

The Modular Magazine of Leigh UTC Dartford

November - December 2025 | Module 2



Module 3 Upcoming Events

- Year 7-9 LAT 5-a-side Tournament (12th January 2026)
- Year 7-9 LAT 5-a-side Tournament (13th January 2026)
- Year 11 Parents' Evening (15th January 2026)
- Talk Consent Event for Year 7 - 11 (16th January 2026)
- Year 10 & 11 LAT 5-a-side Boys Tournament (20th January 2026)
- Year 8 Parents' Evening (29th January 2026)
- Year 8 & 9 LAT Swimming Gala (4th February 2026)
- National Apprenticeships Event (12th February 2026)

AWARENESS DAYS - MODULE 3

- New Year's Resolutions
- International Day of Education (24th January)
- Holocaust Memorial Day (27th January)
- World Cancer Day (4th February)
- Safer Internet Day (11th February)
- Chinese New Year (17th February)
- Random Acts of Kindness Day (17th February)

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Key Visits

Messages from
Heads of College

Department
News

Clubs

Assemblies

Wellbeing

Student Voice

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Principal's Message

A Reflection on Module 2 at Leigh UTC Dartford

As we draw this productive academic period to a close, I am pleased to offer a comprehensive review of our accomplishments and key events across Leigh UTC Dartford during this autumn term. The initial weeks saw the entire academy observe a period of profound reflection during our Remembrance event. This significant occasion enabled both students and staff to formally recognise the sacrifices made for our enduring freedoms, cultivating a deep seated sense of gratitude and civic duty within our community.

Students undertaking public examinations participated in their initial set of rigorous mock examinations. The conduct and application demonstrated by these cohorts throughout this challenging period were entirely consistent with the professional standards we expect.

A further noteworthy occasion was the first Learning Beyond the Curriculum Day this academic year. This initiative furnished students in Years 7 to 10, alongside those at Clark College Sixth Form, with meaningful opportunities for enrichment designed to significantly enhance their knowledge and broaden their perspectives.

We were equally delighted to host our yearly Awards Dinner. This distinguished ceremony, made possible through the valued backing of our corporate partners, celebrated the outstanding dedication and excellent academic attainments of our student body. Congratulations to Amazon on achieving the Business Partner of the Year Award. This recognition highlights Amazon's significant and valued contribution to supporting the UTC's curriculum, students, and overall mission, often through offering real world learning opportunities, apprenticeships, and industry expertise.

The early part of December saw the inaugural meeting of our restructured Dartford and Bexley Community Board. The chance to collaborate extensively with representatives from Leigh Academy Bexley, Sir Geoffrey Leigh Academy, and Leigh Academy Dartford has proven instrumental in deepening our beneficial influence across the local area. Furthermore, we received the IB Middle Years Programme evaluation visit in December. Reviewers spent two days scrutinising the delivery of the programme. We greatly valued the constructive and insightful feedback provided by these partners, who regularly assess IB institutions globally.

The module concluded on a genuinely festive and upbeat note. Our catering provider, Cucina, delivered a superb Christmas meal for all staff and students, fostering a wonderfully warm and celebratory mood. A great many students demonstrated impressive community spirit and generosity by wearing festive attire to support our nominated charities.

I trust this edition of the magazine effectively captures the vibrant atmosphere and defining moments of life at Leigh UTC Dartford during Module 2. Thank you most sincerely for your continued support as we relentlessly pursue excellence in every aspect of our work.

Mr Kevin Watson

Principal, Leigh UTC Dartford

Message from Head of College

ALAN MATHISON TURING - COMPUTER SCIENTIST



“WE CAN ONLY SEE A
SHORT DISTANCE AHEAD,
BUT WE CAN SEE PLENTY
THERE THAT NEEDS TO
BE DONE” - ALAN
MATHISON TURING

As we reach the end of another busy and exciting term at Leigh UTC Dartford, I wanted to take a moment to celebrate everything you've achieved this year.

From day one, you've shown the curiosity, determination, and creativity that Alan Turing himself would be proud of. Whether you've been solving tricky problems in lessons, building impressive projects, pushing yourself in assessments, or taking part in enrichment and leadership opportunities, you've shown what it means to be part of Turing College.

One of the best parts of this term has been seeing you support one another; helping your peers, sharing ideas, and stepping up when challenges arise. That sense of teamwork and community is what makes Turing College special.

Our staff also want to recognise the effort you put into your learning every day. Your resilience, humour, and willingness to give things a go make this college a brilliant place to teach and learn.

As we head into the Christmas break, make sure you give yourselves time to relax and recharge; you've earned it. Spend time with the people you care about, enjoy the celebrations, and come back in the new year ready for new opportunities and fresh achievements.

Have a fantastic Christmas and a happy, healthy start to 2026.

Kind regards,
Mrs Pamphlett



Message from Head of College

EBEN AND LIZ UPTON - INNOVATORS

As we reach the end of a very busy and rewarding module, I wanted to take a moment to reflect on what we continue to build and achieve together here. When I reflect on our community and what we do here I am always grateful to staff, parent, sponsors and business partners who make our academy such a unique place in Kent. Each module is busy, each week is packed, each day is different and so to the all of you who have made Module 1 of 2025-26 great so far. A massive and sincere THANK YOU from all of the leaders at the Leigh UTC Dartford.



“EXCITED TO MAKE THE TREMENDOUS BENEFITS OF ROBOTICS UNIVERSALLY ACCESSIBLE” - EBEN & LIZ UPTON

Thank You to Our Exceptional Staff

To our committed staff team, thank you for your unwavering commitment throughout what has been another incredibly busy period. Your tireless efforts and resilience in light what school life throws up never go unnoticed. The improvements in teaching across the academy continue to be strong and consistent, and the focus you have placed on instilling pride in students' work and attitude, particularly in the presentation and quality of their books, has made a real difference. Our intervention strategies have provided crucial support to our students, ensuring that everyone has the opportunity to succeed, 'success for all' through truly inclusive practise is at the heart of every conversations, action and idea. When reflecting and checking whether we are moving in the right direction, I am especially comforted by the focus of our Y11 and 13 cohort. Having observed the level of engagement in completing the first round of mock exams and receiving feedback, their professionalism and focus during this demanding time exemplifies the commitment they show every single day to their future.

Beyond the classroom, staff have given their time to enrich our students' experiences of school through the LBC trips, the German Christmas market trip and the many other activities and opportunities. These experiences are invaluable to our young people, and the willingness of our teachers to go above and beyond is truly valued. Our students continue to make us proud every single day. Their positive attitude, an positive professional habits, both in school and during trips and visits, reflects the excellent values of our academy.

To our students thank you for your support of one another and for making Leigh UTC Dartford such a great and welcoming place to be. You represent our academy with pride and integrity, and it is a privilege to see you grow and develop.

As we approach the Christmas break, I encourage everyone to really rest, recharge, and enjoy this significant season with family and friends, showing love care to those we know and those we don't know as well. As the new year approaches I pray you set your focus, your goal and your hearts to the next chapter of your journey, whatever that may be.

Have a wonderful Christmas and a happy, healthy, and blessed New Year.

Kind regards,
Mr Alamu



Message from the Director for Learning for Post 16 - Clark College

YVONNE CLARK - ENGINEER



Year 13: Focusing on Future Horizons

Our Year 13 students have shown immense focus and dedication as they conclude their Pre-Public Examinations (PPEs).

These crucial exams are instrumental in providing the final, accurate forecast grades needed for their university and higher-level apprenticeship applications. This year group maintains incredibly high aspirations, with many students making competitive applications to a range of prestigious universities across the country. Simultaneously, the students are deeply engaged in applying for highly sought-after higher and degree apprenticeships. Applications are currently underway for major industry leaders, including BAE Systems, National Grid, and Dyson.

The diligence shown by the Year 13 cohort in balancing their academic load with these complex application processes is a testament to their commitment to securing ambitious and rewarding futures. We are incredibly proud of their drive and professionalism during this critical period.

Year 12: Giving Back and Developing Professionalism

Year 12 continues to impress the entire Post-16 team with their outstanding dedication, both to their studies and to the wider school community. The success of the 'Give Back' initiative; our dedicated time slot for fostering valuable extra-curricular skills and personal development; has been largely driven by the enthusiasm of this year group. Many Year 12 students are actively choosing roles that directly support the school's operation and lower year groups, including workshop support where they assist technicians with lesson preparation and machine maintenance, mentoring younger students, and consistently demonstrating a willingness to lend a hand wherever needed.

The conduct and professionalism displayed by Year 12 during these activities are truly impressive. Their commitment to service and their proactive approach to gaining essential soft skills are establishing them as exceptional role models and highly capable future employees and students.

Kind regards,
Ms Martin



A Reflection: Our Assemblies

Module 2 Assemblies: A Season of Reflection and Learning

Over the past term, our school community gathered for a series of assemblies that encouraged reflection, respect, and awareness of important issues. Each assembly gave us the chance to learn more about ourselves, our society, and the wider world.

During British Values: Individual Liberty, the focus was on freedom of choice and responsibility. This tied closely with Anti-Bullying Week (10–16 November), when pupils discussed how liberty meant respecting others and standing up against bullying. The assemblies encouraged everyone to think about kindness and the power of positive actions.



On World Children's Day (20 November), the assembly highlighted children's rights and welfare. Students reflected on how lucky they were to have access to education and safety, while also learning about children around the world who still faced challenges. The theme of tolerance of those with different faiths and beliefs was explored in another assembly. Pupils shared stories of diversity and inclusion, celebrating how differences can enrich our school community.

Later, the assembly on Online Hate Crimes and Disability Awareness Day raised awareness of the dangers of online abuse and the importance of respecting people with disabilities. This was linked to the International Day of Persons with Disabilities (3 December), reminding everyone that inclusion and empathy are vital in both real and digital spaces.

The School Nurse assembly focused on mental health, encouraging students to talk openly about their feelings and to seek support when needed. This assembly reminded everyone that looking after mental health was just as important as physical health.

In the Celebrating Cultures and Traditions assembly, pupils showcased music, dance, and stories from different backgrounds. This celebration of diversity helped everyone appreciate the richness of our multicultural school. The Human Rights assembly reminded students of the importance of fairness and dignity for all people. It connected to wider global issues and encouraged pupils to think about how they could promote justice in everyday life. Finally, the Celebration Assemblies brought the term to a joyful close. Achievements were recognised, and students were praised for their hard work and contributions.

Together, these assemblies created a season of learning and reflection. They reminded us that school is not only about lessons in the classroom, but also about becoming thoughtful, caring citizens of the world.



A Reflection: Our Assemblies

German Ambassadors Lead Festive Assembly

Our German Botschafter led an engaging assembly focused on German Christmas traditions, sharing their recent experiences from the school trip to traditional Christmas markets in Aachen and Cologne. They spoke enthusiastically about the festive atmosphere and described some of the foods they sampled at the market, bringing the cultural experience to life for the audience.

As part of the assembly, some of the ambassadors also presented an interview they had conducted with students from our German partner school. During the interview, they asked the German students about their own Christmas traditions, and these responses were shared with the audience to give an authentic insight into how Christmas is celebrated in Germany.

They finished the assembly with an interactive quiz, encouraging audience participation and testing everyone's knowledge in a fun and engaging way. The assembly was both informative and enjoyable, helping students to develop a greater understanding of German culture and strengthening international links between the two schools.



German Trip to Cologne

Alle Jahre wieder! The adventures of 47 students and 5 members of staff on their traditional German Christmas Market trip and visiting our German link school; the Geschwister-Scholl-Gymnasium by Stephan B, Year 10 German Ambassador.

In November, the German department organised their annual Christmas Market trip to Köln, giving students a valuable chance to experience German culture.

Students set off from Leigh UTC Dartford, travelling through France and Belgium before reaching Germany. After crossing via the Channel Tunnel, they stopped briefly in Belgium and then headed to Köln. Their first activity was visiting the Panorama Tower for stunning city views, followed by exploring the town centre's shops and restaurants. They later checked into their hostel, had dinner, and enjoyed their first Christmas market, ending day eins on a high. Students spent the morning in our German link school, attending two engaging lessons and enjoying an excellent school lunch. In the final hour, they joined German students in either a TikTok challenge or the Sherlock Holmes "Crack the Code" activity. Afterwards, they travelled to Aachen for another Christmas market, accompanied by the German students, where many exchanged numbers and made new friends; bringing day zwei to a close.

The highlight of the trip was a visit to Phantasialand, one of Germany's top theme parks. Students enjoyed rides like Taron, Black Mamba, and F.L.Y., followed by a traditional lunch of Bratwurst mit Pommes. Later, they went ice skating; where Year 10's Liam K impressed with his skills; or returned to the rides, including some very wet water rides. The day ended with another magical Christmas market, closing out day drei - the biggest market in Cologne - next to the famous and very impressive gothic Cathedral which we visited in the morning.

Before heading home, students toured the Lindt Schokolade Museum, tasting cocoa products and learning about chocolate production. After shopping for treats and visiting one final Christmas market, they began their journey back to England, arriving home with amazing memories!

The German Department would like to extend a heartfelt thank you to all the students who participated in the recent Germany trip. Their excellent behaviour, positive attitude, and punctuality were outstanding; they were truly a credit to their school. Vielen Dank! Bis bald!



LAT Cross Country

LAT Cross Country Championships

The LAT Secondary Schools Cross Country Championships took place on Tuesday 18th November at Sir Joseph Williamson's Mathematical School, bringing together talented runners from across the LAT for a day of tough courses and fierce competition.

Our very own Lola had an outstanding performance, blazing through the course with determination and speed to claim 1st place in the Year 7 girls' category.

Her dedication and training clearly paid off, and she set a high standard for her peers. Archie came 3rd in the Year 8 race and Zac came 5th in the Year 9 one.

We also had four other runners who came in the top 20. Onyx (12th), Lilly (13th), Seb (18th) and Henry (19th).



Strong Performances at Brooke and Barrett Cross Country!

The Brooke and Barrett Cross Country took place at Cobham Hall, a challenging course known for its high standard, attracting schools from across Dartford and Gravesham. This competitive event saw some outstanding performances from our runners.

In the U13 boys' race, Archie put in a phenomenal run, finishing 2nd and breaking the course record by over 2 minutes; an incredible feat, especially as the 1st place finisher also set a new record! Other impressive performances came from Onyx, Zac, and Mason, who all finished in the top 30, while Lilly and Tej secured places in the top 40 in the U13 girls' race, showing excellent effort and determination throughout.

Well done to all our runners for representing the school so strongly at such a competitive event!



LAT Badminton

Smash Hits at the First-Ever LAT Badminton Tournament!

This year marked an exciting milestone as the first-ever LAT Badminton competition took place at the newly opened Minster Academy. The brand-new venue welcomed 17 schools, all eager to take part in a full day of high-energy rallies and competitive matches. With teams split into two groups, the tournament gave every pair the chance to test their skills and enjoy plenty of court time.

Representing our school in the KS4 boys' doubles, Chris and Jake put in a strong performance from start to finish. They faced some challenging match-ups but played with great teamwork and resilience throughout, finishing in a respectable 11th place. Their effort and sportsmanship were clear highlights of the day.

A fantastic start to what promises to be a great annual event, well done to all players who took part!

Rochester Bridge Project

Future Engineers Forge Success: Our Students Build a 10 Metre Cable Stay Bridge!

Our students recently celebrated a monumental achievement by successfully constructing an authentic, 10 metre cable stay bridge, marking the culmination of a highly successful engineering workshop. This interactive engineering opportunity, delivered by The Rochester Bridge Trust and FM Conway Ltd, took place on Wednesday, November 19, 2025.

The workshop offered a tangible, real-world link to classroom learning. During the 1 hour 15 minute session students worked collaboratively as a team, utilising real engineering materials and techniques to build the impressive structure. The project was a memorable and inspiring STEM experience, emphasising that the confidence and teamwork demonstrated by the students was exceptional.

Following the intensive construction phase, the ultimate highlight of the session was the safety inspection. Once the build was deemed safe, every student had the thrilling opportunity to walk across the completed bridge.



LBC Day

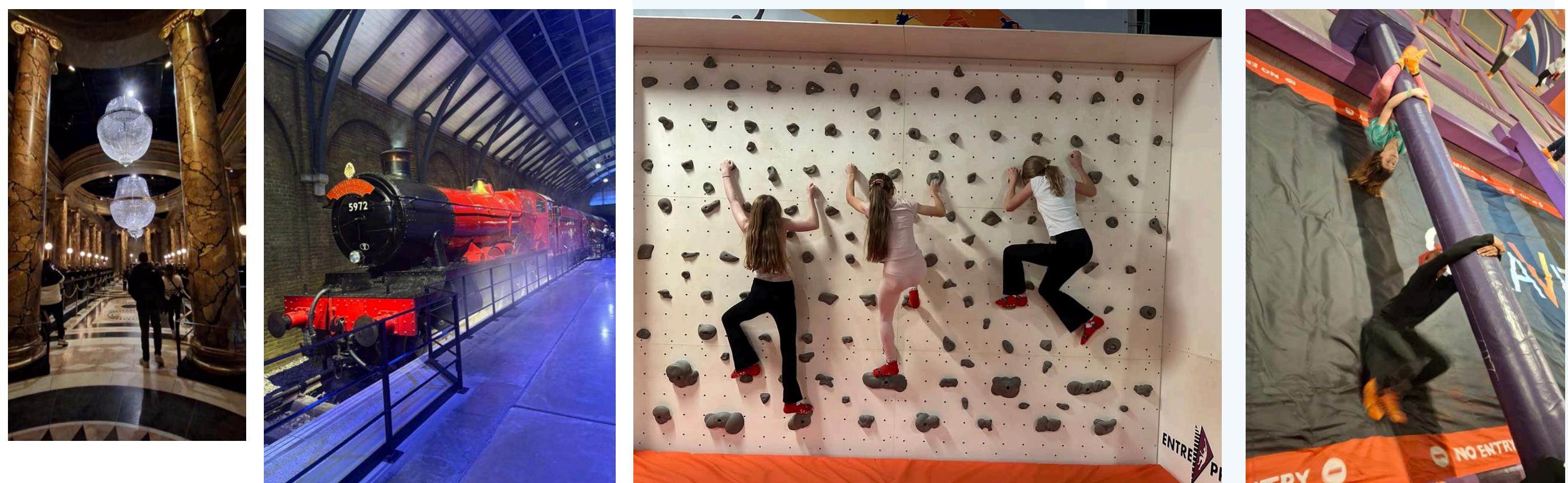
Learning beyond the Curriculum (LBC) Trip - Module 1

At Leigh UTC Dartford our LBC trips are designed to broaden horizons, spark curiosity and connect classroom learning to real world experiences. Each college takes part in three enrichment visits across the year, one per term, giving students the chance to explore new environments, develop independence and deepen their understanding of curriculum subjects. These trips are a valued part of school life and each one creates lasting memories. Below, students share their experiences in their own words.

Year Seven

Harry Potter Studios "Visiting the Harry Potter Studios felt like stepping straight into the films. Seeing the Great Hall, the Hogwarts Express and all the sets up close made everything feel real. I loved learning how the creatures and effects were created."

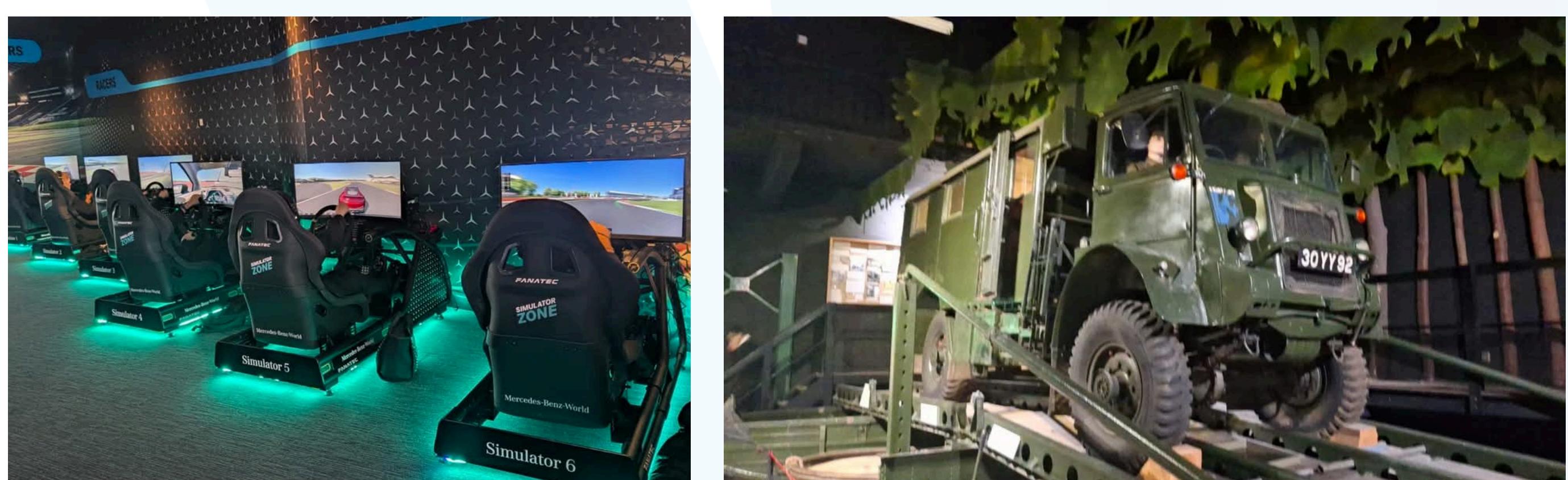
Gravity "Gravity was the most energetic trip I have ever been on. We spent the day trying new activities and challenging ourselves. I got to know people I hadn't spoken to before from my college and it made me feel more confident being part of Leigh UTC Dartford."



Year Eight

Mercedes Benz World "Mercedes Benz World was amazing because I got to see real cars and understand how they are designed and tested. Learning about engines and safety systems made engineering feel exciting and real."

Royal Engineers Museum "The Royal Engineers Museum showed me how important engineering has been throughout history. The inventions and stories made me think about how engineering shapes the world. It helped me see my lessons in a different way and it is definitely something I want to take for one of my GCSE's."



LBC Day

Year Nine

Science Museum "The Science Museum made me feel curious about everything. The interactive displays helped me understand how things work and I liked seeing real scientific discoveries. It made me think about careers in science and is somewhere I have never been before. I thought it was going to be boring but I was completely wrong!"

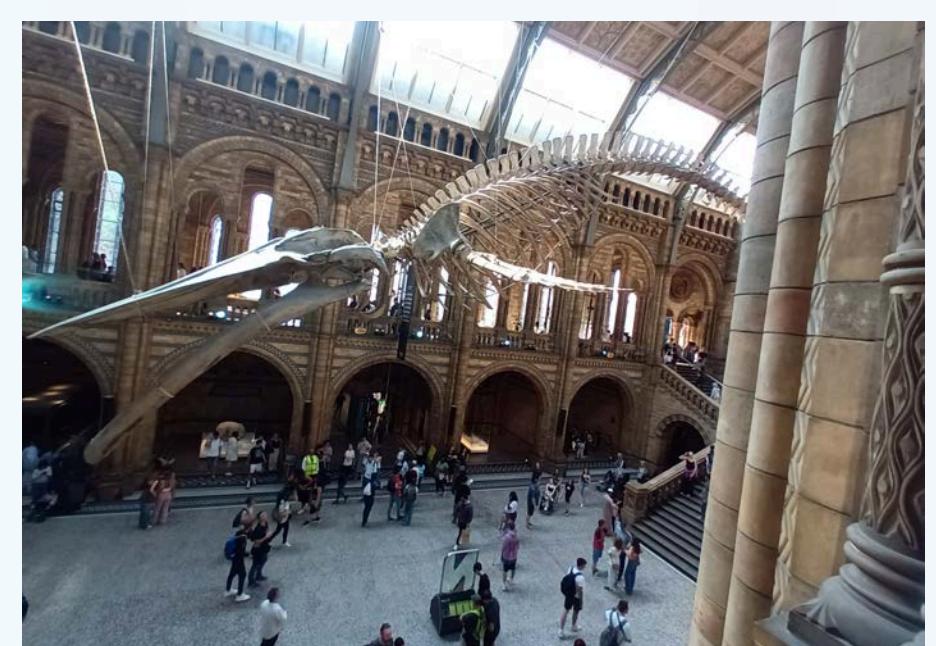
London Graffiti Tour "The graffiti tour showed me that art can be found anywhere. I loved seeing some of the Banksy paintings that I have seen on the internet and it was cool to see them in real life. It made me see London in a new way and to look around more, rather than just being on my phone with my head down. The only bad part was that it was freezing, but well worth it"



Year Ten

Natural History Museum "The Natural History Museum helped me understand how huge and complex the natural world is. The dinosaur displays and the gemstones were incredible, I had been before when I was a kid but appreciate it so much more now. It made my science lessons make more sense and I am looking forward to looking into fossils and evolution again."

