

March - April 2026 | Module 4



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- Year 5 - Engineering Workshop (30th April)
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- Years 7 & 9 KCC Road Sense Guest Speaker (7th May)
- Year 12 KCC young driver and passenger course (7th May)
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Principal's Message

Reflections on Four Rewarding Years at Leigh UTC Dartford

As we approach the end of this academic year, I would like to share some personal news with our community. After four years as Principal of Leigh UTC Dartford, I will be moving to a new role at Leigh Stationers' Academy in September.

The past four years have been among the most rewarding and enjoyable of my twenty year career in education. In schools we are naturally focused on the future rather than the past, as our purpose is to prepare young people for what lies ahead. However, this moment provides a welcome opportunity to reflect on what the community at Leigh UTC Dartford has achieved together during this time.

One of the most significant developments has been the introduction of the college model. This has strengthened the pastoral care and support that we provide for our students, ensuring that every young person is known well and supported throughout their journey with us. We have also placed a strong emphasis on cultural capital and widening experiences beyond the classroom. The number of trips and visits available through our extra curricular programme has increased substantially. As part of our commitment to broadening horizons, every student is now entitled to attend a minimum of twelve trips across their five year journey with the UTC. These opportunities help to enrich learning, build confidence and deepen understanding of the wider world.

Another important step forward has been strengthening the voice of our community. During this period we have introduced a parent voice, a student council and an employer advisory board. Each of these groups plays a vital role in shaping the direction of the UTC and ensuring that the perspectives of students, parents and industry partners are heard and valued. Our sixth form provision has also grown significantly. We now consistently have more than one hundred and fifty students in the sixth form, with more than one hundred of those studying T-Levels. This growth reflects the strength of our technical pathways and the confidence that students and families place in the education we provide.

The development of our professional habits has also been a defining feature of the last four years. These habits have become firmly embedded in daily life at the UTC and provide a clear framework for the attitudes and behaviours that support success both in education and in future employment.

Academic achievement has been another highlight. Over the past three years we have seen a strong and sustained trajectory of improvement in Attainment 8 and in the proportion of students achieving grades 4 and above, 5 and above, and 7 and above in both English and

Principal's Message

mathematics. Our Applied General and T-Level outcomes are particularly strong when compared with national data, demonstrating that students are thriving across both academic and technical pathways.

Importantly, this progress has been achieved while maintaining a highly academic curriculum that challenges and supports students to reach their full potential. Last academic year, Leigh UTC Dartford was recognised as having the third most improved attainment among thirty eight non selective schools in Kent, a testament to the dedication of our staff and the determination of our students.

None of this would have been possible without the people who make up the Leigh UTC Dartford community. I would like to thank our dedicated and resilient staff who work tirelessly every day to support our students. Our governors have provided strong leadership that is both supportive and constructively challenging. Our business partners continue to offer opportunities that are truly exceptional. Finally, I am deeply grateful to our parents and carers who share and support our mission.

With these strong foundations in place, I leave with the utmost confidence that the future of Leigh UTC Dartford is bright and that the college will continue to flourish in the years ahead. It has been a privilege to serve as Principal and to work alongside such an inspiring community.

Kevin Watson
Principal



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 move towards Easter, there is a strong sense of purpose across Turing College. This is a crucial point in the academic year for all students from Year 7 to Year 11, as preparation meets opportunity. With exam season beginning after Easter, our focus is on ensuring every student is ready to step forward with confidence.

Across the college, classrooms are purposeful, revision is structured, and students are showing real determination. For Year 11, this is the final push towards GCSEs, while younger students are building the knowledge and habits that will underpin future success.

At Turing College, success is built on our Professional Habits:

- *Respect*
- *Responsibility*
- *Relationships*

These are evident in students attending interventions, engaging with feedback and taking ownership of their learning.

Module 4 can be demanding, and resilience is key. We remind students that progress comes from effort, reflection and responding positively to challenge. This is what prepares them not just for exams, but for life beyond Leigh UTC Dartford.

I would also like to recognise the commitment of our staff, who continue to provide exceptional support and guidance during this important period.

We are incredibly proud of our students, their focus and determination are clear to see.

This is their moment and we are with them every step of the way.

Kind regards,
Mrs Pamphlett



Message from Head of College

EBEN AND LIZ UPTON - INNOVATORS

As we approach the end of a successful Spring Term and welcome brighter mornings, I always and rightly want to thank our hard working staff for their dedication, care and commitment to our students.



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

Every day since September colleagues have demonstrated expertise, care and passion in their work. Their collective efforts ensure that our students are not only achieving academically but are also developing the curiosity, resilience and ambition required to become the next generation of engineers, technologists and innovators is praiseworthy. Leigh UTC Dartford was founded with a clear goal, to inspire, prepare the young people of Dartford and Kent for careers in STEM through a top tier academic and vocational education, and it is the dedication of our staff that continues to bring this vision to life.

Across the academy this term, we have seen engaging and active learning taking place every day in our classrooms and workshops. Our school has been filled with students exploring ideas, designing solutions and engaging in the type of practical, applied learning that inspires curiosity and ambition. These experiences help our students see the relevance of their learning and develop the skills needed to thrive beyond the UTC.

And we don't plan for this to ever stop. With the national secondary school selection window now complete we have been meeting and welcoming the next generation of curious STEM learners to Leigh UTC Dartford for September. We are really excited to welcome them and their families into our community and look forward to supporting them as they begin what will be a profound educational journey with us.

Looking forward to our calendar, we have our continuing and highly successful German Exchange visit this module. Another fantastic opportunity for our students to experience a different culture, build international friendships and broaden their global outlook. For our Year 11 students, the coming months represent a significant milestone as they prepare for their GCSE examinations. Staff across the academy continue to provide additional revision sessions, mentoring and personal support to ensure every student is prepared.

Thank you to our parents and carers that continue to support, encourage and partner with the academy, the cohesive relationship between home and school is one of the greatest strengths of our community, and we are grateful for the trust you place in us to support your children's education and development.

Kind regards,
Mr Alamu



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

YVONNE CLARK - ENGINEER



**“ONE DAY YOU WILL
THANK YOURSELF FOR
NOT GIVING UP” -
YVONNE CLARK**

As the Director of Post-16, I must express how truly lovely it is to lead such a dedicated group of young people. Our students do not just attend this school; they immerse themselves in its community. Whenever they are offered an opportunity, they take it with both hands. From forming professional student panels to interview prospective new members of staff, to entering high-stakes competitions for the Trust trophies and acting as ambassadors at our Post-16 open events, their commitment is unwavering. We have seen this through the Year 13s tackling their final set of mock exams with grit, and the selfless way they mentor both each other and our younger year groups.

The end of a busy module, marked by the excitement of the Year 12 EPQ launch and the relief of the Year 13s completing their projects, often reveals the hidden talents that make our community so special. I was recently moved to observe a Year 12 student sitting at the piano, playing beautifully for their peers as the day drew to a close. It is moments like these that remind us to be immensely proud of our students; not just for their academic capabilities and professional confidence, but for the grace, kindness, and versatile talents they share with us every day.

Kind regards,
Ms Martin



A Reflection: Our Assemblies

A Month of Inspiration: Celebrating Learning, Community and Global Awareness

Over the spring term, students had taken part in a vibrant series of assemblies that showcased the very best of school life. The season had begun during *Fairtrade Fortnight*, when pupils explored the impact of ethical choices in an assembly on *Ethical Consumption*, reflecting on how everyday decisions could support farmers and protect the planet. This message resonated further as the school acknowledged *Ramadan*, with students learning how fasting, charity and reflection shaped the month for Muslims in the community.

Year 9 had enjoyed a dedicated Career Talk promoting GCSE German, where older students and visiting speakers shared how languages had opened doors to travel, work and cultural understanding. This linked seamlessly with the Choosing Y9 GCSE Options assemblies, which guided students through their next steps, including a thoughtful session on Why Choose GCSE RE?, highlighting the subject's relevance in an increasingly diverse world.

Early March had brought a flurry of celebrations. *Ash Wednesday* was marked with a reflective assembly on renewal and compassion, followed by the excitement of *World Book Day*, where the whole school celebrated the joy of reading. This energy carried into *British Science Week*, during which students learned about pioneering women in laboratories, engineering firms and research centres as part of the *International Women's Day – Women in STEM* assembly.

Community spirit had taken centre stage on *Red Nose Day*, where students explored the power of charity and collective action. Later in the month, the school embraced *Neurodiversity Celebration Week*, celebrating the strengths and perspectives of neurodivergent learners and promoting a culture of understanding and inclusion.

As March progressed, assemblies also recognised the *International Day for the Elimination of Racial Discrimination*, encouraging students to stand up for equality and challenge prejudice wherever they encountered it. This message was echoed during *Shakespeare Week*, when pupils explored how timeless stories still shaped conversations about identity, justice and humanity.

The term concluded with Student Celebration Assemblies, where achievements across academic, creative and pastoral areas were applauded. Finally, the community looked ahead to *Eid al-Fitr*, acknowledging the end of Ramadan in the Islamic faiths and celebrating the values of gratitude, generosity and togetherness.

Across the month, these assemblies had woven a rich tapestry of learning, empathy and global awareness; reminding students that education extended far beyond the classroom.

World Book Day

World Book Day 2026 is on Thursday, March 5th in the UK and Ireland, celebrating the joy of reading with a mission to improve children's lives through books.

In schools across the nation, it is a day to be creative whether it be welcoming an author for a visit, reading something new, attempting some creative writing, reading picture books, novels, comics or poetry, listening to audiobooks or dressing up!

Leigh UTC Dartford celebrated World Book Day on Friday 6th March, what a fantastic day it turned out to be.

A huge well done to all of our students and staff who fully embraced the spirit of the day by dressing up as their favourite book characters and really getting into the spirit of the occasion. The creativity and enthusiasm across the academy was fantastic to see.

Students also took part in a range of engaging workshops organised by the English department, a World Book Day Quiz at PD time created by the Librarian which provided a great opportunity to explore stories, creativity and the wider joy of reading throughout the day.

Students in Years 7 and 8 dressed up as some of their favourite characters and authors.



Events like this highlight the power of books to inspire imagination, encourage curiosity and bring people together. Thank you to everyone who took part and helped make the day such a memorable celebration for our community.



Y8 STEM AR Project with University of Greenwich

Bridging the Gap: Year 8 Students at Leigh UTC Pioneer STEM AR Project

In a world where technology moves faster than a heartbeat, some of our year 8 students at Leigh UTC Dartford aren't just keeping pace, they're leading the charge. During modules 3 and 4, a select group of Year 8 students have embarked on an immersive STEM AR Project in collaboration with the University of Greenwich, proving that the future of engineering and technology is as much about personality and creativity as it is about formulas and logic.

Students were surprised, within the sessions, to learn that some of their favorite icons hold serious technical credentials:

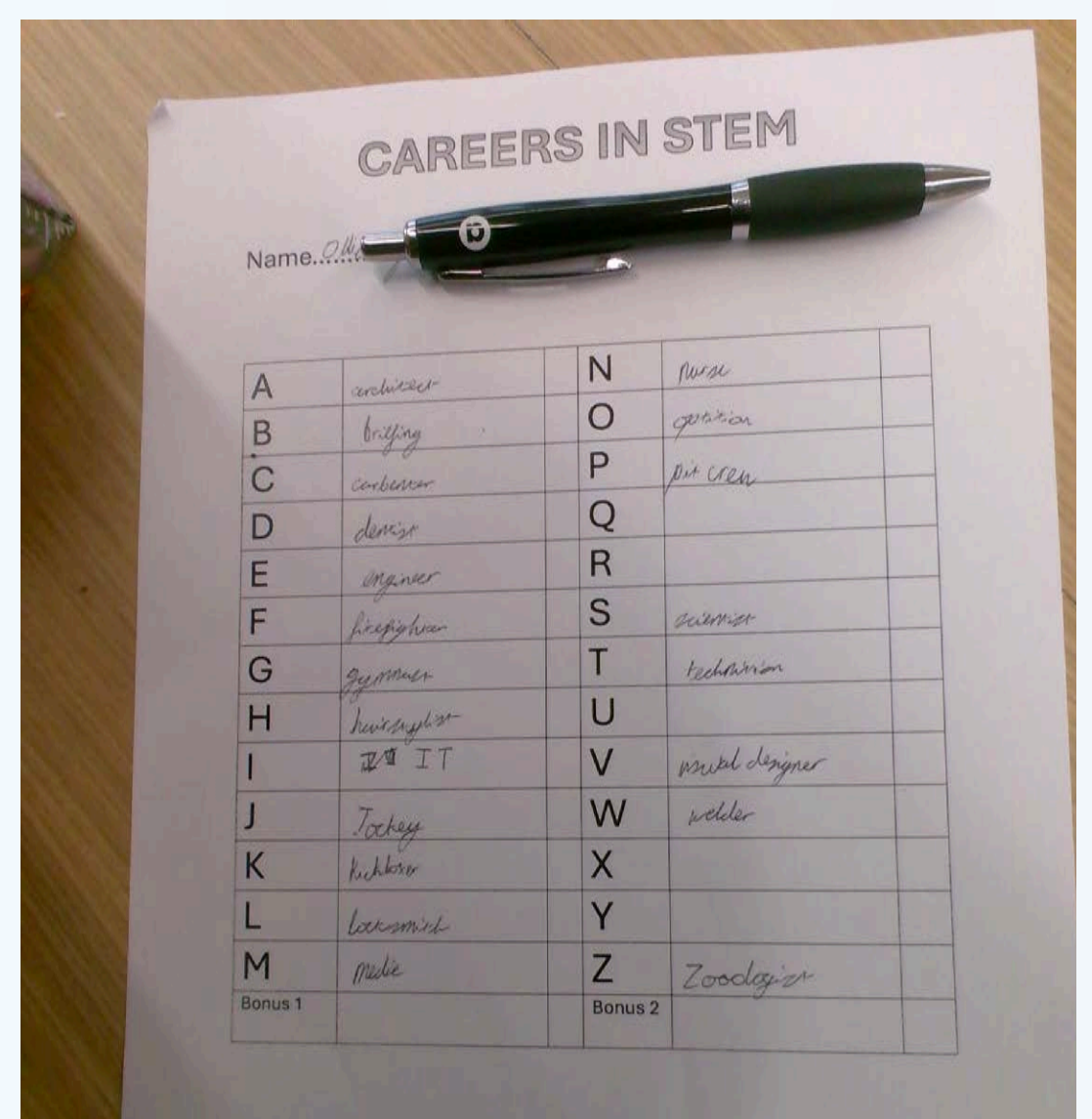
- Rowan Atkinson: Known globally as Mr. Bean, he actually holds a PHD degree in Electrical Engineering from Oxford University.
- Natalie Portman: The Oscar winner has been published in scientific journals for her work in Neuroscience.
- Bridgit Mendler: The former Disney star is now a CEO and studied at both MIT and Harvard.
- Nick Cannon: The versatile entertainer holds a degree in Criminology.
- Shaquille O'Neal: actively involved in promoting STEM (Science, Technology, Engineering, and Mathematics) education and literacy.
- Lupita Nyong'o: Her work as Brand Ambassador for De Beers partnership, focuses on empowering young women to enter science, technology, engineering, and mathematics fields.



One opportunity allowed students to deep dive into the sheer diversity of the STEM workforce.

To challenge the stereotype that STEM is limited to "scientist" or "coder," students were tasked with an Alphabet Challenge.

The goal? List a STEM-related career for every letter from A to Z. From Acoustic Engineers to Zoologists, the room buzzed as students realized that almost every modern industry relies on a STEM foundation to function. It wasn't just a test of vocabulary; it was a realisation of how vast their future opportunities truly are.



