



Collingwood
College
BELIEVE SUCCEED

Collingwood College

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About Collingwood

Collingwood College benefits from a large and attractive campus located to the northeast of Camberley.

The College has three main buildings known as Barossa, Kingston and the 6th Form Centre. Our Years 7, 8 and 9 have their form rooms and recreational areas in Barossa building. Kingston building is where Years 10 and 11 are based. Suites of specialist classrooms are located in all three main buildings and are used by students in all Year Groups.

Collingwood has a huge range of specialist facilities which are continually being adapted to meet the demands of an ever-changing curriculum.

Physical Education plays a vital part in College life and we have extensive sports facilities available to our students which include a Sports Hall, two gym areas, a gymnastics hall and use of Curtis and Staub Gymnasium.

We have invested heavily in providing a wide range of IT resources to suit the needs of each subject area. There are over 20 dedicated IT rooms which provide 1:1 access for students to use in a range of subjects such as ICT, Business Studies, Technology, Art, PE, Science and Media. There are laptop trollies and mobile devices which can be used in standard classrooms through our campus-wide wireless network. All classrooms are equipped with interactive whiteboards or touchscreens and many contain additional IT resources for demonstrations and small group work.

Our industry standard IT network provides every student with a secure work area and a personal email account which they keep throughout their time with us. It is accessible from home 7 days a week and for 24 hours a day. Students are encouraged and supported to use our systems as soon as they join.

Students are expected to use new technology wherever possible to enhance their learning and we allow students to use their mobile phones in a sensible and responsible manner outside of lesson times. We are committed to developing our students' ability to deal with the dangers of social networking and e-safety is evident in many areas of the curriculum.

Our Admissions Policy is included at the back of this booklet but we expect to admit 10 forms of entry in September 2018. In recent years we have been able to offer every student who chooses Collingwood a place but, given local demographics, demand for places is increasing year on year.

College Day

8.25 am - 8.50 am	Registration, group tutorial/assembly
8.50 am - 9.50 am	Period 1
9.50 am - 10.55 am	Period 2
10.55 am - 11.20 am	BREAK
11.20 am - 12.20 pm	Period 3
12.20 pm - 1.25 pm	Period 4
1.25 pm - 2.00 pm	LUNCH
2.00 pm - 3.05 pm	Period 5
3.05 pm - 4.05 pm	<i>Period 6 – additional lessons for Sixth Form and examination support classes only</i>

Curriculum Offer

The College provides a stimulating curriculum in Years 7 and 8 which builds on the students' prior learning in the core subjects of English, Maths and Science and offers the full range of courses in Humanities, Arts, Technology and Modern Foreign Languages. Students continue to study the core subjects until they are examined at the end of Year 11. They are able to make three subject choices at the end of Year 8 which will enable them to begin their studies in those subjects for GCSE programmes in Year 9. Two further subject choices are made at the end of Year 9.

The College's tutorial programme gives us a platform to develop and support students' wellbeing and personal and social development. All students follow examined courses in IT and Philosophy, Religion and Culture (PRC) until the end of Year 10. Some students choose to study for an additional IT qualification in Years 9, 10 and 11 as part of their options.

Students are initially placed in mixed ability teaching groups for most subjects and subsequently moved into broad ability sets in Maths and Languages. More subjects will use ability setting as students progress through the College but this is continually reviewed to ensure the pace of learning matches the needs of each cohort of students.

Students can study a wide range of qualifications, which currently include:

Faculty	Qualification
Creative and Performing Arts (CAPA)	GCSE Art, Craft and Design, Photography, PE, Drama, Media Studies Arts Award Music LAMDA (Drama) A level Photography, Drama & Theatre Studies, Film Studies, Media Studies, PE, Dance BTEC Art & Design, Sport, Media Production
Communications	GCSE English, English Literature, French, Spanish A level English Language & Literature, English Literature, French, Spanish
Humanities	GCSE History, Geography, Philosophy, Religion and Culture (PRC), Sociology, Higher Project, Citizenship A level History, Geography, Sociology, Extended Project, Law, Psychology
Maths and Science	GCSE Maths, Biology, Chemistry, Physics, Core Science, Additional Science A level Maths, Further Maths, Biology, Chemistry, Physics BTEC Science
Technology, Vocational and Business Education (TVIBE)	GCSE Food Preparation and Nutrition, Catering, Computer Science, Electronics and Control, Engineering, Graphics, Resistant Materials, Textiles, Business Studies Cambridge National ICT, Creative iMedia ECDL, CIDA A level Business Studies, Economics, Computer Science, Product Design BTEC Children's Care, Learning & Development, Health & Social Care, Business, Information Technology