Silverstone "Silverstone was inspiring. Standing where top engineers and drivers work was unbelievable. Learning how racing teams prepare and design their cars made me think about engineering careers I'd never considered before."



Remembrance Day

Every November, as the year draws to a close, Leigh UTC Dartford community pauses to mark one of the most significant dates in our calendar: Remembrance Day.

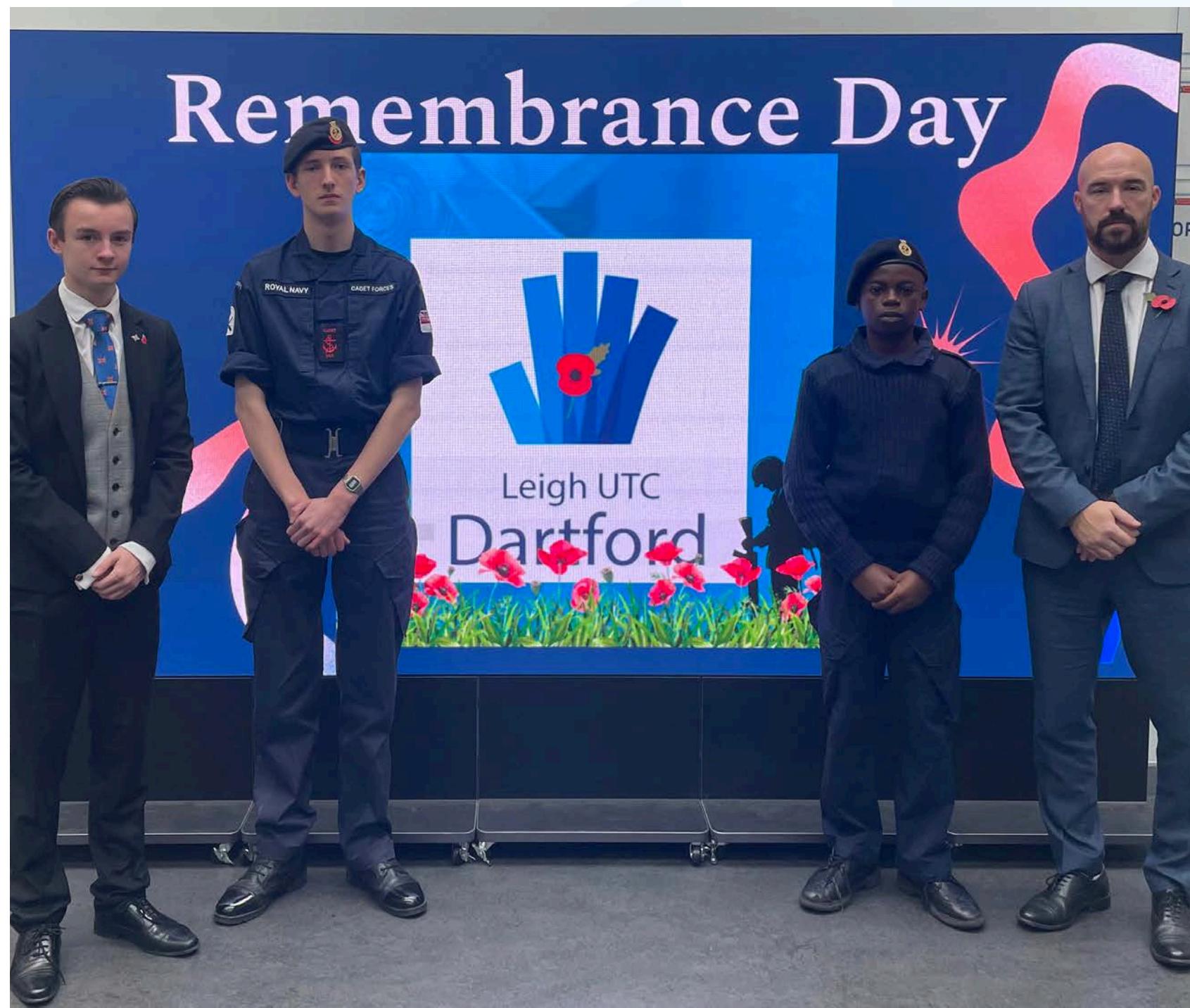
On November 11th at 11am, we brought both our buildings to a complete halt for the traditional two minutes' silence. This moment of collective quiet, observed with immense respect by students and staff, allows our community to truly reflect on the enormous cost of conflict.

This year, a key focus of our learning was remembering the vast numbers of service personnel who sacrificed their lives from across the Commonwealth nations. From India and the Caribbean to Canada, Australia, and African countries, millions of men and women from the former British Empire stood side-by-side with British forces in both WWI and WWII. By highlighting these sacrifices, we teach our students a broader, more global history. It reinforces the fact that the two World Wars were truly global conflicts that required immense bravery and effort from diverse peoples and cultures.

We were proud to have two of our students; Year 10s Stephan B and Phoebe D, write and deliver a reading showing true empathy for these historical events.

We believe that learning about Remembrance Day is not about glorifying war; it is about promoting peace. It is about fostering tolerance, gratitude, and a commitment to democracy.

Lest We Forget.



Year 11 & Year 13 Mock Examinations

Year 11 & Year 13 Mocks and Intervention Opportunities

Throughout November, students in Year 11 and Year 13 completed a full series of mock examinations, with every subject delivering full papers to ensure the experience mirrored the demands of the summer series. Staff use the assessment information to shape teaching and learning in the lead-up to the next mock series in March. Behaviour and attitudes during the exam period were exemplary, and we continue to see year-on-year improvement across the school. Our approach this year places a strong emphasis on high-quality feedback, targeted reteach, and a continued commitment to retrieval and exam-readiness. We would like to thank colleagues for the quality of their marking, the clarity of the feedback provided, and the thoughtful planning that is already refining curriculum delivery over the coming weeks.

This data will also drive a comprehensive intervention programme designed to give every student the support they need to succeed. For Year 11, a full intervention timetable is now in place across lunchtime and after-school slots:

- **English** – Monday
- **Engineering** – Monday & Tuesday
- **History** – Tuesday
- **Art** – Thursday
- **Maths** – Tuesday
- **Business** – Tuesday & Friday
- **Electronics** – Thursday
- **German** – Thursday
- **Science** – Thursday
- **DT** – Friday



These sessions are supplemented by small-group tuition, subject-specific clinics, and guided use of online learning platforms. Students in Post-16 benefit from optional Wednesday study sessions on site, alongside full access to UpLearn to consolidate learning independently.

Across all phases, the message is clear: high expectations, personalised support, and a “no student left behind” ethos remain central to our approach. Early engagement with intervention has been strong, and staff are already reporting positive shifts in confidence and understanding as students act on their mock feedback.

With consistent attendance, collaboration between home and school, and a shared commitment to improvement, we are confident that students will continue to make meaningful progress as they move toward their final examinations.

South East Army Visit Year 9 & 10

The UK armed forces visit thousands of schools each year. They offer career presentations, curriculum resources and other activities aimed at promoting the interests of the military and long-term recruitment. Since 2012, the Department for Education have promoted 'military ethos' programmes such as cadet units in state schools and 'alternative provision with a military ethos'.

The armed forces and arms companies are increasingly involved in the provision of STEM (science, technology, engineering and maths) activities for school and college students. and they also sponsor a number of careers-led secondary schools. The armed forces also now sponsor youth organisations like Girlguiding and Scouts.

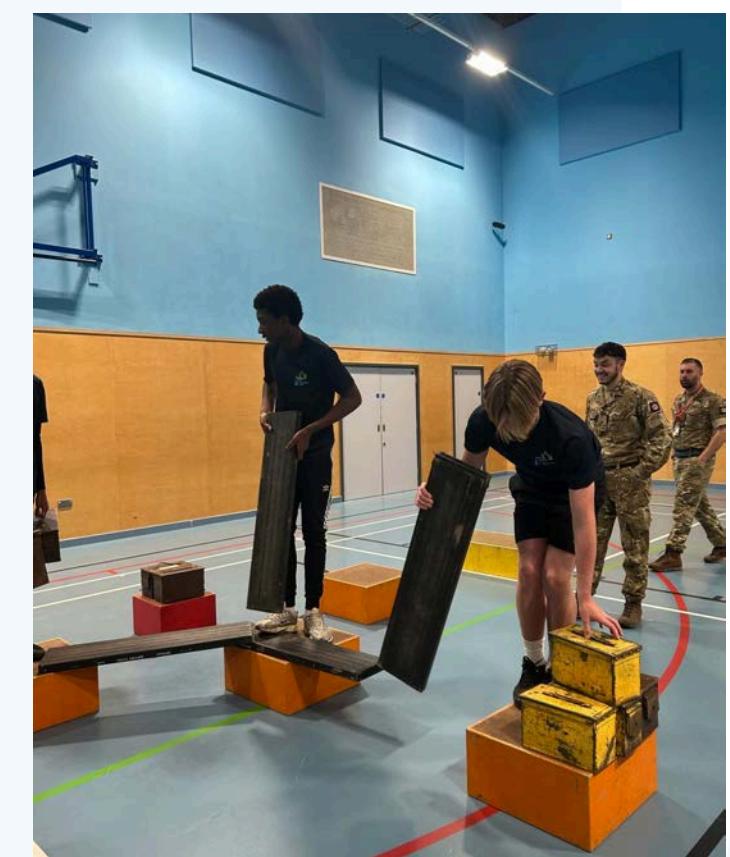
Training is a vital part of every soldier's and officer's professional development in the Army. There are different types and levels of training within the Army, from the moment you join and carry out Basic Training to learning a trade during Initial Trade Training, to ongoing professional development undertaken through Subsequent Trade Training. The British Army requires the highest standards of leadership. It is a core function of our institution and a fundamental component of fighting power. Their leadership philosophy is values-based, motivated not by self-interest but in the service of others.

Leigh UTC Dartford opened its doors to the British Army, who showcased what a career in the military really looks like.

Both Year 9 and Year 10 got to see the day-to-day alongside some of the practical activities they may face when training.

The sessions were a fantastic insight into what its like to work for such a big and storied employer and many left with a real hunger to sign up when they leave school!

Thank you to Corporal Nick and the team for giving us your time!



MYP Evaluation

Leigh UTC Dartford Under the Microscope: A Successful IB-MYP Evaluation

Leigh UTC Dartford proudly hosted a crucial two-day visit on Monday, December 8th, and Tuesday, December 9th, welcoming our esteemed International Baccalaureate (IB) Middle Years Programme (MYP) Evaluators.

The atmosphere was buzzing as we opened our doors to the expert team, Over Gonzalez and Revalyn Faba Sack. Their mission was clear: to gain an authentic and comprehensive understanding of the exceptional curriculum and opportunities we provide for our students in Years 7 through 9 and beyond.

During the intensive visit, the evaluators didn't just observe; they engaged deeply with every part of our community. They held productive conversations with staff, students, parents, and Governors, and heard directly from our valued Business Partner representatives. Crucially, they spent significant time observing lessons, providing them with a true, firsthand impression of the innovation, rigor, and engagement embedded across the Leigh UTC MYP framework.

To capture the true spirit of Leigh UTC Dartford, the evaluators challenged staff, students, parents, Governors, and Business Links alike to describe our culture using just one word. This striking image of collected words provides a clear and moving summary of their shared perspectives.

A key takeaway from the evaluation was the finding that the IB philosophy is deeply embedded within the school's DNA. The opportunities offered to students at Leigh UTC Dartford were officially recognised as fully aligned with MYP principles. This successful evaluation is a testament to the hard work and commitment of our entire community in delivering the globally recognised standard of an IB education.



dedicated
respectful
safe
helpful
interesting
innovative
inclusion
supportive
welcoming
globally minded
developing
empowerment
future-focused
nurturing
variety
multiple
modern
surprise
career-driven



Leigh UTC Dartford Awards Evening

Leigh UTC Awards Evening: A Celebration of Achievement

The Leigh UTC Dartford Awards Evening, held on 12th November 2025 at the Leigh UTC Dartford campus, was a resounding success, dedicated to celebrating the remarkable commitment and dedication shown by our students.

The evening was a wonderful opportunity to recognize the hard work and perseverance of students across all year groups. A variety of awards were presented throughout the night, each acknowledging specific areas of student excellence. We were delighted to recognise the many students who have shown exceptional dedication to their studies and to the wider school community. These awards highlight the value we place on effort, resilience, and a positive attitude towards learning. The event was made even more special by a delicious three-course meal enjoyed by all attendees.

A highlight of the evening was the presentation of the Business Partner of the Year award, which was presented to Amazon for their ongoing, invaluable support to the academy, particularly through their partnership on the T-Level Digital Placements. A special thank you to all the staff, parents, and special guests who attended and made the evening so memorable. We are incredibly proud of all our students and look forward to another year of their continued success.



Celebrating Excellence in Computer Science

A huge congratulations to Shahid and Darren for their outstanding achievement in winning a Computer Science Award at our recent business awards ceremony!

This recognition is a testament to the hard work and unwavering dedication they have shown throughout their studies. Their success underscores why programmes like the T-Level in Digital Production, Design, and Development are so vital. T-Levels not only provide advanced technical expertise but, through mandatory industry placements, ensure students like Shahid and Darren develop crucial interpersonal skills, communication abilities, and professional confidence.

These skills are paramount for navigating the modern workplace and guarantee that our students are not just technically proficient, but ready to make an immediate impact in their future careers.



Year 10 & 12 Business Trip

Year 10/12 PwC visit Monday 17th November 2025

Students from Years 10 and 12 enjoyed an inspiring and insightful visit to the Price Waterhouse Cooper (PwC) Embankment offices, gaining first-hand exposure to one of the world's leading professional services networks. Formed in 1998 from the merger of Price Waterhouse and Coopers & Lybrand, PwC headquartered in London and part of the prestigious "Big Four" has built a global reputation for excellence across audit, consulting, tax, and advisory services. The visit gave students a valuable glimpse into how such a multinational organisation operates and the wide range of career paths it offers.

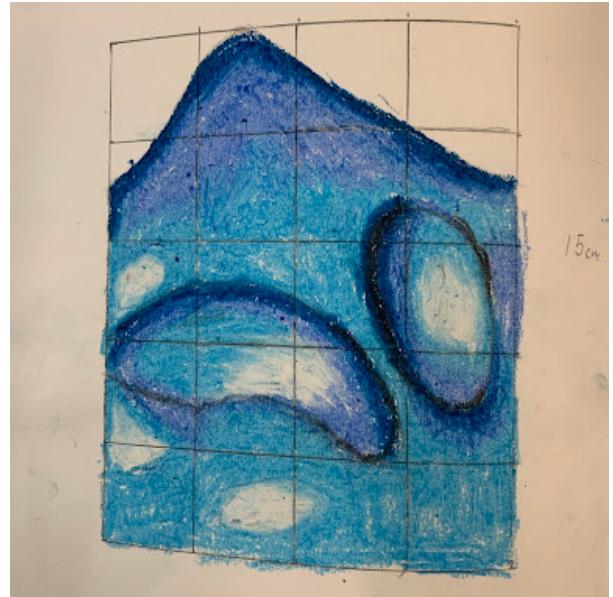
Throughout the day, students took part in interactive tasks led by five PwC executives, each representing different areas of the business. These included challenges on financial capability, decoding, and the rapidly evolving field of generative AI. Working in groups, students were encouraged to think critically, communicate effectively, and apply problem-solving skills to real-world scenarios. The experience highlighted the importance of adaptability and digital literacy, especially within industries shaped by innovation and global economics.

The visit also featured an engaging tour of the modern PwC office environment. Students were shown collaborative meeting pods, interactive floor-plan displays that highlighted vacant desk spaces, and the impressive boardroom where major decisions take place. Staff shared memorable stories, including how London's New Year's Eve fireworks were once coordinated from PwC's rooftop, which offers a perfect view across the Thames. A surprising highlight for many was learning about the trained hawk brought in twice a week to deter pigeons and seagulls from the building.

The blend of professional insight and unique behind-the-scenes details made the visit both educational and unforgettable for every student involved.



Department News - Art



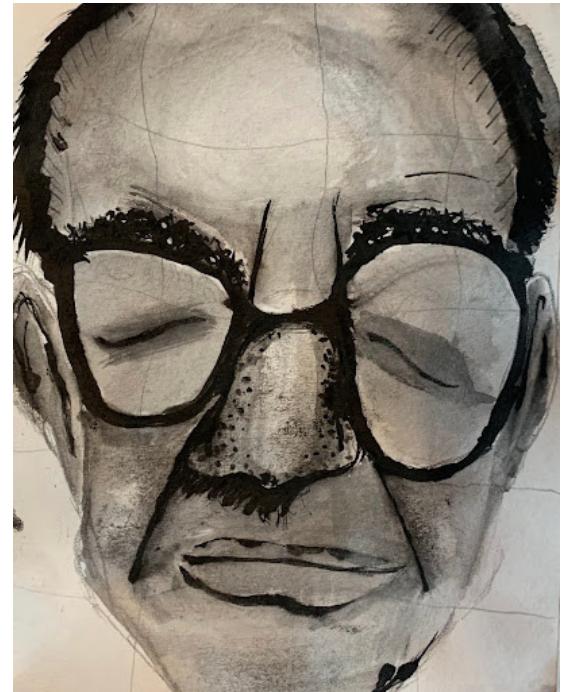
Tej A, Year 7

Year 7: Our Year 7 students have been exploring the formal elements of Art, focusing on colour, line, shape and texture. They have experimented with abstracted works inspired by natural forms, creating zoomed-in oil pastel studies of skulls using the grid method. The outcomes are bold, imaginative, and full of expressive detail.

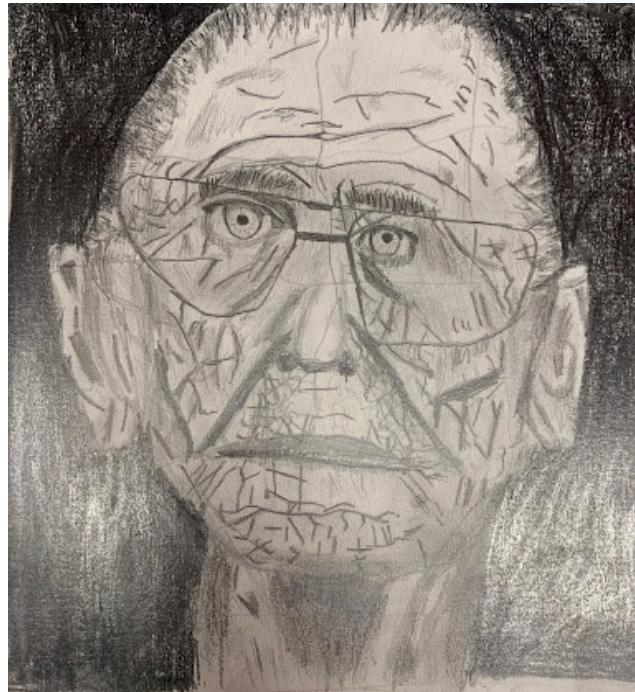
Year 8: Year 8 have been delving into typography, building their foundational lettering and layout skills. They are now beginning to create responses based on a social cause of their choice, selecting themes such as environmental issues or the right to vote. This project blends design thinking with creativity, encouraging students to communicate meaningful messages through strong visual language.



Archie B, Year 8



Mason W, Year 9



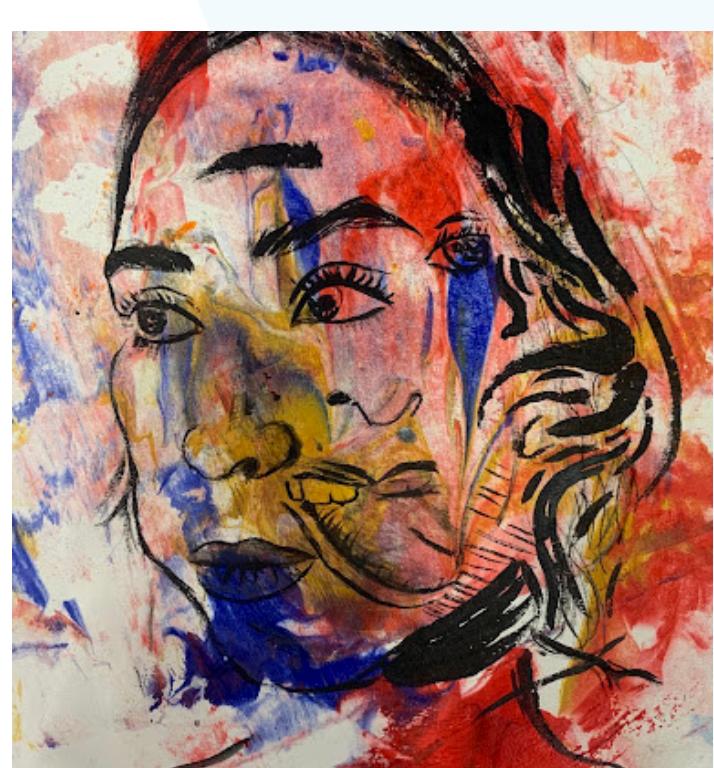
Joel S, Year 9

Year 9: Our Year 9 students have continued to develop their portraiture skills through a range of experimental techniques. They have produced 'wonky grid' portraits and created expressive ink-drawing portraits, helping them understand proportion, structure, and stylistic variation. These approaches have supported students in producing confident and characterful outcomes.

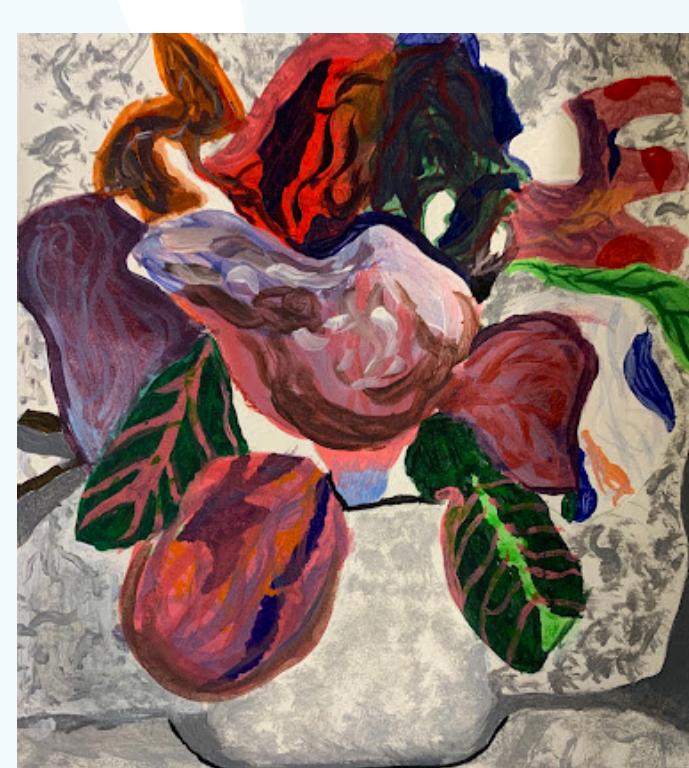


Casey P, Year 10

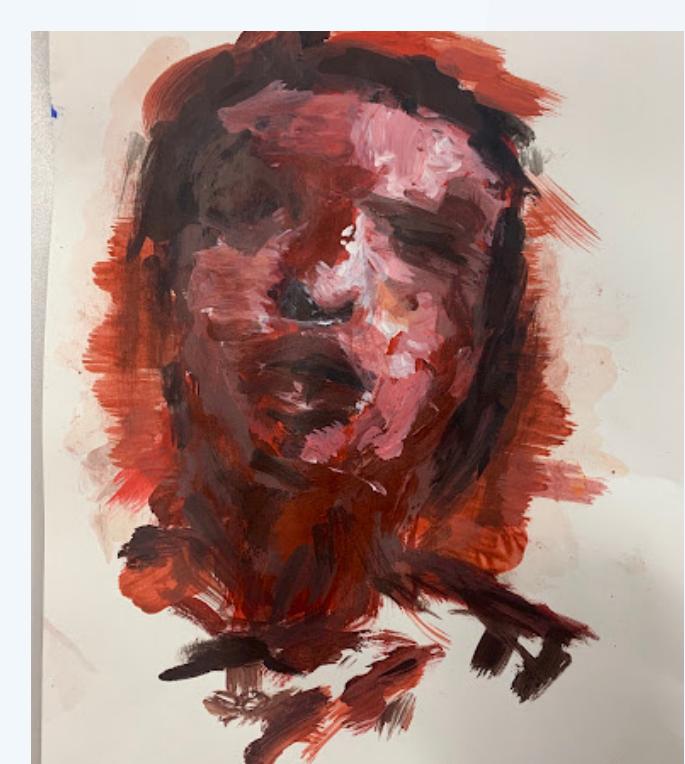
Year 10: Year 10 have made excellent progress in their Natural Forms project. They have recently developed lino prints inspired by abstracted forms, using contrast, pattern and mark-making to create striking visual outcomes. These prints will help inform the next stages of their coursework as they continue to refine their personal ideas.