Y8 STEM AR Project with University of Greenwich

One of their sessions also included a logo quiz, students had to link legendary figures to the organizations they revolutionized. Whether it was connecting Katherine Johnson to the soaring success of NASA or Elon Musk to the electric innovation of Tesla, the exercise grounded their learning in real-world history and current events.

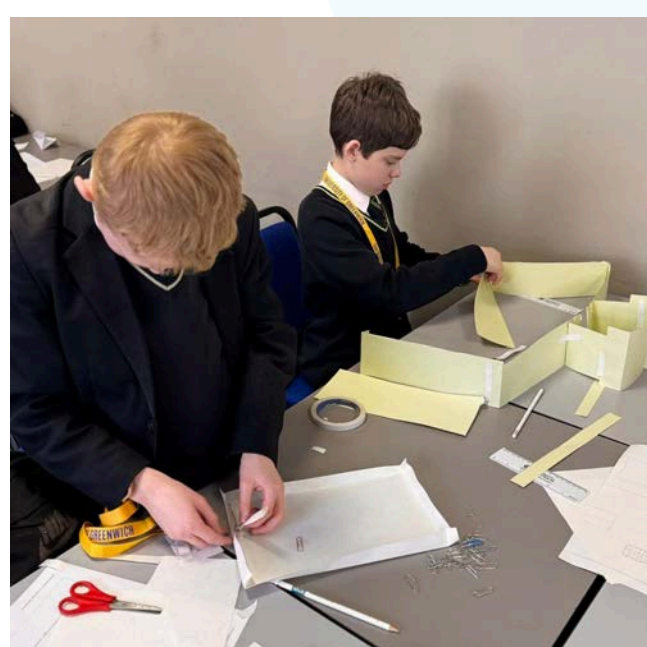
Using the 16Personalities algorithm, they identified their specific personality traits to see how they align with various career paths. Many were fascinated to see how types like the ENTJ (The Commander) possess the natural leadership and strategic thinking necessary for high-level project management. By understanding their own "skill strengths," students began to see where they might fit in the professional puzzle.

While these classroom sessions have been vital, the real-world application is just around the corner. The excitement was building for March 25th, when these selected students headed out on a field trip to The University of Greenwich Medway Campus.



This visit allowed the Year 8s to step out of the UTC environment and onto a high-tech university campus, providing a first-hand look at the labs and facilities where the next generation of STEM breakthroughs are happening. It was an invaluable opportunity to see where their hard work in this AR project could eventually lead.

This partnership is more than just a series of workshops; it's a bridge between secondary education and higher learning. By blending Augmented Reality (AR) concepts with personality profiling and campus experiences, Leigh UTC Dartford is ensuring its students don't just enter the workforce, they own it.



Year 9 Options and Progress Evening

Shaping the Future - Year 9 Options and Progress Evening

Guided by our mission of 'developing STEM professionals for future global markets', our recent combined Options and Parents' Evening was a resounding success. The event provided a vital touchpoint for our community, bridging the gap between current academic progress and the exciting career pathways that lie ahead.

The evening served a dual purpose. While parents and guardians met with staff to discuss their child's MYP interim reports, the event also looked firmly toward the future. A series of short, focused talks highlighted our robust offering for core subjects, alongside an overview of both our established and brand-new options subjects. These sessions were designed to show how our curriculum directly translates into the skills needed for the global STEM landscape.

We were delighted by the high attendance and the palpable energy in the room. It was rewarding to see so many students engaging deeply with their potential choices, coming away with a much clearer understanding of their personal skillsets and the study routes that align with their career ambitions.

To ensure every student was fully prepared for the next step, the following materials were issued:

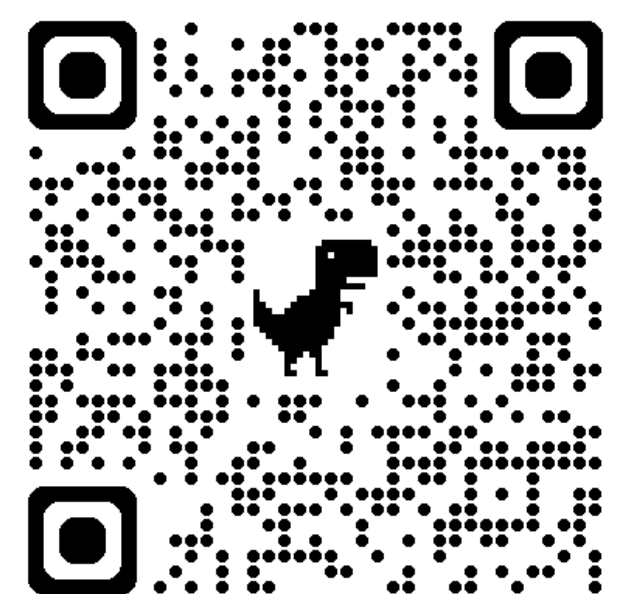
- The Options Booklet: A comprehensive guide to our subject offering.
- Science Pathway Letters: Outlining individual placements for Triple or Combined Science.
- MYP Interim Reports: Providing a snapshot of current academic standing and growth.

Couldn't make it?

If you were unable to attend or wish to review the details again, all Options information is now available online via the school website. We encourage you to sit down with your child to discuss these documents as they begin to make these pivotal decisions.

We look forward to supporting our students as they take these next steps in their learning journey at Leigh UTC Dartford.

Please use the QR Code to view all subject options available via our website.



Careers Fair at Leigh UTC Dartford

Shaping Futures: Leigh UTC Dartford Hosts Landmark Career Fair

Innovation, ambition, and opportunity took center stage this week as Leigh UTC Dartford hosted its Career Fair, a high-energy event designed to bridge the gap between the classroom and the professional world. The day was a resounding success, with a staggering 649 students passing through the doors. From budding engineers to future digital pioneers, students engaged in meaningful dialogue with industry leaders, gaining a firsthand look at the diverse career pathways available right on their doorstep.

A Hub of Opportunity

The atmosphere was electric as students navigated a hall filled with some of the region's most influential employers. The event emphasised Leigh UTC Dartford's commitment to "STEM-centric" learning, providing students with the chance to ask the tough questions: *What qualifications do I need? What does a typical day look like? How can I make an impact? And as well as questions directed at their sustainability objectives to be net-zero.*



The Power Players: Business Summaries

We were proud to welcome a diverse range of sectors, from global tech giants to local infrastructure legends. Here is a summary of the organisations that helped inspire our students:

- **Amazon** A global leader in e-commerce, cloud computing, and artificial intelligence. Amazon showcased their vast array of roles, from logistics and operations to high-level software engineering and robotics.
- **Willmott Dixon** One of the UK's largest privately-owned construction and property services companies. They are renowned for their focus on sustainability and their "2030 Now" strategy to become a net-zero carbon business.
- **Kent Police** Beyond the front line, Kent Police highlighted a variety of career paths including digital forensics, community policing, and detective programs, emphasising diversity and service to the 1.8 million residents of Kent.
- **FM Conway** A leading infrastructure services provider based in Sevenoaks. They specialise in transportation, the built environment, and public realm projects, with a unique "self-delivery" model and a heavy focus on recycling materials.
- **DMA Group** With a heritage dating back to 1803, DMA Group is a tech-led facilities management and building maintenance specialist. They utilise their "BiO®" digital platform to make buildings work smarter and more efficiently.



Careers Fair at Leigh UTC Dartford

- **European Springs and Pressing** A premier manufacturing firm with a major facility in Kent. They are the UK's leading spring manufacturer, producing everything from tiny tension springs to massive suspension components for the automotive and aerospace industries.
- **Ebbsfleet Development Corporation** The driving force behind the Ebbsfleet Garden City. They are responsible for delivering 15,000 new homes and 30,000 jobs, transforming the local landscape into a vibrant, sustainable 21st-century community.
- **Apex Contractors** A Kent-based Chartered Building Company that delivers high-quality public and private sector projects. They specialise in construction for education, healthcare, and commercial sectors, ranging from £3m to £20m in value.
- **ASN** A versatile service and logistics provider, ASN engaged with students to discuss the importance of supply chain management and the operational roles that keep modern businesses moving.



Looking Ahead

The Leigh UTC Dartford Career Fair is more than just a one-day event; it is a catalyst for the next generation of workers. By connecting 649 talented students with these nine industry giants, we are ensuring that the future of Dartford's workforce is brighter, more skilled, and more connected than ever before.

Thank you to all the businesses and staff who made this day possible!

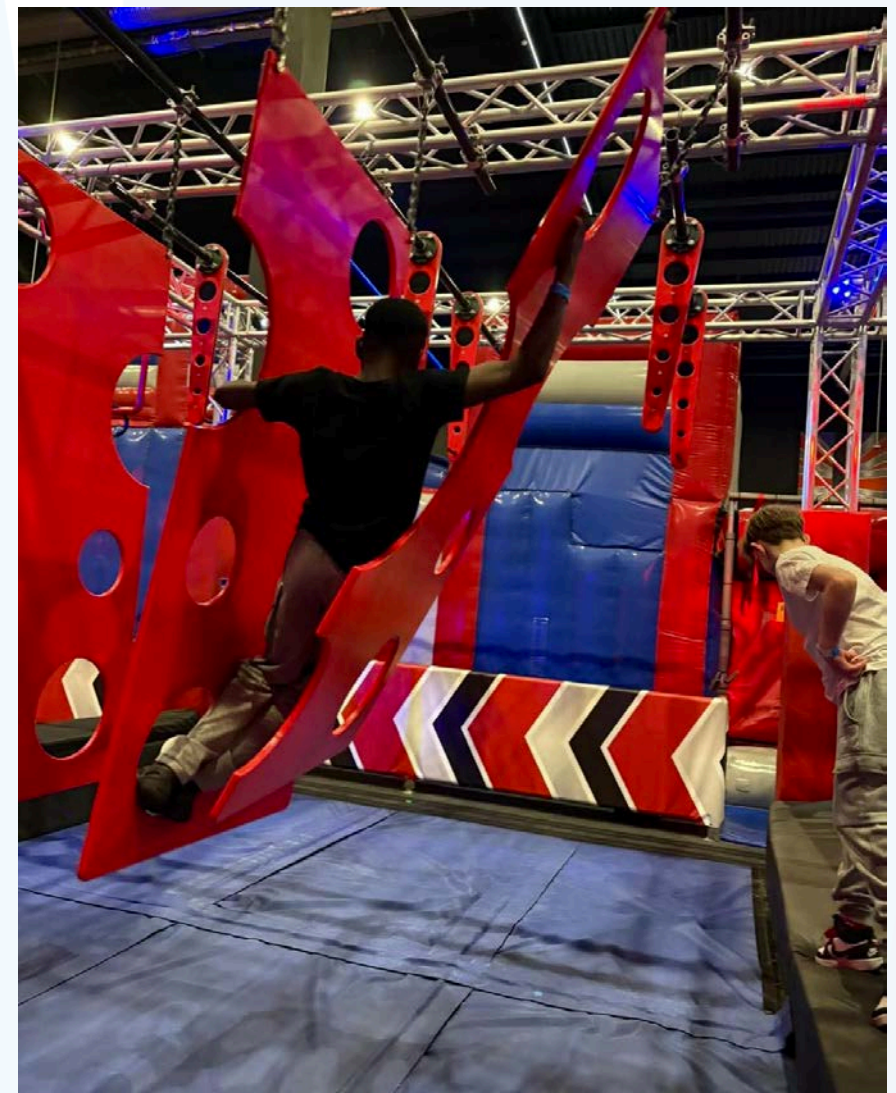
"Seeing the engagement between our students and these prestigious companies proves that the future of engineering and technology is in very safe hands." R. Merry

The next career fair has already been scheduled for the new academic year and hopefully we have the same success stories for that one.

Learning Beyond the Curriculum Day (LBC)

Learning Beyond the Curriculum (LBC)

The LBC day on Friday 20th March was once again a fantastic success and a real highlight of the school year. Students from across the colleges took part in a wide range of visits and experiences that allowed learning to take place beyond the classroom, providing valuable opportunities to explore new environments, build confidence and strengthen relationships with peers and staff.

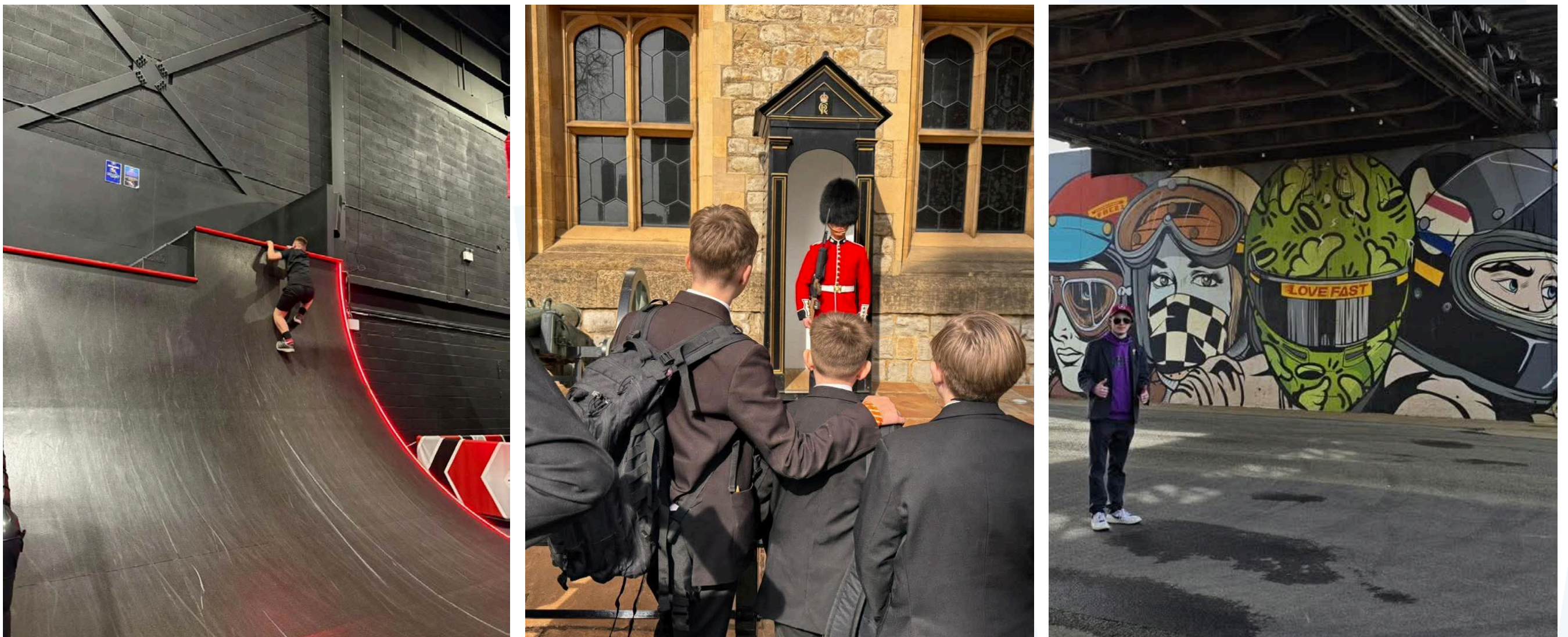


Throughout the day, students represented the school exceptionally well. Their impeccable behaviour was noted at every venue we visited and it was clear to see the pride they take in being part of our community. We received many positive comments from members of the public, venue staff and visitors who were impressed by the conduct, enthusiasm and maturity shown by our students.

There were many memorable moments from the day. Some groups challenged themselves high up in the trees at Go Ape, showing determination and teamwork as they tackled the ropes and zip lines. Others tested their strength, balance and agility at Ninja Warrior, pushing themselves through a series of exciting physical challenges.

