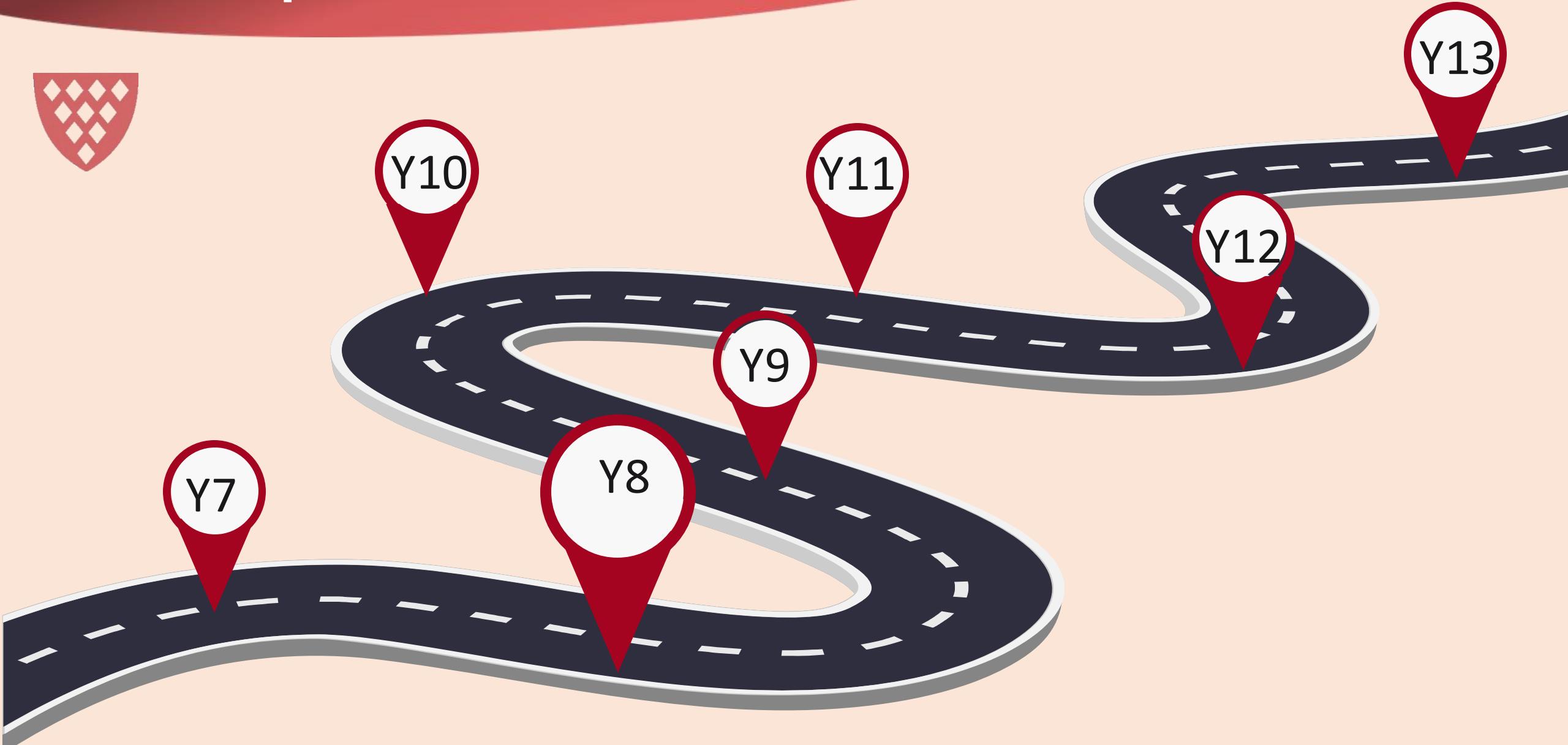




Welcome to Kingsbridge Community College



Roadmap



A Challenge with Literacy



1. Low literacy levels cost the UK economy an estimated £81 billion a year.
2. In 2019, 120,000 students left primary school below the expected standard for reading. Only 1 in 10 was projected to reach grade 4 in Maths and English this summer (*National Literacy Trust*).
3. The average reading age of GCSE Papers is over 15 years.



Who we are and what we stand for



Vision:

“An outstanding learning community where individuals thrive”

Values:

Successful

Considerate

Hard-working

Our best selves

Leaders

Aspirational

Resilient



Rights Respecting School



Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Senior Leadership Team



Mrs Graham
Principal



Mrs Stead
Deputy Principal



Miss Ray
Assistant Principal / DSL



Ms Blumer
Assistant Principal/SENDCo



Ms Lilley
Assistant Principal/Director of Sixth Form



Mr Chisholm
Assistant Principal

Successful **C**onsiderate **H**ard-working **O**ur best selves **L**eaders **A**spirational **R**esilient

The Inclusion Team



Miss Lee
Year 8 Inclusion Lead



Mr Chisholm
Assistant Principal



Mrs Lennon
Year 8 Raising Standards Lead



Ms Blumer
Assistant Principal/SENDCo



Miss Ray
Assistant Principal/DSL

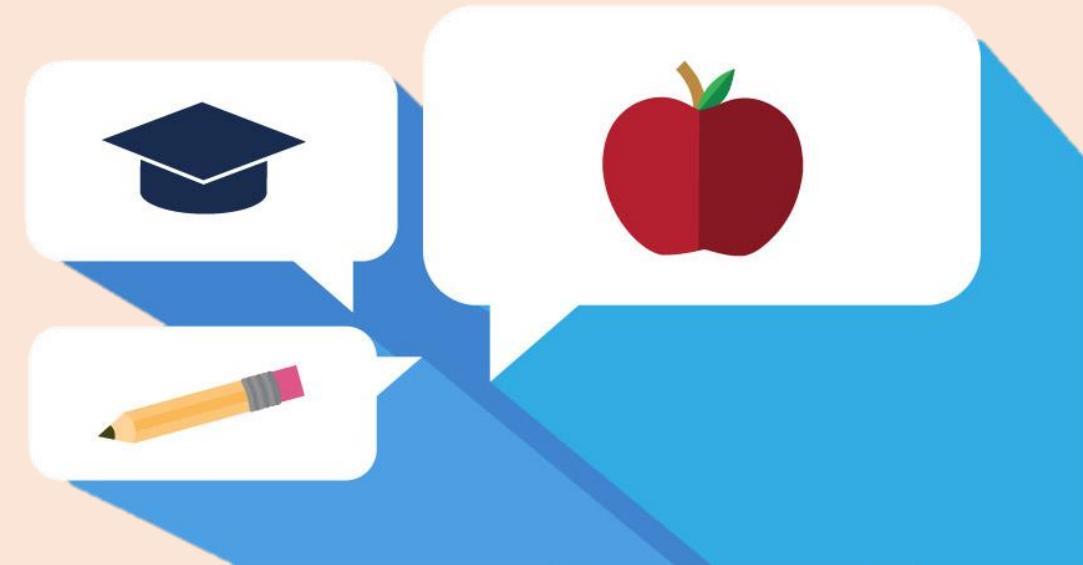


Mrs Mayne
Deputy Designated Safeguarding Lead

Role of the Tutor



- ✓ Supporting students to be scholars and ready for success
- ✓ Focus on wellbeing and progress
- ✓ First point of contact at KCC for students and parents
- ✓ Celebration of success – Commendations and Student of the Week
- ✓ Daily check – in during tutorial in the morning
- ✓ Consistent start to each day for all students
- ✓ Sharing information – Clubs/Meetings/Fixtures/Events
- ✓ Encouraging students to get involved at KCC



