

# REDBORNE UPPER SCHOOL & COMMUNITY COLLEGE



## OPEN EVENING

**THURSDAY 2 OCTOBER  
2014**

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**Academic excellence Shared values Outstanding education**



# **LIAISON WITH PARTNER MIDDLE SCHOOLS FOR INDUCTION OF NEW STUDENTS**

## **Our aims**

- 1 To provide continuity of the curriculum in its widest sense for each individual in our schools so that educational progress is maintained.
- 2 To ensure that students are well prepared for transfer at each phase of their school life, and therefore feel confident and secure.
- 3 To establish good communication with parents and carers on curriculum and transfer matters.

## **For further information please contact:**

Mr N Croft	Principal
Mr S Gray	Head of School
Mrs D Buthee	Deputy Headteacher
Mr A French	Assistant Headteacher (Sixth Form)
Miss M Cook	Assistant Headteacher
Mr A Day	Assistant Headteacher
Mr A Whomsley	Assistant Headteacher
Mrs J Williets	Assistant Headteacher
Mr T Eager	Head of Learning Support
Mrs S King	Head of Year
Miss J Flores	Assistant Head of Year
Mr C Parks	Assistant Head of Year
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## **Foreword**

Welcome to the Redborne Open Evening for 2014. We trust that you will have an enjoyable and informative evening which will give you a good flavour of what life at Redborne will be like if you choose to make us your first preference school next September.

This booklet should be read along with the prospectus to give an overview of school life in general. The subject pages give a taster of what students will be doing in year 9. When you come to Redborne next year you will then get our course descriptions guide which goes into much more detail about the courses in year 9 and beyond. Looking further ahead, students will then be making choices about courses at Key Stage 4, which includes the opportunity to spend a day per week at Bedford College or Shuttleworth College studying vocational courses.

In the second part of the booklet you will find information about some aspects of the care, guidance and pastoral support and our extra-curricular programme.

During the evening, you will be shown round the school by some of our enthusiastic team of guides and you will have the chance to speak to students working in subject areas. This commitment of students to give up their time in the evening to help show off their school is a feature of Redborne of which we are really proud – it's this kind of dedication, with staff and students working together, that is one of the shared values that we think makes Redborne an excellent place to work and study.

If you do have any further queries, please feel free to ask any of my colleagues who are on duty around the school – members of the senior team will be available in the main foyer on a rota basis throughout the evening.

If you would like to come back for a further visit to see the school in action during the school day, please phone or e-mail to arrange an appointment.

Enjoy the evening, and we look forward to working with you over the years to come.

Steve Gray  
Head of School

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# ENGLISH FACULTY

**This faculty offers the following subjects:**

- **Communication and Culture**
- **Creative Writing**
- **English ELC**
- **English Language**
- **English Literature**
- **Extended Project Qualification**
- **Film Studies**
- **First Language English**
- **Higher Project Qualification**

**The aims of the faculty are:**

- to help students use and enjoy language and literature
- to help students express their thoughts and feelings
- to help students to be flexible, adaptable and receptive to our diverse cultural heritage

## **Reading**

Students are encouraged to read widely and to think, talk and write about what they have read. Our aim is to encourage students to develop their own tastes and interests.

We help students develop all the different skills which are needed for understanding different texts and writing for different purposes. We will seek out real purposes for their reading so that they will become active readers who think, select, question and criticise.

## **Writing**

We aim to give students the confidence to believe that what they write is worth reading.

We help students acquire the skills and attitudes necessary to judge and criticise their own work. They will learn to make notes, plan, draft and reflect on their work in order to make improvements. We help students to be fluent in all forms and be able to select the correct form for each purpose and audience.

Spelling, punctuation and grammar are no less important than they have ever been. We help students use these skills in a practical, useful manner.

## **Speaking and Listening**

We give students frequent opportunities to speak in lessons to develop their ability to talk and listen sensitively and effectively.

## **Year 9**

During Year 9, students will be taught in ability groups where they will cover a range of genres, including poetry, prose, drama and film. Students will also cover a range of skills at word, sentence and text level in order to prepare them for their GCSE courses.

## **Higher Project Qualification**

The Level 2 Higher Project Qualification is an able, gifted and talented initiative that we offer to our brightest English students in year 9. Equivalent to half a GCSE, the project allows for higher level research, eventually realised in a creative or analytical product. The most able students complete the project by honing excellent presentation skills as they celebrate their conclusions in a presentation evening. Gifted students are selected for this opportunity by English staff, based on specific criteria.