A number of students explored one of the country's most iconic landmarks during their visit to the Tower of London, where they were able to engage with the rich history of the capital and see the Crown Jewels up close. Meanwhile, at Gravity, students enjoyed an energetic and fun filled experience, making the most of the trampolines and activity zones.

Learning Beyond the Curriculum Day (LBC)



These trips are designed not only to be enjoyable but also to broaden horizons and create shared experiences that students will remember for years to come. The day provided a wonderful opportunity for students to step outside their normal routines and experience something new alongside their friends and teachers.

We would also like to extend a huge thank you to all of our staff who gave their time and energy to make the day possible. Organising, planning and supervising trips across multiple locations requires a great deal of effort and commitment. Without their dedication, opportunities like this simply would not be possible.

Finally, we would like to thank our students once again for the way they conducted themselves throughout the day. They were excellent ambassadors for the school and made the Learning Beyond the Curriculum Day another resounding success. We are already looking forward to the next one.

Department News - Art

It's been an incredibly vibrant term in the Art Department, and the energy in the classrooms is palpable. From historical reflections to abstract deconstructions, our students are proving that art is a dynamic, ever-evolving journey. We are also thrilled to announce some exciting news: starting next year, Photography will officially be offered as an option for Year 10, opening up a whole new world of digital and visual storytelling!

Here is a look at the impressive work currently happening across the year groups:

Year 7 | Cultural Patterns

Students are investigating identity through the lens of "time, place, and space." They have progressed from painting hybrid creatures to developing poly-printed repeat patterns inspired by global cultures. Next, they will study Roberto Lugo to create vases that fuse classical forms with contemporary motifs.

Year 8 | Mythical Creatures

Year 8 is currently bringing mythical creatures to life through a range of experimental processes. They are exploring texture and layering using frottage and monoprinted collage to create tactile, imaginative artworks.

Year 9 | War & Conflict

After creating emotive lino prints inspired by Käthe Kollwitz, Year 9 is moving into a Guernica-inspired collage project. Students will use Picasso's symbolic language to respond to imagery from the Syrian conflict, exploring art as a record of history.

Year 10 | Fragmentation

Following their Natural Forms lino prints, Year 10 has launched a new project titled "Fragmented." This unit focuses on individual inquiry, challenging students to deconstruct subjects and develop personalized, abstract responses for their portfolios.

Year 11 | Personal Inquiry

The Year 11 cohort has officially concluded their Component 1 project after a dedicated 10-hour focused study. Like Year 10, they are now moving into a phase of independent inquiry, refining their personal ideas and sophisticated outcomes as they finalize their coursework.

Department News - Business

Young Enterprise Spitalfields Market Trade Fair – February 2026

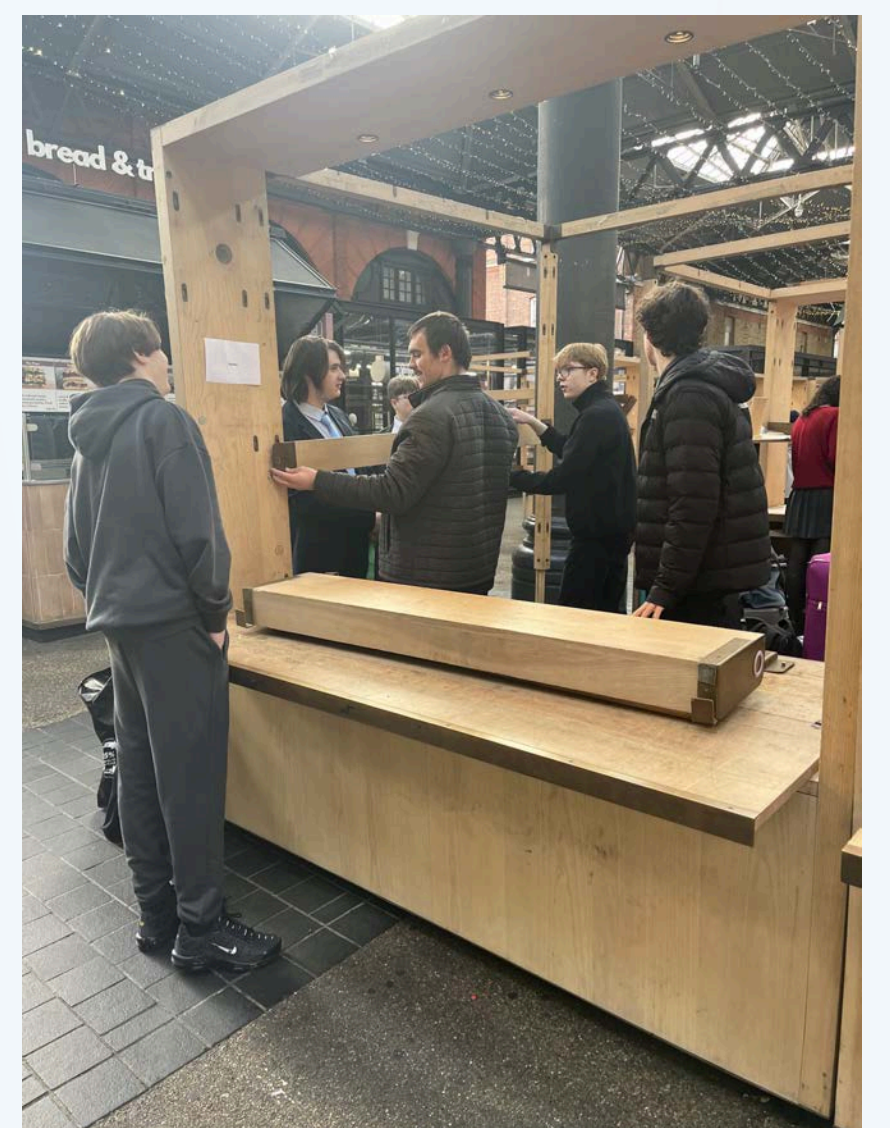
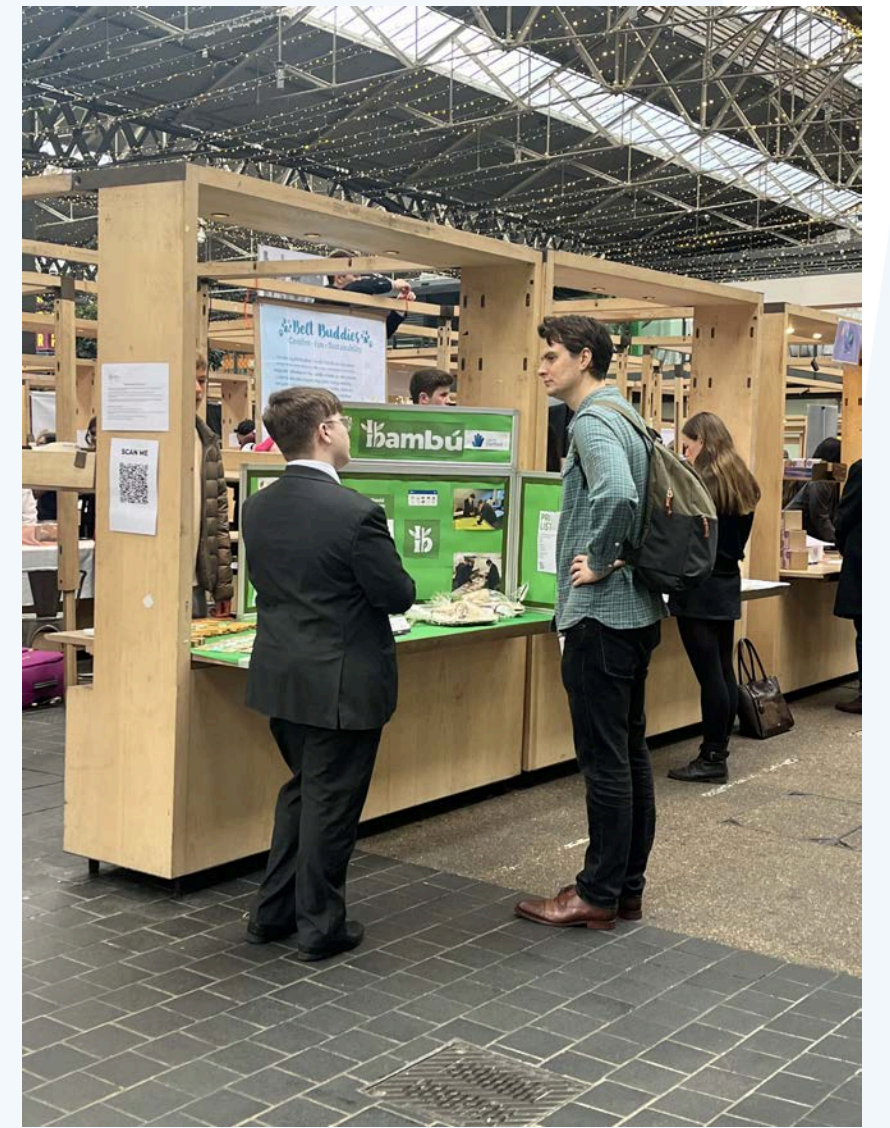
In February 2026, 10 T Level Marketing students took part in the Young Enterprise Spitalfields Market Trade Fair, gaining first-hand experience of running a business in a real trading environment. The event took place at Spitalfields Market and ran throughout the day from 10:00am to 3:00pm, bringing together around 50 schools from across the region.

Our students represented their student company, Bambu, which focuses on environmentally friendly bamboo products. Their stall featured a range of sustainable items including bamboo straws, plates, cups, recorders and pencils. The products attracted a great deal of interest from shoppers, many of whom were keen to support eco-friendly alternatives to everyday items. The trading conditions were positive, with a steady flow of visitors throughout the day. This provided the team with plenty of opportunities to promote their brand, explain the sustainability benefits of bamboo, and engage with customers. The experience allowed students to put their marketing knowledge into practice while learning how to communicate effectively with a wide range of people.

Taking part in the trade fair helped the students develop valuable business skills. They gained experience in selling and pitching products, delivering excellent customer service, and working collaboratively as a team to manage the stall efficiently. The team also had to operate within strict time constraints, organising stock, managing sales, and ensuring the stall remained appealing and well-presented throughout the event.

Competing alongside around 50 other schools created an exciting and professional atmosphere. It gave the students a chance to observe other student businesses, share ideas, and understand how different teams approached marketing and sales.

Overall, the Young Enterprise Spitalfields Market Trade Fair was a rewarding and memorable experience for the Bambu team, to apply their classroom learning in a real-world setting while building confidence, teamwork, and entrepreneurial skills that will benefit them in their future careers.



Department News - Business

Leigh UTC Students Shine at the Made in Bluewater Enterprise Competition Final

Year 10 Business students from Leigh UTC Dartford recently took part in the Made in Bluewater Enterprise Competition Final, presenting their innovative community business ideas to a panel of industry judges.

The judging panel included retail professionals Sissel Harland, Manager at Sephora, and Jade Morley, Manager at New Look, who evaluated the students' ideas and presentations.

Each team had 10 minutes to pitch their business concept, followed by a Q&A session with the judges. Students were challenged to develop a business idea that would benefit the local community while also supporting the Landsec wider sustainability agenda. As part of their presentations, teams also created a social media campaign to demonstrate how they would promote and grow their business.

Leigh UTC Dartford students presented a range of creative and thoughtful ideas. These included Podium Play, a community leisure centre designed to provide activities and social spaces for teenagers and adults; Every Pet, a pet provisions shop offering supplies and services for animal owners; Tiny Trail, a sensory childcare provision aimed at supporting young children's development; and Glow, an ethical soft drinks bar featuring a robotic DJ and designed as a safe and engaging social space for teenagers and young adults.

The competition required students to demonstrate a wide range of enterprise skills. Judges assessed each team on their presentation techniques, creative imagery, teamwork, and their ability to confidently answer questions about their business plans. All of the students represented the school exceptionally well, presenting their ideas with confidence and professionalism. A special congratulations goes to Podium Play, who impressed the judges throughout the competition and finished the day as runners-up. Taking part in the Made in Bluewater Enterprise Competition provided students with valuable real-world experience in entrepreneurship, communication, and teamwork, while also giving them the opportunity to present their ideas to professionals from the retail industry. It was an inspiring and rewarding experience for everyone involved.



Department News - Business

T-Level Marketing Students Experience Filming at Sky Studios, Elstree

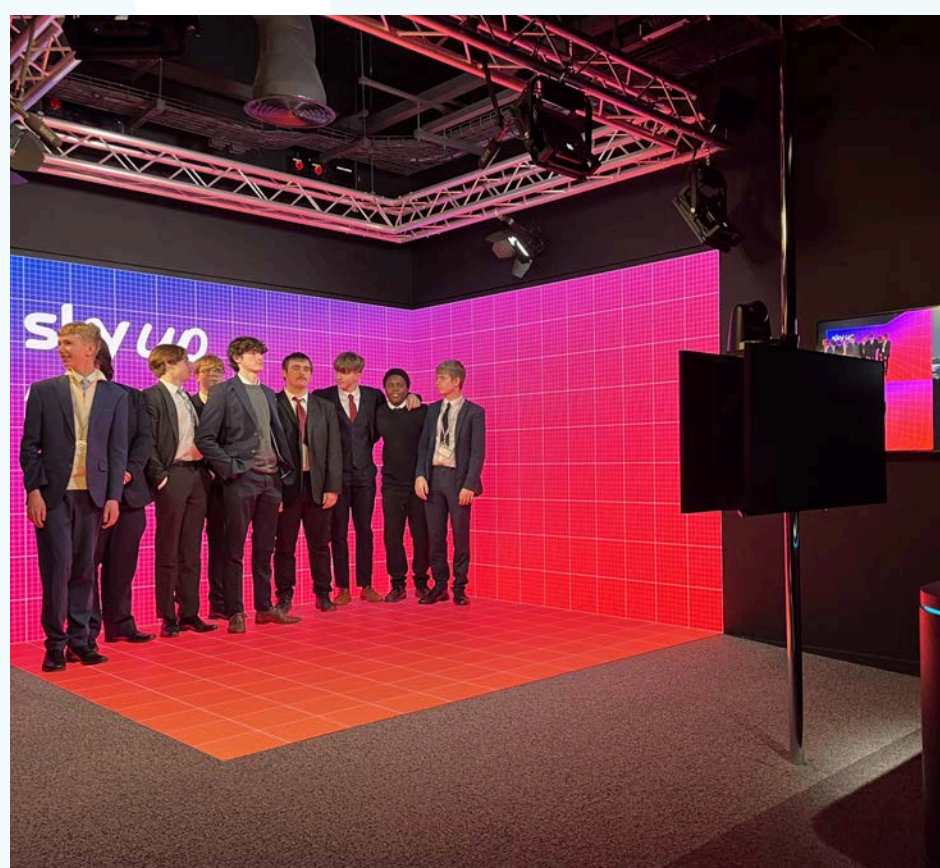
In February, our T-Level Marketing students had an exciting opportunity to visit Sky Studios in Elstree, putting their marketing knowledge into practice in a professional media environment. The visit focused on creating a short advert for their Young Enterprise company, Bambu, which produces eco-friendly bamboo products.

In the weeks leading up to the visit, students undertook careful pre-production planning, deciding on the advert's genre, setting, costumes, and scripts. They worked as teams to ensure their ideas communicated Bambu's brand values effectively and creatively, demonstrating a strong understanding of marketing theory and messaging.

On the day of the visit, students used Sky Studios' professional cameras and media software to bring their concepts to life. They experienced first-hand the practicalities of working in the filming industry, from managing equipment to coordinating team roles on set. The session allowed them to combine their creativity, teamwork, and technical skills while gaining an appreciation of the professional standards required in media production.