Year 8 Tutor Team



1st

Your Child's Tutor

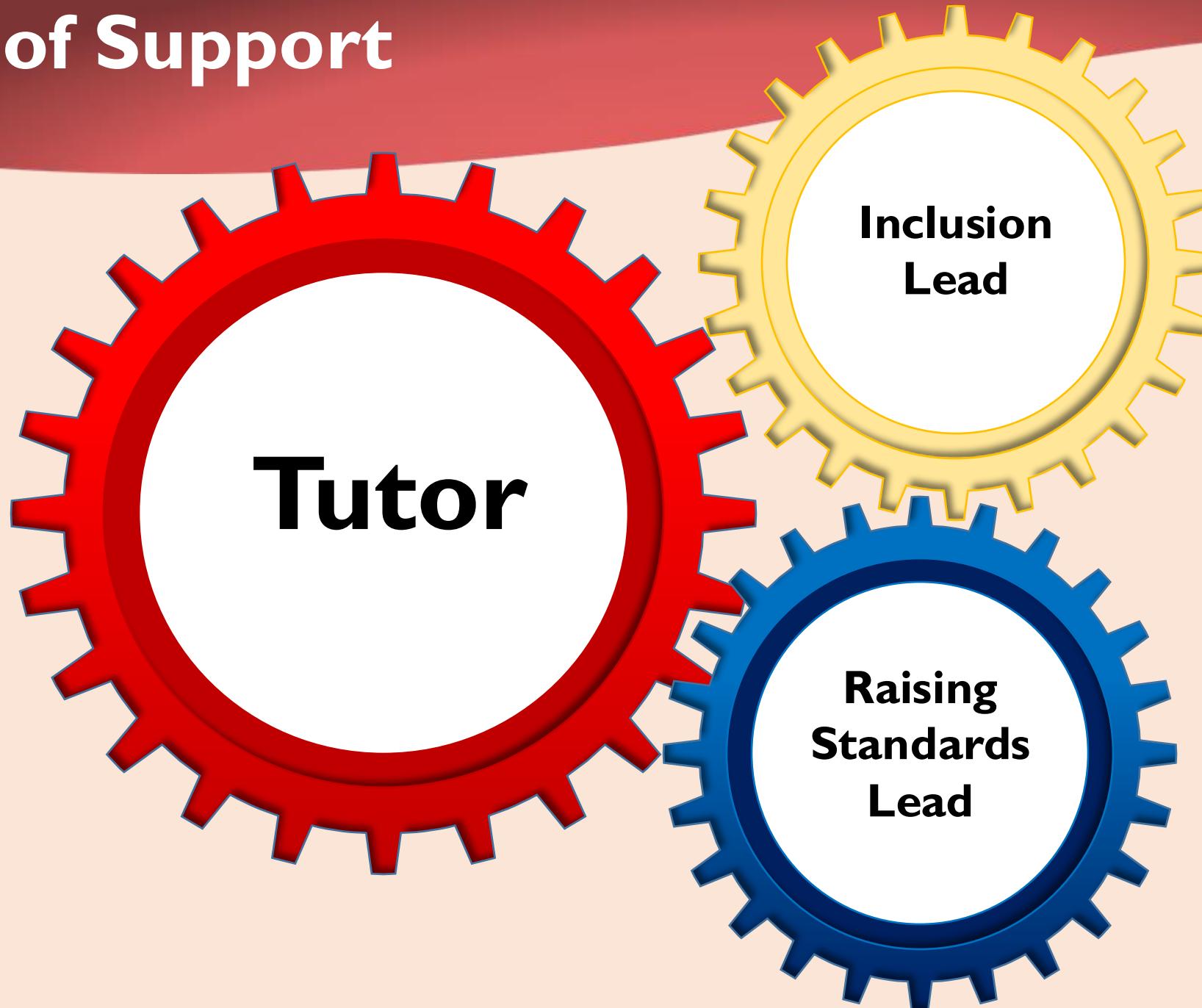
Your first point of contact should be your child's tutor.
You can email or call the school to leave a message.

Year 8

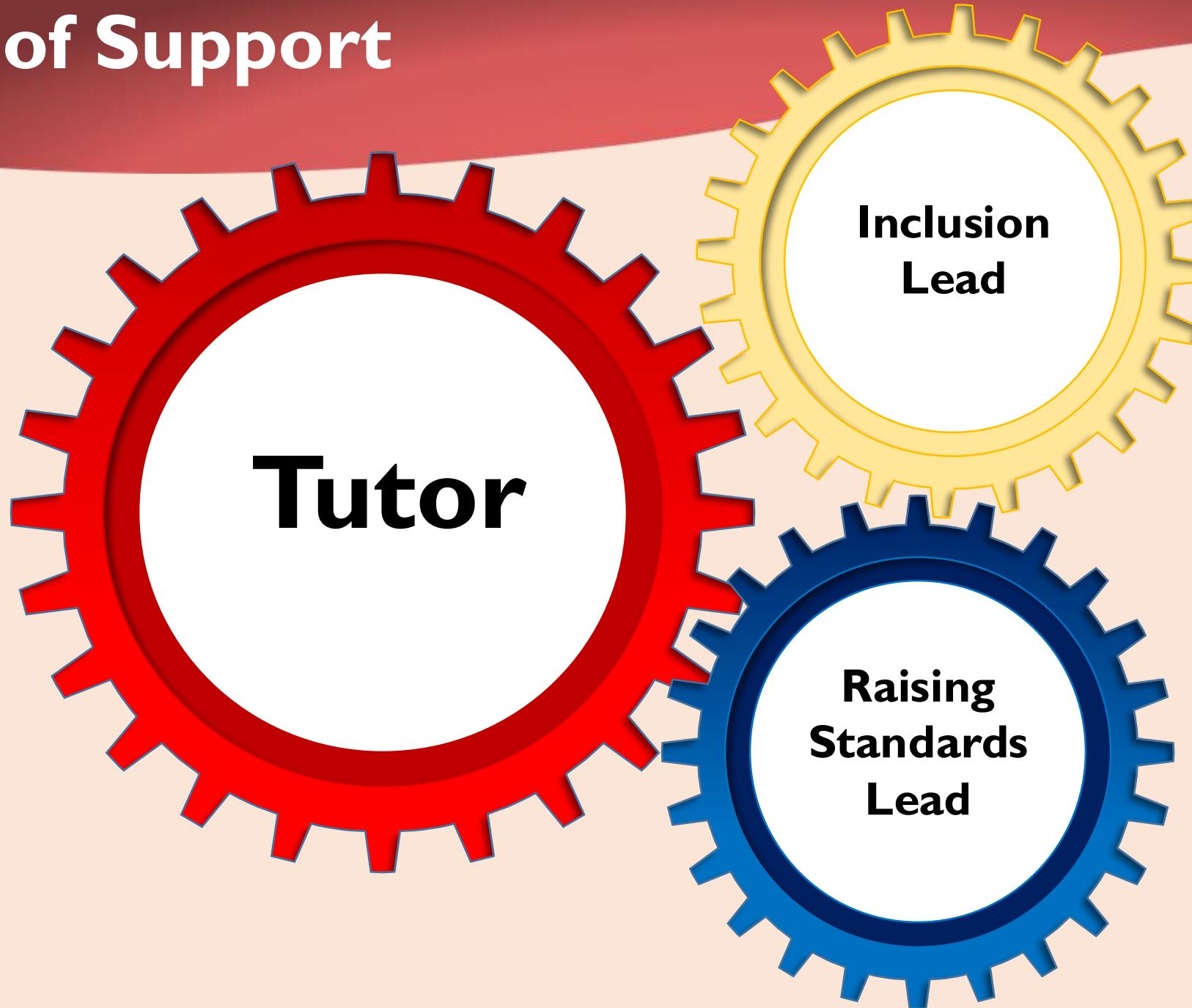
Raising Standards Lead: Laura Lennon and Inclusion Lead: Fiona Lee