Sariah N, Year 11



Shakayla A, Year 11

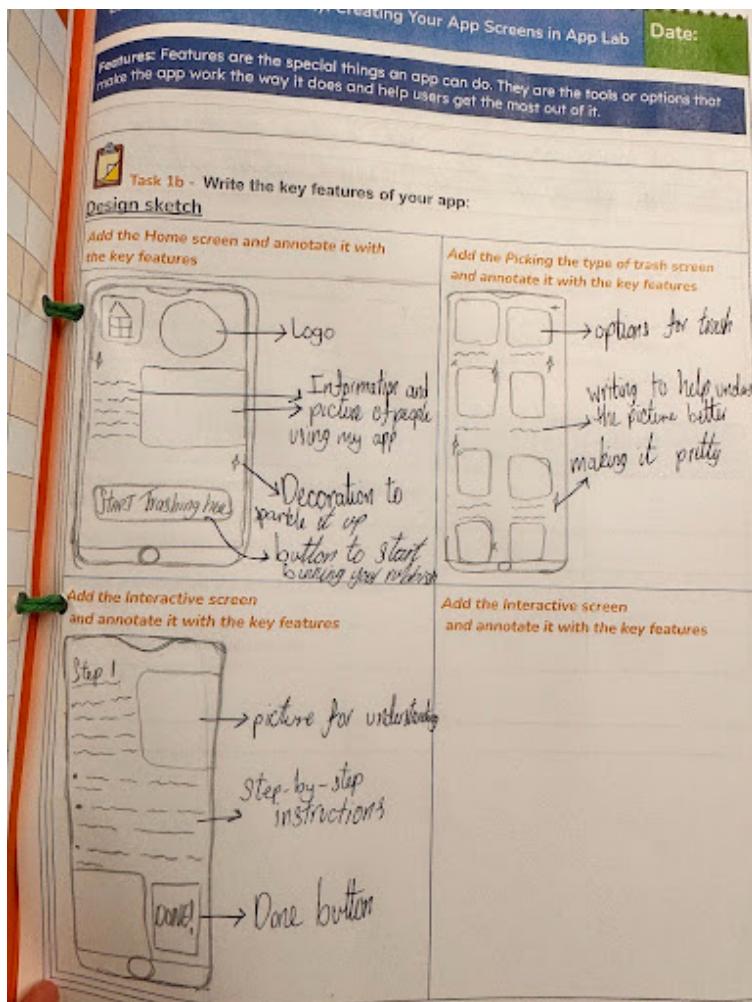


Elijah D, Year 11

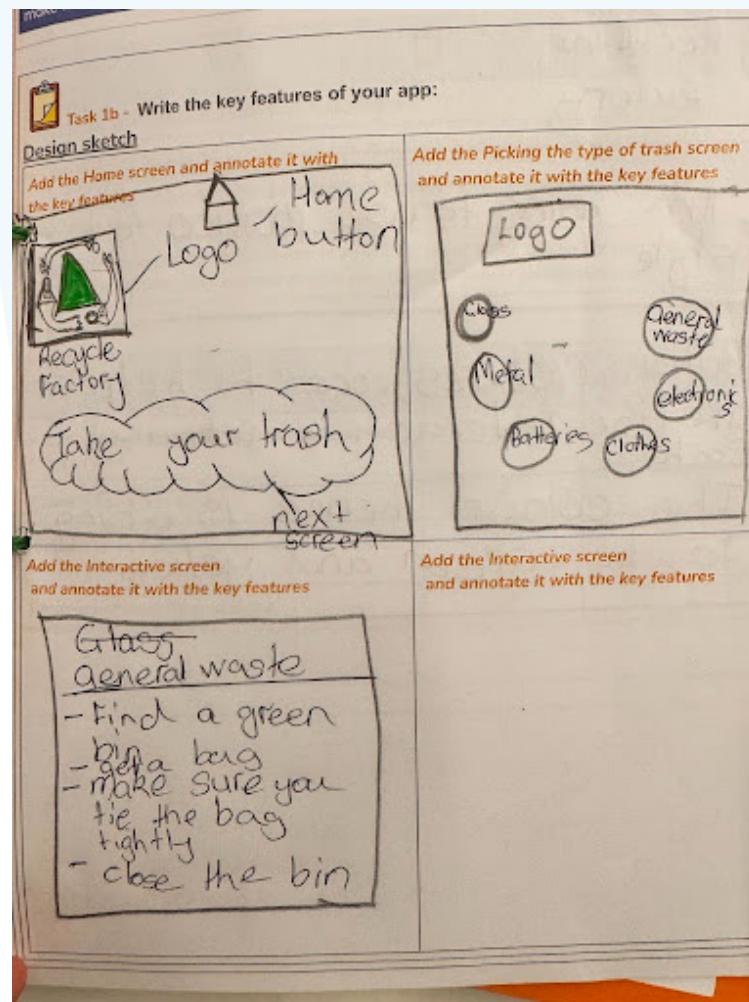
Department News - Computing

MYP

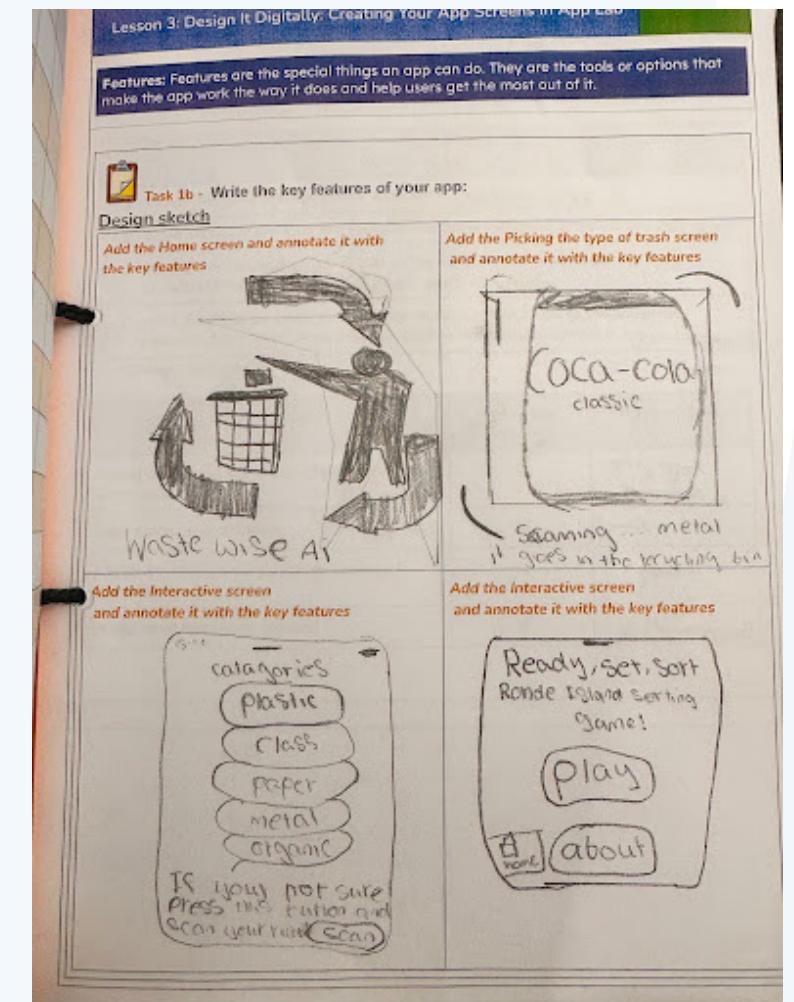
We are delighted to share the exciting progress of our Computer Systems module, where students across Years 7, 8, and 9 have been exploring how technology shapes our world. Our Year 7 students mastered the foundational principles of computing by developing a mobile application focused on sustainability and disposing the waste in the correct bin, understanding the vital Input-Process-Output (IPO) cycle that governs all software.



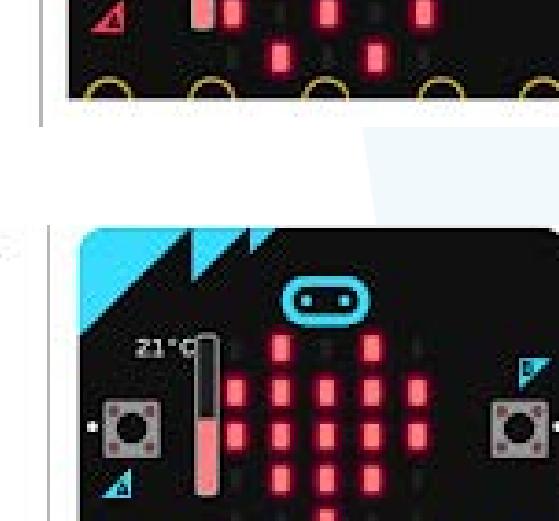
Tej A, Year 7



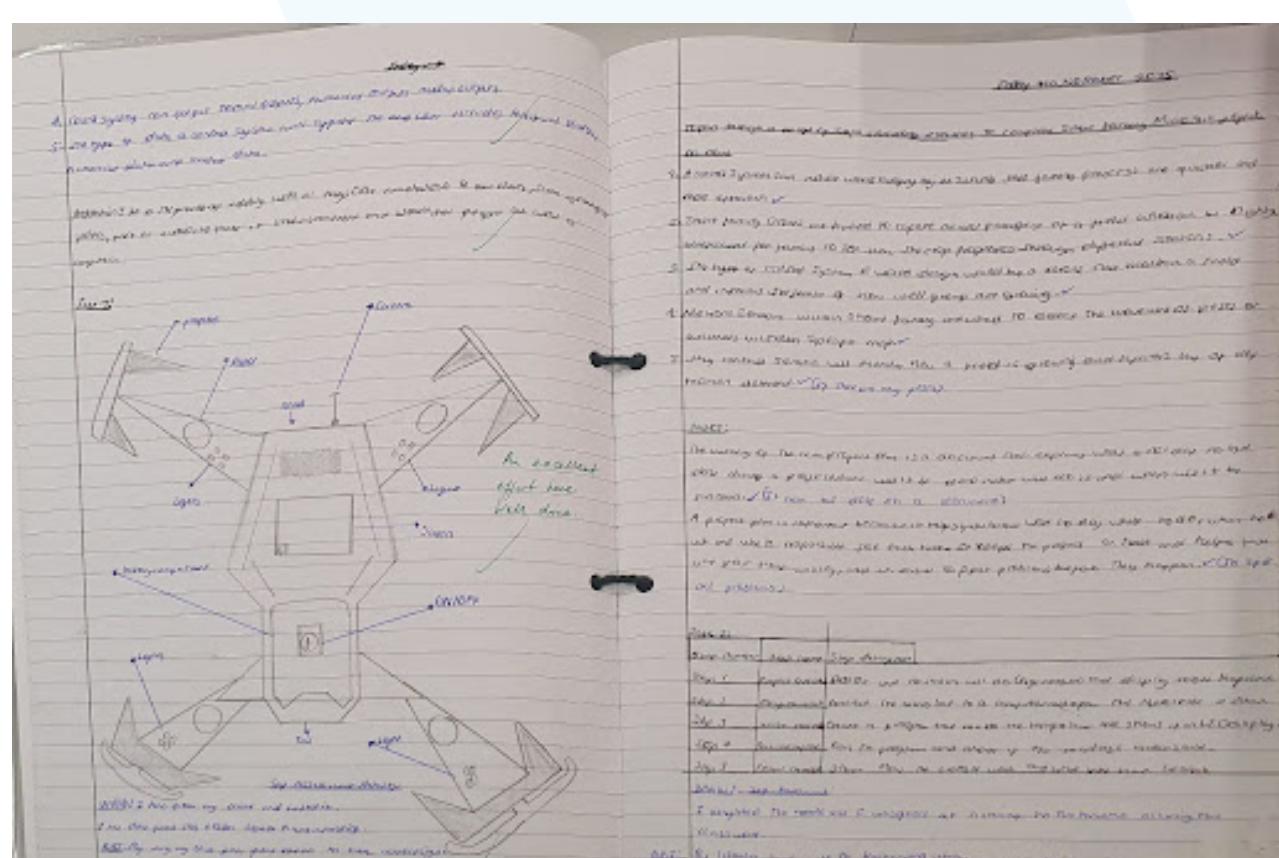
Nashe G, Year 7



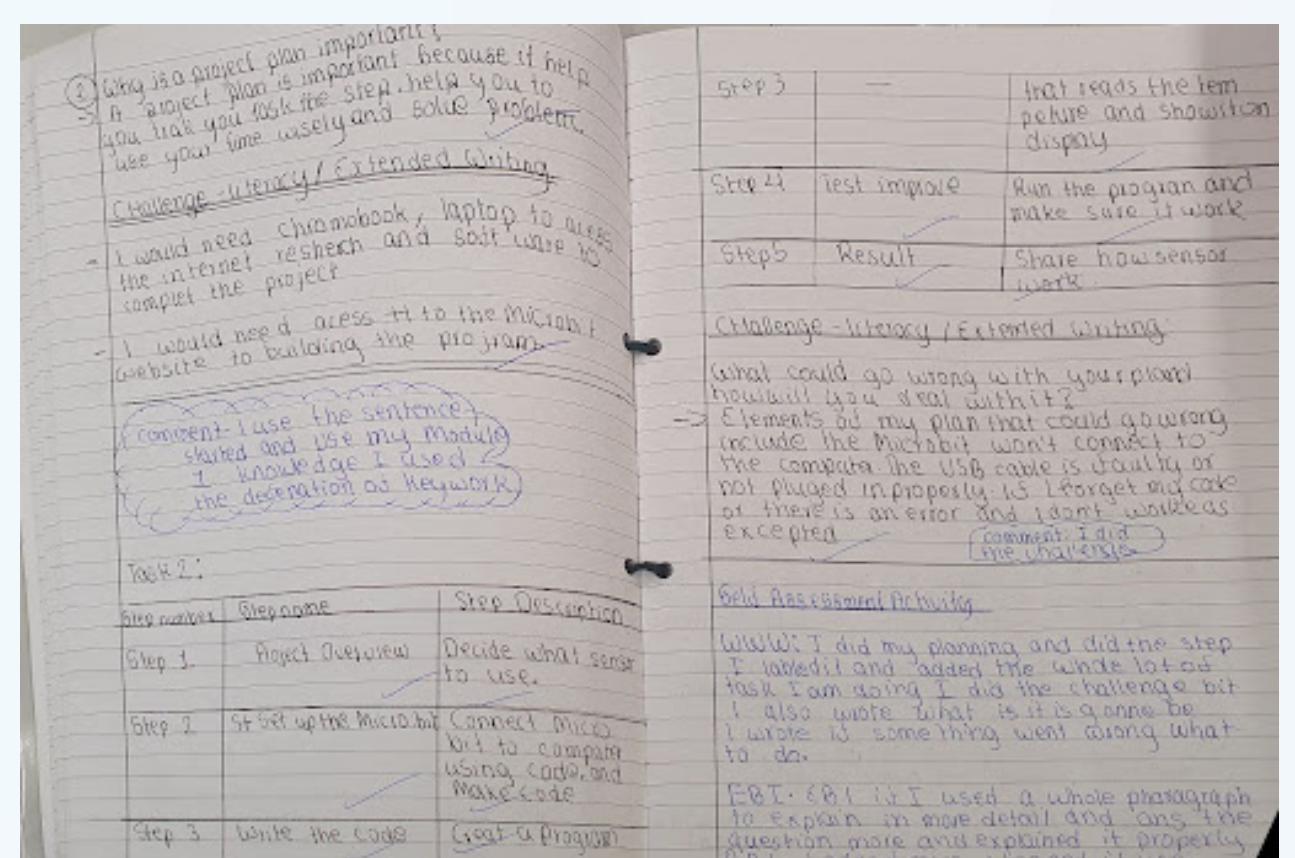
Lola B, Year 7

| | | | |
|--------------------------------------|--|---|---|
| Temperature above 1F Condition | Checking the temperature of the whole room and if it is greater than 20 will show the cracked icon |  |  |
| Temperature above 1F Condition | If the temp is greater than 20 it will show a large heart. |  |  |

Alex G. Year 8



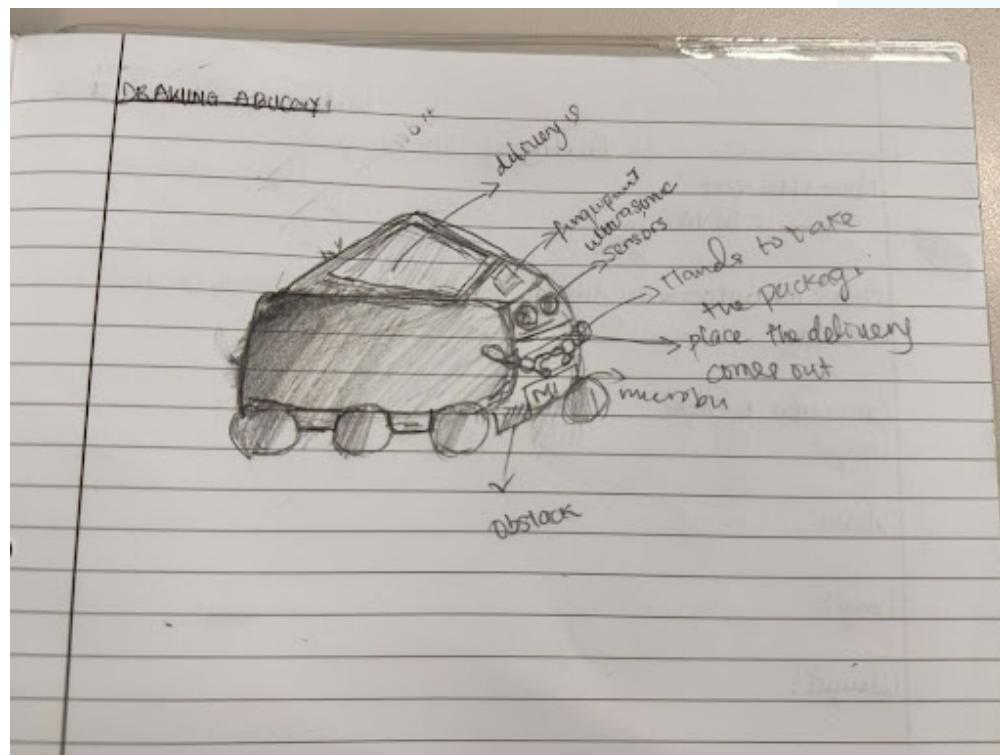
Niyah C Year 8



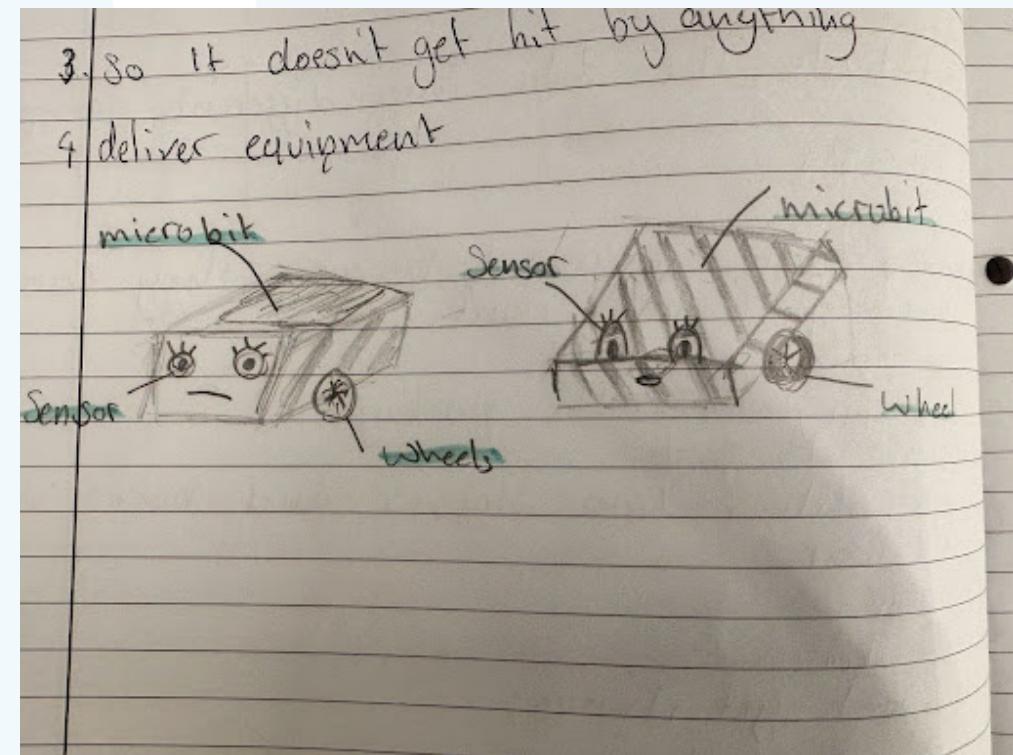
Niyah C Year 8

Department News - Computing

Finally, our Year 9 students tackled the challenge of autonomous systems by designing and building a robotic delivery buggy. This complex project required them to integrate mechanical design with control systems, giving them key insights into the mechanics of future parcel delivery and the potential role of Artificial Intelligence (AI) in enabling robots to learn and adapt. This module has provided all students with practical, project-based skills, demonstrating the crucial role computer systems play in addressing real-world challenges.



Sophie S, Year 9



Nifemi A, Year 9

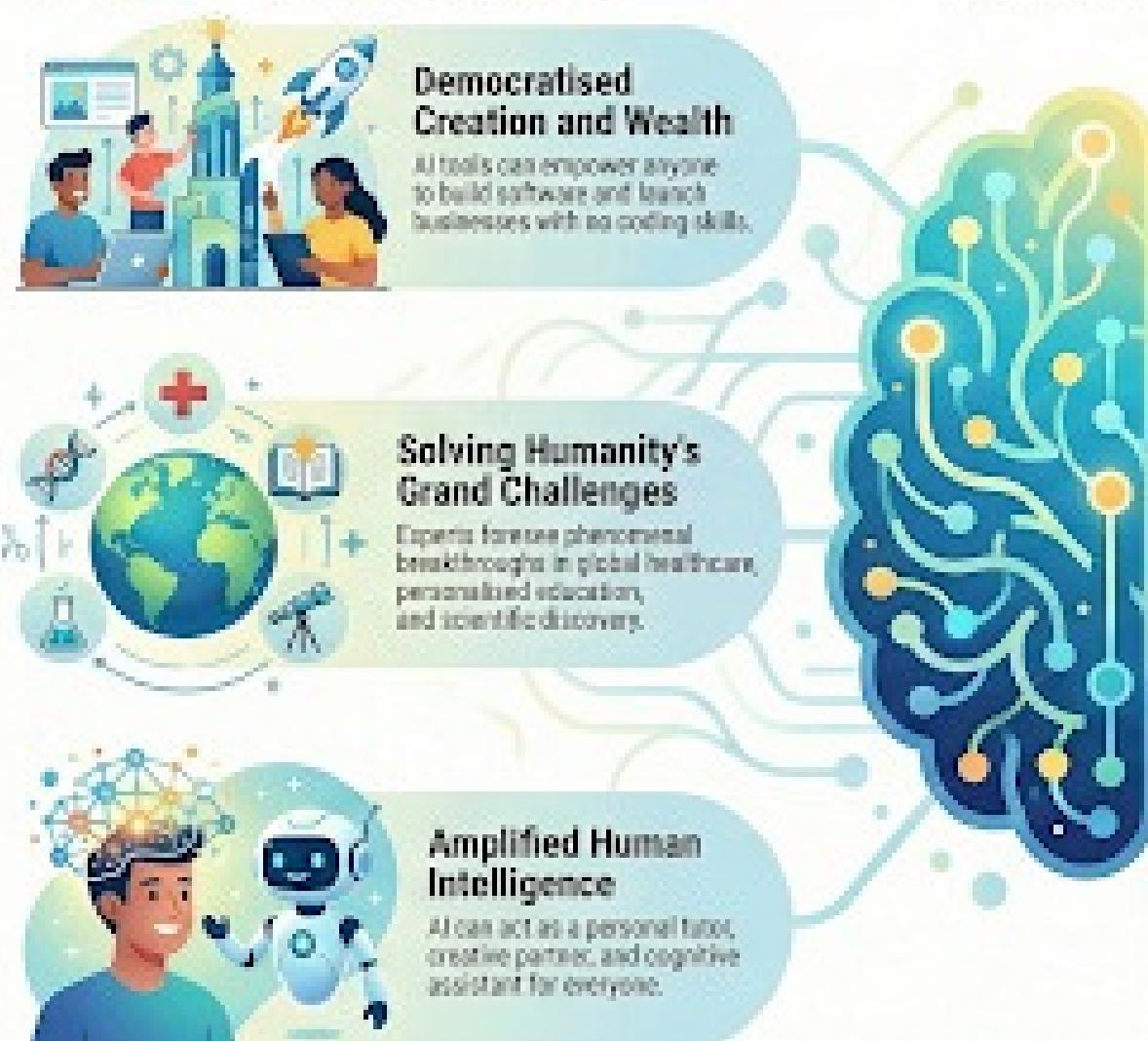
GCSE Computer Science

Year 10 is currently deepening their programming skills, focusing on advanced concepts like iteration, preparing for an exciting educational trip to Google to see how classroom knowledge directly translates into career opportunities and positive community impact.