In addition to filming, the students took part in a careers session, exploring roles in marketing communications and media production. This gave them insight into how marketing campaigns are executed in the real world, highlighting pathways into the creative industries.

The visit to Sky Studios was a unique opportunity for students to see marketing theory translated into practice, enhancing their understanding of advertising, teamwork, and project management. It was an inspiring experience that combined creativity with professional skill development, leaving students motivated and better prepared for future careers in marketing and media.



Department News - Business

Year 13 Students Take Part in London Stock Exchange Group Work Experience Program

During the half-term week of 16–20 February, two Year 13 students from our school participated in the London Stock Exchange Group (LSEG) Work Experience Program in conjunction with Young Enterprise. The five-day program, titled “Kickstart Your Journey”, offered an immersive insight into the world of finance and business.



London
Stock Exchange Group

The program was structured around three key stages: Get Oriented, Get Inspired; Build Your Toolkit, Prepare for Success; Step into the Action, Discover What You Can Do. Over the course of the week, the students met with LSEG executives, attended a careers masterclass, and took part in a trading simulation game, putting their financial knowledge and business acumen to the test. The program also emphasized developing key skills such as numerical capability, business insight, and engineering qualities, preparing participants for future careers in finance and related industries.

As part of the experience, both students were interviewed by industry professionals and encouraged to apply for graduate programs with LSEG. We are thrilled to report that both students have successfully progressed to the second round of applications. Their participation demonstrates outstanding commitment, ambition, and professionalism.

The program also focused on personal development, inspiring students to “Own Your Journey” and shape their next steps in education and careers. This hands-on experience provided a rare opportunity to explore the inner workings of one of the world’s leading financial institutions while gaining practical skills that will benefit them long after the program ends.

We wish our students the very best of luck in securing an apprenticeship or graduate place and congratulate them on representing our school with distinction. Their achievements are an inspiration to all aspiring business leaders in our community.

Department News - Business

Year 12 and 13 Students Gain Hands-On Experience on Barcelona Cultural Trip

From 16th to 20th February 2026, thirty Year 12 and 13 students embarked on an immersive educational trip to Barcelona, organised entirely by our Year 13 Business students as part of their 'Managing a Business Event' coursework unit. The trip combined cultural exploration, artistic appreciation, and practical event management, giving students a unique opportunity to develop both personal and professional skills.

The itinerary focused on Barcelona's main tourist attractions, providing students with a rich blend of experiences:

- Las Ramblas – Walking along this iconic boulevard allowed students to experience the heart of Barcelona's social and commercial life. They observed street performers, local markets, and the variety of shops, gaining insight into how public spaces can create vibrant business opportunities. This visit also reinforced planning considerations for accessibility, timing, and group management in busy urban environments.
- Picasso Museum – The self-guided tour gave students a close look at Pablo Picasso's early works, helping them understand artistic development and cultural heritage. The experience fostered critical observation and reflection skills, encouraging students to analyse how creativity can influence brand storytelling and marketing campaigns in their business studies.
- La Sagrada Familia – Observing Gaudí's world-famous basilica offered more than aesthetic appreciation. Students explored the complexities of architectural innovation, learning how design, vision, and project management intersect in large-scale construction—lessons directly applicable to managing complex projects in business contexts.
- Park Güell – Students explored the vibrant Monumental Core, engaging with Gaudí's unique mosaics, playful sculptures, and imaginative landscaping. The visit reinforced creativity, problem-solving, and attention to detail, showing how design and branding can create memorable experiences for audiences or customers.
- Port Vell and Las Golondrinas Boat Trip – Experiencing the city from the water highlighted the importance of customer experience and service delivery in tourism and leisure industries. Students observed logistics for timed boarding, crowd management, and ensuring safety—all practical skills relevant to event and business management.
- Nou Camp and Museu Nacional d'Art de Catalunya (MNAC) – The FC Barcelona immersive tour and the MNAC visit introduced students to different approaches to audience engagement, from sports marketing to museum curation. They learned how storytelling, interactivity, and presentation influence visitor satisfaction and retention.

Department News - Business

- Montjuïc Castle and Font Màgica de Montjuïc – Exploring these landmarks emphasized strategic planning for group movements and highlighted opportunities for integrating entertainment, leisure, and cultural learning in event-based experiences.

Beyond the sightseeing, students gained valuable practical experience through the trip's organisation. The Year 13 planners demonstrated strong leadership and teamwork, using critical path analysis, Gantt charts, and detailed budgeting to coordinate transport, accommodation, and attraction visits. They developed essential event planning skills such as:

- Coordinating large groups in unfamiliar environments
- Time management under strict itineraries
- Risk assessment and contingency preparation
- Communication, delegation, and problem-solving within a team
- Understanding cost-effective planning and resource allocation



Each attraction also reinforced key lessons in creativity, observation, and applied business thinking. Students reflected on the ways culture, architecture, and public experiences can inform marketing, branding, and customer engagement strategies, linking classroom theory with real-world observations.

The Barcelona trip offered a transformative experience, combining cultural enrichment with practical business insights. Students returned with not only cherished memories of one of Europe's most artistic cities but also enhanced skills in organisation, leadership, and professional decision-making, making them better prepared for future studies and careers in business, marketing, and event management.

Department News - Business

Year 9 Visit to Network Rail for Career Week



As part of Career Week, Year 9 students had the exciting opportunity to visit Network Rail, Gravesend to learn more about the wide range of careers involved in keeping the UK's railway running safely and efficiently.

The day began with an engaging presentation from Jordan Daley, a Mobile Operations Manager (MOM). Jordan explained his role in the daily maintenance and operational safety of Network Rail High Speed, which operates the UK's only high-speed railway line, High Speed 1 (HS1). This 109-kilometre route runs from St Pancras International in London to the Channel Tunnel.

Jordan described the variety of situations his team must deal with to keep the railway safe, including removing foreign objects from the track and responding to incidents quickly. He even shared an example from that very morning when his team had been called to remove a person who had entered the railway line at St Pancras.

Hearing about real-life situations helped students understand the responsibility and quick decision-making required in railway operations. Students also heard from David Plyford and Evie Matthews, who spoke about their roles in planning future operations and maintenance for the railway. They explained how careful planning, data analysis and teamwork are essential to ensure trains run safely and on time.



During the visit, students took part in a practical timings exercise where they examined planning maps and statistics to understand how railway schedules and maintenance work are organised. This activity gave them a real insight into the challenges of managing a busy railway network and helped them develop problem-solving, analytical thinking and teamwork skills.

Another highlight of the day was a tour led by Addrian Coles and his team. Students visited the engineering rig and signal room, where they learned about the technology and systems used to control train movements and maintain the railway infrastructure.



Throughout the day, students were fully engaged in hands-on activities and discussions. They gained a deeper understanding of the many different careers available at Network Rail and the qualifications and skills required for roles in engineering, operations, planning and safety. The visit also highlighted the core values that guide Network Rail's work every day: always keeping people safe, working together as a team, and caring about people. UK and how many different professionals work together to keep it running safely every day. The visit provided a fascinating insight into the railway industry and inspired many students to consider future careers in engineering, transport and infrastructure.

Department News - Computing

MYP

Year 7 - Scratch Game:

Our Year 7s have officially started off their E-waste Game Design project, and the energy in the room is electric! They're currently busy bringing their own custom characters to life; the heroes who will be diving into the digital ocean to clear out falling e-waste. The best part? Some of our students are absolutely flying through the build and are already miles ahead of the plan. It's brilliant to see them to be so thrilled about coding for a cause!



Teddy M, Y7




Mark V, Y7

Year 8

Students are currently creating their own interactive quiz by combining print statements with if-elif-else logic. They started by using print() to display questions and multiple-choice options to the user. Once the user has entered an answer, the students have used if and elif statements to check if the response is correct, incorrect, or a different valid option.

This allows their programs to provide immediate feedback, such as "Correct!" or "Try again," based on the specific input received. Key python commands that students are learning include using the input() command to capture answers from the end user as well as the print() command to respond to the user and IF statements to make a decision based on the user's input.

```
Print screen of code and output 
```

```
1 print("Welcome to the School Quiz!")
2 print("Use A or b to answer your questions!")
3 print("a = Maths")
4 print("b = History")
5 print("c = PSHE")
6
7 q1 = input("Which subject is most likely to help you
8
9 if q1 == "a":
10     print("Great choice if you are looking for a wa
11 elif q1 == "b":
12     print ("Great choice if you want to be passionat
```

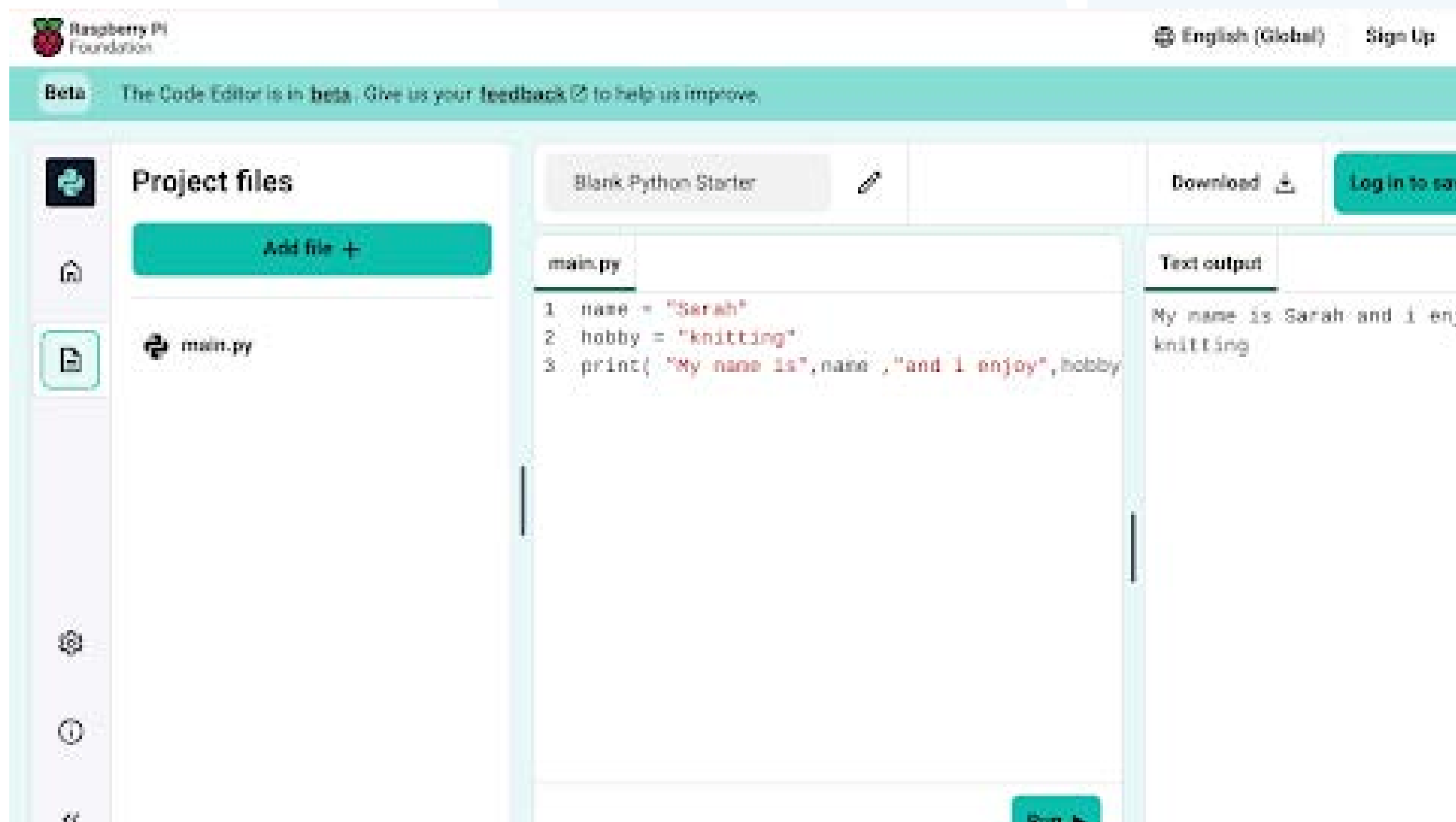
```
Welcome to the School Quiz!
Use A or b to answer your questions!
a = Maths
b = History
c = PSHE
Which subject is most likely to help you in your
future?
b
Great choice if you want to be passionate with your
work!
```

Department News - Computing

Year 9

In this module, Year 9 students are beginning their journey into the world of Python programming. They have started by learning the fundamentals of Python, including how to use variables, the print function to display information, and the input function to collect responses from users. These foundational skills are helping them understand how programs communicate with users and process information.

As the module progresses, students will explore selection in Python, learning how programs can make decisions based on user input. This will allow them to create more interactive and responsive programs. Using these programming concepts, students will work towards creating their own basic language translator or chatbot. By applying their knowledge of variables, input and output, and selection, they will design and code a program that can interact with users and respond to their inputs. This project will give students an opportunity to combine logical thinking with creativity while developing their coding skills in Python.



Emilia S, Year 9

GCSE Computer Science

This term, our Year 10 students have been diving deep into the engine room of programming. They began by mastering functions, the building blocks of efficient, reusable code which marked a significant step up in their computational thinking.

By applying these fundamental skills, the students transitioned into the world of Data Science. They have been learning to:

- Clean - Scrubbing "messy" datasets to ensure accuracy.
- Analyse - Identifying patterns and trends within the numbers.
- Report - Transforming raw data into meaningful insights and visual stories.

Department News - Computing

T-Levels

Year 12 Digital Software Development students are beginning Module 4 after successfully completing their Core Papers and their ESP mock assessment earlier in the course. These assessments have provided valuable insight into students' progress so far, highlighting both their strengths and the areas where further development will help them perform at their very best.

During this module, students will focus on targeted revision for both their ESP and Core components while also completing the remaining content areas of the course. A key emphasis will be on addressing common misconceptions and strengthening exam technique to ensure students can apply their knowledge with confidence and precision. Alongside this, they will receive focused guidance and tailored support designed to help them refine their understanding, improve their performance, and work towards achieving the highest possible grades.

Year 13 Digital Software Development students have kicked off their Occupational Specialism (OS) exam, a key milestone where they apply their skills in real-world development scenarios. Focusing on website design, programming, testing, and project planning, students are showcasing their creativity, technical expertise, and problem-solving abilities, producing work that reflects the high standards of the digital software industry.

Assessment

Our Year 10 students are officially in the "zone" as they prepare for their NEA assessment starting on March 10th. To make sure they are fully ready, we've been running extra intervention sessions, and the level of focus has been fantastic. The students aren't just showing up; they are producing some truly amazing digital work that shows off how much their skills have grown this year.

A huge part of our prep has been diving deep into the official Pearson guidelines. We've spent a lot of time discussing the honest and effective use of the internet and AI in their projects. It's been great to see the students taking these rules seriously, ensuring their work is both creative and entirely their own. With this kind of dedication, we're expecting some brilliant results when the official assessment begins!

Department News - Design Technology and Food

Design & Technology: Strong Progress Across the Department

As the academic year progresses, the Design and Technology department continues to thrive, with students across all key stages developing confidence, creativity and practical skills through engaging and purposeful projects.

Key Stage 3 students are currently immersed in exciting design challenges that develop both their practical abilities and understanding of real-world applications. Year 7 students are designing and making their own dream bedroom models, using foam board while exploring architectural principles and spatial design. Meanwhile, Years 8 and 9 are working collaboratively on an ambitious bridge project, designing a structure to span from Gravesend to Tilbury as a potential alternative to the Dartford Crossing, with a focus on reducing traffic. This project encourages students to consider structural integrity, forces, sustainability and innovative problem-solving. Across Key Stage 3, students continue to show high levels of engagement and enthusiasm in their learning.