Population	Tutor Group	Tutor Name		Tutor Room
N	8MPU	Mr M Puttock	Matt.Puttock@kingsbridgecollege.org.uk	MA4
N	8OST	Mr O Styler	Owen.Styler@kingsbridgecollege.org.uk	HII
N	8KST	Mrs K Turner	Katie.Turner@kingsbridgecollege.org.uk	SI
S	8THO	Mr T Holland	Tom.Holland@kingsbridgecollege.org.uk	GE3
S	8AJO	Mrs A Jones	Alice.Jones@kingsbridgecollege.org.uk	EN2
S	8JCA	Mr J Callison	James.Callison@kingsbridgecollege.org.uk	MA7

Cogs of Support



Cogs of Support





- All welfare and SEND updates are shared with staff before the start of term; SEND information is recorded on College systems e.g. ClassCharts
- Students with EHCPs follow the statutory Annual Review process
- All SEND students have needs and support identified through ClassCharts and our ordinarily-available in-class provision. Students at SEND 'K' have additional contact from the SENDCo and Inclusion Team over the academic year to discuss Learning Plans.
- Parents should contact their child's tutor, Inclusion Lead or Raising Standards Lead in the first instance to raise any concerns; the SENDCo is also available to meet for further discussion: send@kingsbridgecollege.org.uk



Weekly Registration Timetable



	Monday	Tuesday	Wednesday	Thursday	Friday
Year 8	Assembly	Welfare Consistencies	Reading Canon	Reading Canon	Reading Canon

Behave Like a Scholar Focus:
College Corridor Expectations: Being Ready, Respectful and Safe

Sunday, September 14, 2025



Do it now

1. Why is it important to be ready, respectful and safe in the corridors?
2. What are the expectations of how we behave in the corridors?



Successful Considerate Hard-working Our best selves Leaders Aspirational Resilient

**Reading for
20 minutes
each day
can change
your world.**

Current Tutor Reading Books

Year 7: *The Hound of the Baskervilles* - Sir Arthur Conan Doyle. A classic detective story set on Dartmoor.

Northern Lights - Phillip Pullman. A challenging fantasy read set in an alternative reality of Oxford.

Trash - Andy Mulligan. An adventure story that explores friendship in the face of adversity.

Boy 87 - Ele Fountain. The challenging story of a teenager who is forced to flee his country.

READING MATTERS!

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A STUDENT WHO READS



20
MINUTES
PER DAY



5
MINUTES
PER DAY



1
MINUTE
PER DAY

WILL BE EXPOSED TO

1,800,000
WORDS PER YEAR

282,000
WORDS PER YEAR

8,000
WORDS PER YEAR

AND IS MORE LIKELY TO SCORE IN THE



90th
PERCENTILE



50th
PERCENTILE



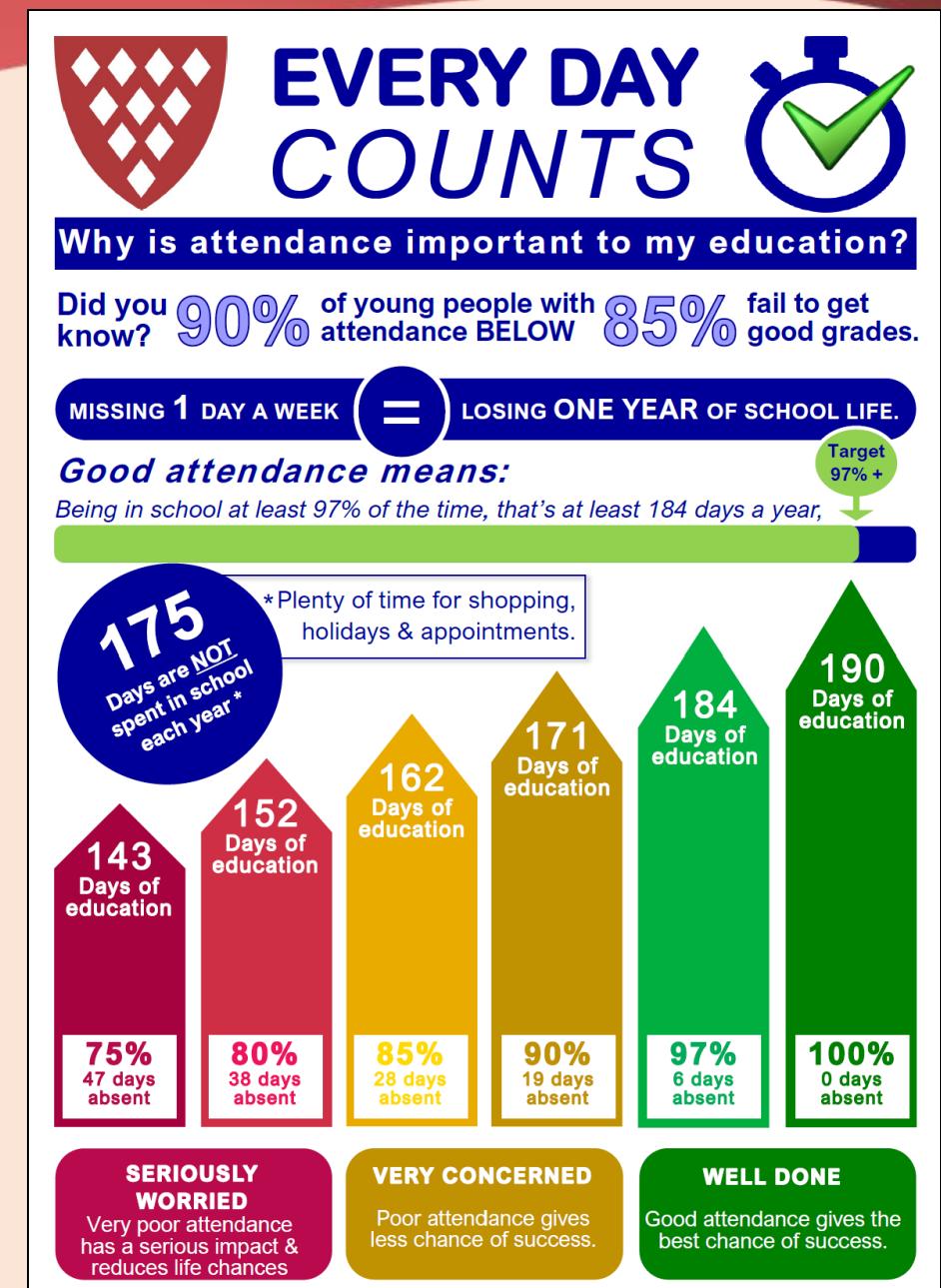
10th
PERCENTILE

ON STANDARDIZED TESTS!

Successful Considerate Hard-working Our best selves Leaders Aspirational Resilient

Attendance

- Attendance to college is critical for a students' success.
- Our aim is that all students are in college all the time. We completely understand that children may be unwell during the course of the academic year, resulting in time off college.
- Parents and carers are requested to report their child's absence using the ClassCharts app by 8.30am.