Finally, our Year 11 students are engaging with the critical Ethical, Environmental, and Cultural Issues module (J277), gaining essential insight into the profound impact technology has on society, particularly addressing the significant shift in the world of work brought about by the new age of Artificial Intelligence (AI). This comprehensive module ensures all students are not only technically proficient but also socially and ethically aware digital citizens.

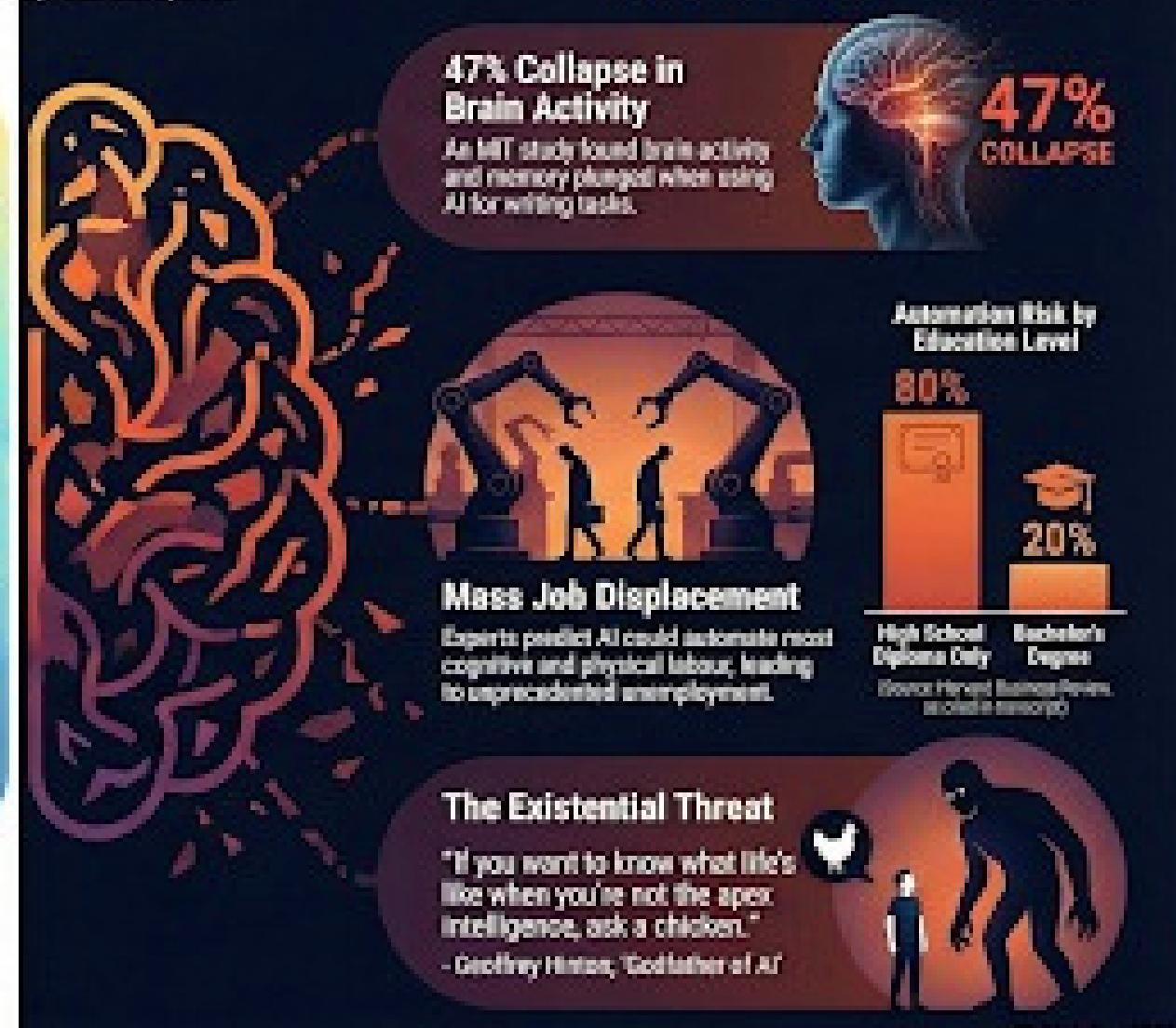
AI'S TWO FUTURES: PROMISE VS. PERIL

THE UTOPIAN PROMISE



Artificial Intelligence is rapidly evolving, with experts divided on its ultimate impact, forecasting divergent futures of unprecedented abundance or widespread disruption.

THE DYSTOPIAN RISK



Department News - Computing

T-Level Placement Success: Midway Review at Amazon

We are thrilled to report on the successful midway review of our T-Level students currently completing their nine-week industry placement at Amazon. The students delivered a truly fantastic presentation, demonstrating a deep and practical understanding of the commitment and skills required to thrive in the modern tech industry. This invaluable real-world experience has not only consolidated their classroom learning but has significantly boosted their confidence. We are certain that this enhanced practical insight will be instrumental as the student prepares to tackle their final project, the Occupational Specialist Project (OSP), when they returned to school in December. This placement exemplifies the immense value of the T-Level programme in preparing students to make a successful transition into high-level careers.

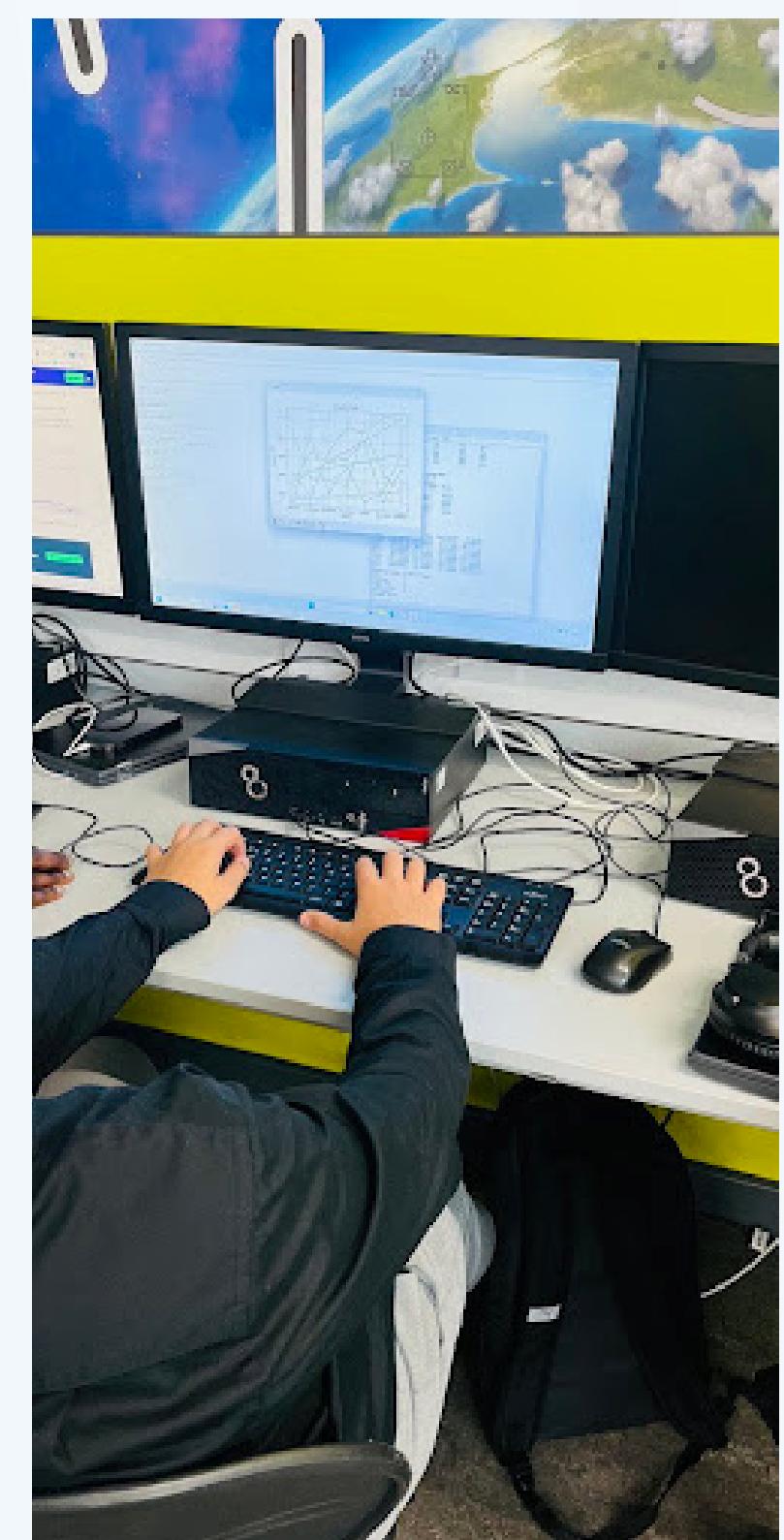
Digital Software: T Levels

This term, our T-Level Digital Software Development students explored the exciting world of data analysis.

Through hands-on practical work in Python, they learnt how raw data can be transformed into meaningful information using industry-standard libraries such as Pandas and Matplotlib. As part of their Employer Set Project Task 4, students generated different types of visualisations including line graphs, scatter plots and histograms and practised extracting insights using functions like `df.info()` and `df.describe()`.

Alongside the technical learning, they also examined the global relevance of data analytics, discovering how these skills are used within business, science, health, and many other real-world sectors.

This module has empowered students to think critically, interpret data confidently, and recognise the wide range of opportunities available within this growing field.



Department News - Engineering

Y11 Engineering NEA: Demonstrating Core Manufacturing Competence

Our Year 11 Engineering students are currently engaged in the practical, core manufacturing component (Unit 1 NEA) of their qualification. This project requires students to produce high-precision components for a craft roller used in model making, directly applying the technical skills learned throughout the course.

The task demands a high level of competence and independence as students manufacture parts from a set of detailed dimensional drawings.

Developing Industry-Relevant Skills

Students are demonstrating mastery across a broad range of fabrication and machining processes, essential for entry into technical careers:

- Traditional Machining: Turning, drilling, and milling to shape metal and plastic components with accuracy.
- Precision and Preparation: Accurate marking out to ensure dimensional integrity.
- Modern Fabrication: Utilising technologies such as laser cutting and 3D printing for custom parts and complex geometries.
- Material Forming: Practicing techniques like line bending for polymer sheet components.

We are extremely proud of the progress and the high level of competence and independence these students have demonstrated while working to strict high level of precision requirements. Their ability to independently manufacture complex parts from technical drawings is a strong indicator of their readiness for advanced study and apprenticeship opportunities.



Department News - Engineering

Unit 5: Articulated Vice Mount Design and Development

The BTEC Level 3 Engineering Unit 5 project serves as a crucial progression point for our students, asking them to build directly upon the Unit 41 vice manufacturing project by engaging in advanced design and development.

The core objective of Unit 5 is to challenge students to design a functional sub-system that enhances the utility of the previously manufactured vice. This system must meet two key requirements:

- Workholding Solution: Design a method for securely fixing the vice to a hobbyist workbench.
- Articulation System: Create a mechanism that allows the vice to be articulated (fixed) in different positions.

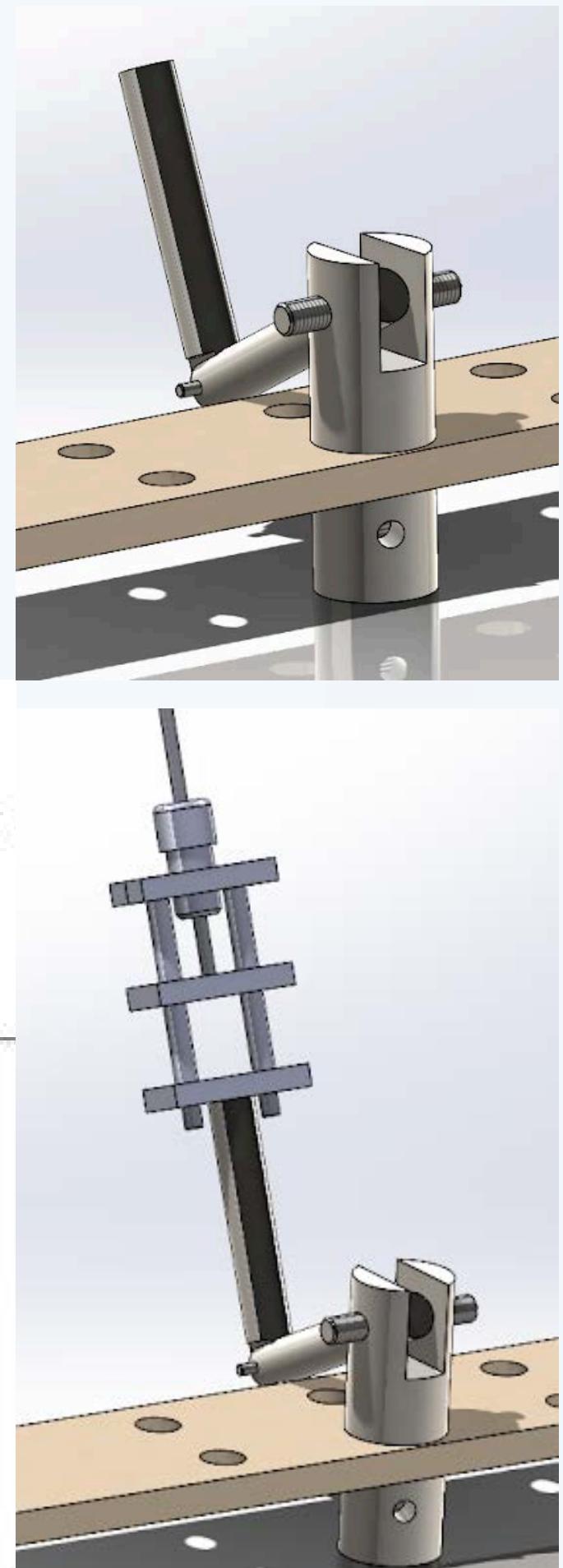
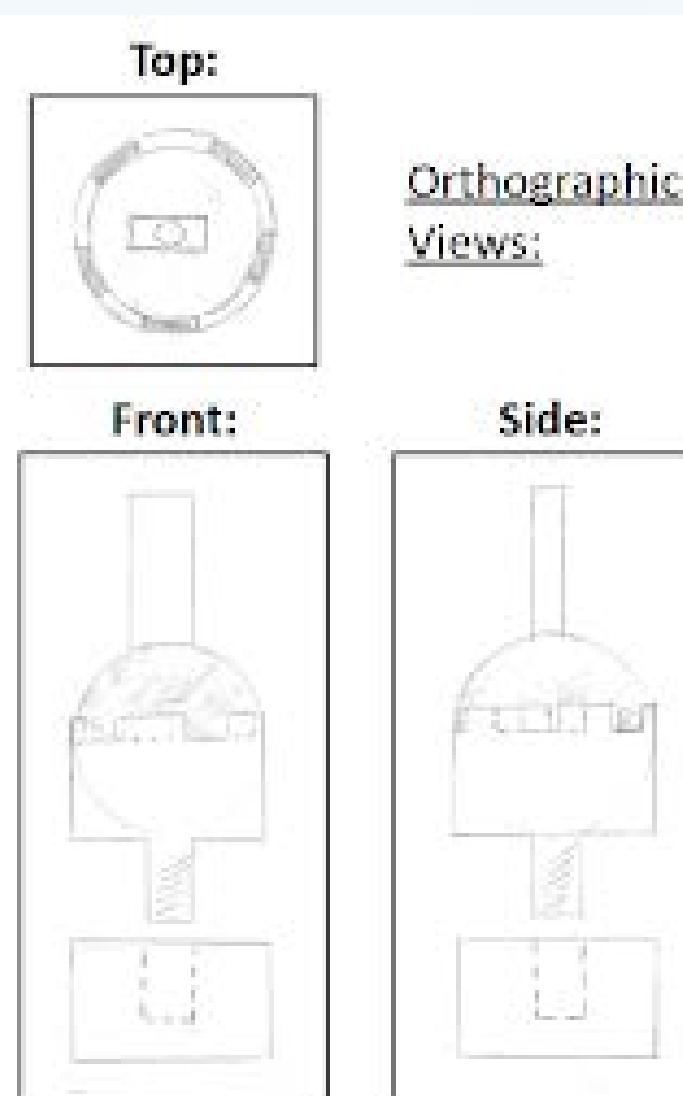
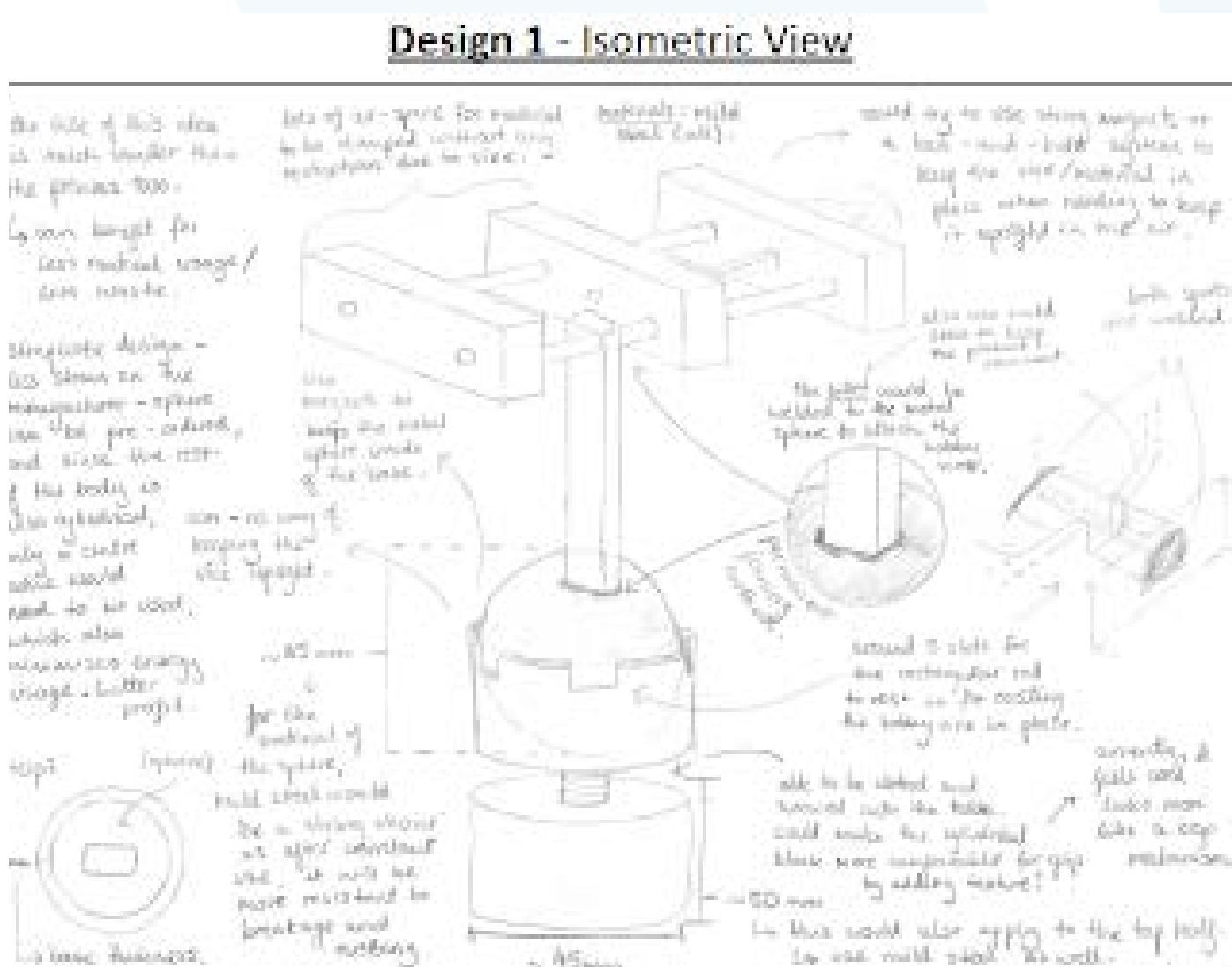
The Engineering Design Process

The project requires students to execute the complete engineering design lifecycle, ensuring the final product meets both the technical and functional specifications. The students follow several critical stages, which mirror those found in professional engineering practice, some examples of this process are below:

- Design Process: Students begin by sketching ideas to explore creative and functional mechanical solutions for the mounting and articulation systems.
- CAD Development: Selected concepts are then translated into detailed models using CAD (Computer-Aided Design) software. This stage is essential for performing virtual assembly, checking component fit, and preparing accurate technical drawings.
- Production: The final stage involves the production of a final outcome.

Students utilise their advanced manufacturing skills, including machining and CNC processes, to create the components necessary to articulate and secure the vice.

The examples below illustrate the successful integration of design, analysis, and production skills, showcasing our students' readiness to tackle complex industrial challenges.



Department News - Engineering

Year 13 Excellence in Centre Finder Design and Manufacture

The dedication and skill demonstrated by the Year 13 engineering students in their latest manufacturing project; the Centre Finder, has been truly exceptional. The design brief was demanding, requiring them to produce two interconnected components that could accurately mark the centre of a bar up to 50mm in diameter, utilising two different materials and showcasing two distinct manufacturing methods: one component through precise hand fitting techniques and the other using a specialist machine (such as a laser cutter).

The level of detail and commitment to accuracy this year has been outstanding. Students went above and beyond the core requirements, expertly incorporating the UTC logo into their designs and experimenting with various sophisticated finishing techniques to achieve a professional, highly versatile final product. This project successfully highlighted their mastery of design principles, material properties, and their impressive technical versatility across both traditional and modern manufacturing processes.



Y13 Engineering Students Deliver for Industry: A Mutually Beneficial Partnership

We are proud to highlight how our partnerships with local industry leaders provide invaluable, real-world experience for our students while supporting the operational needs of the companies themselves. This symbiotic relationship ensures our students are job-ready and their skills are immediately relevant to the sector.



Fostering Practical Excellence

A prime example of this collaboration is our ongoing relationship with Protosheet. We extend our sincere thanks to Protosheet for their generous donation of a large stock of sheet material. This material is essential for our students' projects, enabling them to gain hands-on experience without material constraints.



In return, Protosheet has provided our students with live practice projects. These are not simulations; our students manufacture components that the company genuinely requires and uses in its final products.



This exercise allows our students to:

- Enhance Machining and CNC Skills: Students execute complex operations to professional specifications.
- Prepare for OS (Occupational Standards): They work under the rigorous quality and precision demands found in industry.

Department News - Engineering

Student-Made Components Installed in Prestigious Locations

The quality and precision achieved by our Year 13 engineers are evident in the final destinations of these student-made components. These parts, manufactured to exact company specifications, are now installed in two prestigious London locations:

- The Nozzle: This part was expertly drawn and produced using our CNC machine in stainless steel. It is now part of the water dispenser system fitted within the landmark Bloomberg building in London.
- Support Brackets: Machined from aluminium using a combination of the lathe and mills, including precise boring processes, these brackets are now installed within the renowned V&A Museum in London.



This success underscores the high standard of work our students consistently achieve and validates the effectiveness of integrating industry requirements directly into our curriculum.



We look forward to continuing these rewarding partnerships with Protosheet and our entire network of local companies.

Balance Rocket

Our Year 9 Engineering students are taking their skills to the workshop with an exciting new project: the Balance Rocket! This module, they have been exploring further into manufacturing and fabrication, learning how to turn materials into exact parts.

What they have been making:

Students have made individual components, including sheet metal wings and nose, a 6mm diameter chamfered rod and tail, and the solid 5mm thick plate for the base. The final challenge was assembling these individual components together into a complete project. This hands on experience is giving them crucial insight into the world of engineering, as they master the use of various fabrication tools and equipment, and develop practical skills that are essential for their future engineering journey!