KS3 Engineering

KS3 Engineering students continue to show growing confidence and curiosity as they work on increasingly ambitious projects. They are safely and effectively using a range of tools and machinery, experimenting with new ideas and demonstrating clear progress in their design and making skills. This developing confidence is leading to greater innovation, resilience and an increased ability to problem-solve independently. The pictures below show the students practicing their welding and riveting skills in their Engineering lessons.



Department News - Design Technology and Food

KS3 Food Technology

KS3 Food Technology lessons continue to be vibrant and purposeful, with students developing core practical skills while exploring nutrition, flavours and presentation. Through hands-on experience, students are building a secure understanding of the full food production process, from planning and preparation through to making and evaluating their dishes. Students are demonstrating increasing confidence and independence in the kitchen, alongside a strong awareness of hygiene and safety.

Year 10 & 11: Innovation in Action

Our Year 10 students continue to make excellent progress, showing increased independence and maturity in their approach to learning. They are applying design principles with greater accuracy, engaging confidently in enquiry-based learning and refining their ideas through thoughtful iteration. The quality of work continues to improve, reflecting both their commitment and developing technical understanding.

Year 11 students are now coming to the end of their NEA projects and are beginning to shift their focus towards final exam preparation. As they complete their coursework, they are consolidating their knowledge, strengthening exam technique and preparing for the demands of the final assessments. Across both year groups, students are developing the problem-solving, resilience and creativity that will support them in future study and employment.

Year 12 & 13: Advanced Thinking and Professional Practice

Year 12 students are making strong progress with their NEA coursework and are now moving into the manufacturing phase, where they will begin producing their final outcomes. This marks an important stage as they apply their design thinking and technical knowledge to realise their ideas in a practical form.

Year 13 students have successfully completed their NEA projects and are now fully focused on preparing for their final examinations in May. They are consolidating their knowledge, refining exam technique and building confidence as they approach the final stage of their A-Level studies.

Department News - Engineering

Year 10 Tool Makers Clamp

Students utilise the skills developed in engineering to support the creation of independent projects such as the Extended Project Qualification (EPQ). In this example, a student has designed and prototyped a 3D-printed arm mechanism that extends the range of the human hand, enabling it to grip significantly larger objects. This mirrors the design and development processes followed by robotics engineers. Please scan the QR code to view a video demonstration of the device in operation.



Supporting other departments - DT

Students benefit from access to the engineering workshop to enhance the quality of their Design and Technology rocket project. This provides them with a valuable introduction to the more industrial-level machinery available at the UTC, helping them make informed decisions about their Key Stage 4 options. As part of the project, students are required to manufacture a rocket that balances precisely on a small pivot. This develops high levels of accuracy in cutting and forming sheet metal, alongside introducing key fabrication processes such as spot welding, brazing and tapping.



Prototyping using 3D printing

Students utilise the skills developed in engineering to support the creation of independent projects such as the Extended Project Qualification (EPQ). In this example, a student has designed and prototyped a 3D-printed arm mechanism that extends the range of the human hand, enabling it to grip significantly larger objects. This mirrors the design and development processes followed by robotics engineers. Please scan the QR codes to view a video demonstration of the device in operation.



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 full Shakespearean play, *Twelfth Night*. They have loved the twists and turns of the play, and getting to grips with Shakespeare's more difficult language. We have also found some budding actors in Year 7, who were very willing to act out some scenes!

Year 8 have read the dystopian novella *The Giver* in Module 4. They have enjoyed the story of Jonas, and the odd 'community' that he lives in. Year 8 have been excellent at imagining what it would be like to live in a dystopian society, and written some excellent analytical paragraphs.

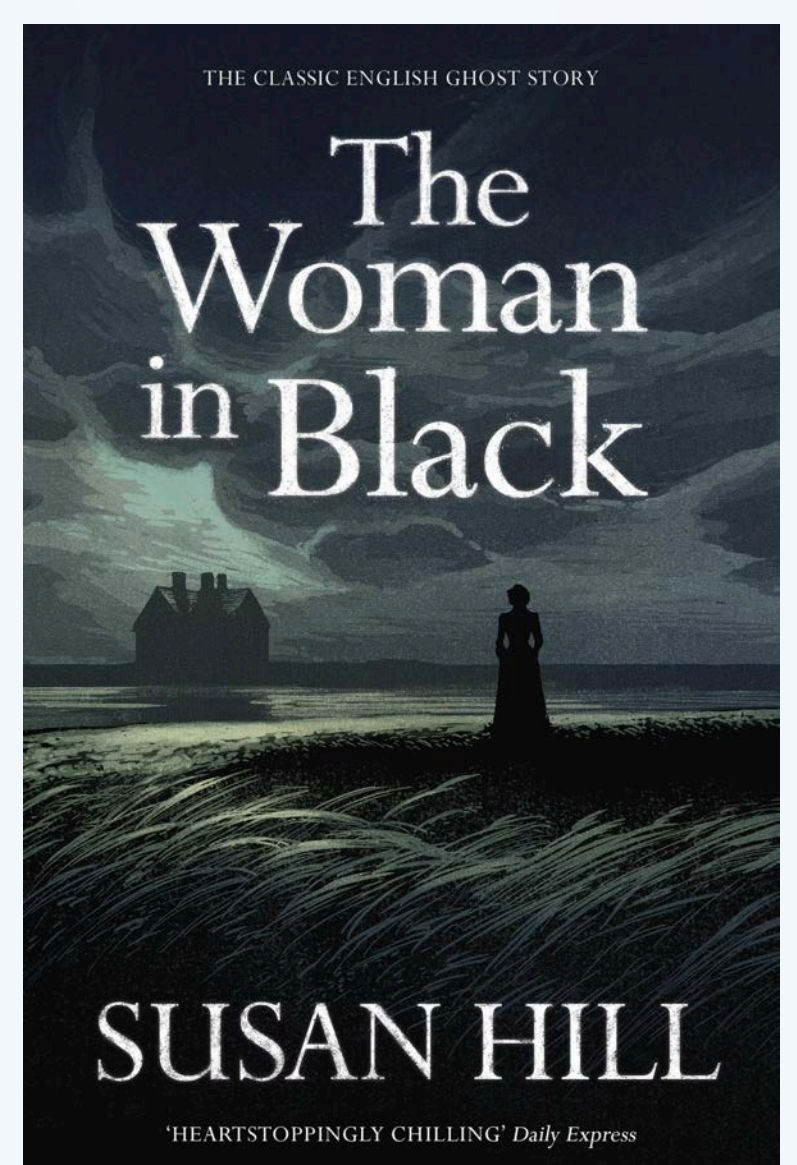
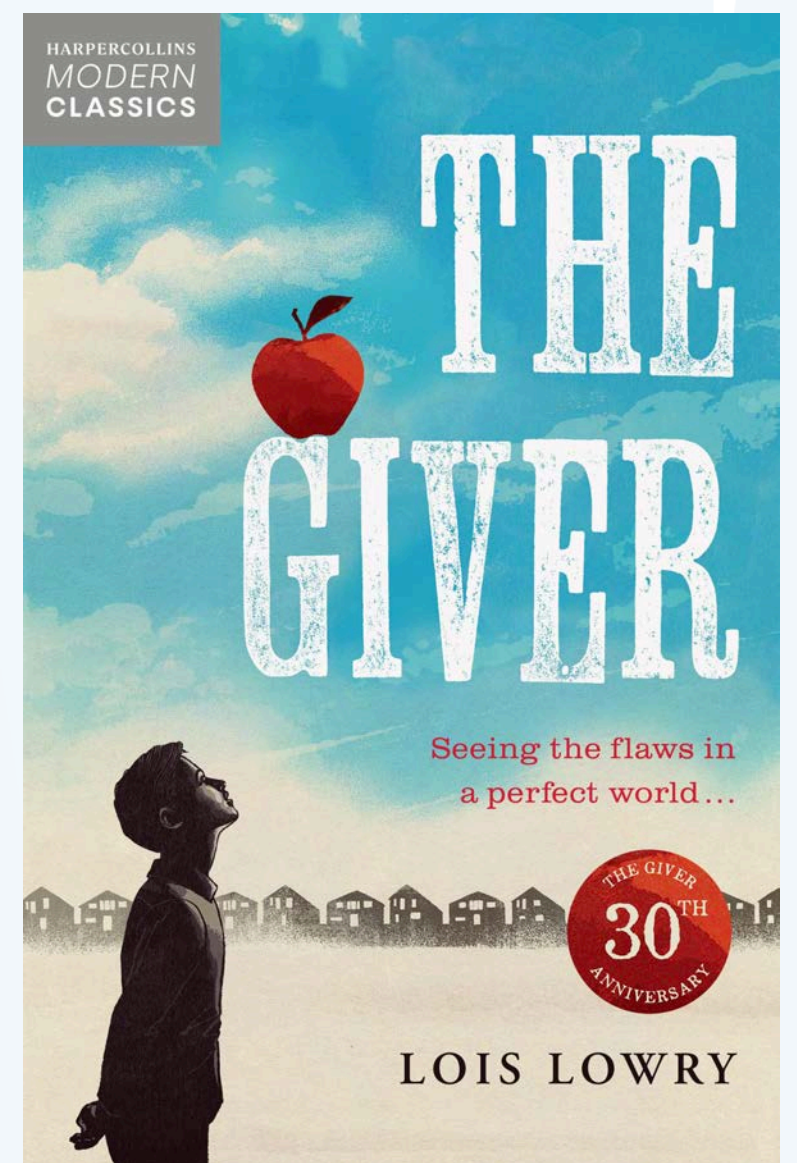
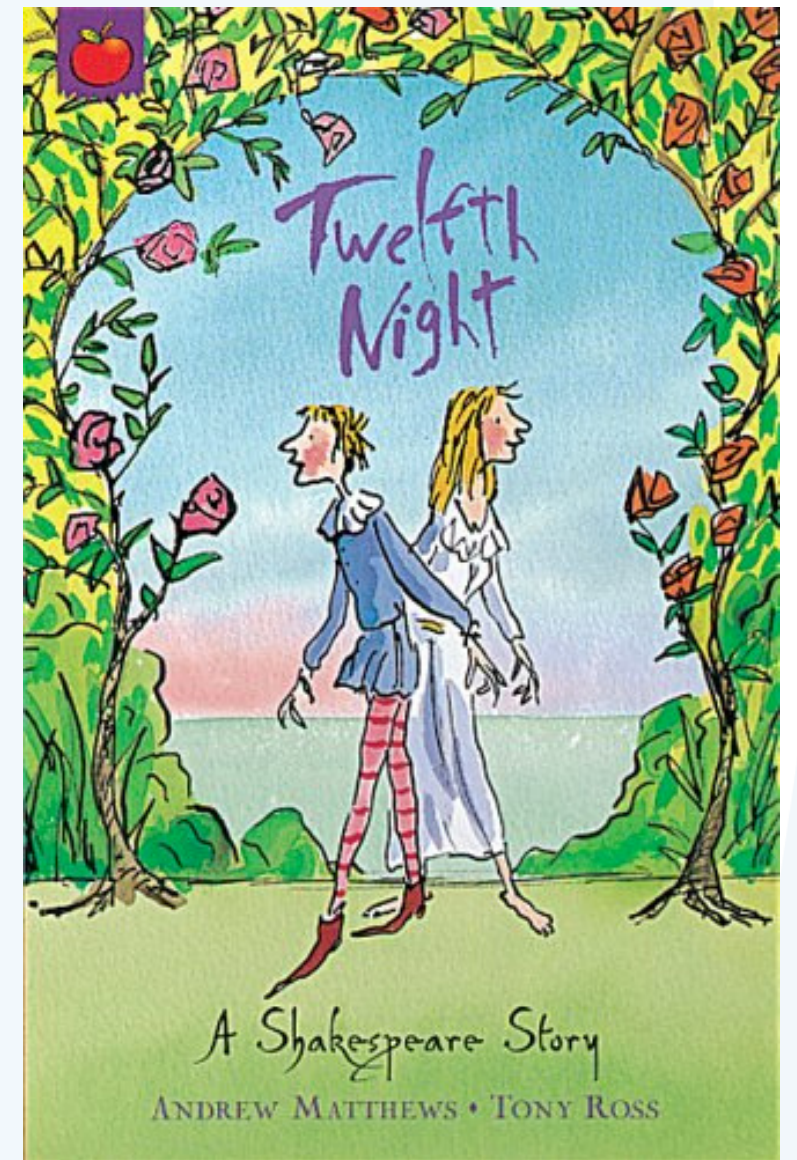
Year 9 have completed a study of Susan Hill's *The Woman in Black*, following their study of Gothic Literature in Module 3. They have improved their analysis skills through writing opinion paragraphs, and have enjoyed being slightly spooked by a good ghost story!

Year 10 have finished their study of the Power and Conflict Poetry anthology, and completed their study of Language Paper 2. This will prepare them for their upcoming mocks, which the English department wish them the best of luck in.

It's now the final stretch for Year 11! Module 4 has consisted of revision, mocks and more revision! We wish Year 11 luck as they enter their last few weeks of study before their exams begin...

As always, homework is set and due on a Monday - and Homework Support Sessions are run on Thursday after school.

The English Department wish you all a fantastic Easter break, and look forward to seeing you all in April!