Punctuality

Every minute matters

Why: Students maximise their learning by being in lessons, in front of their expert teachers.

- Move on the first bell
- Be in lessons/registration by the second bell
- It shows respect to the teachers who have planned your lessons
- It shows respect to your fellow students who have already started learning
- Completing the DIN so that the learning during the lesson is easier

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.



Use of Toilets During Lessons - Out of Lesson Pass



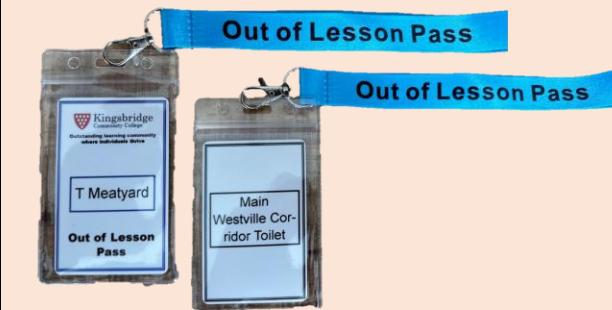
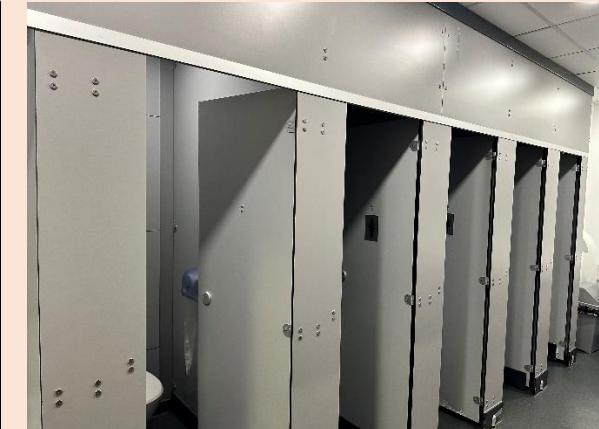
Students are permitted to use the toilets one at a time when issued with a staff out of lesson lanyard.

Students must wear the lanyard and use the toilet specified on the out of lesson pass.

Students must prioritise the use of the toilet and refrain from engaging in conversations with peers that may delay their return.

Students will not be permitted to use the toilet in the first and last 15 minutes of lessons to support teaching and learning. The exception to this is a student with a medical pass.

Students use Break 1 and Break 2 to fill up their drinks. Students do not leave lessons to fill up drinks bottles.



Attitude to Learning Grades



Below are the statements for Attitude to Learning grades:

AtL 1	AtL 2	AtL 3	AtL 4
You are an outstanding student; you meet all deadlines, and you consistently put in your best effort. You demonstrate very effective independent learning skills and participate fully in class activities with others. Your home learning is consistently excellent. You clearly respond to feedback. Your focus on learning and progress is an example to others.	You are a student who is positive in class and contributes to a good classroom ethos. You work well during class activities, your home learning is good, and you almost always meet deadlines. You have a positive approach to learning and feedback; you are continuing to develop independent learning skills.	You sometimes produce good work, but frequently only complete the minimum required. Your effort with classroom activities, home learning and your response to feedback is not yet consistent. There is plenty of room for improvement if you are going to fulfil your full potential.	You occasionally produce good work or verbal contributions but frequently cause serious concern. You have not yet tried to meet your targets for improvement. Your actions in the classroom may disrupt learning for others. Your effort in class, with home learning, in response to feedback and your attitude to learning must improve significantly.

Ready, Respectful and Safe

Our expectations of our students can be expressed simply as;

Be ready

Be respectful

Be safe

This framework promotes positive behavior by establishing clear expectations for students and staff.

This will enable consistency, creating a supportive environment, and will support teaching students how to behave by being prepared to learn (ready), treating others and the environment with care (respectful), and ensuring physical and emotional safety.

Successful **C**onsiderate **H**ard-working **O**ur best selves



WE AGREE TO BE **READY** BY...

- Behaving like a scholar.
- Being successful by arriving to lessons on time, equipped and wearing uniform correctly.
- Being hard-working in all lessons by engaging in all learning activities.
- Being aspirational by always trying our best and being willing to ask for or offer help when needed.

WE AGREE TO BE **RESPECTFUL** BY...

- Always giving our full attention.
- Being considerate of other people, their views and the college community.
- Being leaders by actively listening and setting a positive example for others.

WE AGREE TO BE **SAFE** BY...

- Following staff instructions at all times.
- Being resilient by taking time to think before we act and speak.
- Being our best selves by showing understanding and care for others.

Our Rewards

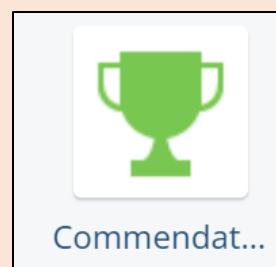
- ✓ Scholarly Behaviour Points
- ✓ Club participation/stickers = House Points
- ✓ Positive phone calls home
- ✓ Student of the Week Certificate
- ✓ Tutee of the Week Certificate
- ✓ Celebration Assembly
- ✓ Cakes with Mrs Graham
- ✓ Scholar Awards Evening

How do you achieve commendations?	
5 Commendations	Tutor Award
20 Commendations	Inclusion Lead Award
50 Commendations	Principal Award
75 Commendations	Governor's Award
100 Commendations	Exceptional Performance Award

All students that achieve these awards will receive a certificate and for those students who reach an Exceptional Performance award, will receive a £10 Amazon voucher!

Commendations are given for:

Consistently high standards of work or effort over a period of time, a single outstanding project, assignment or piece of work or a notable contribution to the life of the college or community, by participation in a special event or situation.



Items for student consultation



- Commendations vs Scholar Points
- Positive behaviour points tariff
(some rewards/ behaviours leading to more points than others)

Consequences

The Behaviour for Learning Policy is not a secret or a trick. We all want to come to college and work in a safe and happy, supportive and healthy environment. All of the positive 'scholarly behaviours' that we expect, and the rewards system underpin this aim.

However, if our expectations are not met, it is important that there are consequences to this. This makes the system fair and recognises the efforts of those that are working hard to meet our expectations.

Consequences are not designed to humiliate or punish. Consequences are in place in order for us to try and interrupt negative behaviours and encourage a more positive behaviour in the future.

Article 28

Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Which behaviours automatically generate a detention?



Event

Conditions

X3 Lack of Equipment

-3 points for the Lack of Equipment Behaviour Event within a week leads to an After College Detention

X3 Late

-3 points for the Late to Lesson or Late to School Behaviour Events within a week leads to an After College Detention

X3 Incorrect Uniform

-3 points for the Incorrect Uniform Event within a week leads to an After College Detention

X1 Parking

-1 point for the parking event, which leads to a Break 2 detention in ITI on the subsequent day

X3 Parking across a week

-2 points for the Parking Event within one day leads to Internal Exclusion

-3 points for the Parking Event within a week leads to a Principal's After College Detention

X3 Chewing Gum

-3 points for the Chewing Gum Event within a week leads to an After College Detention

X2 No PE Kit

-2 points for the No PE Kit Events within 2 months leads to a PE Tidy Friday Detention

What is ClassCharts for Parents?