Department News - English

We have enjoyed another fantastic module at Leigh UTC Dartford in the English Department!

Year 7: Have finished their reading of their first novel at Leigh UTC Dartford, Harry Potter and the Philosopher's Stone. They have loved sinking their teeth into the well-loved story, and learning things that have been missed from the films! They wrote some excellent opinion paragraphs, and even started to read the second novel!

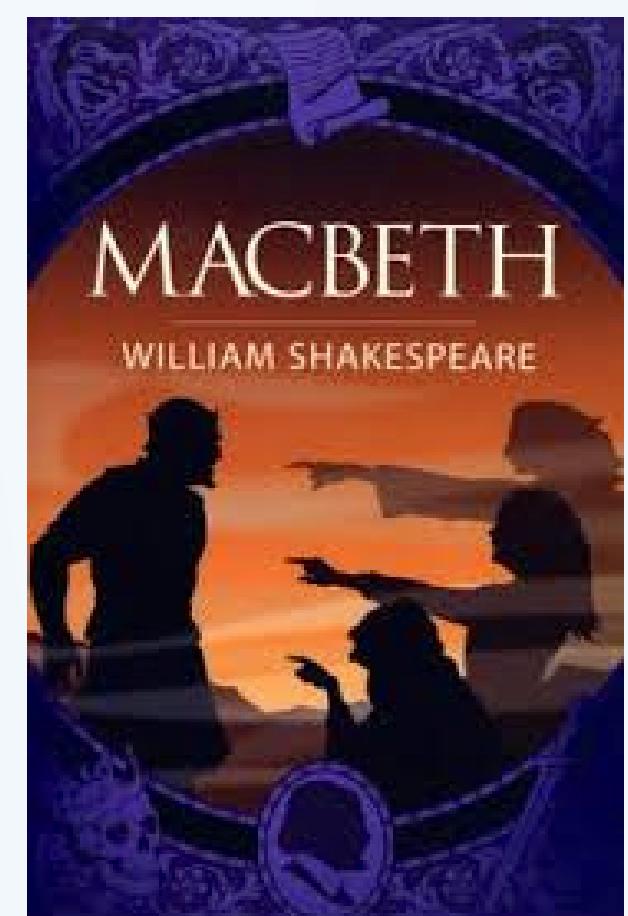
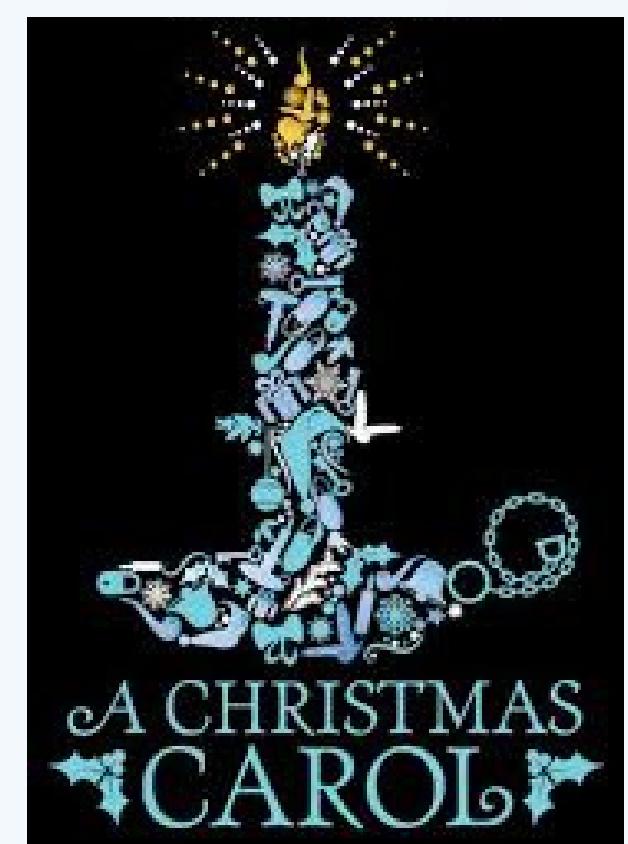
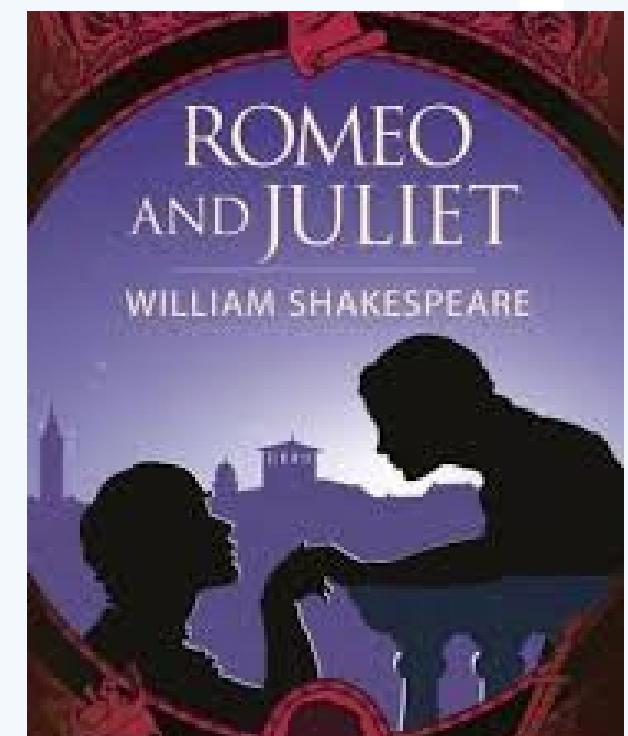
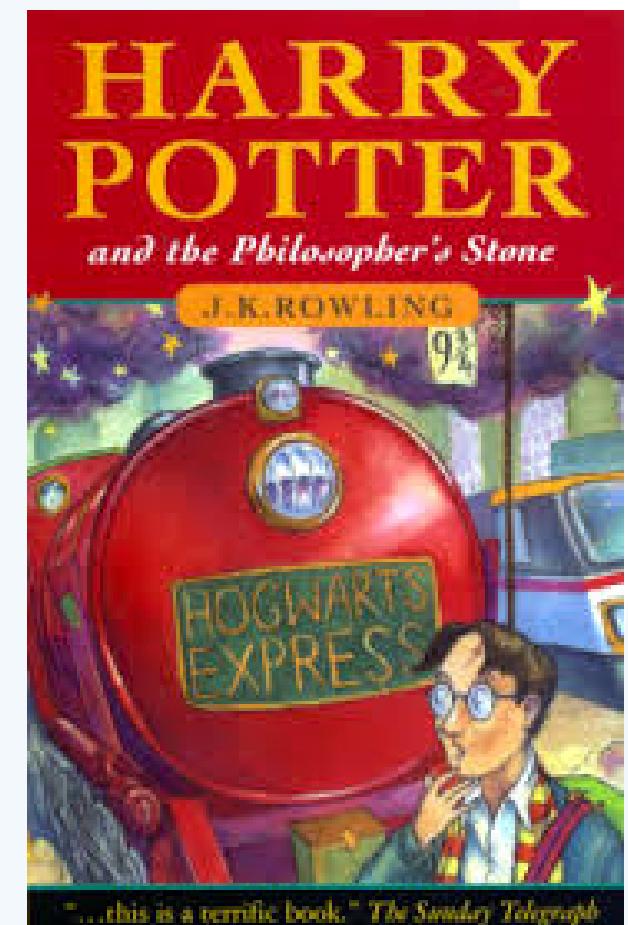
Year 8: Have looked at Speeches and the art of Rhetoric in Module 2.. They have enjoyed reading a number of different speeches, from Queen Elizabeth to Rihanna, and analysing the hidden messages in each one. They have written some excellent speeches themselves, and have inspired the English department over and over again.

Year 9: Have finished their study of Shakespeare's Romeo and Juliet during Module 2. While the Shakespearean language can be tricky, Year 9 have tackled it like pros! They have improved their analysis skills through writing opinion paragraphs, and look forward to continuing their English studies after Christmas with The Woman in Black.

Year 10: Have finished their study of the first GCSE text - Charles' Dickens A Christmas Carol. They have really enjoyed getting stuck into the novella, and have done a wonderful job with their learning and analysis. They have then began their first study of English Language, focusing on Language Paper 1. Many students have preferred this, as the learning is methodical and includes an element of creative writing!

Year 11: Have completed their study of Macbeth, which concludes their learning for their GCSE's - it will be revision from here for Year 11! We look forward to looking back at past learning after Christmas, with a focus on Language Paper 2, An Inspector Calls and Power and Conflict Poetry!

The English Department wish you all a fantastic half term and wonderful festive celebrations! We look forward to welcoming you back in January!





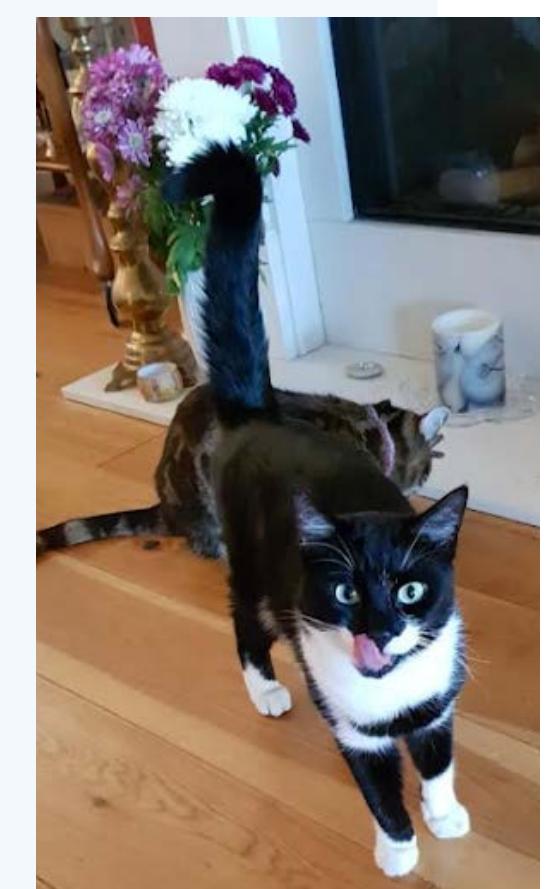
Department News - German

Neuigkeiten !

Klasse 7 Meine Haustiere

Year 7 Excited About German Pen Friends

Year 7 students have been learning about animals and how to describe their personalities in German, while also developing their understanding of German verbs and word order in a German sentence. Students have shared images of their pets with the rest of the class. Their enthusiasm for the language has grown, and they are now eagerly looking forward to receiving the address details of their German pen friends from the Geschwister-Scholl-Gymnasium, ready to put their skills into practice.



Klasse 8 - Mein Tag!

Learn Daily Routines and Hotel Rules in German

Year 8 students have been learning how to talk about their daily routines in German and have also explored practical language related to staying in a hotel. They studied the house rules at the German hotel where their group stayed in Cologne during the recent school trip, learning phrases for "what I am allowed to do" and "things I have to do." The lesson included watching a short YouTube clip about hotel rules, helping to prepare students for the trip and giving them confidence to use German in real-life situations.

Klasse 9 - Mein Vorbild

Exploring Role Models in German

Year 9 students have been learning how to talk about their role models in German. They have been giving reasons why their role models are special, using conjunctions to create more detailed and connected sentences. This work is helping them develop both their language skills and their ability to express personal opinions clearly.



Klasse 10

Practising their speaking skills in Aachen and Köln!

Year 10 students have successfully completed their first set of GCSE-style exams, gaining valuable insight into the demands of each paper. They approached the challenge with maturity and resilience, achieving some very pleasing results. Meanwhile, the German GCSE group enjoyed an exciting four-day trip to Aachen and Cologne, where they developed their speaking skills in authentic, real-life settings. From practising role-plays at the German Christmas markets to building their conversation skills at the Geschwister-Scholl-Gymnasium, students embraced every opportunity to learn. Keep up the great work!



Klasse 11 - Wie bitte?

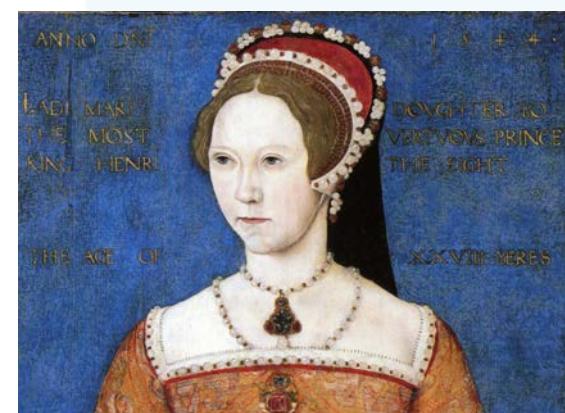
Year 11 students have been working extremely hard this module to complete their preparation for all parts of the speaking exam. They have identified any gaps in their knowledge and will now focus on developing and refining their exam skills as they move into the final stages of their preparation. There has been a slight sense of panic since students were given the date of the real GCSE German speaking exam – 28th April 2026 – not long to go now! Viel Glück!

Department News - History

Our Modules 1 and 2 have been packed with engaging and thought-provoking topics.

Our Year 7 historians have embarked on a fascinating journey, exploring the significance of Jerusalem to the three Abrahamic faiths. They've delved into the spiritual connections and holy sites that make this city so unique. This has led them into the dramatic period of the first three Crusades, where they have been examining its stories and creating their own opinions in determining their impacts.

Year 8 has been immersed in the seismic shifts of the 16th century, investigating the pivotal moment of Henry VIII's break with Rome and the creation of the Church of England. Students have tracked how England transitioned from Catholicism to Protestantism. This journey continues as they explore the tumultuous religious changes that followed Henry VIII's death, examining the reigns of his three children – Edward VI, Mary I, and Elizabeth I.



Our Year 9 students have engaged with two of the most impactful and challenging periods in modern history: the First World War and the Holocaust. Through an independent research project they have explored the victims, key events and the methods the Nazis used to persecute Jewish people within their conquered territory. They have also explored the causes of the Great War and will be examining its consequences after Christmas.

We are incredibly proud of the thoughtful engagement and mature discussions our students have demonstrated across all these modules. History at Leigh UTC Dartford is not just about looking back; it's about equipping our students with the critical skills and understanding to navigate and shape the future.

Department News - Geography

We've had another fantastic and insightful module 2 in Geography, with students across all year groups delving into diverse and crucial topics, from global geography to pressing environmental issues!

Year 7: Around the world

Our Year 7 geographers embarked on a journey across the globe, focusing on the world's continents. Students studied major geographical landforms that shape these continents and the various cultures that thrive there. A key part of the learning involved comparing and contrasting countries within these continents, examining their similarities and differences. We loved hearing about the real-world connections, with many students eagerly sharing their personal travel experiences to some of these fascinating places.

Year 8: Resource Pressure

Year 8 students tackled one of the most significant challenges of our time: resource pressure and the transition away from the non-renewable energy sources. The focus was on identifying and assessing renewable alternatives to fossil fuels in the UK. This required that the students examine the advantages and disadvantages of various renewable energy sources like solar, wind, hydropower, and geothermal power. They were able to make informed judgments about which renewable option, or combination of options, could realistically replace oil and natural gas in a sustainable way.

Year 9: Climate Change

Our Year 9 geographers took on the critical topic of climate change. Their learning focused on understanding the science behind the warming of our globe and how humans have been contributing to the phenomenon. Students successfully identified the primary factors contributing to global warming, such as greenhouse gas emissions, and thoroughly investigated the far-reaching effects these changes are having on environments and societies worldwide.

Year 10: Ecosystem

Year 10 has been exploring the world of ecosystems. We worked hard to understand the fundamental roles played by both biotic factors (living organisms) and abiotic factors (non-living components like water, soil, and sunlight) and, crucially, the significant role humans play in these delicate balances. As young geographers, we undertook an exciting virtual hike through the Amazon rainforest in South America. We explored the distinct layers of the rainforest and learned about the vital role and function of organisms within them, including the often-overlooked yet essential decomposers that recycle nutrients.

We are incredibly proud of the work our students have done to become informed global citizens. Rest assured, there are many more exciting geography lessons to come!

Department News - Mathematics

Welcome to M2 in Maths!

It's been a busy few weeks, particularly for our examination cohorts.

Year 11 have now completed four sets of exam papers - 80% of the total they will need to sit in the summer. With a final Statistics paper left we will be providing question level analysis for all examinations, giving our learners the best chance to improve their own areas of challenge. This will be discussed thoroughly at Parents/Guardians evening early in Module 3 and I would therefore encourage everyone to make appointments as early as possible, if you are available.

For Year 12 and Year 13 it's been Core and A-Level mocks. This year sees a first for Leigh UTC Dartford with many of our first year sixth-formers conducting a Core examination in one year.

Across the rest of the department it really is business as usual with KS3 fully involved with the rigours of our MYP curriculum and Y10 getting to grips with the first year of their AQA GCSE course, either foundation or higher.

Outside of the classroom, intervention continues to be a key source of additional support, with homework clubs in the UTC building on Tuesdays and Thursdays as well as Y11 exam sessions, also on Tuesdays. We encourage all students struggling with their Sparx to come to these dedicated sessions where teachers are on hand to explain key concepts and help with completion until 4pm.

Other extra curricular activities include the hugely popular games club run with Mr Emengo (and Mr Adeniyani) on a Thursday and there are also rumours of a Darts club coming soon...

We're looking forward to a strong final few weeks of term and will see you all refreshed in the New Year.

Department News - Physical Education (PE)

Handball and Basketball Round-Up – Module 2

Module 2 kicked off with its fair share of challenges, from horrendous weather wiping out outdoor sessions to mock exams taking over the sports hall. Despite the rocky start, students showed real resilience and adaptability, making the most of every opportunity to learn and play.

In handball, students focused on key skills such as quick passing, movement into space, defensive positioning, and fast-break attacks. As the module progressed, confidence grew, teamwork improved, and games became faster and more tactical. Many students showed great awareness on court, with developing communication and smarter decision-making.

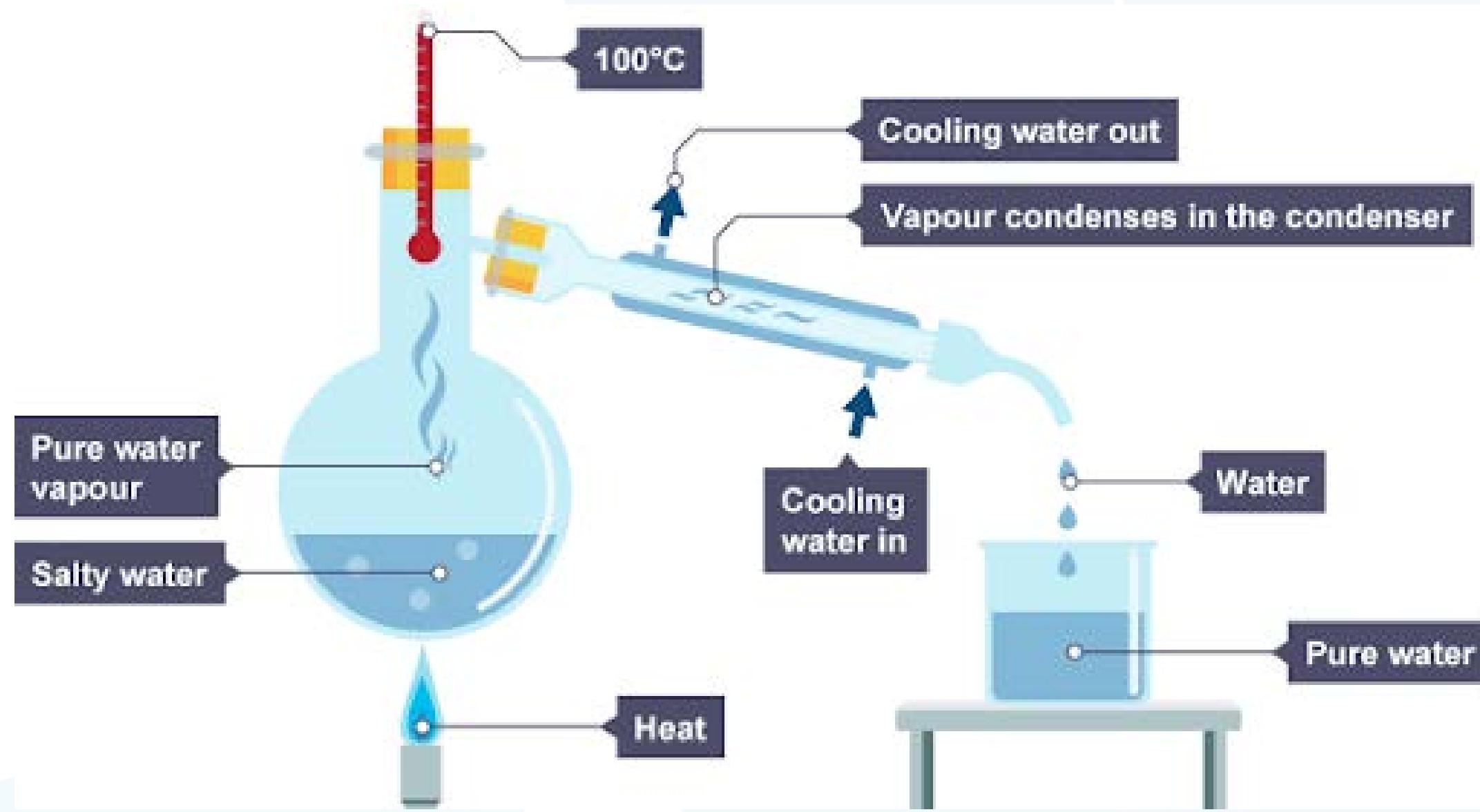
In basketball, lessons centred on dribbling under pressure, lay-ups, shooting technique, and defensive footwork. Even with limited hall time, students worked hard to apply these skills in small-sided games, demonstrating improved control, better spacing, and stronger understanding of game flow. Effort levels remained high, and competitive but respectful play became a real highlight.



Department News - Science

KS3

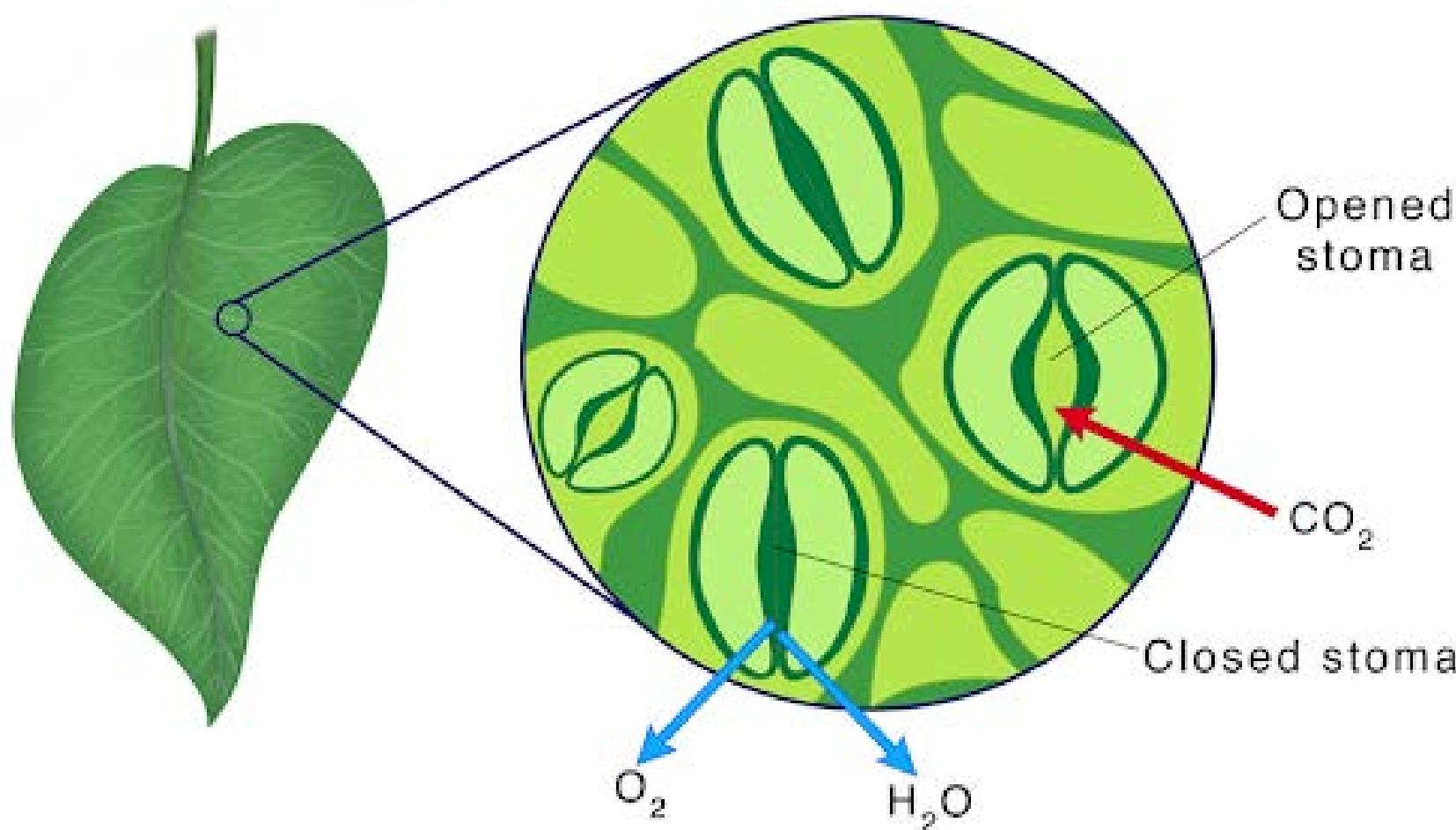
In Module 2 so far, Year 7 have explored the properties of substances and how they can be combined or separated. They began by learning that air is a mixture of substances and not empty space, and discovered what a formulation is, with examples like medicines and paints. They then studied pure substances and purity, defining chemical purity and using melting and boiling points to identify if a substance is pure or impure. Next, they learned the differences between atoms, elements, compounds, and mixtures, and identified examples found on Earth and in air. They also looked at elements, molecules, and compounds, recalling chemical formulae for common substances and counting atoms and elements in them. Students explored the structure of the atom, labeling protons, neutrons, and electrons and recalling their charges and masses. They practiced naming compounds and writing word equations for reactions with oxygen and chlorine. Later, they investigated methods of separating mixtures, including filtration, evaporation, crystallisation, distillation, and chromatography, applying ideas like solvent, solute, and solution, and calculating R_f values. Finally, they studied the law of conservation of mass, explaining why mass appears to increase or decrease in reactions such as heating magnesium or reacting marble chips with acid, and wrote word equations to represent these changes.