# MATHEMATICS FACULTY

**This faculty offers the following subjects:**

- **Mathematics**
- **Cambridge National Certificate in Creative iMedia**
- **Cambridge National Certificate in ICT**
- **Computer Science**
- **Further Mathematics**
- **OCR Cambridge Technical Introductory Diploma in IT**
- **Use of Mathematics**



## **Mathematics**

### **Liaison with Middle Schools**

Liaison with our feeder middle schools is good. Regular meetings are held every term. We also inform staff at the middle schools about former students progress. Middle school staff are fully consulted about the setting of students for Year 9. All staff concerned make every effort to ensure that there is continuity in the work that the students cover and that the change-over is as smooth as possible.

### **Year 9 Provision**

This year is used as a preparation and introduction year to the GCSE course at an appropriate level to ensure progression. Students are set according to ability before entering the school and are tested at half term in October to check progress. Set changes may be made at this time if appropriate. Progress is monitored throughout the year through classwork, homework and formal testing using GCSE style questions. Teaching is by a variety of methods, formal class teaching, group work, practical work and investigations. Students also start to explore how maths is relevant in everyday context and how it is used in problem solving. Use of computers is made where appropriate. Homework is set at least once a week to practise and extend work covered in class.

## **The ICT Department**

The ICT Department at Redborne consists of five full-time staff and a curriculum support assistant. We have five dedicated computer suites with a minimum of 24 computers in each.

### **Provision in Year 9**

In Year 9 students are timetabled for two lessons of ICT in a two week cycle. During these lessons students are introduced to a variety of the software and hardware available at Redborne. The year provides students with an introduction to the three GCSE options available at Year 10. Projects include stop motion video, computer animation and computer programming.

### **Further Information about the ICT Department**

Information and Communication Technology is one of the key development areas throughout the school. Many departments have access to laptops and there are various computer rooms around the school.

Regular liaison meetings are held with both of the school's main feeder middle schools. This way it is hoped that students will benefit from continuity within the subject.

# SCIENCE FACULTY

This faculty offers the following subjects:

- **Additional Science**
- **Award in practical farm animal care skills**
- **Award in practical horticulture skills**
- **Biology**
- **Cambridge National Certificate in Science**
- **Certificate in practical horticulture skills**
- **Chemistry**
- **Diploma in Applied Science**
- **Environmental and Land-Based Science**
- **Environmental Studies**
- **Extended Certificate in Agriculture**
- **Physics**
- **Science**
- **Subsidiary Diploma in Applied Science Biology**



Key Stage Co-ordinators from Redborne Science Department visit the Middle Schools regularly. During these liaison meetings, common teaching techniques, progression and assessment are discussed along with setting arrangements.

## **Year 9 Provision**

All students will begin a KS4 programme of study as soon as they join Redborne. This programme of study will ultimately lead to one of three possible pathways as part of the core science curriculum.

**Pathway 1 – Double science** Students will follow the Core and Additional AQA GCSE specifications throughout their time at Redborne. This will lead to two GCSEs (A\* - G) at the end of Year 11.

**Pathway 2 – OCR Cambridge Nationals** Students will initially follow pathway 1 but following assessment in year 9 will change to a more accessible qualification in Years 10 and 11. The OCR Cambridge National Certificate leads to a Level 1 Pass, Merit or Distinction or a Level 2 Pass, Merit, Distinction or Distinction Plus (a Level 2 Pass being equivalent to a GCSE grade C and a Distinction Plus being equivalent to an A\*).

**Pathway 3 – Triple science** Students will again initially follow pathway 1 but following options in Year 9 they may choose to study separate sciences in biology, chemistry and physics. This will lead to three GCSEs at the end of Year 11.

All students will also have opportunities to study Farm based qualifications open to them following the options process in Year 9.

## **Extra-Curricular Activities**

The faculty runs a STEM club (Science, Technology, Engineering and Maths) which meets regularly after school and an Environmental club. We arrange guest speakers, visits to lectures, opportunities to visit Higher Education establishments and field trips.

All of the teaching completed by the science teaching staff is strongly supported by a hard working team of science technicians.

## EXPRESSIVE AND PERFORMING ARTS FACULTY

This faculty offers the following subjects:

- **Art and Design**
- **Art and Design: Fine Art**
- **BTEC Certificate in Sport and Exercise Sciences**
- **Cambridge National Award in Sport Studies**
- **Dance**
- **Drama**
- **Drama and Theatre Studies**
- **Music**
- **Music Technology**
- **OCR Cambridge Technical Introductory Diploma in Sport**
- **Physical Education**



### Art

The Art Department is located in North School in Rooms 97, 98, 99 and 100.

#### **Liaison with the Middle Schools**

The Art Department has an exceptionally good relationship with its feeder middle schools. An exciting Key Stage 3 bridging project has been developed with the aim of increasing continuity and ensuring progression as well as making learning fun.

#### **Key Stage 3 Provision**

Students can expect to find the work in Year 9 hard but enjoyable. At Key Stage 3 we cover the fundamental skills of art and design in preparation for GCSE Art.