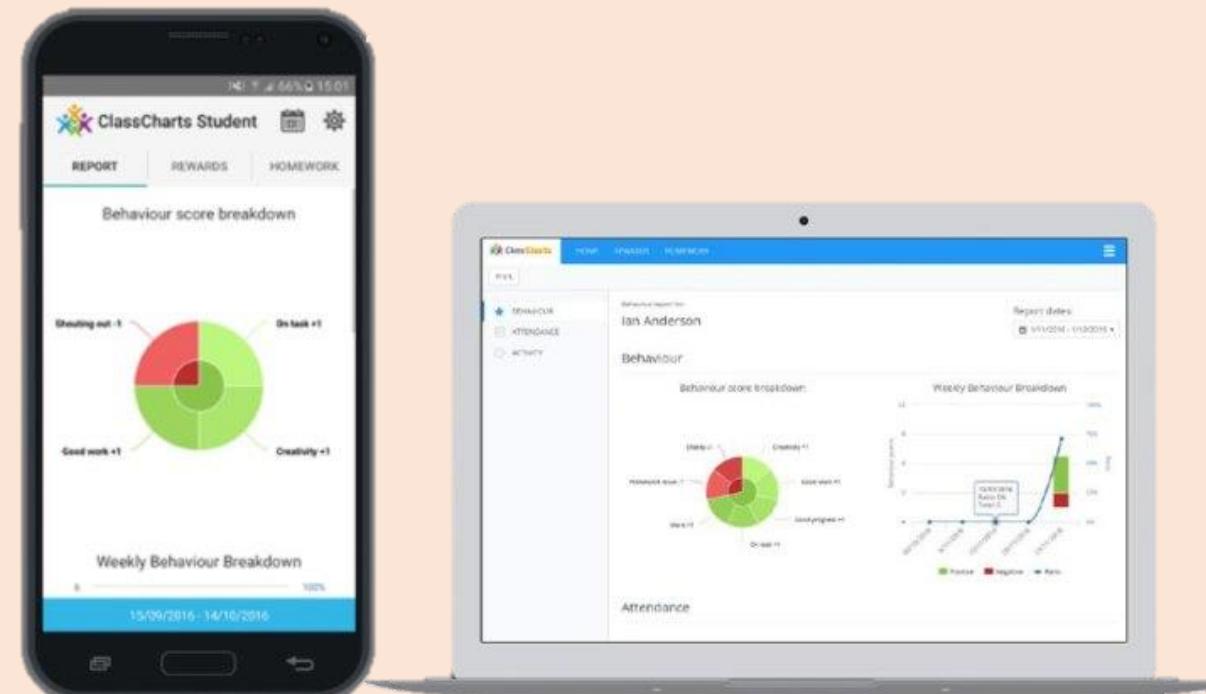
Class Charts for Parents allows you to:

- Keep track of your child's achievements and behaviour
- Stay on top of your child's homework
- Keep track of your child's scheduled detentions
- View your child's timetable
- Check your child's attendance
- View your child's badges
- View announcements from the school

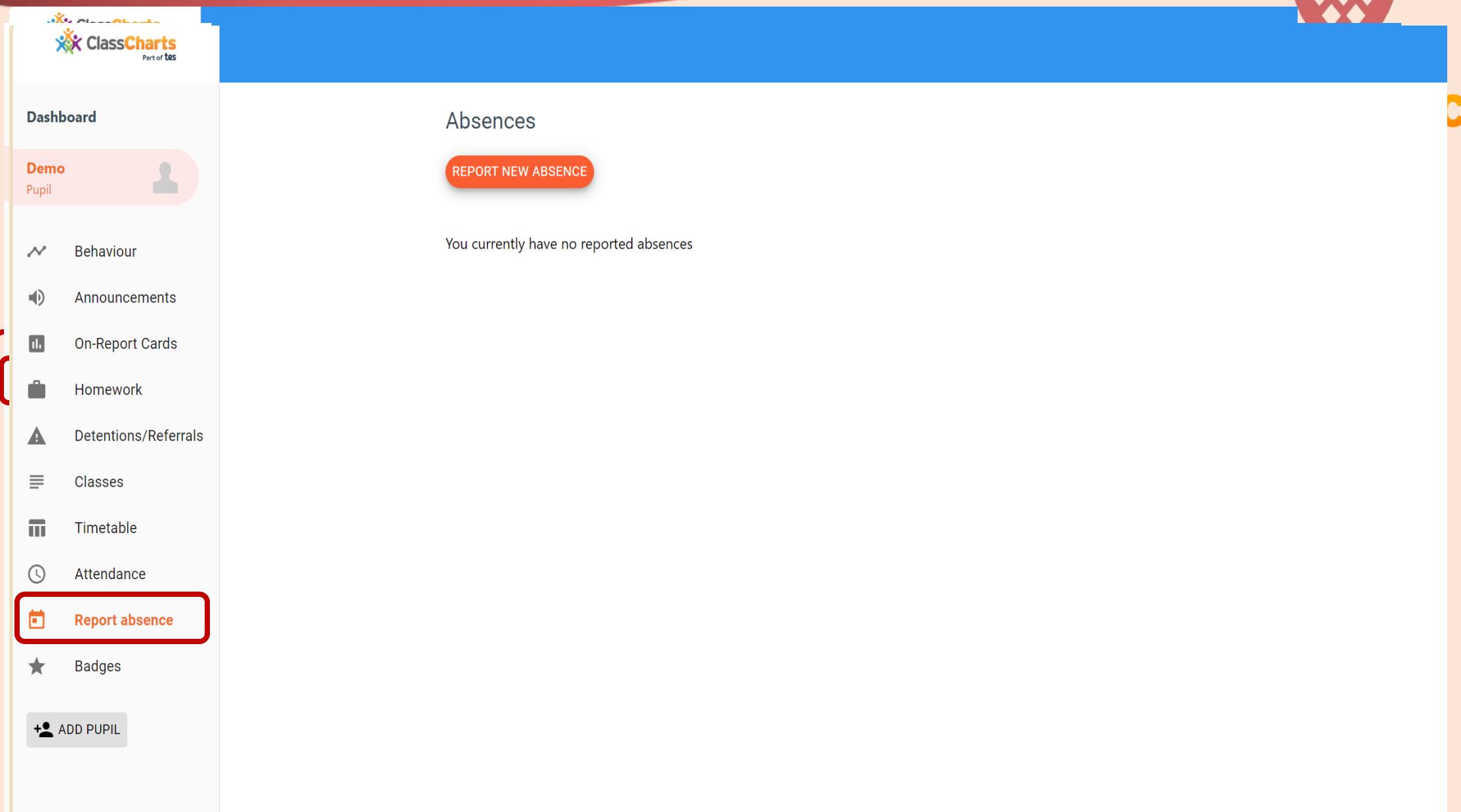
You can access Class Charts by:

- Downloading the iOS or Android app – just search for 'Class Charts Parent' in your App Store.
- Accessing the website. Search for 'Class Charts Parent Login' or go to:

<https://www.classcharts.com/mobile/parent>



What is ClassCharts for Parents?



The image shows the 'Absences' section of the ClassCharts for Parents dashboard. The dashboard has a sidebar on the left with various icons and labels: Behaviour, Announcements, On-Report Cards, Homework, Detentions/Referrals, Classes, Timetable, Attendance, Report absence (which is highlighted with a red box), and Badges. At the bottom of the sidebar is a 'ADD PUPIL' button. The main content area has a blue header bar with the 'ClassCharts' logo and a red shield icon. Below the header, the 'Absences' section title is displayed, followed by a 'REPORT NEW ABSENCE' button. A message states 'You currently have no reported absences'.

