their daily lives |
| GOLD | Lead a sporting, cultural or academic activity for an additional 6 weeks | Be a member of the School/Student Council or/ and an ambassador for the school in a particular area | Lead an activity where significant endeavour has to be demonstrated | Lead on promoting mutual respect and tolerance of different faiths and beliefs | Lead on organising a collection in aid of a charity and/or community project | Lead a group of pupils in clearing duties in the restaurant for 3 consecutive days | Be a leader of tour guides showing them how to conduct themselves whilst touring visitors to the school |
| | Lead a reading group | Be a leader of a sporting, cultural or academic 'team' event | Lead an activity which called for determination, grit and resilience to be shown by the competitors | Be a leader in promoting another country's cultural capital | Volunteer in a local charity shop or for an out of school charity event or community project | Lead independently 5 litter picks during your free time on consecutive days | Lead the support of after school activity through providing a service to staff/parents/community |
| | Read 150,000 words as recorded by 'Accelerated Reader' or similar school reading programme | Lead a significant project which is seen by your House/school | represent the region or country in a team or individual sport, cultural or academic competition | Be recognised for significant progress in a language not taught in the school curriculum | Lead on creating a shop/ stall/event which helps sell old uniform books, toys, games in or outside the school | Lead on creating a better school environment | Take part in a service activity outside school such as scouts, police cadets, army cadets for at least 1 term |
| | Take a lead role in a concert, show or sporting event | Write a school play/a piece of poetry which is performed/a song which is heard/a story which is read out | Be someone whose behaviour and record of progress is something to be admired | Lead on a project about a culture new to you or country that you have not lived in | Lead on establishing a food-bank donation or local community scheme at Christmas or other times of the year | Lead a recycling scheme | Complete the Service section of the Silver Duke of Edinburgh's Award |
| | Take some form of leadership in the out of school club, substantiated by club leader | Organise or develop an ambassadorial role either in or outside school | Lead a holiday/weekend activity where your skill and or knowledge has deepened in a particular subject | Lead a trip to a place of significant cultural difference within the UK | Be a leader of those who buddy | Lead a gardening/environmental projects around the school for at least 5 hours in a term | Lead on a design or service which either helps make life easier or helps make people make progress in their daily lives |

Many of the PLEDGES have at their core the 'British Values' of:
 • Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance

Swavesey Village College, Gibraltar Lane, Swavesey, Cambridge CB24 4RS

Tel: 01954 230366

Email: enquiries@swaveseyvc.co.uk

To find out more about the College please visit our website:

www.swaveseyvc.co.uk