Our emphasis is on encouraging imagination, creativity, research and development and thinking skills. We are developing a personal approach and we aim to set work appropriate to individual needs, special aptitudes and interests. To this end students explore the theme of Pop Art and are encouraged to consider issues related to their own world and interests.

### Drama

#### **What do students learn in drama?**

- To rehearse in a disciplined, focused manner in preparation for delivering a variety of performances, including presentations
- to choose language appropriate to a situation
- to speak clearly and in a manner that can be heard and understood
- to understand movement and gesture and how these elements communicate meaning
- how to express their own ideas and feelings, and to be tolerant of others
- perseverance in working together to achieve a common goal
- how to articulate critical judgements about their own performances and the performances of others
- to make decisions based on understanding another person's point of view
- how to interpret script and move from "the page to the stage".



## Who teaches drama?

All Redborne, students are taught by a teacher qualified through drama training and practice.

## Should my child have drama in school?

Students can learn a great deal about themselves through the process of inception, improvisation, rehearsal and performance. They learn to control or develop their confidence, and they learn that they have valid views and ideas that matter. Some students learn to be more humble in their offering of opinions, and other students develop from shy creatures into young people who realise that they have the ability to positively affect an audience.

## Music

### Key Stage 3 Provision

Year 9 students have a one-hour lesson per week. The course involves listening, performing, composing and studying some ethnic and European styles. Year 9 students sit a base-line test when they arrive and then are assessed through the year to show the levels of progress that they make. Currently Year 9 classes are engaged in developing their keyboard skills.



### Extra Information

Fourteen peripatetic staff provide a wide range of instrumental and vocal tuition. In many cases this is a continuation of the tuition provided from Middle Schools.

### Extra-curricular Provision

There are a range of opportunities for students in all Year Groups:

- String Orchestra
- Full Concert Orchestra
- Wind band
- RAW Brass Band
- Jazz Band
- Redborne Voices Choir
- Guitar Ensemble
- Percussion Ensemble
- Folk Fiddlers Group
- Rock Groups
- Flute Ensemble
- Clarinet Ensemble
- Samba drumming club
- French Horn Ensemble



We run a busy schedule of Tea Concerts as well as termly concerts for the school group. We try to bring in professional soloists to perform with the orchestra each year and the school's musical ensembles are in demand to perform in the local community. We have taken a very successful tour to Germany this year where our Choir and Jazz Band performed in a variety of different venues.

## **Physical Education**

### **Liaison with the Middle Schools**

The PE Department meets with the staff in the Middle Schools once every half term, to co-ordinate work across the curriculum.

### **Key Stage 3 Provision**

Year 9 students will participate in the following activities:  
Trampolining, Badminton, Dance, Fitness, Hockey and Athletics  
They will have four 1 hour lessons per fortnight.

Students will follow a core programme of activities in Year 9, including Tennis and striking games in the Summer Term. All activities are taught in mixed or single sex groups until option groups are finalised in the summer.

### **Extra Information**

- Many opportunities to represent the school through participation in the school teams in local, regional and national competitions.
- A wide range of extra-curricular sporting activities with regular fixtures that take place after school.
- Strong links with local clubs providing leadership and volunteering opportunities.



# HUMANITIES FACULTY

This faculty offers the following subjects:

- **Applied Business**
- **Business and Communication Systems**
- **Business Studies**
- **Certificate in Financial Studies**
- **Economics**
- **Geography A**
- **Government and Politics**
- **History B**
- **Law**
- **Philosophy and Applied Ethics**
- **Religious Studies**



## **Business Studies**

The purpose built Business Studies Block comprising 4 classrooms was opened 10 years ago. This modern well-equipped facility is situated behind the 3 storey block in South School. All classrooms are equipped with networked computers and full use of them is made by staff and students in learning modules and assignment work.

## **Year 9 IFS Award in Personal Finance**

In Year 9 the students study and are examined for a professional qualification which includes:

- The features and origins of money
- How to manage their money including saving accounts
- How bank and building society accounts work
- Different sources of income
- Saving and borrowing products from various sources
- Managing a financial budget
- Principles and practices associated with insurance.

## **Geography**

### **Key Stage 3 Provision**

Students are taught in Tutor Groups for three one hour lessons per fortnight. Students begin with a short unit entitled 'Past, Present and Future' leading to a baseline assessment. Other topics covered in Year 9 include Rainforests, Weather Hazards, Landscapes, Development and Developing Cities. Approximately 30-45 minutes should be spent on homework each week.

## **History**

**The aims of the History Department are to help students to:**

- develop their knowledge and understanding of events, issues and societies in the past
- understand the nature of historical evidence and the methods used to evaluate and analyse it
- express their ideas confidently and effectively through the medium of History.