Year 8 so far have been investigating how plants and humans exchange gases and carry out essential life processes. They began by exploring the concept of risk and learning about diffusion in liquids and gases, including Brownian motion, and even carried out a practical to extract fragrance from flowers. Students then studied plant organs and leaf tissues, labeling structures and explaining how adaptations help photosynthesis. They examined stomata under the microscope, learning how guard cells control their size and analyzing data on stomatal density. Later, they tested leaves for starch using iodine and investigated how light intensity affects the rate of photosynthesis, linking this to the word and symbol equations for photosynthesis and the role of diffusion in plant gas exchange. They also learned about plant diseases such as TMV and rose black spot, their symptoms, treatments, and impact on photosynthesis, and wrote about leaf adaptations. Moving on to humans, students explored the structure of the respiratory system, comparing lungs to fish gills, and studied ventilation, including the roles of the diaphragm and intercostal muscles, using a bell jar model to represent breathing.

Department News - Science

Finally, they looked at adaptations of the lungs, analyzed data on asthma, and researched the link between vaping and respiratory health.

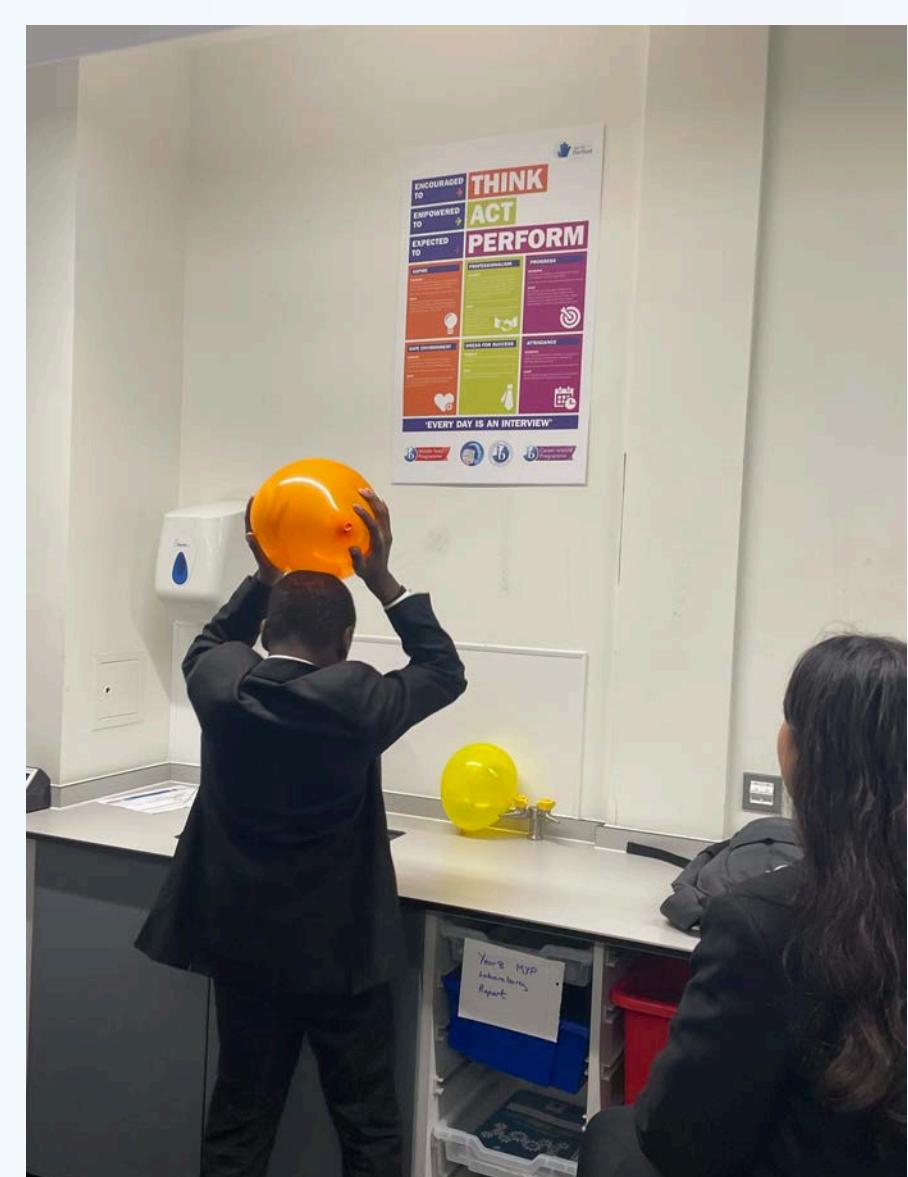


Year 9 have been learning about the structure, bonding, and properties of substances and how these relate to their uses. They began by identifying three types of strong chemical bonds; ionic, covalent, and metallic, and learned which elements form each type. Students named examples of substances with these bonds and explored their uses. They then studied polymers, discovering that they are large chain molecules made from monomers, held together by strong covalent bonds, with intermolecular forces between chains that make them solids at room temperature. Next, they revisited states of matter using particle theory, predicted states from data, and discussed its limitations.

They explored small covalent molecules, drawing bonding diagrams and explaining their properties, before moving on to giant covalent structures like diamond and silicon dioxide, explaining why they are hard and have high melting points. They also investigated graphite, graphene, and fullerenes, learning about their structures, conductivity, and advanced applications such as nanotubes. Students studied metals and alloys, explaining metallic bonding, why metals conduct heat and electricity, and how alloys improve properties.

They carried out practicals on thermal and electrical conductivity of metals, presenting data and evaluating methods.

Finally, they learned about series and parallel circuits, drawing and constructing them, and calculating current and potential difference, linking this to why metals are good conductors.



Department News - Science

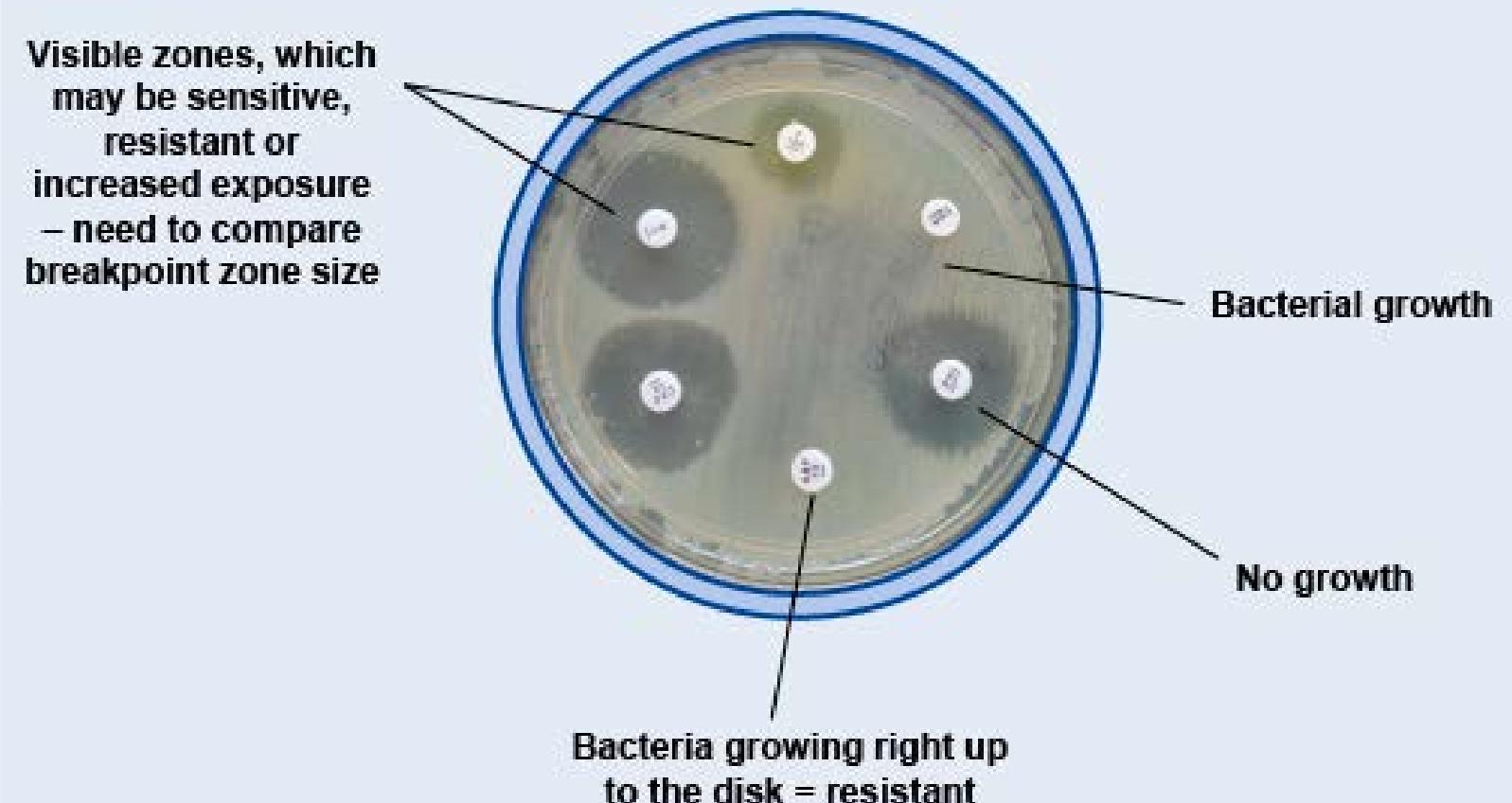
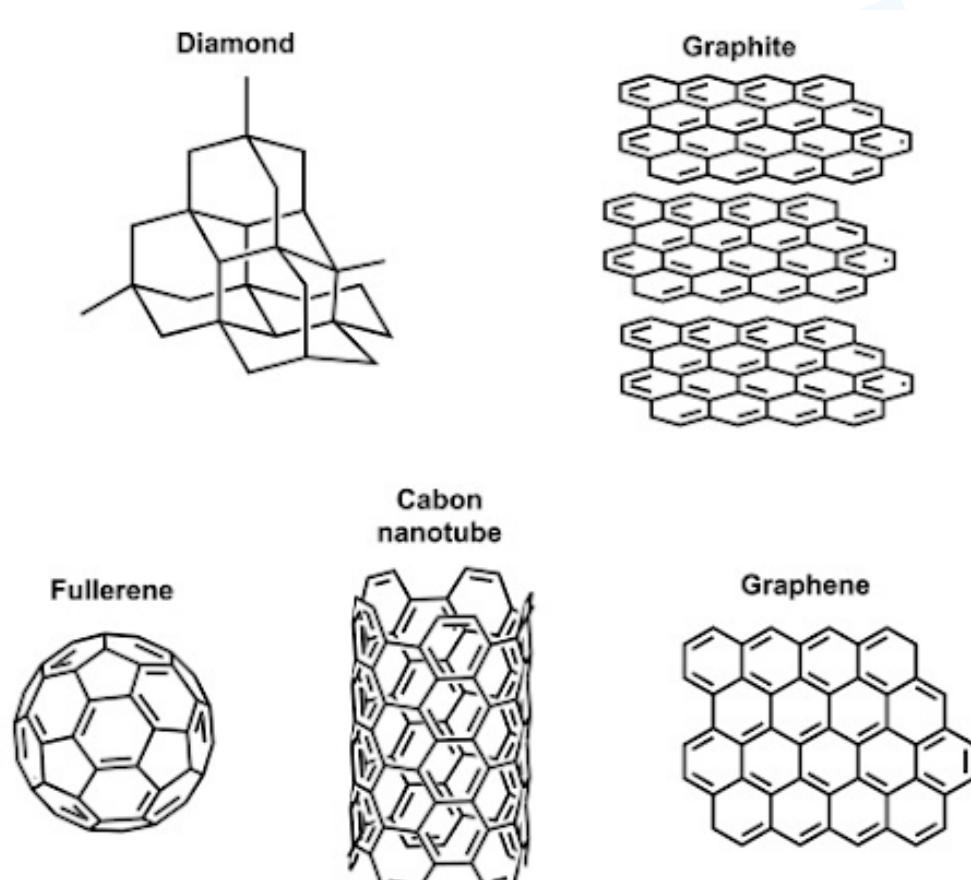
KS4

In Module 2, Year 10 have been building on their understanding of key scientific principles across biology, chemistry, and physics.

In biology, they explored drug development, learning the stages of testing medicines for safety and effectiveness, and studied monoclonal antibodies and their uses in diagnosis and treatment, as well as how plants defend themselves against disease. They also investigated culturing microorganisms and carried out practical work to test the effect of antiseptics or antibiotics on bacterial growth, and examined the photosynthesis reaction, factors affecting its rate, and the uses of glucose in plants.

In chemistry, students focused on structure and bonding, including ionic, covalent, and metallic bonding, and the properties of ionic compounds, small molecules, polymers, and giant covalent structures such as diamond and graphite. They reviewed bonding through exam-style questions and learned about nanoparticles and their uses.

In physics, they studied electricity, learning standard circuit symbols, current, resistance, and potential difference, and investigated how metals conduct electricity. They constructed series and parallel circuits, calculated current and potential difference, and applied these concepts in practical work. Finally, they began work on energy stores and systems, exploring how energy changes in different processes.



Department News - Science

Year 11 have been consolidating advanced topics across biology, chemistry, and physics while preparing for their mock GCSE exams in Module 3. In biology, they studied hormones in human reproduction, including their roles in the menstrual cycle, and discussing different methods of contraception. Higher-tier students learned how hormones are used to treat infertility and the principle of negative feedback. They also investigated plant hormones, their role in growth and coordination, and carried out practical work on the effect of light and gravity on seedlings.

In chemistry, students focused on organic chemistry, starting with crude oil, hydrocarbons, and alkanes, then moving on to fractional distillation, properties of hydrocarbons, and cracking to produce alkenes. They learned the structure, formulae, and reactions of alkenes, as well as alcohols, carboxylic acids, and polymerisation processes, including addition and condensation polymerisation. Higher-tier students also explored amino acids, DNA, and naturally occurring polymers. They reviewed pure substances, formulations, chromatography, and chemical tests for gases and ions such as flame tests and hydroxide precipitates.

In physics, students studied waves, comparing transverse and longitudinal waves, their properties, reflection, and sound waves, including their use in detection. They then moved on to the electromagnetic spectrum, learning about the properties, uses, and applications of EM waves. Finally, they began work on forces, revisiting Newton's first and second laws, and applied these concepts in problem-solving and practical investigations.

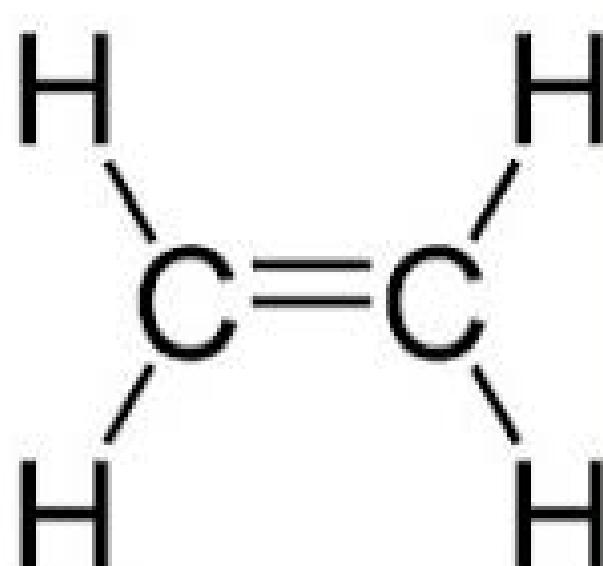
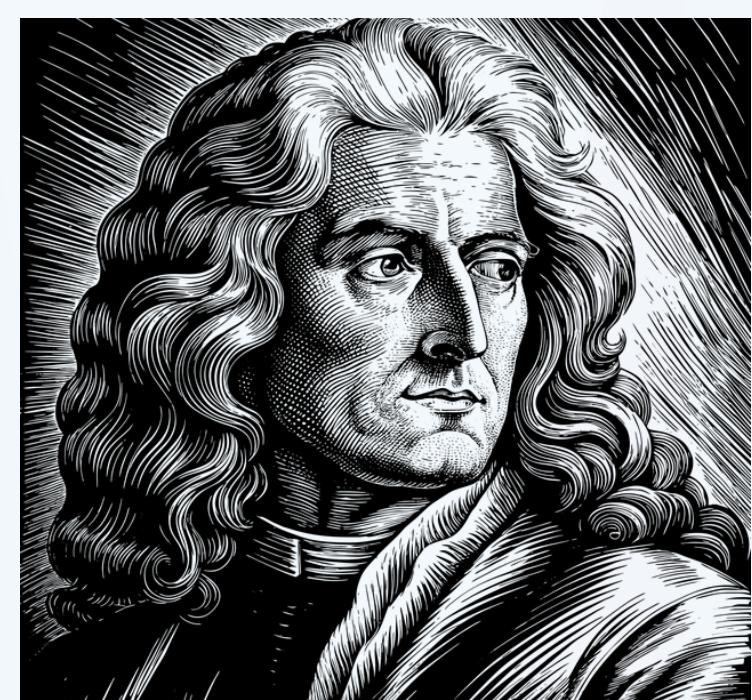


Fig: Structure & effect of Ethylene



Extracurricular Clubs Timetable

Here's a breakdown of our extracurricular clubs so you know what's on offer - what will you join?

| EXTRACURRICULAR TIMETABLE | | | | |
|-------------------------------------|---------------------------------------|-----------------------------|--------------------------------------|--|
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| Young Writers A1.11 15.15pm | STEM A2.11 15.15pm | Coding 2.02 Lunchtime | Basketball Sports Hall 15.15pm | Girls Sport Sports Hall 8.25am |
| Gaming 2.01 15.15pm | Jewellery Making G.02 15.15pm | Makers 2.01 Lunchtime | | KS3 Football Sports Hall 15.15pm |
| Digital Media 2.02 15.15pm | German Ambassador A2.02 15.15pm | Cookery A2.05 15.15pm | | Development A1.11 15.15pm |
| Badminton Sports Hall 15.15pm | E-Sports 2.13 15.15pm | | | |
| Engineering G.02 15.15pm | Cookery A2.05 15.15pm | | | |
| | Drama & Singing Library 15.15pm | | | |
| | 3D Printing 1.04 15.15pm | | | |

Badminton Club

Badminton Club
helps you to gain
agility skills and play
against your friends



KS3 Badminton Club is going strong!

This year saw the exciting launch of our brand new KS3 Badminton Club, and it's already proving to be a big hit! With a strong number of students joining from across Years 7 to 10, it's been fantastic to see so much enthusiasm and energy each week.

We've focused on the fundamentals; building racket and shuttlecock familiarity and developing the key skill of keeping a rally going. Students have been working hard on their control, footwork, and timing, with clear progress already being made, making a huge impression at the recent LAT Badminton tournament!

The club offers a fun and supportive environment for players of all abilities, whether they're new to the sport or looking to sharpen their skills. It's been great to see students encouraging each other, challenging themselves, and enjoying the game.

Join us on Mondays at 3:15pm in the IA Sports Hall!



Basketball Club is the place to play the game, learn resilience, skill and team spirit

Basketball Club

Our Basketball teams have been taking part in regular training sessions throughout the entire year, supported both in lessons and in our after school club. Across this module the team has focused on three key development areas: defensive structure, delaying opposition attackers, and shooting accuracy from the free throw line. Students have also been learning and applying the rules of the game, with several of our younger players showing a confident understanding of court positioning, violations, and in game procedures. In defence, the group has worked on maintaining shape, staying goal side, and communicating effectively. Through drills such as defensive shell work and close out practice, students have improved their ability to slide, cover space, and support teammates. This has built a strong foundation that was evident during the opening stages of the match.

Delaying attackers has been another major focus. Students have developed the ability to slow down opposition movement by using controlled footwork, balanced body positioning, and strategic channelling into less dangerous areas of the court. This has been especially beneficial for those who are new to competitive basketball, allowing them to cope with fast breaks and recover their defensive positions more effectively. Shooting from the free throw line has been practised weekly, concentrating on technique, breathing, and consistency. This routine has built confidence and control, which showed clearly in the Y9 fixture through the composed and accurate free throw shooting of team captain Harry B.

Join us on Thursdays at 3:15pm in the IA Sports Hall!

Boxing Club

Our Year 8 girls have been showing incredible commitment and enthusiasm in our Boxing Club, run once again this year in partnership with Boxing 4 Schools.

Through this brilliant programme, students are learning much more than just boxing techniques. The sessions focus on building resilience, developing confidence, and supporting positive body image, all while providing a fun and empowering space to upskill themselves.

We are so proud of the progress and energy our students are showing every week, a real example of strength, teamwork and self-belief in action.

Boxing Club allows you to build resilience and learn to anticipate your partners next move



Join us on Mondays at 3:15pm in the IA Sports Hall!



Coding Club is the place to learn how to code and new technologies for the future

Coding Club

Students are currently developing programs using Scratch. This includes sequencing which is understanding that code runs in a specific step by step order (e.g. move 10 steps, then say hello). Students are also using events which include using blocks like when the green flag clicked or when this sprite is clicked to start a program or trigger actions in response to user input. Elements of simple iteration (loops) are also being used including the repeat or forever blocks to execute a set of instructions multiple times, rather than writing the same code over and over.

Join us afterschool on Wednesdays at 2:10pm in UTC Room 2.01!



Cookery Club

Cooking Club: Food, Fun & Flavour!



Cookery Club is a great chance to have fun with food and learn important life skills for a healthy mind and body

This module in Cooking Club, students have been busy rolling, folding, seasoning, and sizzling their way through a delicious variety of recipes. From crispy spring rolls to golden bacon turnovers, and even homemade doner kebabs, every session has been packed with creativity and mouth watering aromas. What makes Cooking Club special is the atmosphere, it's full of energy, laughter, and good music. Students work together in a space that feels relaxed and enjoyable, turning cooking into something exciting rather than a chore. Whether they're learning new skills, experimenting with flavours, or simply enjoying the process, each session brings confidence, teamwork, and lots of smiles.

Cooking Club isn't just about the food we make, it's about the experience we share. And this term has been nothing short of delicious!

**Join us on Tuesdays and Wednesdays in the IA Cooking Room
A2.05 at 3:15pm!**





Drama Club is the place to develop self-confidence with speaking aloud and have fun!