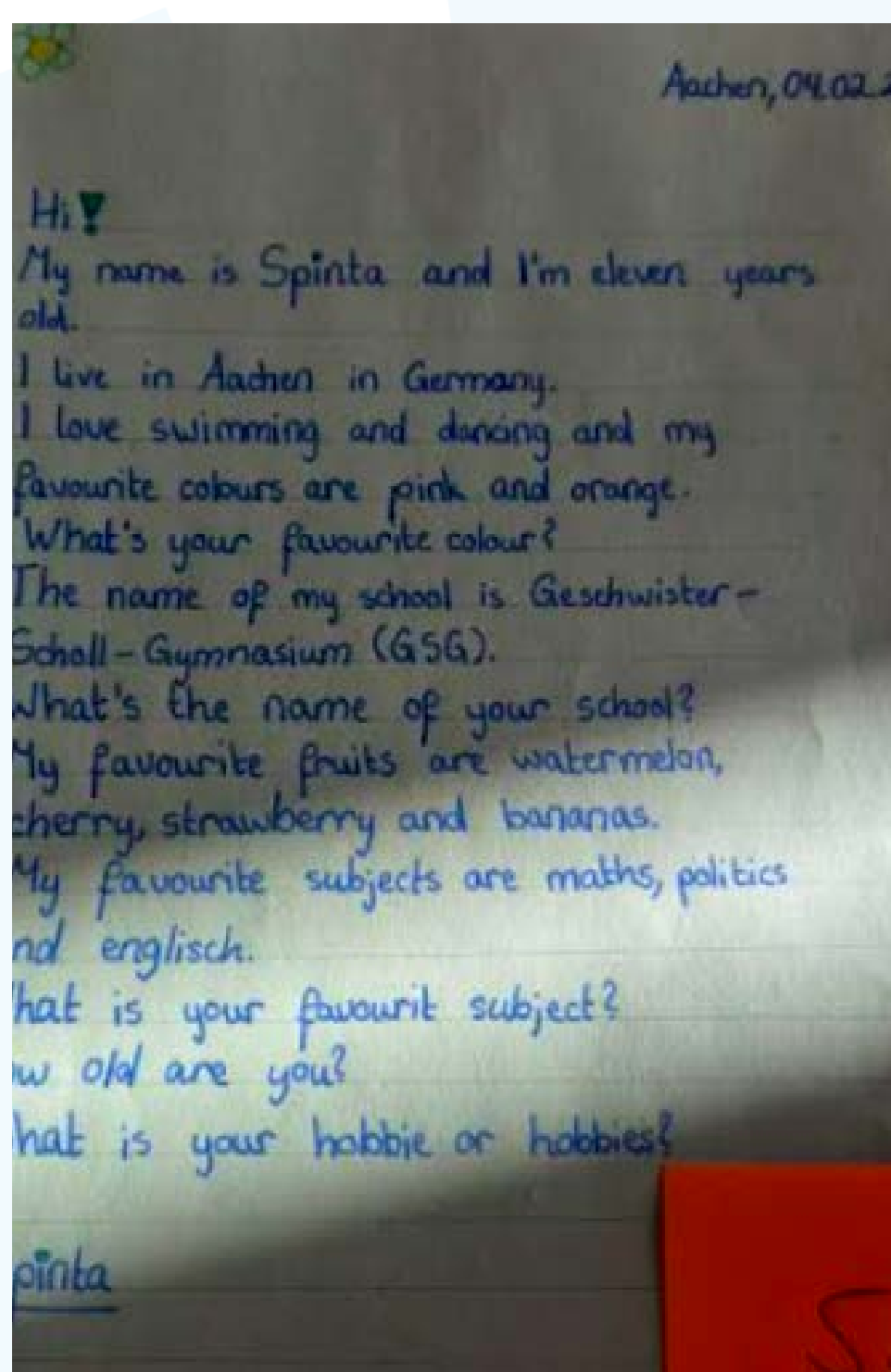
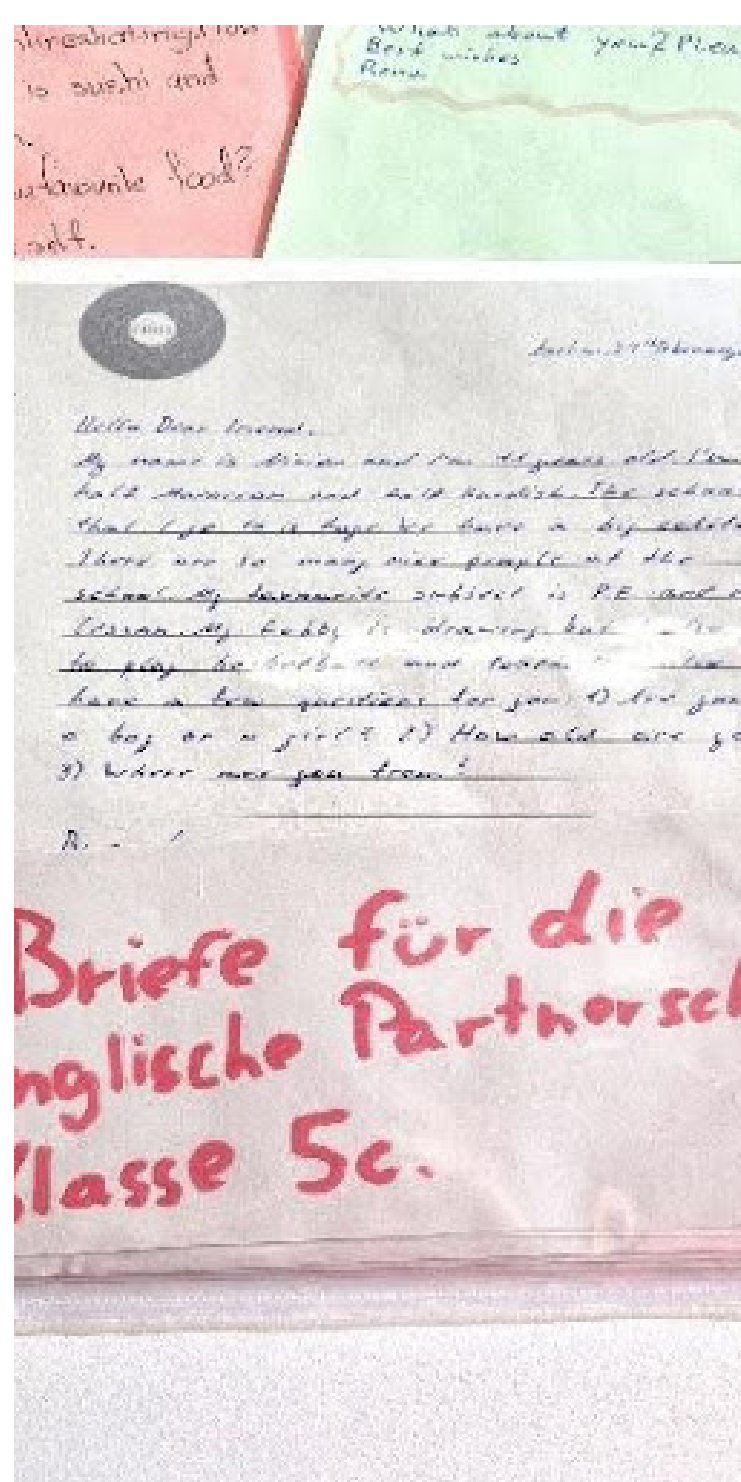
Department News - German

Danke schön to our German Botschafter!

The German Department would like to take a moment to recognise and thank our fantastic German Botschafter for their continued support and dedication. Throughout the module, the Botschafter have played an important role in supporting the department in a variety of ways. From helping to organise German learning resources to assisting students with their studies, their contribution has made a real difference to the learning experience of many.

They have also worked hard behind the scenes to help update classroom displays, ensuring that the German environment around the school remains engaging, informative, and inspiring. In addition, their confidence and enthusiasm have been clear in the assemblies they have presented, helping to promote the importance of learning German across the school. Their commitment, teamwork, and positive attitude have not gone unnoticed, and they have truly helped strengthen the German community within the school. The German Department would like to say a big “Danke schön” to all of our Botschafter for their hard work; your efforts are greatly appreciated!

A particular highlight for the German Department this module was receiving letters from our German link school, the Geschwister-Scholl-Gymnasium, which we had been eagerly waiting for. It was exciting for students to read messages from their German partners and see how language learning can help them connect with young people in another country. Our Year 7 students are now preparing their replies to these lovely letters in time for the visit of the German school on Thursday, 28th April 2026. The department is currently busy preparing for the visit, when we will welcome 40 students and 4 teachers for the day, and we are all looking forward to meeting them and sharing our school with our German guests.





Department News - German

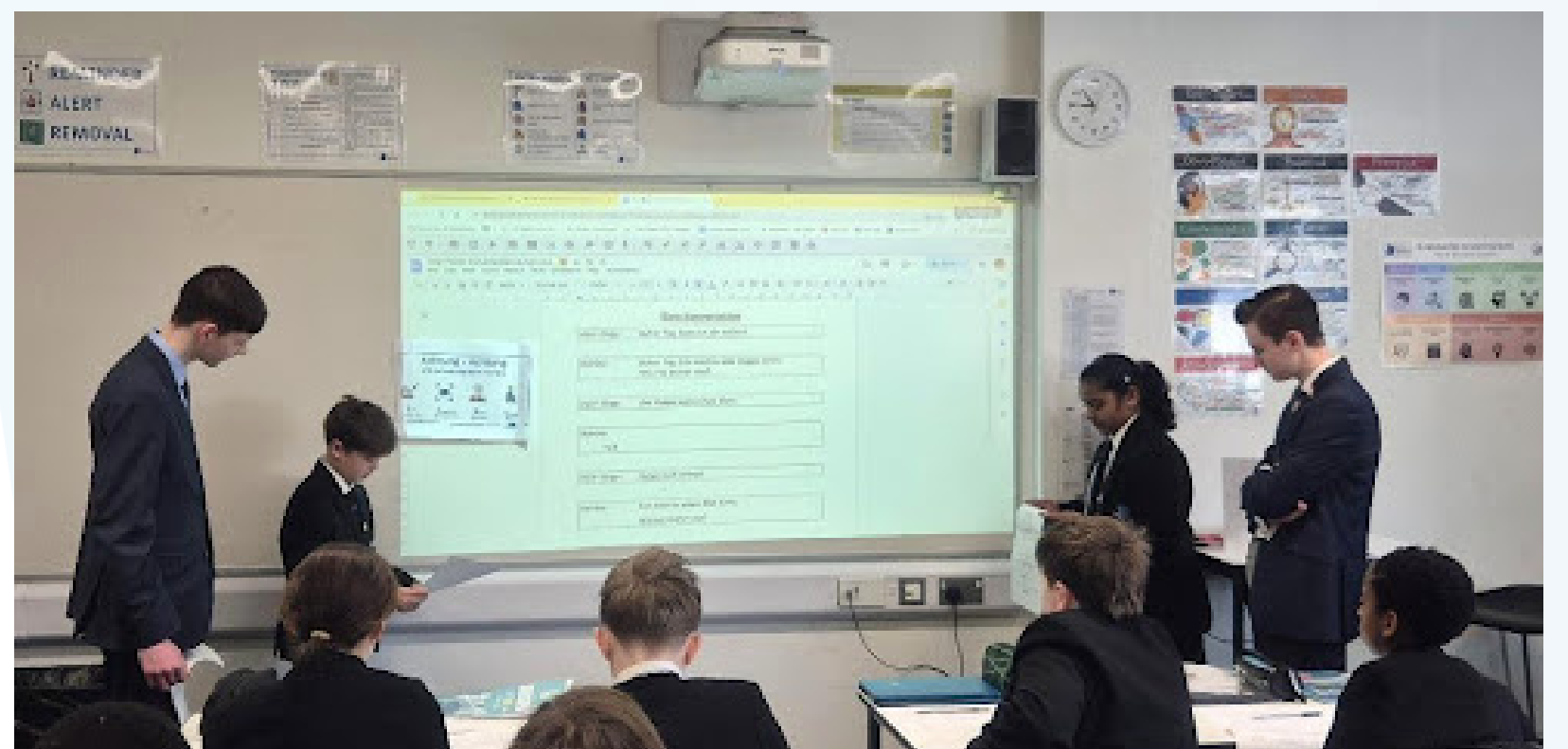
Creativity in the German Department This Module

The German Department has had a very creative and engaging module this term as all classes in Year 7, 8 and 9 worked on a variety of projects.

Year 7 students took part in the *Städteprojekt*, where they researched a German-speaking city and learned about its culture, traditions, and famous places. As part of a cross-curricular activity, students completed research on different aspects of their chosen city. This included learning about important places, the local football club, regional food, traditional clothing, souvenirs, and popular tourist attractions. The project allowed students to combine language learning with geography and cultural knowledge.

To bring their learning to life, students finished the project with a fun role-play activity. They pretended to be in a souvenir shop, practising how to buy and sell items in German. This helped them develop their speaking skills and build confidence using the language in real-life situations. The German Botschafter played an important role in supporting these activities. They helped guide students during the tasks and ensured that everyone practised good pronunciation while speaking German.

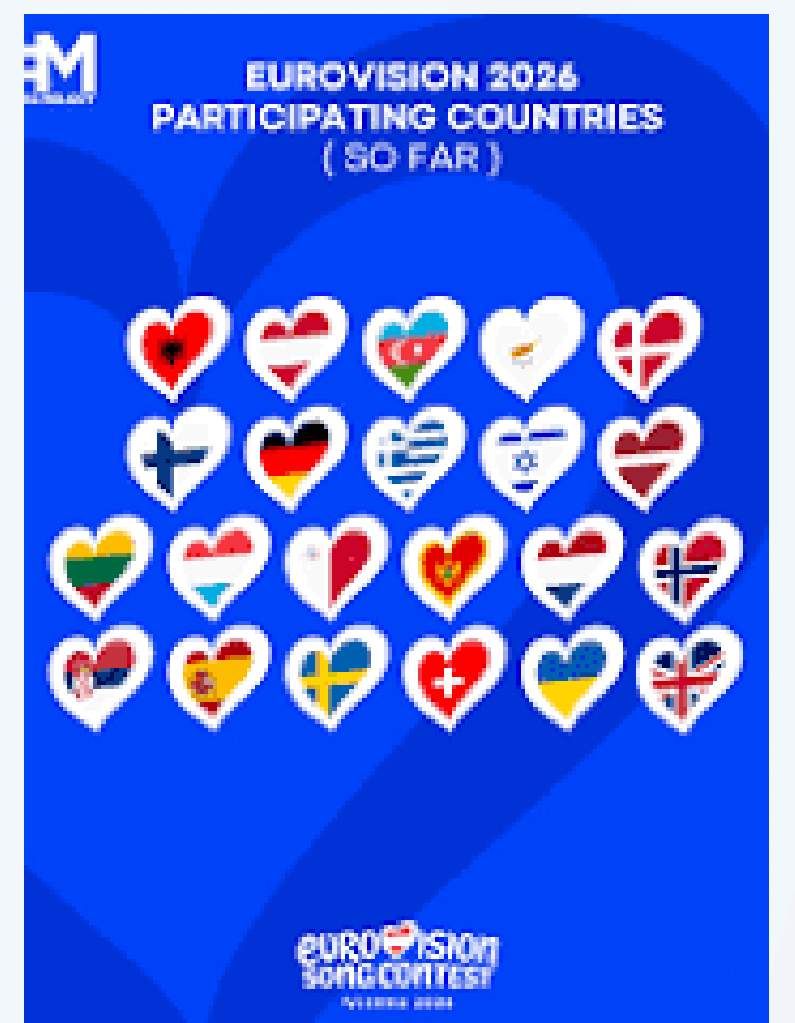
Overall, it was a lively and creative module that helped Year 7 students explore German culture while developing their language skills in an enjoyable and interactive way.



Year 8 Explore German-Speaking Pop Music

This module, Year 8 students explored the world of German-speaking pop music. In preparation for the Eurovision Song Contest, students developed an interest in a variety of German-speaking artists and bands.

As part of the project, students researched the background of their chosen artist or group, learning about their career, style of music, and influence in the pop music scene. They also selected their favourite songs and explored the original lyrics, helping them understand how language is used in modern music.





Department News - German

Year 9 Explore Careers and the Value of Languages

Year 9 students have been researching careers and the importance of languages, with a particular focus on German. As part of this project, students explored a variety of different professions and discovered how language skills can provide a valuable advantage in the workplace. They investigated careers such as engineering, banking, finance, public relations, marketing, and the car industry. Through their research, students learned how speaking German can open doors to international opportunities and help professionals work with global companies and partners.

This project was designed to help students think carefully about their future and make informed GCSE option choices. By understanding the benefits of learning a language, students were encouraged to consider taking German at GCSE level. Studying German can help a CV stand out and give students an important advantage in an increasingly global job market. Recently, our school had the pleasure of welcoming Kevin Clarkson from Ford, who delivered an inspiring career talk about the role of languages in modern industry, particularly in the fast-moving world of the car industry. His visit linked closely with our current project, helping us see how what we learn in the classroom can connect directly to real careers. One of the key messages from the talk was that languages are far more than just subjects on a timetable; they are essential tools in today's global workplace.

The car industry is a perfect example of this. Companies like Ford operate across multiple countries, with design teams, factories, and customers spread all over the world. Being able to communicate in more than one language allows professionals to collaborate effectively, avoid misunderstandings, and build strong international relationships.



Our project has encouraged us to think about these ideas more deeply. By exploring the global nature of the car industry, we've started to understand why learning languages can open doors to exciting opportunities. Whether it's negotiating with international partners, working abroad, or simply understanding different cultures, language skills can make a big difference. The talk challenged us to think about our own futures. Many of us may not have considered careers in the car industry before, but Kevin Clarkson showed that there are many roles beyond just engineering; from marketing and design to customer relations, all of which can benefit from language skills. Overall, the visit was both informative and motivating. It reminded us that the subjects we study today can shape the careers we pursue tomorrow. As our project continues, we recognise that languages are not just about communication, they are about connection, opportunity, and driving success in a global world.