ClassCharts

Dashboard

Demo Pupil

Behaviour

Announcements

On-Report Cards

Homework

Detentions/Referrals

Classes

Timetable

Attendance

Report absence

Badges

ADD PUPIL

Absences

REPORT NEW ABSENCE

You currently have no reported absences

Learning Cycles Model



Week 1: Cultural Context Week

This week is used to complete a simple knowledge test to work out what students already know about the topic/module that they will be starting. This information is then used for planning to ensure that all students can access the learning.

Weeks 2-10: Teaching Weeks

During these weeks all content for the learning cycle is taught. Depending on the amount of curriculum time in each subject there will be one or two mid-cycle assessments during weeks 2-10.

Weeks 10 & 11: Assessment Window

Students will undertake class assessments on the content learned in weeks 2-10 and some content taught in previous learning cycles.

Week 12: Super Teaching Week

All lessons this week focus on closing any knowledge gaps highlighted by the assessments taken in week 11.

Attitude to Learning



Successful **C**onsiderate **H**ard-working **O**ur best selves **L**eaders **A**spirational **R**esilient

Overcoming Hard Moments

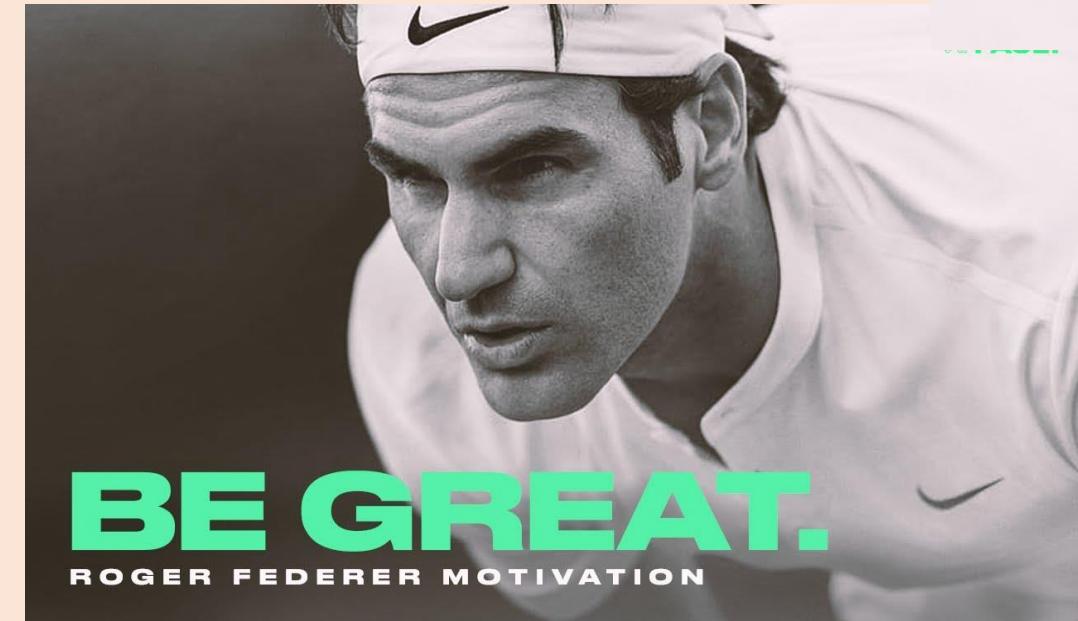
The sign of a Champion

“When it’s behind you, it’s behind you... This mindset is really crucial, because it frees you to fully commit to the next point... and the next one after that... with intensity, clarity and focus.

The truth is, whatever game you play in life... sometimes you’re going to lose. A point, a match, a season, a job... it’s a roller coaster, with many ups and downs.

But negative energy is wasted energy. **You want to become a master at overcoming hard moments. That to me is the sign of a champion.”**

Successful Considerate Hard-working Our best selves Leaders Aspirational Resilient



Curriculum - Reporting



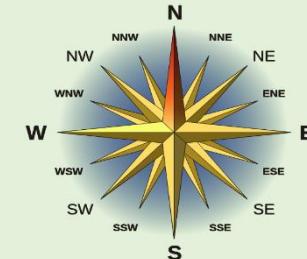
Attendance

% Attendance	100.00	% Unauthorised Absences	0.00	% Authorised Absences	0.00	Number of sessions late	0
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	Progress		Standardised Score		Attitude to Learning (AtL)	
	Autumn 2022	Spring 2023	Autumn 2022	Spring 2023	Autumn 2022	Spring 2023
Art and Design	Secure	Secure	104	106	1	1
Drama	Mastering	Mastering	111	115	1	1
English	Mastering	Mastering	106	111	1	1
French	Mastering	Mastering	113	114	1	1
Geography	Secure	Secure	112	116	1	1
History	Mastering	Mastering	108	105	1	1
Information Technology	Secure	Secure	108	109	1	1
Mathematics	Mastering	Mastering	115	115	2	1
Music	Secure	Secure	111	110	1	1
PSHE					1	1
Physical Education	Developing	Secure	112	101	1	1
Registration					1	1
Religious Education	Secure	Secure	109	112	1	1
Science	Mastering	Mastering	113	112	1	1
Technology	Mastering	Mastering	115	113	1	1

Knowledge Organisers



Lesson 1 What is Geography?	Lesson 2 Classifying Geography	Lesson 3 The largest places	Lesson 4 Locating places
<p>Geography Is the study of Earth's people, places and environments. Places affect people People affect places</p> <p>Place A space or location with meaning. Different cultures and people have different perspectives on place.</p> <p>Perspective The way we see things, an attitude to something Perspective will be affected by...</p> <ul style="list-style-type: none"> • Age • Gender • How long someone has lived in a place • What they use the place for 	<p>Physical Geography All geography that occurs naturally for instance rivers, coasts and earthquakes</p> <p>Human Geography All geography that involves human activity for instance industry and population.</p> <p>Environmental Geography All geography that involves humans working with, and changing, the natural world.</p>	<p>Continents and oceans are the largest physical places Countries are the largest human places</p> 	<p>We can locate places using a compass rose.</p>  <p>When describing the location of places we start global and describe the hemisphere then</p> <p>Continent</p> <p>Country</p> <p>Region of the country</p> <p>Local area</p>     
<p>1.A "place" is a space with 2.Places can be different s _____ 3.Geography is the study of the Earths places and p _____ 4.Places have similarities and d _____ 5.Our place is our....</p>	<p>1. What type of Geography is the study of earthquakes 2. What type of geography it's the study of people 3. Name the 7 continents 4. Which continent do you think is the coldest?</p>	<p>1. Which continent is the UK located on? 2. Which continent is Russia on? 3. Which continent is the largest? 4. What are the largest 2 oceans 5. What are the 7 largest countries?</p>	<p>1. What hemisphere is the UK in? What continent is the UK in? 2. What region is your school in? 3. What county is your school in? 4. What is opposite North on a compass? 5. What is opposite South East on a compass?</p>

Home Learning



Home learning has been well researched and students who engage with their home learning achieve better outcomes and make better progress.