## **Key Stage 3 Provision**

Students are taught in Tutor Groups for three one hour lessons per fortnight. The topics covered in Year 9 are:

- The First World War
- International Relations 1919-39
- The Second World War – Including the Holocaust and life on the home front.

## **Religious Studies**

### **The importance of Religious Studies**

The aim of Religious Studies is to encourage students to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It encourages students to develop their sense of identity and belonging and enables them to flourish individually within their community and as citizens within a pluralistic society and global community.

### **Year 9**

Students in Year 9 study a course which is based on the recommendations of the Bedfordshire agreed syllabus for Religious Studies. The skills base they develop of critical thinking and evaluation, aims to prepare the students for the Philosophy and Ethics GCSE.

Students begin Year 9 exploring questions about the causes of prejudice and discrimination in the world around us. Case studies relating to homophobia, Islamophobia and anti-Semitism are explored (amongst others) in the context of the UN charter of Human Rights and current UK legislation.

From January students tackle more demanding questions about the implications of prejudice and discrimination are posed, using the Holocaust and the Rwandan and Bosnian genocides as case studies. Students will study the response of religion to these events and consider what or indeed if, lessons have been learned. Students are expected to evaluate the concept of forgiveness and consider how different faiths respond to such atrocities. We also invite a Holocaust survivor to come into school to speak to every member of the year group.



## MODERN FOREIGN LANGUAGES FACULTY

This faculty offers the following subjects:

- **Certificate in Latin Language and Roman Civilisation**
- **French**
- **German**
- **Spanish**

The Modern Languages Faculty (MFL) is situated in a separate suite of rooms in South School over 2 floors. We have a room of 15 computers and a seminar room also equipped with computers for small group work. All MFL rooms are equipped with a data projector and blackout facilities. We also have full-time foreign language assistants in all 3 languages, a full-time Curriculum Support Assistant (CSA) each having his/her room, and our own staff room.

### **Liaison with the Middle Schools**

There are regular meetings with Middle school colleagues throughout the year to ensure continuity between the tiers. There is also an assembly taken in Middle Schools by the Head of faculty regarding the second modern foreign language with a follow-up letter. The MFL faculty will allocate the second foreign language unless a valid reason is put in writing or in an email to either Mr Flynn or Miss Eveling at Redborne at [stcflynn@redborne.beds.sch.uk](mailto:stcflynn@redborne.beds.sch.uk) or [staeveling@redborne.beds.sch.uk](mailto:staeveling@redborne.beds.sch.uk).

### **Key Stage 3 Provision**

Almost all Year 9 pupils study two languages, French and Spanish or French and German. A small number of students study German or Spanish only. Homework is set on a regular basis which is then placed on Show My Homework and will involve a variety of tasks such as vocabulary learning, grammar exercises, finding out task, comprehension, etc. We would expect tasks to take 30-40 minutes.

### **German Exchange (Year 9 and 10)**

Students have the chance to go on an exchange visit to Günzburg in Bavaria which has proved both popular and culturally rewarding. The English students visit Germany in late June/early July and the German group comes to Redborne in November.

### **Gifted and Talented**

Each of the language departments offers Gifted and Talented sessions during the school year. Gifted and Talented students will also be able to attend the German Film Club.

### **Year 9 French Club**

One lunch time per week, students in Year 9 have the opportunity to practise their language skills at the French club where there are games available which focus on different skills and topic areas. As well as just having fun, students are able to participate in competitions to win House points.

### **Lunchtime Spanish Club**

We hope to run a lunchtime conversation club with the Spanish assistant this year where students will not just be able to develop their language skills, but also will learn about the culture of Spanish-speaking countries.

# TECHNOLOGY FACULTY

This faculty offers the following subjects:

- **Art and Design : Graphic Communication**
- **Design and Technology: Electronic Products**
- **Design and Technology: Food Technology**
- **Design and Technology: Graphics**
- **Design and Technology: Product Design**
- **Design and Technology: Textiles Technology**
- **Diploma in Art & Design (Fashion and clothing)**
- **Health and Social Care**
- **Home Economics: Child Development**
- **Hospitality and Catering**
- **Pearson BTEC National Award in Children's Play, Learning and Development**



## Liaison with the Middle Schools

Liaison takes place on both an informal and formal basis at least 3 times a year. There are formal scheduled meetings every term and Redborne and feeder schools take turns hosting these meetings. Topics include course structures, co-operation, student progress and National Curriculum developments.

## Key Stage 3

The Key Stage 3 Technology syllabus is taught on a faculty basis and is based around 4 modules in 4 different areas of Technology followed by a group activity module focusing on team-work and working at deeper understanding of a particular area of Technology. All modules have the benefit of experienced specialist teachers.