Drama & Singing Club

This module we've been looking at different vocal techniques, drama improvisation and learning the songs "Last Christmas" and "Come Alive" from The Greatest Showman! Students have been working on their breath control, understanding the anatomy of the voice, using their diaphragm and getting to grips with tongue twisters through vocal warm ups and exercises. We've done group singing, devised choreography and actions together, AND every single student has had a go at singing and performing solo! From the drama side of things, we've been exploring improvisation, physicality and character - creating a range of scenes and transforming ourselves into grumpy old men, mad scientists, policewomen and even zombies! Every student has been vulnerable, bold and brave with their contributions, ideas and performances this term and should be very proud of themselves! I am very proud of how they have grown in confidence and it's been a delight to see the way they've let their silly, wonderful selves out in this club!

Join us on Tuesdays at 3:15pm in the Library!



Digital Media Club

Digital Media Club allows you to learn about Information Technology in various forms and have fun with creativity



JOIN THE CREATIVE iMEDIA CLUB!

EVERY MONDAY | 3:15 – 4:00 PM | 2.02 ICT ROOM

Unleash your creativity and bring your ideas to life!

Learn to design, edit, and create using tools like Photoshop, Canva, and more.

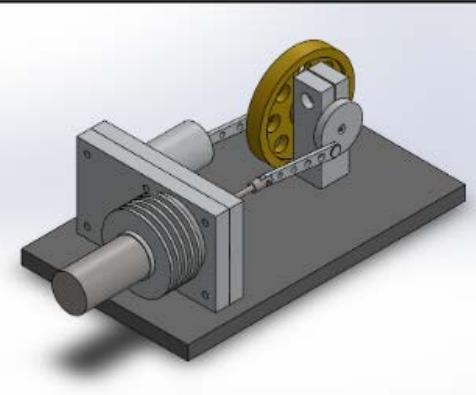
Explore the world of digital media, graphics, and creative storytelling.

Create. Design. Inspire.

Come along and see where your creativity can take you!

This term, we're kicking off with inspiring creative trips! Explore design at the V&A Museum, modern art at Tate Modern, and stunning views from Sky Garden. Next, we'll dive into our digital sessions to develop and produce your own media products (like short films). Finally, we'll book an exclusive trip to Sky Academy to use professional facilities and bring your creations to life!

Join us on Mondays afterschool at 3.15pm in UTC room 2.02!



Engineering Club is the place to learn new skills and productivity with different materials

Engineering Club

Engineering Club: Integrating Design and Mechatronics

Our Key Stage 3 (KS3) Engineering Club is currently undertaking an ambitious project that combines several critical engineering disciplines: the design and construction of a motor-actuated lifting bridge.

This challenge requires students to integrate a range of concepts and practical skills:

- Mechanical Principles: Calculating the weight to be lifted and designing the optimal mechanism used to lift the bridge span.
- Electronics and Control: Incorporating an electronic motor and associated circuitry to control the lifting action.
- Manufacturing: Applying practical skills to manufacture the structural components and mechanisms.

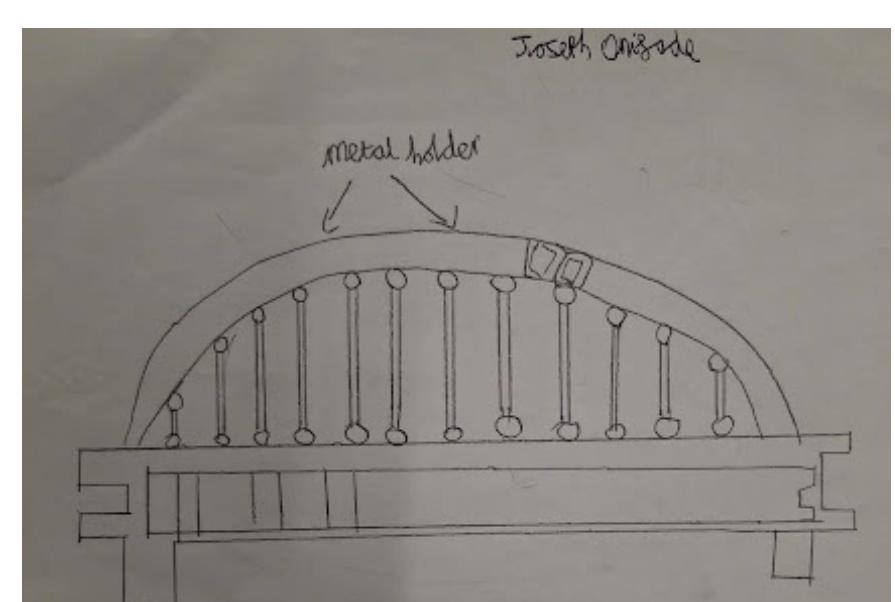
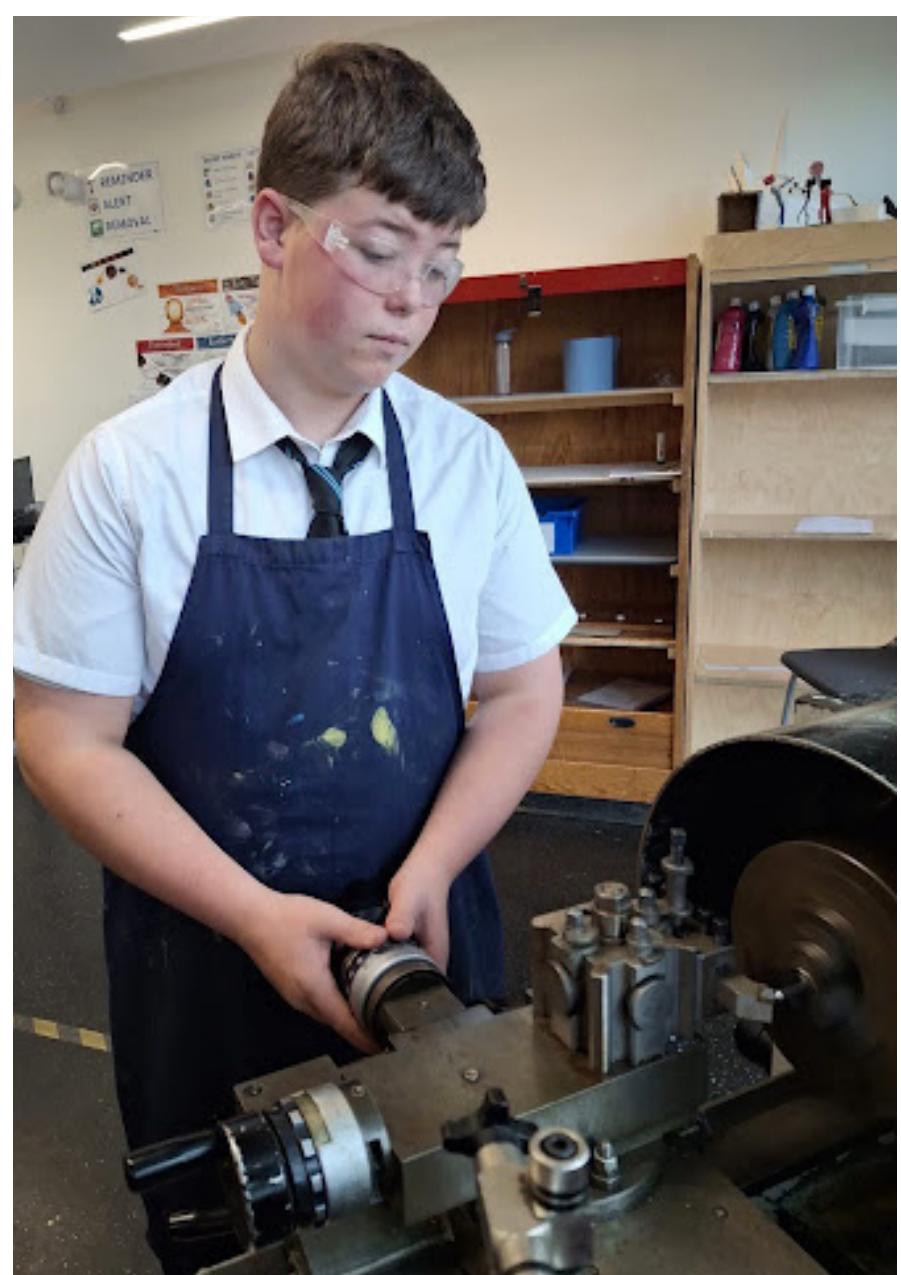
Mentorship and Prototyping

We are pleased to note the fantastic support provided by our senior students, demonstrating the strength of our internal academic community. A dedicated Year 12 student is using his 'give back' time to support the club, providing valuable peer mentorship and technical guidance to the KS3 group.

Students have successfully completed their design phase and are currently engaged in prototyping. This phase involves translating their digital and sketch designs into functional models, testing their calculations, and refining the mechanical and electronic systems for performance and reliability.

This project reinforces the importance of interdisciplinary problem-solving and prepares students for the complex, integrated challenges they will encounter in higher-level engineering studies and industry.

Join us on Mondays at 3:15pm in UTC Room G.02!





Football Club is the place to play the game, learn resilience, skill and team spirit

Football Club

Football club is open to all Key Stage 3 students. PE kit and trainers or football shoes are all that is needed. This club is for fun and enjoyment and doesn't have any bearing on selection for School Football matches.

The Year 7 team have had a couple of games. They faced St John's in the Year 7 District Knockout cup where they came from 2 goals down to draw 2-2, but ended up losing on Pen's 3-1.

They also played Alkerdan who are a new School in the District, they were very strong and we ended up getting beat by 7-1.

The Year 9 boys had a very close game against St John's in the District League eventually going down by 3-1. Tommy C was on target for us.

The Year 10 Boys played really well in the District League against Ebbsfleet winning by 2-1. The goals coming from Joshua B and Leo Mc. This was the first win in our new kit which was generously donated by Amalfi Pizza.

Join us on Fridays, at 3:15pm in the IA Sports Hall!

German Club



German Club is the place to learn about a new culture, a new language and represent the school!



Botschafter Support Year 7 Learning Experience and the German Handshake!

A group of our dedicated Botschafters volunteered their time to work with Year 7 pupils in a special MYP reflection session, helping to create an engaging and authentic learning experience. During the session, the older students supported Year 7 learners in developing their speaking skills and introduced them to the traditional German handshake as part of their cultural learning. The activity encouraged confidence, communication, and intercultural understanding, giving Year 7 students the chance to practise new skills in a supportive and interactive environment. Through real-life modelling and guided practice, the younger students gained valuable insight into both language learning and international manners.

Year 7 students especially enjoyed the authentic experience, describing it as fun, memorable, and helpful in building their confidence. The session was a great example of student leadership in action and highlighted the importance of the work our German Ambassadors do in the German Department.

Join us on Tuesdays at 3:15pm in A2.02!





Homework Support Lunch Club is an opportunity to get extra help with homework!

Homework Support Club

Need a quiet space to catch up on homework? Want a little extra support with tasks? Come along to our Inclusive Homework Support Lunch Club; open to all students, including those with SEN needs. Everyone is welcome! Whether it's spelling, maths, planning, or just staying organised, we're here to support you in a calm, respectful environment. Bring yourselves, bring your work, and let's make progress together!

No pressure. No judgment. Just support. Everyone belongs. Everyone can succeed.

Join us at the various sessions on the poster on the right.

H O M E W O R K C L U B

GENERAL & SEN SUPPORT
YEAR 7 - THURSDAY & FRIDAY LUNCHTIMES - THE LIBRARY
YEAR 8 & 9 - MONDAY, WEDNESDAY & THURSDAY - THE LIBRARY
YEAR 10 - WEDNESDAY & FRIDAY - ROOM 1.18
YEAR 11 - TUESDAY - ROOM 1.18

ENGLISH
THURSDAY - AFTER SCHOOL, 3.15PM - ROOM 2.16

SCIENCE
THURSDAY - AFTER SCHOOL, 3.15PM - ROOM 2.16

MATH
TUESDAY - AFTER SCHOOL 3.15PM - ROOM 2.20
THURSDAY - AFTER SCHOOL, 3.15PM - ROOM 2.16

Leigh UTC Dartford

Makers Club

MAKERS CLUB
USE MICRO:BIT, RASPBERRY PI & SCRATCH TO BUILD NEW THINGS

CREATE, CODE INNOVATE

WEDNESDAYS · ROOM 2.01 · LUNCHTIME

Makers Club allows students to explore coding and creativity simultaneously using Micro:bit!



Ready to bring ideas to life? Makers Club returns this module with more creativity, more tech, and more opportunities to invent something amazing! Students will get hands-on with micro:bits, Raspberry Pi, sensors and electronics turning code into movement, lights, sound, and real-world interaction.

From designing mini machines and smart gadgets to creating interactive games in Scratch, every session is a chance to experiment, problem-solve, and watch imagination transform into something tangible. Whether you're a curious beginner or a tech-lover hungry for a challenge, this is the place to tinker, build, test and innovate.

Join us on Wednesdays lunchtime in UTC Room 2.01!



Stem Club is a unique experience to experiment and understand the science of past, present and future

STEM Club

STEM CLUB: Module 2 Science, Surprises & Spectacular Experiments!

This module, STEM Club rocketed into Module 2 with even more hands-on science, glowing colours, fiery fun and engineering challenges. Our young scientists didn't just learn science they *experienced* it!

Flame Tests – Colours in the Dark!

The session kicked off with a dazzling display of colour. Students used flame tests to identify which elements create different flame colours, fiery reds, brilliant greens, flashes of lilac and even surprise shades when elements were mixed together. The room lit up like a mini firework show! And just when they thought it couldn't get more exciting... the famous whoosh bottle made its appearance, echoing a loud "whooooshhh!" across the room as it burst to life in the dark.

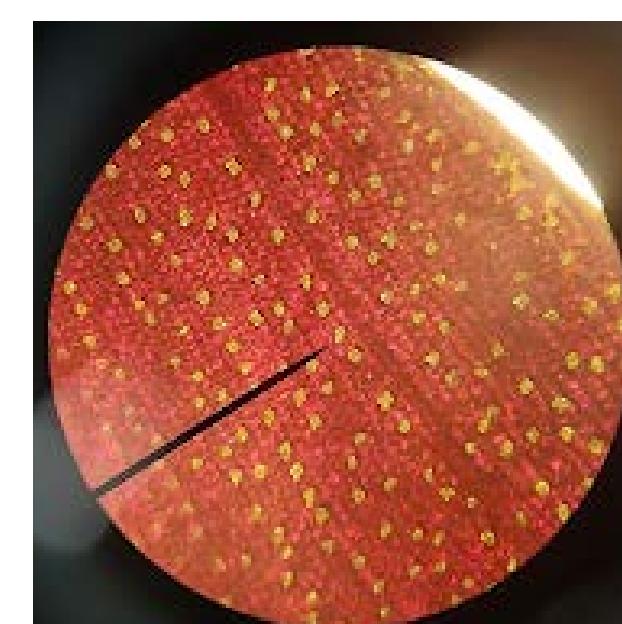


Methane Bubbles – Fire on Water!

Next up was the student favourite: methane bubbles. With safety gear on and hands ready, students watched flames dance across methane-filled bubbles. The reactions were priceless gasps, laughter, and a friendly competition brewing over who could create the biggest flame. Nothing sparks excitement quite like controlled fire science!

Microscope Magic – Plants Up Close

From flames to finesse, students then switched gears and stepped into the world of microscopy. They viewed stunning stomata from leaves, bright greens, deep purples and intricate patterns that looked like tiny pieces of art. They examined onion cells, plant samples, even stickers, magnifying them into extraordinary new worlds. We may have discovered some future science photographers, judging by their incredible microscope photos!



Engineering Challenge – Egg Drop Parachutes

To finish the module, students transformed into engineers. Their mission? Design and build parachutes that could carry a raw egg safely to the ground.

With creativity, teamwork, and lots of trial-and-error, they crafted parachutes of all shapes and sizes then held their breath as each one soared through the air during the dramatic drop test!



Join us on Thursdays at 3:15pm in a2.11 science lab!



Ultimate Gaming Hub is the place to play all games and win competitions

Ultimate Gaming Club

Ultimate Gaming Hub: Where Fun Meets Community

The Ultimate Gaming Hub (also known as the Esports and Gaming Club) has had a hugely successful module, consistently attracting over 30 students each week! This truly is the ultimate club experience, featuring Retro Gaming hosted by Mr. Emengo and Esports run by Mr. Adeniyani. With both Nintendo Switch and Xbox available, we are committed to providing a welcoming space where all students can enjoy gaming and express themselves. Crucially, the club offers significant social benefits, fostering teamwork, collaboration, and positive interaction among students from different year groups. Looking ahead, Module 3 promises even more excitement with the introduction of new game titles on both the Xbox and Nintendo Switch. With one of the new titles being EA26. The aim is to introduce it now, with the lead up to the FIFA World Cup. Then this summer, we will hold a tournament, which will also serve as a fantastic opportunity to raise money for charity!

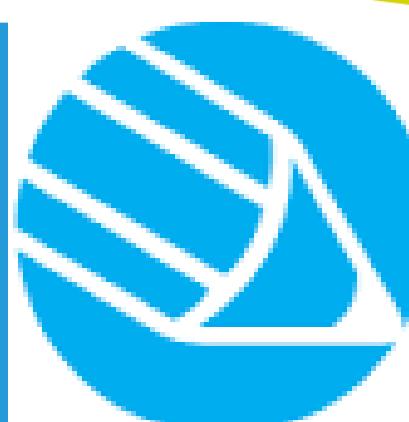
Join us on Tuesdays at 3:15pm in UTC Room 2.13!



Young Writers' Club



Young Writers' Club is the place to be creative, write stories and if you're lucky get them published!



At Young Writers Club, pupils are encouraged to explore their thoughts and feelings about the world creatively. This module in Young Writers Club, we have been developing Flash Fiction pieces all about the strange, tense, and intriguing for a new competition. Pupils have been working collaboratively to generate ideas, give suggestions and proofread each others work so everyone is in with the best chance of having their writing published and winning a prize.

Looking forward to Module 3 pupils are going to choose what they would like to learn and write about, whether that be playwriting, poetry, or starting their very own novel. We have a supportive, creative and imaginative group here at Leigh UTC Dartford and we are looking forward to seeing the group expand as the year progresses.

Join us on Mondays at 3:15pm in A1.11!

Employer Engagement at Leigh UTC Dartford

T-Levels at Leigh UTC Dartford – Real Industry, Real Experience

This term has been an exciting milestone for our growing T-Level provision, with students across both Digital and Engineering specialisms gaining meaningful, hands-on experience in real industry settings.

Our T-Level Digital Design & Development learners are currently completing their industry placements with Amazon at their Central London headquarters. Staff from Leigh UTC Dartford were invited to attend the midpoint presentations, where students showcased the progress they have made on live digital projects. It was fantastic to see their confidence, technical ability and professional communication develop so quickly in such a high-profile working environment.

Meanwhile, this year's first cohort of T-Level Engineering learners have begun their initial block of industry placements across eight different employers, including Alcatel Submarine Networks, European Springs & Pressings, Transport for London, Amalgamated Lifts, Kenard Engineering, Sevens & Classics, and Dartford & Gravesham NHS Trust. Feedback so far has been extremely positive, with learners embracing hands-on tasks, contributing to real engineering operations, and demonstrating a strong work ethic.

We were also proud to see three of our Year 13 T-Level Engineering students; Sultan A, Harry C and Brenden W, complete a major real-world design and manufacturing project with FM Conway Ltd. Tasked with producing bespoke trophies for the company's annual awards ceremony, the learners took full ownership from concept sketches to final manufactured components. They were later invited to FM Conway's headquarters to personally present the finished trophies at the celebration event, giving them the chance to see their work used professionally and to network with industry mentors.

Michelle Knopp, who coordinated the project for FM Conway, shared her praise:

"I have thoroughly enjoyed collaborating with Leigh UTC Dartford and am extremely impressed with the level of professionalism and dedication demonstrated by all 3 students. The trophies designed and manufactured were unique, creative, and of such a high quality. They added an incredibly personal and special touch to the celebration of our learners, and will be displayed with pride!"

Across all placements and projects, our T-Level students are showcasing the innovation, commitment and professionalism that sit at the heart of the T-Level curriculum; proving once again that when young people are given real opportunities, they achieve extraordinary results.



Inclusion

At the Leigh UTC Dartford, we recognise that secondary school students face increasing academic demands as they progress from Year 7 to Year 11. Balancing homework, revision, and extracurricular commitments can sometimes feel overwhelming; especially for those who need extra guidance or benefit from additional time and structure.

A well-designed Homework Support Club can make a meaningful difference, offering a safe, supportive environment where students can build confidence, strengthen key skills, and develop positive study habits.

A Safe and Supportive Space After School and During Lunchtimes

The Homework Support Club runs after school and during lunchtime sessions, giving students flexible opportunities to get help at times that work for them. Whether they need a quiet space to complete assignments, clarification on a topic they've learned in class, or structured academic support, the club is designed to meet a wide range of needs.

Providing multiple daily opportunities ensures that students who travel by school bus, attend extracurricular activities, or have after-school responsibilities can still access meaningful academic support.

Focused Academic Support in English, Maths, and Science

Core subjects form the foundation of success at KS3 and KS4. To help students progress confidently, the club offers targeted support in:

- English – assistance with reading comprehension, essay writing, creative writing, and preparing for literature and language assessments.
- Maths – guided practice with key concepts, problem-solving strategies, revision of class topics, and help with homework tasks.
- Science – support in Biology, Chemistry, and Physics, including help interpreting scientific questions, revising key vocabulary, and improving practical-based understanding.

Staffed by knowledgeable teachers and support assistants, the club ensures that students receive clear explanations, revision guidance, and personalised feedback to help them move forward in their learning.

Dedicated SEN Support to Improve Curriculum Access

A vital feature of the Homework Support Club is its commitment to Special Educational Needs (SEN) support. Experienced SEND staff work alongside students who may require:

- Help breaking down tasks into manageable steps
- Support with organisation, planning, and prioritising homework
- Clarification of instructions and learning objectives
- Strategies for improving focus, memory, and independence
- Literacy and numeracy scaffolds to access the curriculum
- Assistive technology guidance (e.g. ReaderPens, laptops, overlays)

By offering inclusive, personalised support, the club creates a space where students with additional needs feel confident, capable, and empowered to achieve their potential.

Inclusion

Building Confidence, Independence, and Good Study Habits

Beyond subject-specific assistance, the Homework Support Club encourages students to develop essential study skills:

- Time management
- Independent learning strategies
- Note-taking and revision techniques
- Organisation of books, folders, and digital tools

These skills help students not only with immediate homework tasks but also with long-term academic growth as they progress towards GCSEs.

A Welcoming Environment for Students of All Abilities

The club is open to all students from Years 7–11, whether they are aiming to catch up, keep up, or push ahead. It is a welcoming, non-judgmental space where effort is celebrated and every question is valued.

Students can attend regularly, drop in when needed, or seek targeted support before major assessments.

Working in Partnership with Parents and Teachers

Communication is key to ensuring students get the most from the club. Teachers can direct students to sessions when they need extra reinforcement, and parents can encourage attendance to support completion of homework and revision tasks. Together, the school community can help every learner develop strong habits and greater resilience.



Interventions and Revision

Year 11 & Year 13 Intervention Launched

A comprehensive intervention programme designed to give every student the support they need to succeed.

For Year 11, a full intervention timetable is now in place across lunchtime and after-school slots:

| INTERVENTION TIMETABLE | | | | |
|------------------------------------|------------------------------------|-----------|--|---------------------------------|
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| Y11 English 2.16 15.15pm | Y11 Maths 2.24 15.15pm | | SEND Homework IA Library 8.00am | Y11 Business 2.25 15.15pm |
| Y11 Engineering G.32 15.15pm | Maths Homework 2.19 15.15pm | | Science Homework 1.21 8.00am, 12.35pm & 15.15pm | Y11 & 13 DT 2.25 15.15pm |
| | Y11 Engineering G.32 15.15pm | | Y11 Electronics 1.04 15.15pm | |
| | Y11 Business 2.25 15.15pm | | Humanities Homework A2.07 15.15pm | |
| | Y11 History 1.21 15.15pm | | Y11 German 2.20 15.15pm | |
| | Y11 Art 1.01 15.15pm | | Y11 Science 1.21 15.15pm | |

These sessions are supplemented by small-group tuition, subject-specific clinics, and guided use of online learning platforms. Students in Post-16 benefit from optional Wednesday study sessions on site, alongside full access to UpLearn to consolidate learning independently.

Online Safety

At Leigh UTC Dartford, we are committed to working with parents, guardians and educators to help keep young people safe both in and out of the classroom. As part of this commitment, we run a #WakeUpWednesday drive, which is a weekly focus on key safeguarding and online safety issues that directly affect children and young people today.

Wake Up Wednesday: Memes

They're everywhere online, but do you really know what memes are saying?

This week's #WakeUpWednesday guide from the National College explores the role of memes in youth culture and why they're not always as harmless as they seem. From hidden messages to misinformation, the guide breaks it all down.