However, whilst this is a very good and valid reason to set and complete home learning it is not the only reason. Additional benefits of home learning:

- Learn how to **manage** time and **organise** ideas
- Learn to take **responsibility** for your part in your education
- Develop the ability to work **independently**
- Learn more and **explore** new ideas
- Build long term **memory**
- Check and **review** your understanding
- Make **connections** between ideas and subjects
- It encourages **creativity**

“Average effect of regular home learning completion on students’ progress is +5 months”



Home Learning Year 8



Year 7 – 9

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	IT	<u>French or Spanish</u>	<u>Science</u>	<u>English</u>	<u>Maths</u>
Subject 2	RE	Art	Music	History	Geography
Subject 3	PE		Drama	Technology	

- Teachers will communicate to students what type of home learning will be set (Knowledge Organiser, Seneca, Bedrock, Sparx etc.) and where the home learning should be completed. This will be in the home learning booklet for the subjects that have requested pages.
- English, Maths, Science and French/Spanish will set up to 1 hour per week.
- All other subjects will set up to 1 hour per fortnight.

Online Learning Platforms

Subject	Subject and Year group(s) applicable	Name of Application/Online programme	Log in details	Parent App available (Y/N)	What to do if your child doesn't know their log in
Whole School	Most subjects Year 7 - 11	Seneca Learning www.senecalearning.com	Click Microsoft 365 log in and students use their normal school log ins, or type in student's email address and use password: seneca2020	Y	Phone IT support: 01548 852641 option 9
English	Years 7 - 9	Sparx Reader Sparx Reader – Home	Click Microsoft 365 log in and students use their normal college log ins (type in student's email address and use their password).	N	Class teachers can access login details
Modern Foreign Languages	Years 7 - 11	Linguascope https://linguascope.com/	Username: Kcc Password: happyhippo75	N	Class teachers can access login details
Maths	Years 7 - 11	Sparx https://kingsbridge.sparxmaths.uk/student/homework	Click Microsoft 365 log in and students use their normal college log ins (type in student's email address and use their password).	N	Class teachers can access login details

Wellbeing Support

shout 85258

Shout offers confidential 24/7 crisis text support for times when you need immediate assistance. Text "SHOUT" to 85258. Web: www.giveusashout.org

SAMARITANS

Samaritans 24/7 365 days a year - they'll help you and listen to how you are feeling. Call: 116 123. Email: jo@samaritans.org. Web: www.samaritans.org

Crisis Tools

Crisis Tools helps you support young people in crisis. Short accessible video guides and text resources are available for free. Web: www.crisistools.org.uk/resources

PAPYRUS

Papyrus provides confidential support and advice to young people struggling with thoughts of suicide, and anyone worried about a young person. Call: 0800 068 3131 or text: 07860 039967 (9am - midnight, 365 days a year). Web: www.papyrus-uk.org

childline

Childline provides a confidential telephone counselling service for any child with a problem. Call: 0800 1111. Online chat with a counsellor: <https://bit.ly/3HfYkwd>. Web: www.childline.org.uk/

Good Thinking

Good Thinking is London's digital wellbeing service and provides a range of resources for young people to help improve mental wellbeing, including free NHS-approved apps. Web: www.good-thinking.uk

THE MIX

The Mix provides free, confidential support for young people under 25. Call: 0808 808 4994 (3pm - midnight every day). Email: <https://bit.ly/3Ce6Vf4>. Web: www.themix.org.uk

Beat

Beat provides support to help young people who may be struggling with an eating problem or an eating disorder. Call: 0808 801 0677 (for help in England) (9am - midnight during the week and 4pm - midnight on weekends and bank holidays). Email: help@beateatingdisorders.org.uk. Web: www.beateatingdisorders.org.uk

koooth

Kooth is a free, safe and anonymous online mental wellbeing community, including live chat with the team, discussion boards, a magazine with helpful articles, and a daily journal. Web: www.kooth.com

URGENT AND OTHER SUPPORT AVAILABLE

koooth

NHS
Providing NHS services

Kooth's guide to managing back to school or college anxiety

koooth.com

Year 9 Student Grouping 2026/27



In Year 9 students will be predominantly taught in mixed ability groupings. However, we move away from teaching students in tutor groups and students will be taught in one of two populations (A or B Population).

This will support Year 9 students to have a more varied learning environment, which is more closely aligned with what they will experience as they move through the college.

This will provide Year 9 students with the exciting opportunity to develop new friendships beyond their tutor group and will prepare students for learning in Key Stage 4.

Opportunity Magnets Stats



PE Fixtures

87 Sports fixtures

1035 individual appearances in 2024/25

429 student have represented the college in sport

Duke of Edinburgh Award

95 Bronze D of E Expeditions completed this year

40 Silver D of E Expeditions completed this year

Challenge Week

174 students in Year 7, 8 and 9 attended a residential for Challenge Week in:

1. London Experience (45)
2. Sand, Sea, Surf North Devon (39)
3. Dorset to Devon Cycle (18)
4. Cornwall Adventure (23)
5. Mountain Bike South Wales (17)
6. Rockley Dorset (32)

Extra Curricular Activities



Thursday

Activity	Activity Leader	Room/Venue	Time	Year Group
Year 7 and 8 Lunch Club	Mrs Joyce	RE3	Break 2	Y7 and 8
Skateboarding	Mr Thomson & Mr Hamilton	Basketball Courts	Break 2	All
Super League Year 8 (Fri A/Thurs B)	Mr Wood & Mr Meatyard	Westville Courts	Break 2	Year 8
Billy Elliot Vocal Rehearsals	Mr Smith	MU2	Break 2	All
Billy Elliot Full Cast	Mr Smith	Main Hall	3.30-4.30	All
Sailing Club (Sept/Oct only)	Mr Bentham	Salcombe Yacth Club	3.20-6.30	All
Cross Country	Mr Styler	Gym Changing Rooms	3.30-4.30	All
Year 7 and 8 Football	Mr Wood & Mr Holland	Astro	3.30-4.30	Y7 and 8
Extra A'level Biology Revision	Miss Walsh & Dr Pemberton	S12	3.30-4.30	Y12 and 13
Year 7 Math Club	Mrs Ford	MA3	3.30-4.30	Year 7

Friday

Activity	Activity Leader	Room/Venue	Time	Year Group
Billy Elliot Acting Rehearsals	Mr Smith	DRI	Break 1	All
Billy Elliot Acting Rehearsals	Mr Smith	DRI	Break 2	All
Just Dance	Mrs Joyce	Gym	Break 2	All
Creative Writing Club	Ms Perks	ENS	Break 2	All

* If you are a musician or singer who would like to join a Music Collective, please speak to your Music teacher who will tell you how to get involved and which days you can rehearse

Year 8 Opportunities



- ❖ Extracurricular Clubs Fair - Friday 26th September (Period 4 and Break 2)
- ❖ Geography Trip to Eden Project - Spring Term
- ❖ Quadcopter Competition
- ❖ Supporting Tours of the College
- ❖ Maths Challenge
- ❖ Super League Competitions (Tag Rugby)
- ❖ Spring Concert - March
- ❖ Junior Maths Challenge - April
- ❖ Sports Day - June/July
- ❖ Dartmouth Music Festival - May
- ❖ Summer Soiree - June

I am an
opportunity
magnet

A large gold heart with a textured surface, containing the text "I am an opportunity magnet" in a black, sans-serif font.

Important Dates



- Monday 17th - Friday 28th November - **Assessment Window 1**
- November/December - **St Nicks Fund Raising Events**
- Monday 8th December - **Cycle 2 Learning Begins**

- Thursday 8th January - **SuccessTracker 1 Distribution**
- January - **Challenge Week Information Provided**
- Monday 2nd - Friday 13th March - **Assessment Window 2**
- Monday 23rd March - **Cycle 3 Learning Begins**
- Thursday 26th March - **Parents' Evening**
- Thursday 23rd April - **SuccessTracker 2 Distribution**

- Monday 5th - Friday 26th June - **Assessment Window 3**
- Thursday 9th July - **SuccessTracker 3 Distribution**
- Monday 13th July - **Challenge Week**

Parents and Carers can support us by...