The 4 modules are as follows:

### **Systems and Control** – Electronic Dice

This is a project that will involve aspects of Technology including Electronics, Systems & Control, Product Design and Graphics.

### **Product Design** – Sustainable design

This module focuses upon designing and making using skills taken from graphics and product design.

### **Textiles Technology** – T-Shirt Design

Students will experiment with a wide range of creative decorative techniques common in textiles. These skills will then be applied to an existing product, focusing on pattern repeat and print techniques.

### **Food and Catering** - Come Dine with Me

During this course, students will be given the opportunity to explore Food as a material and provides a taster of the key stage 4 GCSE Hospitality and Catering courses.

### **Group-work module** - Center Parcs

The fifth module will allow students some choice of the area that they wish to work in and will focus on product analysis and teamwork. The module will focus on developing products for the soon-to-be-opened Center Parcs.

## **Extra-Curricular Activities**

The Faculty runs several weekly after-school clubs that will allow students to further pursue their interests in Technology. These include:

**"Redborne Great British Bake Off"** - this is a very popular club where students can develop their skills of cake, bread, biscuit and pastry making. This club can form part of the skills section of the Bronze Duke of Edinburgh award.

**"Studio 9 Design"** - this is a design based club where students can look at different styles and materials and the reasons for their use in design. They will be encouraged to design and make products using a variety of materials and processes.

**"Redborne Racing"** - this is an extremely popular and over-subscribed club that is involved in the design, build and racing of an electric car.

**"Year 9 Textiles Club"** - This club allows students to experiment with additional techniques through projects such as detachable collars, creative cushions, and embroidered make-up bags.

# PERSONAL WELLBEING

## **Aims**

The Personal Wellbeing Programme at Redborne is designed:

- To provide students with the knowledge, skills and understanding from which they can make informed choices and decisions with regard to their future lifestyle.
- To provide students with an opportunity to practise skills, such as, communication, assertiveness, decision-making, problem-solving, conflict resolution, and to explore all aspects of equal opportunities for life in a multi-cultural society.
- To actively involve students in the whole learning process of the programme. Students will have an opportunity to work individually and through a variety of groups that differ in size and purpose. Students are encouraged to communicate with and learn from other students and adults, fostering respect for others and the environment.
- To consider issues of a sensitive and controversial nature that may arise within the programme. They may arise incidentally or as a planned part of the programme, and may be of a cultural, ethical, racial or moral nature. Students will be given opportunities to consider these issues in order that they may make informed decisions according to their own values and attitudes.

The lessons are taught by a committed team who aim to create an environment in which the students feel safe in exploring and analysing their own behaviour. Achieving this sense of 'belonging' encourages the students to contribute and find their most effective place and value in society.

Much of the work covered in Personal Wellbeing is supported in almost all other subjects. For example, Drama covers issues such as peer pressure and bullying, Geography covers environmental issues, Religious Studies covers racism and family values and Science considers the effects of a whole range of drugs.

## **Methodology**

Role play, pair and individual work, group discussion.

## **Delivery**

Personal Wellbeing is taught in form groups in Year 9. Lessons are delivered by a team of tutors who are assisted by outside agencies.

## **Liaison with the Middle Schools**

Meetings are held regularly to discuss schemes of work and the natural progression of issues and topics



## **ADDITIONAL INFORMATION**

### **CARE AND GUIDANCE**

#### **Attendance**

The Pastoral Support Officer for the year team monitors attendance daily. If your son or daughter is absent you will receive a communication from the school, either in the form of a text, telephone call or an email. Student attendance is outstanding, with few persistent absentees.

#### **Assemblies**

Assemblies promote the spiritual, moral, social and cultural development of our students. They are planned around themes, often related to current events, national awareness days, etc. They offer an opportunity for reflection and contribute to the development of a strong social conscience through charity fund-raising. Each year group organises a charity fund-raising week to promote their selected charities.

#### **Behaviour**

Many visitors comment on the excellent behaviour of our students. Inspectors have judged student behaviour as 'an outstanding feature of the school ...' Our discipline structure is based around the WOW factor, which was created in consultation with staff and students to ensure a discipline structure that is consistent, reasonable and effective. Posters displaying the WOW factor are visible in all teaching areas. The WOW factor clearly identifies our expectations and how we respond to any misdemeanours, what action we take and who we inform. All misdemeanours are classified on a scale of 1-4 with level 4 being the most serious. More detailed information regarding the WOW factor may be viewed on our website under the heading behaviour management.

#### **External Agencies**

The school works with a number of external agencies to support students eg CHUMS, CAMHS, 4YP, Brook Sexual Health, etc.

#### **Family Holidays**

Parents and carers are asked to arrange family holidays out of term time.