Communication / Parent Portal

The Parent Portal is an internet based information and communication tool that gives parents secure access to their child's/children's data. Parents can access:

- attendance records
- personal and contact information

- student timetables
- College policy documents
- parental surveys
- information about the curriculum

Letters to parents are uploaded onto the Portal, which is also constantly updated with important announcements and information. Wednesday is classed as 'Letter Day' and every week an email is sent to parents advising them of any important information and to remind them of forthcoming events. Any letters raised during the week are attached to the email, which also contains a link to our weekly newsletter.

Contacting the College

Collingwood has an on-line communication system which is accessible via the Parent Portal. The system enables parents to register a concern, seek information or pass on praise for a member of the staff. It allows us to analyse the feedback which we receive in order to improve the service we provide and ensures that your communication receives an acknowledgement and is responded to in a timely manner.

Gifted & Talented

We believe that all students need to receive an appropriate level of stretch and challenge in their lessons and of course this is particularly important for gifted and talented students. Strategies for providing this challenge in lessons include differentiation, provision of extension activities and development of Leadership and Independent Enquiry.

Within our broad curriculum we are able to offer a number of options to able students including additional qualifications and early entry GCSEs. We offer a variety of additional opportunities for gifted and talented students outside of lessons. These include after College enrichment sessions, trips, external visitors, competitions and access to holiday schools.

Home Learning

Home Learning is an extension of school learning and provides the opportunity for a student to develop skills and knowledge outside the classroom. Home Learning is any activity which a student is asked to carry out, outside the lesson time, which they may do on their own or with parents / carers or with other students as a group activity.

Based on national guidelines Collingwood students are expected to regularly spend the following amount of time on home learning tasks:

Year	Daily Time
Year 7 and 8	30 minutes to 60 minutes
Year 9	45 minutes to 1½ hours
Year 10 and 11	Up to 2 hours
Post 16	Amount depends on individual courses, we advise 4 hours per subject per week as a norm.

- Students may use the Library as a supervised study facility before school from 8am, at break, lunchtime and after College until 4.00pm each day.
- Special revision classes are held throughout the year for all students taking external examinations. These classes may be at lunchtime, after College, on Saturdays and during Easter and May half term. We do ask parents to support attendance at these sessions.

Parent Engagement

Collingwood has excellent home-College partnerships. We welcome parental support and involvement. Throughout the year there are a number of meetings which we encourage parents to attend - Academic Reviews and Parents' Subject Evenings. We hope parents will also support the College at the various events that take place throughout the academic year.

Throughout the year we also produce a number of surveys including the **Annual Parents' Survey** and encourage all parents to take part.

We run a number of **Parent Focus Groups** each year. All parents are welcome to come along and join in discussions that focus on specific topics, which help us to evaluate and improve on what we do. The dates for these are all communicated through the Portal.

The College has no parent teacher association but we do rely on annual College Fund requests to support expenditure on items not covered by the normal budgets. Parents are asked to donate in accordance with their means, either annually or by monthly standing order.

In recent years this income has allowed us to considerably improve outdoor facilities for students, increase the Sixth Form study provision and purchase a new minibus.

ParentPay

ParentPay is the College's online payment system that lets parents make secure online payments by credit and debit card. It allows parents to pay, whenever and wherever they like, for all College services, including:

- topping up your child's dinner money card
- paying for College trips
- purchasing books and equipment

It provides parents with a full purchase history including meal choices, up-to-date dinner money balances and outstanding balances on any trips which are being paid for via instalment

All students are issued with an ID card which they use to 'pay' for their lunch (see School Meals section).

We can only accept payments by ParentPay.

Partnerships with Other Schools

We recognise that all schools can learn from each other and by working together we can invest time, effort and expertise in curricular and extra-curricular projects which will broaden and enrich the experience of students.

SHAPE (Surrey Heath Area Partnership for Education)

Collingwood has been working in partnership with Tomlinscote, Kings International and Gordon's to provide the very best opportunities for students in Surrey Heath.

Selected students from each school are able to participate in SHAPE vocational courses leading to NVQ qualifications which are planned collaboratively across the partnership.