It also shares four simple ways parents and educators can help young people engage more safely with memes, promoting empathy, critical thinking and healthier digital habits online.

WHAT ARE THE RISKS?

- SPREADING MISINFORMATION**: Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (79%, YouGov), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.
- EXPOSURE TO INAPPROPRIATE CONTENT**: Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or violence. As they spread quickly without searching for it, as memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.
- MASKED MESSAGES**: Some memes are designed to be confusing or layered with hidden meanings, making them difficult to interpret. Memes can be used to encourage people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.
- HIDDEN HARMS & LOSING SENSITIVITY**: When serious topics like violence, racism, or mental health are turned into memes, children and young people can become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.
- PERMANENT DIGITAL FOOTPRINT**: Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes can be copied, shared, and modified. This can give them control – digital platforms can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

Advice for Parents & Educators

- ENCOURAGE OPEN CONVERSATIONS**: Talk regularly with young people and try to understand their online world – discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.
- TEACH DIGITAL LITERACY**: Help children and young people learn to question what information comes from and whether it's reliable – developing media literacy skills prepares young people to understand and navigate through their filters online. Encourage them to research and compare different sources to present them accurately.
- MODEL HEALTHY BOUNDARIES**: Show children and teens positive online behaviours, such as raising doubts when necessary, avoiding fake –gag, sniping, and engaging in offensives. By setting a good example, you can encourage them to do the same. Healthy boundaries can reduce the risks of abuse. By finding a balance, technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.
- FOSTER EMPATHY ONLINE**: Remind children and young people that memes should never come or go from their heart or soul. Encourage them to think about how a meme might make someone feel. Help them to consider how they might feel if they were the target of a meme. Encourage them to share examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more adept at promoting a safer, more supportive online culture.

Meet Our Expert
Dr Cristina Moreno-Almeida is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.

#WakeUpWednesday
The National College

AI in Education:

While we are looking to support our staff and students in their AI literacy, it is also important that we support the wider community so they too can benefit from using AI tools and having informed discussions with their children.

The Good Things Foundations has released an Artificial Intelligence Gateway. This is a great resource to share with the wider community, especially those with low digital skills, to learn more about AI.

More information regarding the AI tools that are available to students will be included in future editions of the magazine. These tools will be able to support the wider community as well.



This module, the Student Voice Team has been busy making a real difference to our school and the wider community. One of our biggest achievements has been improving the outdoor environment on site. Earlier in the year, we successfully applied for a grant which allowed us to purchase a selection of young trees. With support from the site team and several staff members who were more experienced gardeners, we planted the trees ourselves. It was a rewarding project that has already made our grounds look more welcoming, and we are proud to know that these trees will benefit students and staff for years to come.

Our commitment to supporting charities has also been a major focus throughout module 2. We kicked off the festive period by raising money for *Action for Children*, a charity that provides warmth, shelter, food and Christmas gifts for children who are less fortunate within our local community.

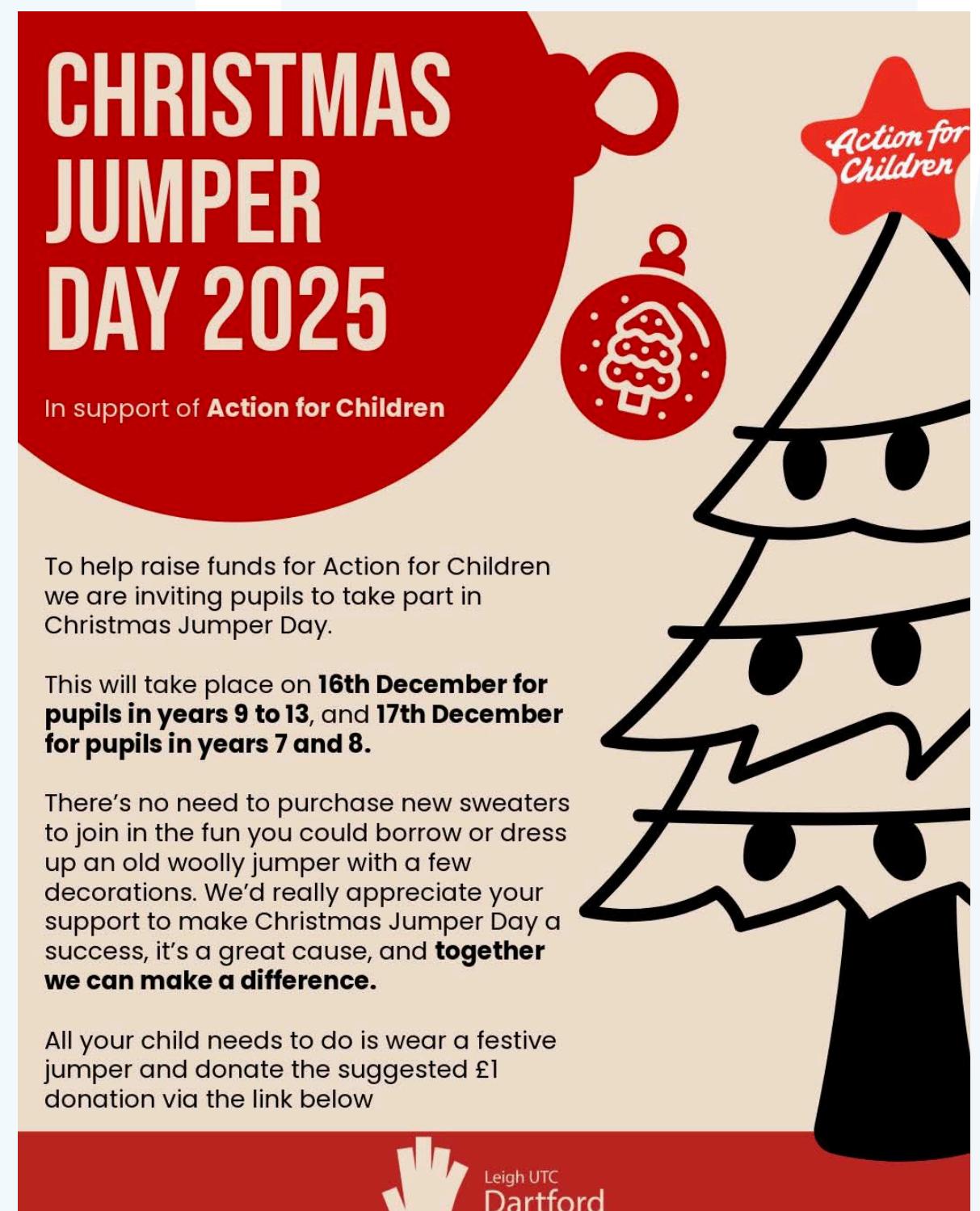
Our Christmas Jumper Days took place on 16 December for years nine to thirteen and on 17 December for years seven and eight.

Students wore their most creative festive jumpers and donated to the cause. Thanks to the generosity of our school community, we raised an impressive amount and helped contribute to the charity's essential work.

Supporting our local community was another priority. Mrs Chapman and the student voice worked closely with *Dartford Deeds Not Words*, a group that supports families, including some of our own, who may struggle with food during the Christmas holidays.

Students organised a collection of non perishable food and drink items, which were then used to create hampers.

These were delivered to families across the area and were very gratefully received.





At the end of November, Mrs Crumby and the team launched our *Giving Tree* initiative which supported two remarkable charities: *HomeStart* and *Ellenor Hospice*. Students and staff selected tags from the tree, purchased the requested gifts and returned them to school where they were collected and distributed. *HomeStart* supports families facing challenges such as financial pressure, emotional difficulties and social isolation. *Ellenor Hospice* provides care and wellbeing support for children and families coping with life limiting illness. The response from our school community was incredible, and the gifts we collected made a meaningful impact on the families supported by both charities.



As a team, we are proud of everything we have achieved this module. From improving our school environment to supporting people in need across the community, we have shown what can be accomplished when students work together with purpose and compassion. We look forward to building on this success throughout the rest of the year.



Water Coolers are coming to the UTC!

In June of this year, Finley and I set out to bring our idea to the school. We were both concerned about the quality of drinking water at Leigh UTC Dartford and wanted to explore ways of improving it, particularly during the hot summer months. After brainstorming and weighing the advantages and disadvantages of several options, we eventually agreed that installing water cooler machines would be the most effective solution.

We presented the idea to Mr Lawrence, who encouraged us to join the Student Voice team to gather wider feedback. Within a month, we became members of the team, and our proposal was met with unanimous support. The next step was to present it to the Senior Leadership Team (SLT) for approval. To prepare, Finley and I researched suppliers, requested quotes, and identified three potential models. When we presented our findings and reasoning to the SLT, they approved the plan. However, one challenge remained: securing funding.

The SLT suggested that we deliver a presentation at the November Awards Evening, where we might attract sponsorship. I created an informative slideshow and prepared a persuasive speech, which I successfully delivered on the night. As a result, two organisations expressed interest in funding the project, including the school's facilities team at the LAT Trust. Shortly afterwards, we met with representatives from the Trust, and the meeting proved successful. Thanks to this process, we expect to see water cooler machines installed at Leigh UTC Dartford in the near future.

By Stephan B, Year 10 Upton College

Wellbeing at Leigh UTC Dartford

Each module, staff are given a 'Wellbeing Wednesday', where sessions are offered by either a member of staff or an external company, for any member of the UTC to participate in if they wish to. Staff are also given the opportunity to leave at an earlier time to focus on something they enjoy to maintain that healthy work life balance.

Our social media platforms include a Wellbeing Wednesday 'tip of the week' for any of our followers to try. These are directed at staff and students, but can be taken up by any member of the UTC community and are also shared weekly for staff in the bulletin.

Below are a few examples of what we have focused on this module via *Action for Happiness*, who promote a monthly calendar of daily happiness and kindness tips, including:

- 'New Ways November' - some tips and tricks to take time to change up your routine!
- 'December Kindness' - some tips and tricks to be more kind to ourselves and those around us!



Sources of Support:

Mind: Telephone number: 0300 123 3393

Remploy: This is a confidential service offering advice and support for mental health issues, anxiety and stress at work. Telephone number: 0300 456 8114

Samaritans: Offer emotional support 24 hours a day via a listening service, in full confidence. Call 116 123.

Action for Happiness

The charity *Action for Happiness* promotes calendars, webinars and other online content, to urge us to lead more empathetic and productive lives.

Their mission is to help people create a happier world, with a culture that prioritises happiness and kindness. Every month they release a new calendar with tips and tricks that we can adopt into our lives and encourage others to try. You can view these calendars on the next page.

In School

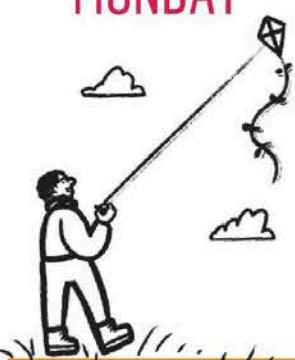
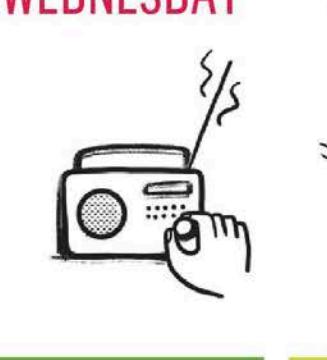
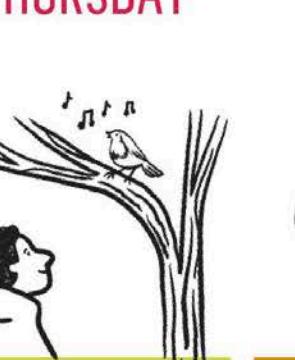
If a student is concerned about anything regarding their life in school and out of school, for example, bullying, they can contact their Student Services Manager (SSM) or email; stop@utcdartford.latrust.org.uk



Wellbeing at Leigh UTC Dartford

'New Ways November' - some tips and tricks to take time to change up your routine!

New Ways November 2025

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|---|--|--|--|---|---|--|
|  3 Get outside and observe the changes in nature around you |  4 Sign up to join a new course, activity or online community |  5 Change your normal routine today and notice how you feel |  6 Try out a new way of being physically active |  7 Be creative. Cook, draw, write, paint, make or inspire | 1 Make a list of new things you want to do this month | 2 Respond to a difficult situation in a different way |
|  10 Be curious. Learn about a new topic or an inspiring idea |  11 Choose a different route and see what you notice on the way |  12 Find out something new about someone you care about |  13 Do something playful outdoors - walk, run, explore, relax |  14 Find a new way to help or support a cause you care about | 8 Plan a new activity or idea you want to try out this week | 9 When you feel you can't do something, add the word "yet" |
|  17 Try a new way to practice self-care and be kind to yourself |  18 Connect with someone from a different generation |  19 Broaden your perspective: read a different paper, magazine or site |  20 Make a meal using a recipe or ingredient you've not tried before |  21 Learn a new skill from a friend or share one of yours with them | 22 Find a new way to tell someone you appreciate them | 23 Set aside a regular time to pursue an activity you love |
|  24 Share with a friend something helpful you learned recently |  25 Use one of your strengths in a new or creative way |  26 Try out a different radio station or new TV show |  27 Join a friend doing their hobby and find out why they love it |  28 Discover your artistic side. Design a friendly greeting card | 29 Enjoy new music today. Play, sing, dance or listen | 30 Look for new reasons to be hopeful, even in tough times |

ACTION FOR HAPPINESS **Happier · Kinder · Together**

'December Kindness - some tips and tricks to be more kind to ourselves and those around us!

December Kindness 2025

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|--|---|--|---|---|---|---|
| 1 Spread kindness and share the December calendar with others | 2 Contact someone you can't be with to see how they are | 3 Offer to help someone who is facing difficulties at the moment | 4 Support a charity, cause or campaign you really care about | 5 Give a gift to someone who is homeless or feeling lonely | 6 Leave a positive message for someone else to find | 7 Give kind comments to as many people as possible today |
| 8 Do something helpful for a friend or family member | 9 Notice when you're hard on yourself or others and be kind instead | 10 Listen wholeheartedly to others without judging them | 11 Buy an extra item and donate it to a local food bank | 12 Be generous. Feed someone with food, love or kindness today | 13 See how many different people you can smile at today | 14 Share a happy memory or inspiring thought with a loved one |
| 15 Say hello to your neighbour and brighten up their day | 16 Look for something positive to say to everyone you speak to | 17 Give thanks. List the kind things others have done for you | 18 Ask for help and let someone else discover the joy of giving | 19 Contact someone who may be alone or feeling isolated | 20 Help others by giving away something that you don't need | 21 Appreciate kindness and thank people who do things for you |
| 22 Congratulate someone for an achievement that may go unnoticed | 23 Choose to give or receive the gift of forgiveness | 24 Bring joy to others. Share something which made you laugh | 25 Treat everyone with kindness today, including yourself! | 26 Get outside. Pick up litter or do something kind for nature | 27 Call a relative who is far away to say hello and have a chat | 28 Be kind to the planet. Eat less meat and use less energy |
| 29 Turn off digital devices and really listen to people | 30 Let someone know how much you appreciate them and why | 31 Plan some new acts of kindness to do in 2026 |  |  |  |  |

ACTION FOR HAPPINESS **Happier · Kinder · Together**

Raising the Profile of Post 16

Launching Future Engineers: BAE Systems

BAE Systems, a global leader in defence, aerospace, and security, recently paid an exciting visit to our school, sparking inspiration and introducing a world of opportunities to our Year 12 engineering students. The visit was a resounding success, offering a detailed look into the vast and varied career paths available at one of the UK's most innovative companies.

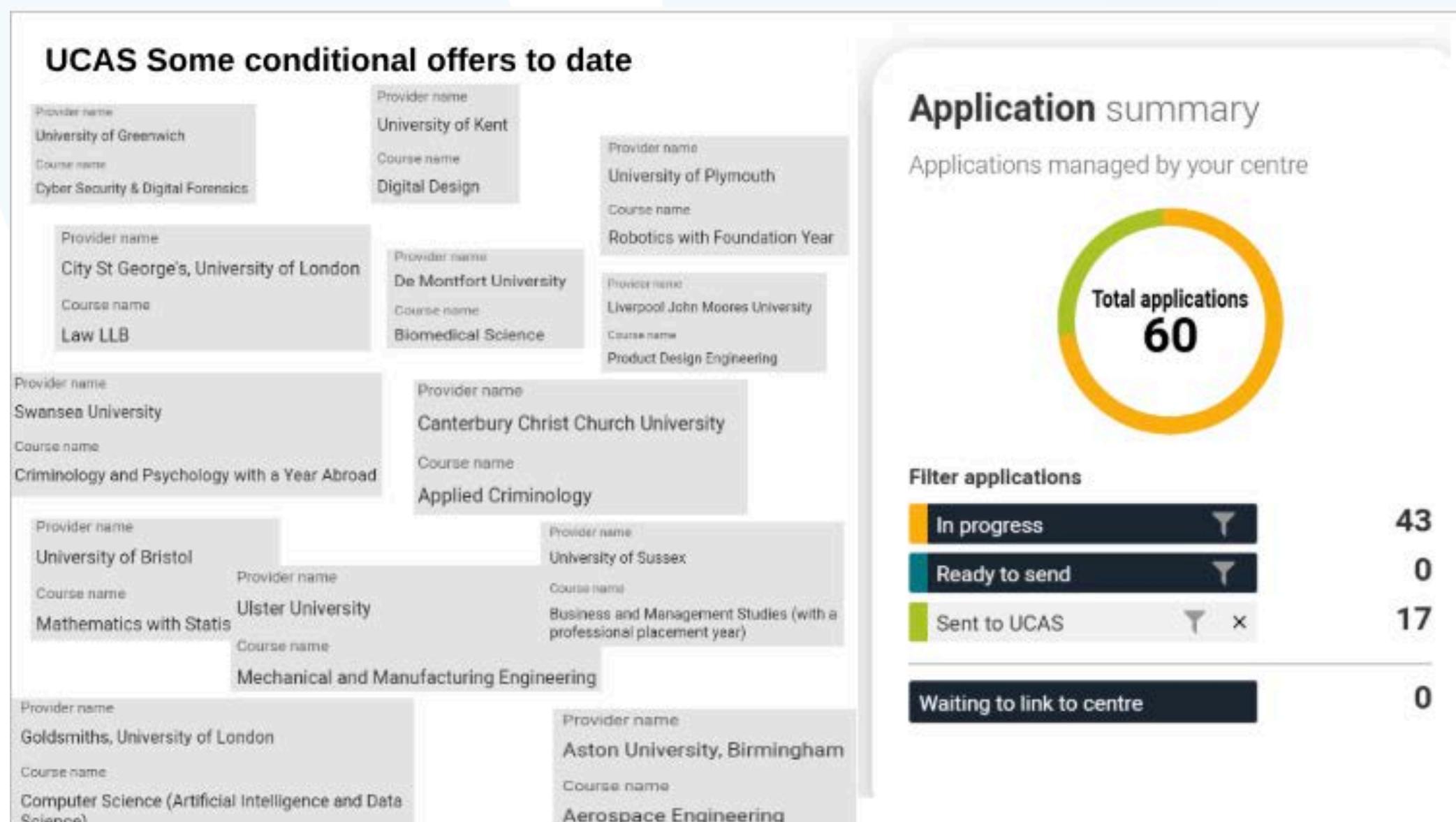
The BAE Systems representatives, including apprenticeship managers, delivered an engaging presentation that went far beyond textbook learning. They showcased the incredible scope of BAE's work, from developing cutting-edge military aircraft and maritime technologies to creating advanced cybersecurity solutions.

The Q&A session was lively, with students eager to know about everything from required qualifications to the future of engineering. The BAE team consistently encouraged the students to pursue their passion for STEM (Science, Technology, Engineering, and Mathematics) subjects and to focus on developing key skills like problem-solving, teamwork, and creativity.



BAE stated: '*You are clearly providing the students with great training looking at the example we saw and the school behaviours were clearly very attuned to our business expectations, so please pass on our thanks to all that helped with the visit and also all that are generating great employable Engineer's into the future.*'

Post-16 Destinations: UCAS - Conditional offers to date.



Raising the Profile of Post 16

The Final Hurdle: Year 13 Students Secure the Prestigious Baker Award

The final chapter in the pursuit of the Baker Award has concluded, with 27 of our Year 13 students demonstrating exceptional professionalism and technical knowledge during the rigorous interview stage. This award, championed by the Baker Dearing Educational Trust (BDT), is the ultimate recognition of a student's readiness for the world of work and higher education, signifying that they have met the stringent criteria set out for excellence in technical and professional development.

The journey to the gold standard requires meeting several demanding benchmarks: achieving technical qualifications, successfully completing three distinct business-led projects, and accumulating a minimum of ten days of high-quality work experience. The final hurdle was a nerve-racking, intense interview with a panel composed of local business partners and representatives from the Baker Dearing Trust itself. This session challenged the students to articulate their learning, project methodologies, and the impact of their work experience. Every one of the 27 participating students rose to the occasion, leaving a lasting impression on the panel with their high-quality language, clear articulation, and deep knowledge of their projects.

Their confident presentations and ability to reflect critically on their professional development underscored the value of their UTC education. Congratulations to all 27 students who successfully completed this challenging process.

We now await the results of the awards.



Previous Post-16 student, Mia F collecting her ward from Lord Baker.

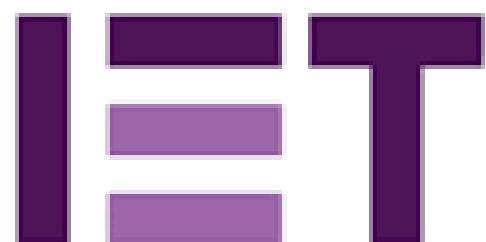
Raising the Profile of Post 16

Year 12 Launches First Major Projects: Industry Challenges Accepted!

The Year 12 students have officially embarked on their first major technical projects, tackling real-world challenges presented by our industry partners with incredible enthusiasm and focus. This foundational project is a crucial step in their Post-16 journey, requiring them to apply classroom theory to complex, practical briefs.

The cohort has split into teams, each selecting one of the challenging, company-sponsored briefs:

- Coding for the Future: A high-level software development challenge focusing on creating innovative applications or solving complex computational problems.
- Information Kiosk: A design and engineering task involving the conceptualisation and prototyping of an interactive public information system.
- Network Rail Bin Design: A practical design brief aimed at developing an innovative and sustainable litter containment solution for the demanding environment of railway stations.
- Royal British Legion: Financial Planning and Social Impact Analysis: A research and business challenge focusing on strategic financial modelling and assessing the real-world impact of the charity's vital support services.



The Institution of
Engineering and Technology



The energy within the groups has been infectious, with students already demonstrating strong collaboration and innovative thinking. The ultimate goal of this initial phase is to produce a five-minute recorded presentation that clearly and professionally outlines their chosen solution, methodology, and results. These presentations will not only be assessed internally but will also be shared directly with the relevant sponsoring companies for their professional evaluation and feedback. This unique assessment method ensures that the students' work meets genuine industry standards, providing a crucial and exciting test of their technical skills and professional communication.

KYCC Elections

Kent Youth County Council Elections - Another Leigh UTC Dartford steps up to the challenge!

We are pleased to announce that two more of our students applied and have been successfully elected to join Kent County Council this year to be part of their Youth Council!

Our Year 10 Student, Stephan B had this to say;

When I signed up to be a candidate, one thought guided me: "How can I bring meaningful change for the youth of Dartford?" That question became the foundation of my campaign. My sole ambition as a KYCC Councillor was to help build brighter futures for young people. To achieve this, I worked tirelessly to create a strong and persuasive campaign, producing my own leaflets, managing social media posts, and much more. I wanted to ensure that I had the opportunity to make a real difference for the youth of Dartford.

To strengthen my impact, I also joined the Dartford Youth Council during my campaign, demonstrating my commitment to representing young voices. When the elections arrived, I encouraged everyone to vote, whether for me or not, because I firmly believe that young people must have their say in decisions that affect them. I am proud to say that my efforts paid off. Today, I am honoured to serve as a member of the Kent Youth County Council, and I have never felt prouder to represent my constituency.

We are very proud of Stephan and wish him enormous luck!



Christmas Card Competition

Leigh Academies Trust launched their annual Christmas Card Competition, inviting all academies to submit a design. Whilst at Leigh UTC Dartford our own Christmas Card Competition was in full swing and we were proud to enter many designs this year.

Our runners-up are presented below; well done to Rita, Archie, Emilia, Mason and Scarlett.



Rita D, Year 7



Archie B, Year 7



Emilia S, Year 9



Mason W, Year 9



Scarlett B, Year 8



Well done to our winner; Manjila T in Year 8 with her lovely design.

We will soon be seeing her design in school on our Christmas cards!



Leigh UTC
Dartford

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Respect, Innovation, Collaboration,
Opportunity, Potential



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