#### **Careers Guidance**

The school employs an independent careers adviser who assists students with career planning and delivers workshops on a variety of topics eg apprenticeships. In year 10, students participate in a work experience placement to enable them to gain an insight into the world of work. Our careers adviser is present at Parents' Consultation Evenings to provide further information and advice.

## **Financial Assistance**

Financial assistance is available for some students via application to participate in a range of activities both in and out of school. This support includes educational visits, activities out of school, including holiday activities and activities in the evenings or at weekends. This includes the purchase of equipment or kit. Financial support is also available for the purchase of school uniform.

## **Form Groups**

Year teams consist of a Head of Year, two Assistant Heads of Year, a Pastoral Support Officer and a team of Form Tutors. The team remain with your son or daughter throughout Years 9-11. Prior to students arriving at the school year staff visit middle schools to collect information about your son or daughter. Whenever possible we aim to place your child with at least one friend from their middle school. Form tutors are primarily responsible for looking after each student in the form, monitoring academic progress and personal wellbeing.

## **Legal Surname/Preferred Surname**

As a school we are required to use your child's legal surname on official documents.

## **Links with Parents and Carers**

We inform parents and carers of school activities through our regular newsletter. In addition, we use a system which allows us to communicate regularly with parents through email, text and telephone.

## **Medical Matters**

The school employs a number of first aiders. The school nurse is Mrs Tyrell who is employed by the local NHS Trust. The school nurse organises immunisations (year 10 diphtheria, tetanus and polio and Meningitis C) and provides a drop in service for students with medical needs. Care Plans are prepared by the school nurse in partnership with parents and carers. Where a student is long-term sick a referral is made to the medical needs team for educational support. As a designated Healthy School, students receive guidance in staying healthy and recognising the signs and symptoms of various illnesses eg cancer.

## **Middle School Liaison**

We work closely with our middle schools to ensure a smooth transfer to upper school. There are regular meetings with our middle schools throughout the year. We share common policies and procedures.

## **Praise and Reward**

The school uses a variety of methods to praise and reward students. For example, information is sent home through letters, praise postcards and certificates. In addition, there are various events to celebrate success eg praise assemblies and lunches.

## **Safeguarding**

The school recognises its responsibility to be vigilant in identifying cases of suspected abuse. Where cases of abuse are suspected the school will follow the Bedfordshire Local Safeguarding Children board procedures and refer cases to the appropriate agency. All students receive training in staying safe where they attend lessons on a variety of topics eg first aid.

## **Student Responsibilities**

There are many opportunities for students to become involved in the life of the school. For example, year council, school council and environment committee. Elections take place during the autumn term.

## **Students who are Gifted and Talented**

The school supports students who have been identified as gifted and talented through enrichment activities such as masterclasses, visiting speakers, practitioners, trips to universities etc. Further details of the identification process are found in the parent and carers' handbook.

## **Students with Special Educational Needs**

Additional support is provided for students during transfer with regular visits to the upper school and the Learning Support Department. The learning support staff meet their colleagues at middle schools to identify students to establish the stage reached and to discuss how their individual needs might continue to be met.

## **Travel to School**

Students travel to school in various ways and are seen by members of the public who note both good and poor behaviour. The school will investigate complaints of poor behaviour.

## **UNIFORM**

All students in years 9-11 must wear our chosen school uniform which comprises:

### **Jumper**

Black V-neck jumper with school badge

### **Polo Shirt**

White polo short sleeved shirt, with black striped ribbed collar.

### **Skirt or Trousers**

Girls can choose between the skirt or trousers that our stockist supplies:

- Girls' knee length pencil skirt with black vent.
- Girls' black straight leg trouser with back tab detail.

Boys can use a supplier of their own source, but trousers must be tailored suit trousers.

### **Shoes**

Plain black with flat or low heels

### **Socks / Tights**

- Plain black or white socks
- Black or natural coloured tights.

### **Outerwear**

Coats or fleece jackets in plain dark colours.

### **Bag**

Big enough to accommodate basic equipment, e.g. exercise and text books.

### **Equipment:**

- Pen
- Pencil
- Ruler
- Planner
- Calculator
- Pencil case
- Rubber
- Colouring pencil
- Protractor
- Set square

### **Please note the following:**

- Girls must wear either trousers or skirts from our stockist
- Skirts are to be worn on the knee
- Nail varnish is not permitted
- Inappropriate or excessive make-up is not permitted
- Extreme hair colour or styles are not permitted
- Body piercing is not permitted, e.g. nose studs. This includes clear studs
- Excessive jewellery, including earrings with hoops larger than a 5p piece, are not permitted
- Cardigans are not permitted
- Black jeans or trousers with studs are not permitted
- Trainers, boots or backless shoes are not permitted
- Outer garments cannot be worn on top of the polo shirt without wearing the school jumper
- Hoods must be worn down at all times and hats are not to be worn in the school buildings
- Caps are not permitted.