Some Sixth Form courses offered at Collingwood and Tomlinscote are available to students from both schools, ensuring that students have the greatest range of courses possible to choose from.

Look out for the SHAPE minibuses travelling around Surrey Heath. The vehicles carry the SHAPE logo and supports the movement of students from home schools to the learning providers.

The 2015 Learning Partnership

Collingwood College is part of a Learning Partnership with Bishop David Brown School, The Magna Carta School, Winston Churchill School and Kings International. The five schools are currently graded 'Good' by Ofsted and are on the journey to 'Outstanding' and have created an effective, respected and influential group of North West Surrey Schools.

Pastoral Care

The College has a very strong pastoral system. We have a combination of teaching and non-teaching Year Managers and Pastoral Assistants who are available to support students throughout the College day. We also have an Attendance Manager and an Education Welfare Officer who give additional assistance. Form Tutors are key figures in the provision of pastoral care and are responsible for the conduct of Academic Reviews. The primary focus of these events is to check that children are happy and making good progress relative to their ability and prior attainment. The College's Assessment Team is responsible for ensuring that parents, pastoral and subject staff receive accurate and regular reports on the progress of every student, with much of this information being available online.

Our Learning Support Department provides help and support to students in the classroom in small groups and on a one-to-one basis for specialist teaching. Support includes help with literacy, handwriting, organisation, reading and study skills. We run a special 'nurture group' for a small group of children with learning difficulties who may find the transition to secondary education challenging. Small groups also receive support outside the normal College day.

The College recently entered into partnership with Eikon (formerly the Windle Valley Youth Project) who also provide extra support and guidance for some of our more vulnerable students in the guise of mentors who meet with the students on a regular basis.

Personal Development

There are a large number of lunchtime and after College clubs involving sport, drama, art and other interests. All students are encouraged to participate in the College drama events, music concerts and special events. There are over 100 trips, many related to the curriculum but also ski trips, sports tours and language exchanges. A strength of the College is the significant number of leadership opportunities available including being a College Council Representative, an anti-bullying Ambassador, a Student Leader, a Sports Representative or a peer mentor and when the student reaches Sixth Form, becoming part of the Senior Prefect Team. The College has a thriving Duke of Edinburgh's Award Scheme, which enters large numbers at all levels.

All students receive Personal, Social and Health Education. In Year 8 they follow a one day first aid course, led by the St John Ambulance volunteers, to gain the Young Lifesaver Award.

Pupil Premium

The Pupil Premium is additional funding given to schools to support disadvantaged students and improve their attainment.

The College uses the funding to make a real difference to the life outcomes of students on the Free School Meal (FSM), Service Premium (SP) and Looked After Children (LAC) registers.

Rewards

Collingwood operates a praise point system. Praise points are allocated to students' records for positive contributions to Collingwood and more specifically for individual effort in the various aspects of College life including good attendance and excellent attitude to learning (ATL). Parents can view these points on their child's record which is accessible via the Parent Portal.

Debits are also recorded against a student for poor uniform, lateness, detentions etc.

At the end of each half term students can spend the balance of their praise points to purchase, for example, Amazon or high street vouchers or spend the equivalent in the College canteen.

Safeguarding

Collingwood is proud of its safeguarding record, which has been commended in our Ofsted inspections. It has a strong team consisting of many experienced and senior Pastoral staff. Students are never allowed off site without permission and are sanctioned appropriately if they do so. Parents are contacted as soon as possible in such rare instances.

School Meals

Students are offered a wide range of meals and snacks from Accent, our caterers. There are different menus available in each building at break and lunch times. Students pay for their food using a cashless system linked to their ID cards. ParentPay enables parents to top up students' balances using secure online payments by debit and credit cards. The same system is used to pay for activities and other purchases.

Students who are entitled to free school meals use the canteen in the same way as any other students. They use their ID card to 'pay' for their meal.

Some students living locally may wish to go home for lunch. We recommend that students stay in College but those who are authorised to go home will be issued with a 'home-to-lunch' pass.

Special Education Needs

The Learning Support Department oversees provision and interventions for students with Special Education Needs and those with English as an Additional Language. The Department houses a Sensory Room, two specialist SEN teaching rooms and the Accelerated Learning Centre, which is a quiet area designed to support our more vulnerable students. All SEN teaching areas have IT equipment and some have specialist SEN computer packages. The SEN teachers teach some of the high need SEN students, particularly in Key Stage 3. The SENCo assesses students for access arrangements when needed and no earlier than the start of Year 9.