- ✓ Please send your child in to college with a full water bottle and coat each morning.
- ✓ Please talk to your child about how important it is to not bring a smartphone to college and the benefit of social interaction without screen time. Please provide a simple phone for your child if you need to be able to contact them after college.
- ✓ Please ensure your child has the best possible sleep each evening.
- ✓ Please support your child to complete home learning, preferably not the night before the deadline, in order to receive support if needed.
- ✓ Please encourage your child to read at home.
- ✓ Please support your child to eat a good breakfast prior to attending college.
- ✓ Please support us to reduce the traffic around college by picking up from the Cattle Market Car Park wherever possible. Students can leave the college site from the Astro Gate at the end of the college day.



Contacting College



HOME OUR COLLEGE KEY INFORMATION PARENTS CURRICULUM ESW TEACHING & RESEARCH SCHOOL CONTACT



Contact Us

Kingsbridge Community College > Contact > Contact Us

Recipient
Please choose.....

Full Name

Telephone

Your email

Your Enquiry

Principal: Tina Graham

Address:
Kingsbridge Community College,
Balkwill Road,
Kingsbridge,
Devon,
TQ7 1PL

Telephone: 01548 852641

E-mail Address: admin@kingsbridgecollege.org.uk

Get Directions

For maps and directions please enter your postcode in the box below.

In This Section

Contact Us

Whisper

Kingsbridge
Community College

HOME OUR COLLEGE KEY INFORMATION PARENTS CURRICULUM ESW TEACHING & RESEARCH SCHOOL CONTACT



Whisper

Kingsbridge Community College > Contact > Whisper

Welcome to Whisper the new anonymous service that lets you report a problem you may have at school or at home. Whether it be bullying, cyber bullying, issues at home or concerns about other fellow students.

This service may be used by students, staff or parents/carers.

Click here to report an issue

Click here to download the Whisper poster

This service was created by SWGL (South West Grid for Learning) as part of their online safety services for schools.

The service consists of a website button / link that launches an online dialogue-box to capture information or details for anyone who needs to report issues to the school. That information is then sent to an email address nominated by the school. Alternatively you a text service is available.

Both services can be regarded as anonymous if the user chooses to withhold their personal information.

To report a problem either click on the Whisper icon to be taken to a secure web form or alternatively send an anonymous text by texting:



KCC1 + YOUR MESSAGE TO 07860 021323



Successful Considerate Hard-working

Our best selves Leaders Aspirational Resilient

Subject Team Leaders

Contact Details:



Department	Team Leader	Email Address
Art & Photography	Mrs Ryrie	natalie.ryrie@kingsbridgecollege.org.uk
Design Technology	Mr Taylor	matt.taylor@kingsbridgecollege.org.uk
Drama	Mr Smith	ben.smith@kingsbridgecollege.org.uk
English	Mrs Renshaw	liz.renshaw@kingsbridgecollege.org.uk
Geography	Mr Fitzpatrick	dylan.fitzpatrick@kingsbridgecollege.org.uk
History	Mr Lambshead	sam.lambshead@kingsbridgecollege.org.uk
IT	Mr Courtice	rob.courtice@kingsbridgecollege.org.uk
Maths	Mrs Ford	alison.ford@kingsbridgecollege.org.uk
Media	Mr Kilby	wat.kilby@kingsbridgecollege.org.uk
MFL	Mrs Mayo	dragica.mayo@kingsbridgecollege.org.uk
Music	Mr Smith	ben.smith@kingsbridgecollege.org.uk
PE	Mrs Meatyard	tom.meatyard@kingsbridgecollege.org.uk
PSHE	Mrs Joyce	lorien.joyce@kingsbridgecollege.org.uk
RE	Mr Bentham	paul.bentham@kingsbridgecollege.org.uk
Psychology	Mrs Edwards	rachael.edwards@kingsbridgecollege.org.uk
Science	Mr Hamilton	matthew.hamilton@kingsbridgecollege.org.uk
Biology	Miss Walsh	emma.walsh@kingsbridgecollege.org.uk
Chemistry	Miss Stephenson	angela.stephenson@kingsbridgecollege.org.uk
Physics	Mr Atherton	philip.atherton@kingsbridgecollege.org.uk

Term Dates 2025-26



ESW School Term Dates: 2025-26 Academic Year

	Sep-2025				
Monday	01	08	15	22	29
Tuesday	02	09	16	23	30
Wednesday	03	10	17	24	
Thursday	04	11	18	25	
Friday	05	12	19	26	
Saturday	06	13	20	27	
Sunday	07	14	21	28	

	Oct-2025				
	06	13	20	27	
	07	14	21	28	
01	08	15	22	29	
02	09	16	23	30	
03	10	17	24	31	
04	11	18	25		
05	12	19	26		

	Nov-2025				
	03	10	17	24	
	04	11	18	25	
05	12	19	26		
06	13	20	27		
07	14	21	28		
01	08	15	22	29	
02	09	16	23	30	

	Dec-2025				
Monday	01	08	15	22	29
Tuesday	02	09	16	23	30
Wednesday	03	10	17	24	31
Thursday	04	11	18	25	
Friday	05	12	19	26	
Saturday	06	13	20	27	
Sunday	07	14	21	28	

	Jan-2026				
	05	12	19	26	
	06	13	20	27	
01	07	14	21	28	
02	08	15	22	29	
03	09	16	23	30	
04	10	17	24		
05	11	18	25		
06	12	19	26		

	Feb-2026				
	02	09	16	23	
	03	10	17	24	
04	11	18	25		
05	12	19	26		
06	13	20	27		
07	14	21	28		
01	08	15	22	01	

	Mar-2026				
Monday	02	09	16	23	30
Tuesday	03	10	17	24	31
Wednesday	04	11	18	25	
Thursday	05	12	19	26	
Friday	06	13	20	27	
Saturday	07	14	21	28	
Sunday	08	15	22	29	

	Apr-2026				
	06	13	20	27	
	07	14	21	28	
01	08	15	22	29	
02	09	16	23	30	
03	10	17	24		
04	11	18	25		
05	12	19	26		

	May-2026				
	04	11	18	25	
	05	12	19	26	
06	13	20	27		
07	14	21	28		
01	08	15	22	29	
02	09	16	23	30	
03	10	17	24	31	

	Jun-2026				
Monday	01	08	15	22	29
Tuesday	02	09	16	23	30
Wednesday	03	10	17	24	
Thursday	04	11	18	25	
Friday	05	12	19	26	
Saturday	06	13	20	27	
Sunday	07	14	21	28	

	Jul-2026				
	06	13	20	27	
	07	14	21	28	
01	08	15	22	29	
02	09	16	23	30	
03	10	17	24	31	
04	11	18	25		
05	12	19	26		

	Aug-2026				
	03	10	17	24	
	04	11	18	25	
05	12	19	26		
06	13	20	27		
07	14	21	28		
01	08	15	22	29	
02	09	16	23	30	

School holidays	
Bank Holidays	
Non-pupil days - INSET	
Non pupils days from twilighted training	
Non-pupil days - occasional days	

Term Lengths	
Autumn 1	39
Autumn 2	35
Spring 1	30
Spring 2	29
Summer 1	24
Summer 2	40
	197
Training Days	-7
Occasional Days	-2
	188