### **Stockist**

School Shop – Tel. 01525 842654, Address: Redborne Upper School (North), Flitwick Road, Ampthill, Beds, MK45 2NU – Opening hours: 5 days a week during term time 8.45am-2.45. The uniform order form can also be found on the school website – [www.redborne.com](http://www.redborne.com)

School Stockist – Prestige Design & Workwear Ltd, 46-48 High Street, Flitwick, Beds, MK45 1DX, Tel. 01525 716558

## **EXTENDED LEARNING**

Extended learning is an essential part of all courses. Through extended learning it is intended that students will:

- take ownership of their own learning
- develop the skills of independent learning, with the confidence and motivation needed to study effectively on their own
- consolidate and reinforce skills and understanding developed at school.

Research studies, here and abroad, have shown that three of the factors that can have the biggest impact on student performance for the lowest cost are:

- homework
- students learning how to learn and taking control of their learning
- effective feedback from teachers on how to improve.

Extended learning can take many forms – attending clubs and extra-curricular opportunities, preparation for class work, projects, the collection of data, personal research, written assignments, reading or watching relevant TV programmes or video clips. Sometimes a relatively short piece of work is set to be done on a particular evening; often a larger piece of work is to be finished over, say, a two-week period or even longer.



GCSE and other examinations at Key Stage 4 demand a high degree of self-discipline and work organisation, both in school and at home. These habits of individual study are then developed further in the Sixth Form.

The main method of communicating homework and other extended learning opportunities is the 'Show my Homework' website which can be accessed via the school website. The school also provides each student with a homework diary. Subjects may also be using other electronic media to set and communicate homework to parents and students – the school e-mail system, the virtual learning gateway, files and applications are now available by remote access from home.

Where a student fails to complete a compulsory homework they will normally be issued with a further sanction, for example a departmental detention. Extended learning may also involve some optional extension tasks.

The amount of homework set will vary according to age and ability. Teachers will always allow a reasonable amount of time for homework to be completed. The amount of homework will gradually increase as students pass through the school and will vary between individual students. As a general guide, level 1 (foundation) courses will attract less homework than level 2 (higher) courses.

We are always grateful where parents use the website to check that homework is being completed. If possible please provide suitable conditions where there is little disturbance. If you have any concerns about homework please contact your son or daughter's Head of Year.

## **EXTRA CURRICULAR ACTIVITIES**

We consider it is very important that students should join activities outside the normal school curriculum. Clubs and societies meet in the lunch break, after school and on other occasions. They provide an opportunity for students to take part in activities which are not only very enjoyable in themselves, but also encourage commitment, reliability, perseverance and co-operation, all important qualities wanted by employers and needed in society generally. In addition to the clubs mentioned under subject headings in this booklet, we also offer the following activities:-

Art Club	Dodgeball	Rugby
Badminton	EPQ Level 2	School Magazine
Ballet Club	Film Club	Sci-fi Society
Basketball	Fitness Suite	Sixth Form Magazine
Building a PC	Football	Slack Lining
Catering Club	Hockey	Table Tennis
Choir	Learning Support Gym and Football	Ultimate Frisbee
Christian Union	Mandarin Beginners	Vaulting
Contemporary	Musicals	Volleyball
Choreography	Netball	
Dance Rehearsals	Photography	
Drama	Recording Sessions	

A full list of clubs can be seen on the school website.

### **Sporting Activities**

The school offers a wide variety of sporting activities and regularly provides players for county teams. In every year there are usually two or three students who have reached national level. School teams exist in most sports at all levels, and numerous competitions are organised throughout the year at form level and between Redborne and other schools. Facilities for sports are very good, including large and good quality playing fields, sports hall, gymnasium, hard surface, two multi-user games areas, four dedicated tennis courts and a 3G all-weather pitch. Many of the staff are involved in coaching and supervision, and full use is made of three minibuses for fixtures.

### **The Arts**

The Main Hall is a fully equipped theatre, with excellent stage and lighting facilities. In addition, the Drama Studio provides students with an opportunity to explore the different uses of lighting within a carpeted space ideally suited for all forms of drama.

- The Dance Studio situated in North School supports a thriving Dance Club
- The Music Centre includes a wide range of facilities including a suite of practice rooms and recording studio. The department organises a series of concerts held throughout the year
- The Art Department offers a wide range of activities and there is an annual Art Exhibition of students' work. For the outstanding work in the Arts the school received the Arts Mark Gold Award.

### **The Duke of Edinburgh Award Scheme**

This excellent scheme, which involves community service, the development of hobbies and interests, and camping and expeditions encourages such qualities as initiative, perseverance and powers of organisation. The scheme is strongly supported at Redborne and many staff help run the scheme at its three levels.