Department News - History

Calling All Architects: The Year 7 Castle Building Competition Returns!

It's that time of year again! Leigh UTC Dartford is calling on all Year 7 students to channel their inner engineers, historians, and master builders for the highly anticipated Module 4 Castle Construction Competition. Last year, we were absolutely blown away by the incredible creativity and craftsmanship on display. The standard was set sky-high, but this year, we are challenging our Year 7s to go even bigger and better!

The Ultimate Challenge

The task is both simple and monumental: students have been spending the last two weeks researching a castle of their choice. They must now attempt to build a replica of a famous local castle. To celebrate the rich history on our doorstep, students can choose to model their ultimate fortress on any of the following historic sites:

Tonbridge Castle

Hever Castle

Deal Castle

Canterbury Castle

Rochester Castle

Leeds Castle

Dover Castle

Bodiam Castle



The best part? There are absolutely no limits on what materials can be used. Whether it is a towering fortress made from recycled cardboard and papier-mâché, a meticulously crafted clay citadel, or an intricate Lego stronghold, we want to see our students' imaginations run wild.

Dates for Your Diary

The drawbridge is officially down, and the building period runs from Monday 16th March through to Thursday 2nd April. Students need to make sure their masterpieces are ready for judging on Tuesday 31st March, where our expert panel will be looking for historical accuracy, creativity, and structural brilliance. Will you build the next great fortress of Kent? Gather your materials, finish your research, and let the building commence! We can't wait to see what Year 7 creates this year.

Department News - Geography

Our students at the Leigh UTC Dartford continue to dive deep into the world around us. From the shifting demographics of global populations to the physical forces shaping our own shores, it has been a busy term of inquiry.

Middle Years Programme (MYP)

Year 7: Students have been exploring the global pulse of population and migration. By analyzing the demographic transition model and population pyramids, our youngest geographers in the school are learning to decode the demographic information on different countries. Students have been able to predict future trends in populations around the world.

Year 8: In their study of UK rural spaces, Year 8 debated the growing gap in living standards. They contrasted the rise of exclusive rural living with areas facing deep-rooted deprivation, focusing specifically on the barriers that prevent these communities from thriving.

Year 9: In their study of India, Year 9 students have been examining the contrasts between rapid economic growth and persistent inequality in that country.

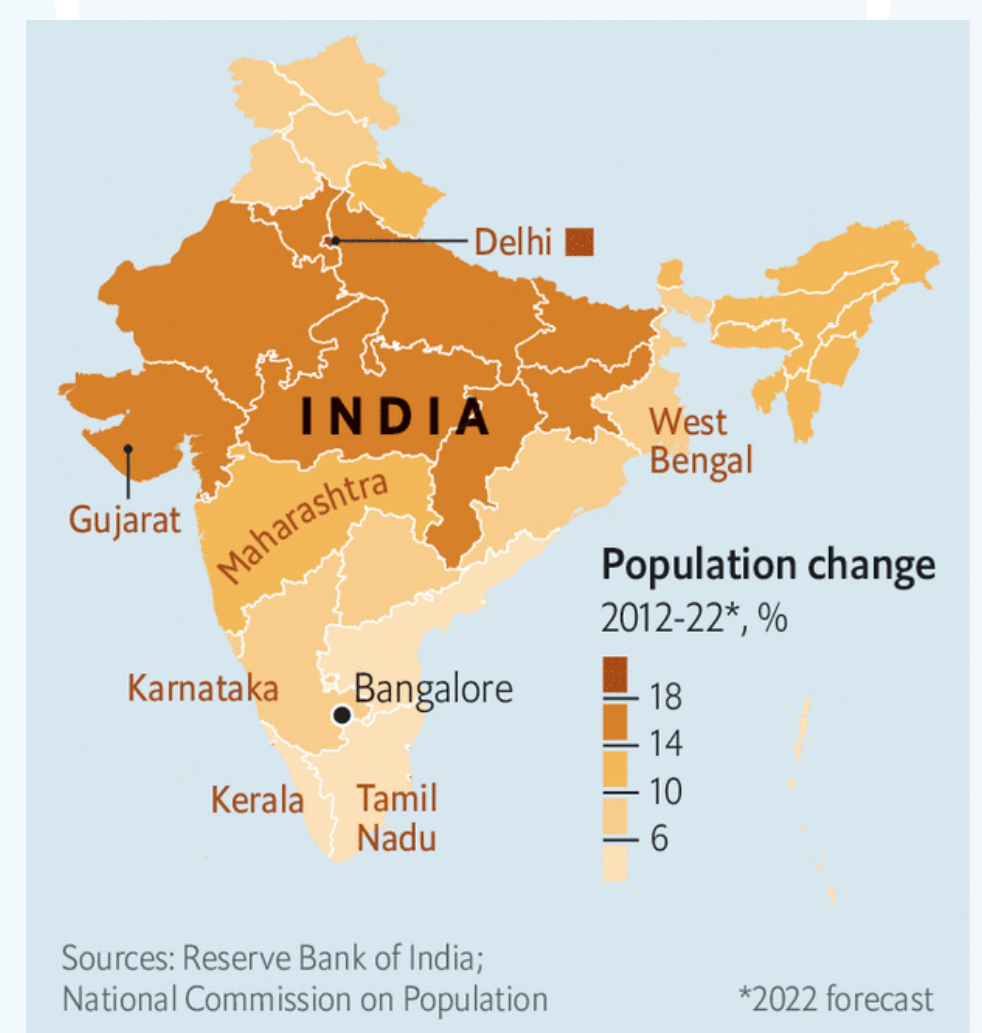
This was done by comparing social progress across various Indian states and matching them against social indicators such as healthcare, education and living standards.

Students have gained a good understanding of what development looks like in other countries.

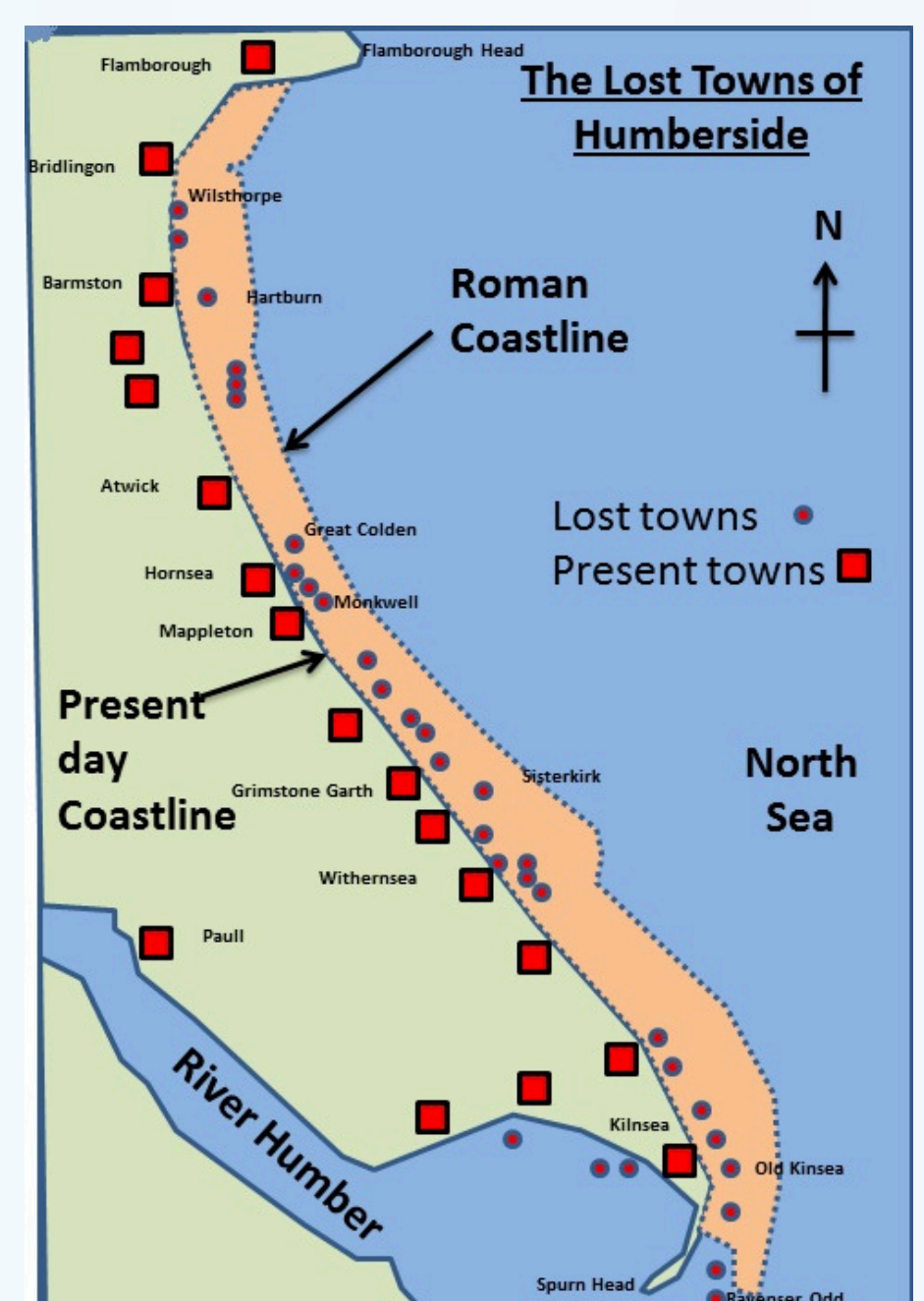
GCSE

Did you know that the Holderness Coastline is the fastest-eroding coastline in Europe? Our Year 10 students have been investigating the relentless power of the North Sea. This module focused on how destructive waves reshape our landscape, literally reclaiming land from beneath people's feet.

The students specifically looked at the case study of Holderness coast, exploring how the government balances the cost and benefits of coastal defense. By evaluating Hard Engineering (like rock groynes) versus Soft Engineering (like beach nourishment), our GCSE cohort is learning the difficult reality of protecting coastal communities in an age of rising sea levels.



The Economist



Department News - Mathematics

Module 4 Maths

As we move through Module 4, the energy in the Maths department is shifting gears. From the focus and rigour of exam prep to the hands-on creativity of our younger years, there is plenty to celebrate as you'll see below!

The MYP Journey (KS3)

The curriculum is in full swing for our younger mathematicians:

- **Year 7:** It's all about precision. Mr. Akinysoye, Mr. Mahdi, and Ms. Kujawska have been leading hands-on sessions, teaching students the art of mathematical construction for triangles and quadrilaterals.
- **Year 8:** We are diving deep into the world of Data. By analysing univariate and bivariate information, students are learning to look past the numbers to find the real story. This is essential groundwork for their future Statistics papers.
- **Year 9:** The finish line for the MYP is in sight! Having explored Similarity and Enlargement, the cohort is now bracing for the challenge of Trigonometry.

Year 10

Our Year 10s continue to impress as they balance the dual demands of GCSE Maths and Statistics. Across the board we are seeing real progress as they are building rock-solid foundations for their Module 6 mocks where they will be sitting a suite of exam papers to support their learning ahead of Y11.

Years 11, 12, and 13 (The Final Countdown)

With exam season appearing on the horizon, our Year 11 and 13 students have been navigating the mock waters with real determination. These practice runs have provided vital data, which we are now using to build bespoke QLAs for every KS4 student. These documents are specifically designed to bridge individual knowledge gaps to ensure everyone goes into the exams in the summer ready to experience success. For our KS5 students, across Core, and A-Level, we are ramping up our targeted intervention sessions. We encourage all students to be proactive: talk to your teachers and squeeze every drop of mathematical support out of these final months!

Extracurricular

With Sparx homework still the main source of extra curricular mathematics for Years 7-10 we are here to help for any students who may be struggling to access or complete their weekly task. Find us in 2.20 (UTC) every Tuesday to drop by for one question or spend dedicated time with a maths specialist who can explore key concepts and support learning. Y11 intervention is also still in full flow, again on a Tuesday after school. With curriculum time quickly running out, students have the opportunity to pick up on key additional learning to support that final push ahead of the summer exam series.

Department News - Physical Education (PE)

Sportshall Athletics

On the 18th March, Year 7 and Year 8 students took part in an exciting Sportshall Athletics competition held at NTC. Competing against several other schools, the athletes showed great determination, energy, and team spirit across a range of events.

The Year 7 girls delivered an outstanding performance, finishing in 2nd place out of 8 teams. They came incredibly close to taking the top spot, missing out by just 8 points. Their teamwork and effort throughout the competition were truly impressive. The Year 7 boys also put in a strong performance, finishing 4th out of 5 teams. Despite the tough competition, they were only 4 points away from 3rd place, showing how competitive the event was.

For the Year 8 boys, the competition proved challenging, but they continued to give their best and finished 4th out of 4 teams, demonstrating resilience and determination in every event. Students competed in a variety of activities, including relays, shot put, vertical jump, triple jump, and speed bounce. Each event required a mix of speed, strength, and coordination, and all participants rose to the challenge.

Special mentions go to Lola, Lilly, Madison and Tej for their efforts and contributions to the team's performance.

PHE Lessons

In this module in PHE, students have been focusing on developing their understanding of strategies and tactics in both basketball and handball. Lessons have been designed to help students think more deeply about how games are played, improving their decision-making as well as their overall performance. In basketball, students have explored different attacking strategies, such as creating space, using width, and making effective runs to support teammates. They have also developed their understanding of defensive tactics, including marking opponents, intercepting passes, and working together to apply pressure. Learning when to slow the game down or increase the tempo has also been a key focus.

In handball, students have been working on tactical play, including quick transitions from defence to attack, maintaining possession, and finding gaps in the opposition's defence. Defensively, they have practised staying organised, tracking players, and blocking shooting opportunities.

Across both sports, communication, teamwork, and decision-making have been central themes. Students have been encouraged to analyse game situations, adapt their strategies, and work collaboratively to achieve success.

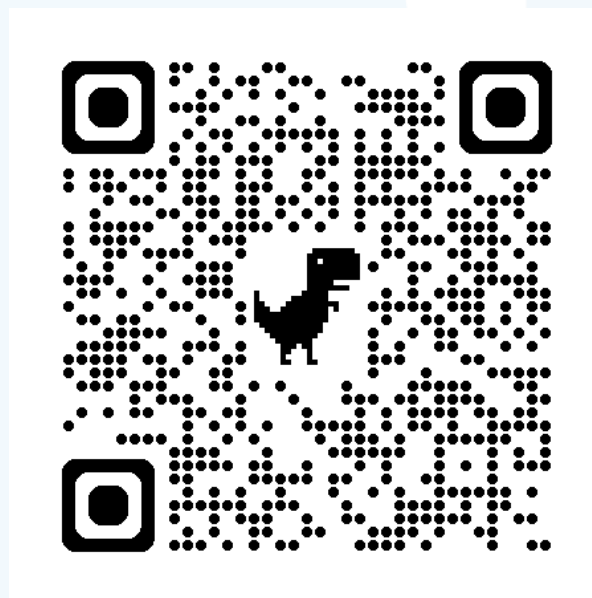
Department News - Science

KS3

This module Y7 have become *Daring Dissectors* and completed flower and chicken wing dissections in their lessons, during which students enthusiastically and confidently identified the key reproductive organs of flowering plants, including the stamens and carpels, and explored their roles in plant reproduction. They also examined a chicken wing to locate the major muscles and observe how they work together to allow movement at the joints. Many students were able to pull the biceps and move the whole arm!