Travel Information

Coaches are supplied to transport students living more than three miles from the College for whom Collingwood is the nearest school or the one designated by the Local Education Authority. Those living less than three miles from Collingwood are not eligible for free transport. A large proportion of Collingwood students travel by coach and bus.

The College is served by a number of public buses and parents may apply for a paid-for concessionary place or purchase tickets via the bus company depending on their location. Public buses serve outlying areas such as Ash, Ash Vale, Bisley, Deepcut, Frimley Green, Heatherside, Mytchett, West End and some parts of Lightwater.

Term Dates 2018-19

Autumn Term 2018 <i>Autumn Half Term</i>	Tuesday 4 th September – Wednesday 19 th December Monday 22 nd October – Friday 26 th October
Spring Term 2019 <i>Spring Half Term</i>	Thursday 3 rd January – Friday 5 th April Monday 18 th February – Friday 22 nd February
Summer Term 2019 <i>Summer Half Term</i>	Tuesday 23 rd April – Friday 19 th July <i>May Bank Holiday – Monday 6th May</i> <i>Spring Bank Holiday – Monday 27th May</i> Monday 27 th May – Friday 31 st May

Uniform

Our uniform is designed in consultation with students and parents to be smart, comfortable to wear and easy to look after. Students wear plain black trousers or skirts with white polo shirts, all of which contain the College logo. Students in Years 7, 8 and 9 wear a blue sweatshirt with College logo and older students wear a black sweatshirt with College logo.

Admissions Criteria

The 'Admissions Authority' referred to in the policy is **Collingwood College**.

1. General

- In common with all state maintained schools the College operates its admissions policy within a local and national framework. Consequently parents should read this Admissions Policy within the context of the current Surrey Local Authority booklet "Information on School Admissions and Transfers".
- The College will normally admit each year without reference to ability or aptitude the Planned Admission Number, (PAN), of 355 students, who are aged 11+ or who have completed Year 6.
- In accordance with the School Admissions Code, Collingwood College operates an equal preference system. This means that the College considers all ranked preferences equally against its admissions criteria and informs the Surrey Local Authority of those applicants to whom places can be offered. Places are then offered by Surrey Local Authority on the date specified annually in the above booklet.
- All available places will be offered. No places will be held back for late applicants who may move into the locality.
- Children who are the subject of a statement of special educational needs naming Collingwood College will have absolute priority for a place. Since there is a separate process for the admission of students with a statement of special educational needs, Surrey Local Authority will send information at the beginning of the Autumn Term explaining the procedure in respect of a child's future placement. Advice is also available from the Local Area Education Office.

2. Specific

If the number of applicants exceeds the PAN, the College is oversubscribed. In this circumstance, the following priorities will be used when offering places:

First Priority: Looked-after children

Looked after and previously looked after children will be considered to be:

- Children who are registered as being in the care of a Local Authority in accordance with Section 22 of the Children Act 1989(a), e.g. fostered or living in a children's home at the time an application for a school is made;
- Children who have left care through adoption (in accordance with Section 46 of the Adoption and Children Act 2002), a residence order (in accordance with Section 8 of the Children Act 1989) or special guardianship order (in accordance with Section 14A of the Children Act 1989).

Second Priority: Brothers and sisters (siblings)

After 'Looked-After Children', places will be offered to siblings. A sibling is defined as *a child, who has a brother or sister, step-brother or sister, foster-brother or sister or an adopted brother or sister attending Collingwood College on 31st October in the calendar year preceding the date of admission*. A sibling will be given priority for admission, **only if the other sibling is on roll at Collingwood College on 31st October in the calendar year preceding the date of admission**.

Applications to be considered under the sibling priority must indicate that the child has a brother or sister already at Collingwood College when the application/preference form is submitted and relevant details must be provided.

Third Priority: Exceptional arrangements

Occasionally there will be a very small number of children for whom exceptional arrangements will apply. These exceptional arrangements may override other lower admissions priorities and the Admissions Authority may apply them when they first offer places. The Local Authority may ask the Admissions Authority to admit beyond the PAN at other times under this category.

What is an exceptional arrangement?