### **Foreign Exchanges and Visits**

The school encourages international contacts, which include cultural visits abroad as well as exchanges. We currently have exchanges with schools in South Africa, France, Spain and Germany.

## **LIBRARY RESOURCES AND FACILITIES**

- 18,000 books
- 30 magazines + back issues
- Newspapers – The Times and The I
- Reference collection – dictionaries, encyclopaedias, and atlases,
- Sixth form A level texts for overnight loan
- Local history collection
- DVDs for overnight loan
- 10 Computers with Internet access linked to school network and colour printer
- Access to Bedfordshire County Library resources and Virtual Library
- Seating for 60 students
- Computerised library system OLIVER accessible 24/7 check it out the school website.



### **Borrowing**

- Books may be borrowed for three weeks, and may be renewed provided there is no waiting list
- Reservation may be made for any book on loan
- Books should be returned or renewed by the due date and overdue reminders responded to
- Charges are made for overdue, lost and damaged books
- Books not in stock may be borrowed from other libraries by the librarian.

### **Opening Hours**

Monday – Thursday 8.15 am – 4.15 pm

Friday 8.15 am – 3.45 pm



## **SPECIAL EDUCATIONAL NEEDS**

### **What sort of needs?**

The Education Act 1981 stated that 20% of all students will, at some point in their school career, have experienced learning difficulties and will therefore have a special educational need. The SEND Code of Practice 2014 outlines the ways in which the school, parents and other agencies must work collaboratively to ensure the appropriate provision of all students with SEND.

### **How do we identify both the students and their needs?**

A student has a special educational need when they have a greater difficulty in any aspect of learning than the majority of students of the same age. The Redborne Learning Support staff meet their colleagues at middle schools to identify such students to establish the stage reached, and to discuss how their individual needs might continue to be met. On a day to day basis teaching staff, parents or students themselves may raise concerns about any additional needs and bring these concerns to the SENCo.

### **How do we help?**

In common with other upper schools we operate a whole school approach with regard to the Code of Practice. All members of staff have a responsibility for these students. Overall co-ordination is the responsibility of Mr Eager but several other members of staff each contribute to the provision we make. Mr Eager can be contacted either by telephone (01525 404462) or by email [stteager@redborne.com](mailto:stteager@redborne.com)

### **Students with significant needs**

If it is felt that a student's needs cannot be met within the school's existing resources we can ask the local authority for help. In such cases the student may be issued with an Education, Health and Care (EHC) plan. Usually, extra resources are then provided by the local authority to help the school with the needs of that particular student. However the statutory assessment process can be a lengthy one.

### **Teaching Assistants**

A team of Teaching Assistants work in class, across many curriculum subjects to support identified students in accessing the lesson, in developing their abilities and to work towards meeting their needs. The Learning Support team have a broad range of qualifications, training and experience and collectively are able to provide both effective support to the students and practical guidance to staff and parents.

### **What can parents and carers do?**

The student with special educational needs is probably at their most vulnerable on entry to upper school. Suddenly they are faced with a bigger building, more teachers, a more complicated timetable and probably more reading and writing than ever before. The confidence of the student can suffer at this time. Parents and carers should try to compensate for this by helping with the organising of homework, checking that the student has the correct equipment for the day and, of course, informing the school of any problems as they arise. A copy of the school's Special Educational Needs Policy is available on the school website.

## **TRANSPORT ARRANGEMENTS**

There are a number of transport providers that serve our students. They are:

### **1 Central Bedfordshire Council**

CBC provides transport for those students who are entitled to a free bus pass. They currently operate to the following villages:

- Aspley Guise
- Brogborough
- Clophill
- Flitton
- Haynes
- Houghton Conquest
- Husborne Crawley
- Lidlington
- Maulden
- Millbrook
- Ridgmont
- Woburn Sands

If you would like to know if your son or daughter is entitled to a free bus pass please telephone School Transport on 0300 300 8167.

### **2 Redborne Upper School**

Redborne Upper School has contracted operators to provide routes to these villages:

- Aspley Heath
- Aspley Guise
- Clophill
- Haynes
- Husborne Crawley
- Ridgmont
- Wilstead
- Woburn
- Woburn Sands

If you require a seat on one of these services, please contact the school. Travel on these routes will be by bus pass only which can be purchased through the school.

### **3 Commercial Service Travel**

Herberts Travel operates a registered school bus to and from Henlow. Passes can be bought in advance from [www.herberts-travel.co.uk](http://www.herberts-travel.co.uk) or students can pay per journey on the bus. The route currently services these villages:

- Campton
- Clifton
- Henlow
- Meppershall
- Shefford
- Shillington
- Upper Gravenhurst

Shoreys Travel operates a public service bus to and from Flitwick at a cost of 60p per journey.

All buses arrive and depart from South School bus bay.