1. Medical and other reasons

All mainstream schools, and not just the school which is the first ranked preference, are expected to support children with the more common medical ailments and/or stress related symptoms or both. If, at the time of completion of the application, the child has a disability or a serious or life threatening medical condition which necessitates placement at Collingwood College, this must be stated on the application form. Such information will only be considered if parents/carers attach supporting evidence such as a letter from a registered health professional. This evidence should set out the particular reasons why Collingwood College is the most suitable school and the difficulties that would be caused if he/she had to attend another school. A GP's letter will not normally constitute sufficient medical evidence. A priority placement will only be agreed if the College's medical advisors consider that it is necessary for the child to attend Collingwood College.

If there are sensitive family circumstances, perhaps involving support agencies (e.g. Social Care), these will also be considered, but documented evidence and/or relevant reports must be provided on the application form. If the child is the subject of an Education Supervision Order, or is permanently excluded from school, exceptional circumstances may also give priority for a placement.

It is important that any exceptional circumstances, as described above, be shown on the application form at the time of application and supporting written and/or documentary evidence must be attached. If this procedure is not followed, a priority placement will not be considered.

2. Children with a disability

Applications for children with a disability, who do not have a statement of special educational need, are treated in the same way as all other applications. **If the child has a disability which applicants believe necessitates placement at Collingwood College, this must be stated on the application form and evidence of the disability must be provided at the time of application.**

Fourth Priority:

1. Children of a member of the staff of Collingwood College, where the member of staff has been employed at the College for a minimum of two years by 31 October in the year preceding that for which admission is being sought;
2. Children of a member of the staff of Collingwood College, where the member of staff has been employed at the College to fill a vacant post, for which there is a demonstrable skills shortage.

Fifth Priority: Children living in the following wards of Surrey Heath: Bagshot, Lightwater, Old Dean, St Paul's, Windlesham and that part of Town Ward on the north side of the A30.

Sixth Priority: Children living in the West End and Bisley Wards of Surrey Heath.

Seventh Priority: Children living in Town Ward on the south (town centre) side of the A30 and other Wards of Surrey Heath hitherto unspecified.

Eighth Priority: Children living beyond the boundaries of Surrey Heath.

It is important to note that:

- The following map shows the application of the admission criteria in the Borough of Surrey Heath and the surrounding area;
- Any parents intending to move into the Surrey Heath Area **must** provide proof of permanent residency i.e. evidence of exchange of contracts, or a rental agreement that must operate for a minimum period of 12 months;
- The home address as at the closing date for applications is used when allocating places. However, if contracts are exchanged on a new family home by the closing date, and as long as the applicant is able to offer proof of such exchange, the Admissions Authority will take account of the new address;
- A fraudulent application, e.g. an incorrectly nominated address, may immediately disqualify the application. Disqualification will apply, even if a student has been offered a place, or has taken up

a place, at Collingwood College. In the latter instance, the parents may need to seek an alternative secondary school;

- There is no system of contributory or feeder schools which gives priority for admission to Collingwood College, nor is there any automatic transfer between schools. Admission to a particular Junior/Primary school does not guarantee admission to Collingwood College;
- In the case of over-subscription in any of the 8 categories listed above, priority will be given to those children living nearest to the College, as measured by a straight line from the address point of the student's house as set by Ordnance Survey, to the centre of the main entrance to the Kingston Road site. The distance tie breaker will be used in each category, as necessary, as a means of prioritising places. In the event that the tie breaker does not produce a result, a member of the Governing Body will allocate the available place(s) by the drawing of lots. For blocks of flats, apartments or buildings where there are multiple addresses with only one address point, (where two or more applicants to the same school would have the same distance measurement), priority will be determined by the drawing of lots, which will be witnessed and recorded. If a student has more than one dwelling, the address used will be the student's main residence. Evidence of the main residence may be required.
- In the case of multiple births, where children are ranked consecutively in their order of priority for a place and there are not sufficient vacancies remaining for each of them, wherever it is logistically possible, each child will be offered a place. Where it is not logistically possible to offer each child a place the child(ren) to be offered the last remaining place(s) will be determined by the drawing of lots.
- Late applications will be considered in accordance with Surrey's Coordinated Admissions Scheme, details of which can be accessed at www.surreycc.gov.uk.

3. General

The College will operate a "waiting list" for any year group, which is over-subscribed. The position of an applicant on the waiting list will be determined by reference to the 8 priority categories and the distance measurement and other procedures identified above. The waiting list will be maintained for a maximum of one year, commencing on the date on which the allocation of places is formally notified to parents.