Have a look here using this QR Code:

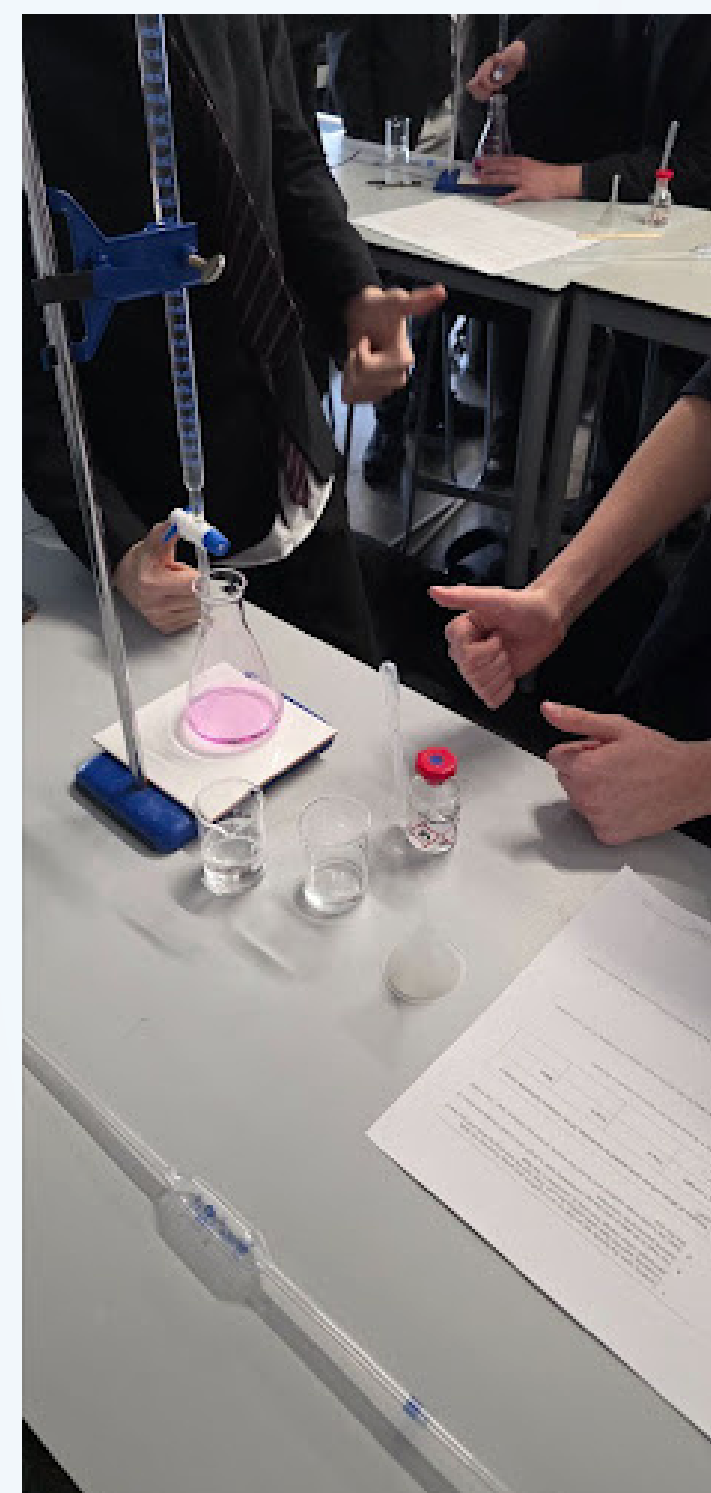
Students had lots of fun working scientifically, showed curiosity and teamwork, and were able to successfully apply their prior scientific knowledge to real biological structures, deepening their understanding through hands-on learning.



KS4

Biology: The Engine of Life In Biology, Year 10 has been looking inward to explore the complex systems that keep the human body running. They started with hands-on food tests to understand the digestive system and investigated how sensitive biological enzymes are to changes in pH. The focus then shifted to the cardiovascular system, where students mapped out the anatomy of the heart, blood vessels, and the life-giving components of blood itself. Finally, they connected classroom science to everyday health by examining Coronary Heart Disease and the profound impact that lifestyle choices can have on our long-term wellbeing.

Chemistry: Reactions and Reactivity Over in the Chemistry labs, it has been all about transformations and real-world reactions! Students kicked off the module by establishing a reactivity series and learning how useful metals are extracted from the Earth. Things got wonderfully hands-on as they carried out precise neutralisation reactions, made their own soluble salt crystals, and mastered the delicate analytical art of titrations. To round it all off, they introduced electricity to the mix, successfully splitting ionic compounds and extracting metals using the fascinating power of electrolysis.



Department News - Science

Physics: Powering Up and Peering into Atoms Sparks have literally been flying in Physics as students explored everything from household circuits to the energy grids powering our nation. They began by debating global energy resources and calculating the efficiency of everyday machines. The labs then lit up as students built series and parallel circuits, before demystifying mains electricity, electrical power, and the complex workings of the National Grid. The module concluded with an incredible venture into nuclear physics, where students tackled radioactive half-lives and discovered the safe, real-world uses of nuclear radiation.

Double Science: Pathogens, Potions, and Proportions Our Double Science cohort has been tackling a brilliantly diverse curriculum, jumping seamlessly between the microscopic battlegrounds of biology and the precise calculations of chemistry! They explored the war on microbes by studying communicable diseases, human defence systems, and the development of life-saving drugs and vaccines. Switching gears to quantitative chemistry, they mastered the math of matter; calculating relative formula masses and solution concentrations, before safely conducting fiery reactions between acids and metals to produce brilliant salt crystals in their chemical changes unit.

Y11

First and foremost, a massive well done to all our Year 11s for making it through the intense mock exam season. We know how demanding that period is, but the resilience and focus you showed were fantastic.

Now, the practice matches are over, and we are entering the final, crucial phase of preparation for the summer GCSEs. This module is all about strategy, refinement, and building confidence. Here is a look at our game plan for the Science department in this module and how we are working together to get every student across that finish line.

The Post-Mock Game Plan: Working Smarter, Not Harder

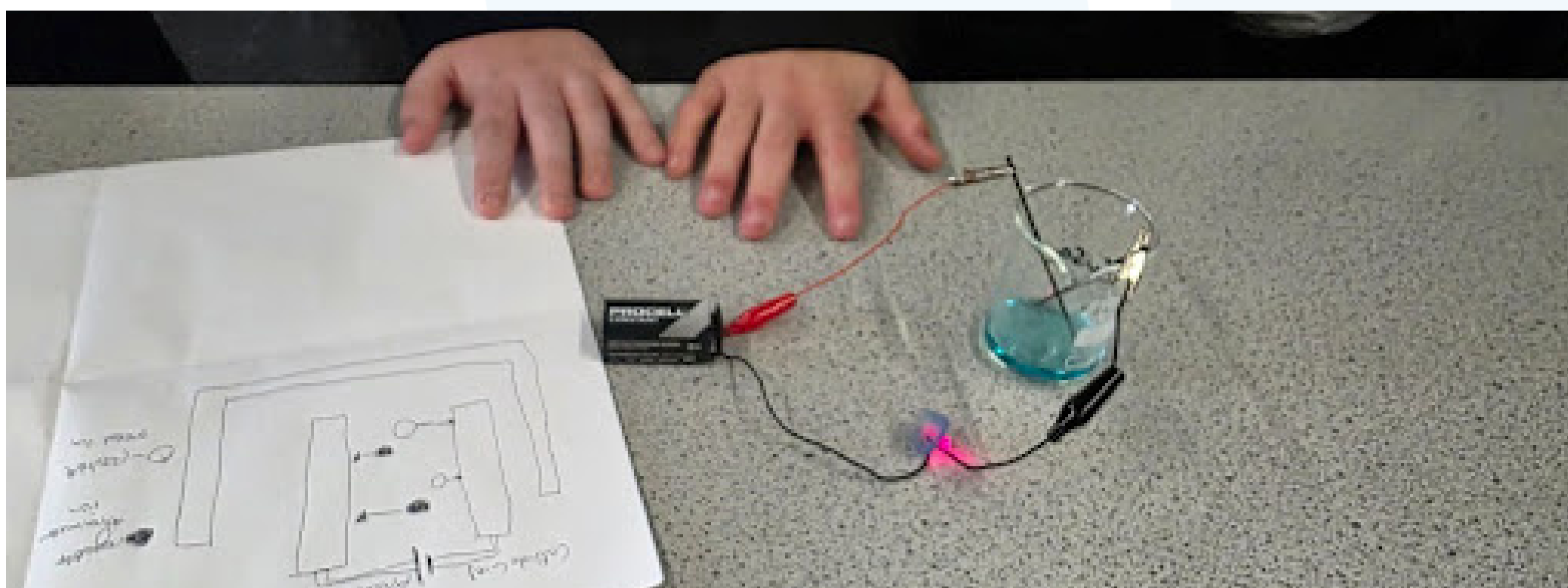
The mock exams weren't just about getting a grade; they were a vital diagnostic tool. Over the past few weeks, our science teachers have been crunching the numbers using Question Level Analysis (QLA).

- For Students: This means we know exactly which topics you nailed and which ones need a little more attention. We aren't just going to re-teach everything from scratch. Instead, we are tailoring your final lessons based on this data and your personalized feedback, focusing our energy exactly where it will make the biggest impact on your final grade.
- For Parents: You can expect your child to bring home highly specific feedback. Ask them what their QLA identified as their top three areas for improvement!

Department News - Science

Module 4 Focus Areas: Paper 2 and Filling the Gaps

With the mocks behind us, our classroom focus is shifting to consolidate your learning and dive deep into the Paper 2 content. Whether it's complex ecosystems in Biology, organic chemistry, or the invisible forces of magnetism in Physics, we are making sure the "second half" of your scientific knowledge is as rock-solid as the first. Alongside this, we are dedicating time to precision engineering; filling the gaps in skills and knowledge. We are moving away from passive reading and focusing heavily on active recall, busting common misconceptions, and mastering the math and graph skills required for the higher marks.



Sharpening Exam Technique

You can know the entire textbook inside out, but if you don't know *how* to answer the question, it's hard to pick up the marks. A massive part of our final preparation involves hardcore exam strategy:

- Decoding Command Words: Mastering the difference between "describe," "explain," and "evaluate."
- Tackling the 6-Markers: Practicing how to structure logical, comprehensive answers without running out of time.
- Practical Skills: Reviewing the Required Practicals, as these feature heavily in the final exams.

How You Can Support at Home

Parents and carers, your support is invaluable during this final stretch. Here are a few ways to help at home:

1. Encourage Active Revision: Reading notes isn't enough. Encourage your child to use flashcards, complete past paper questions, and use online platforms like Seneca or BBC Bitesize.
2. Focus on the Feedback: Ask to see their mock exam feedback and QLA sheets. Help them create a revision schedule that targets their "red" (weaker) areas first, rather than just revising the topics they already know well.
3. Keep the Balance: This is a marathon, not a sprint. Ensure they are taking breaks, eating well, and getting enough sleep.

Year 11, the finish line is in sight. Trust the process, engage with your feedback, ask questions when you are stuck, and remember that we are here to support you every step of the way. Let's make this final module your best one yet!



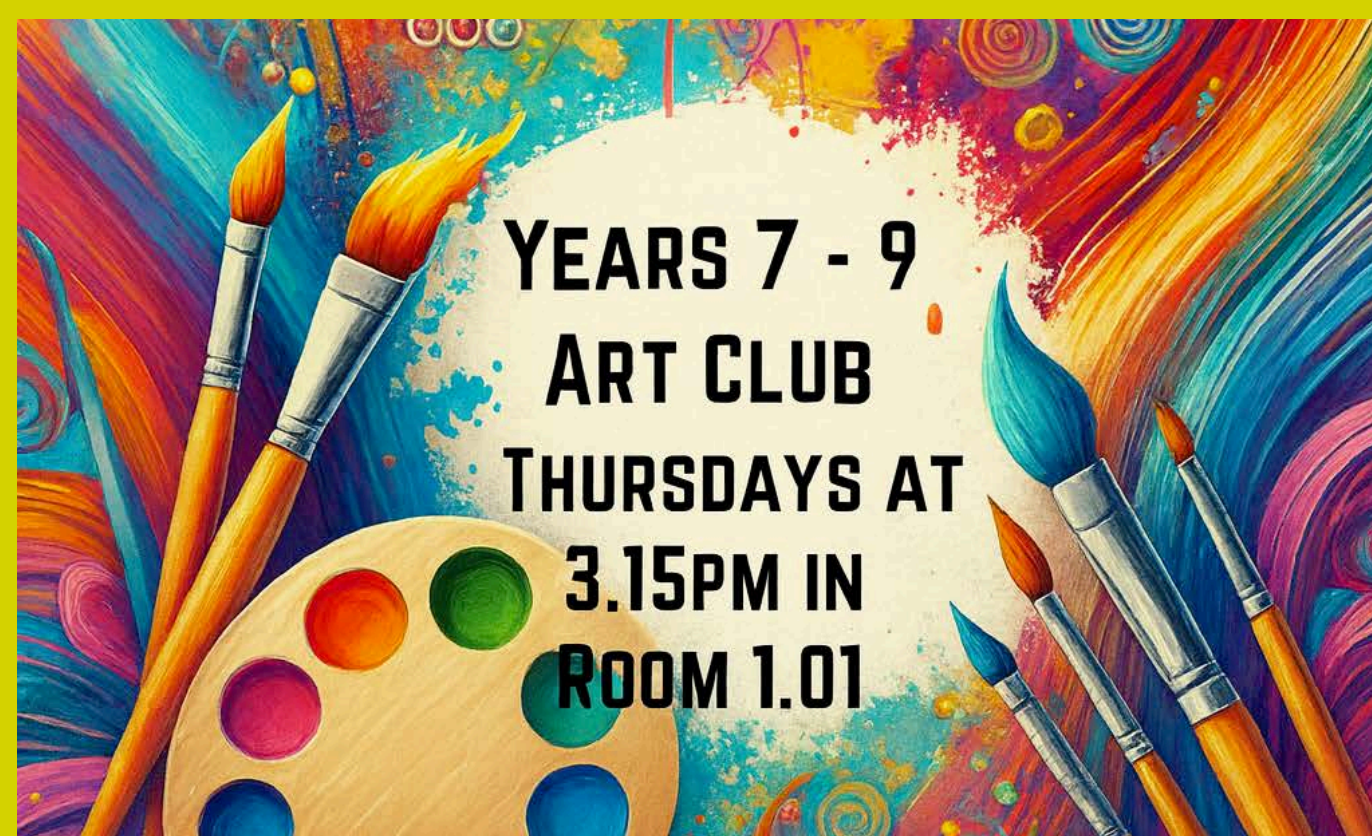
Art Club enables you to develop your creativity and artistic skills!

Art Club

Art Club is starting again!

Come and practice your drawing and painting skills and develop your creativity, using some new materials and see what effect they give to your work. Feed your inspiration and see your artistic skills grow! It is open for Years 7- 9 so come along and make new acquaintances!

Join us on **Thursdays at 3:15pm in UTC room 1.01.**



Badminton Club

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



Badminton Club has been a highlight for many students this term, offering a chance to develop skills, stay active, and enjoy friendly competition. Whether beginners or more experienced players, everyone has had the opportunity to improve their technique, including serving, smashing, and net play.

The club also focuses on game tactics, helping students understand positioning, shot selection, and how to outsmart an opponent during rallies. Matches and mini-tournaments give players a chance to put their skills into practice, building confidence and resilience.

Beyond improving badminton skills, the club encourages teamwork, sportsmanship, and a love for staying active. With enthusiasm and energy on every court, Badminton Club has been a great way for students to challenge themselves while having fun.

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



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

Basketball Club

The basketball team continues to grow and develop and this term we have been fortunate to welcome the support of a new sixth form student, Paulson.

Paulson has quickly made a positive impact on the team. His basketball ability is clear to see and his technical skills, awareness of the game and understanding of teamwork have already helped to raise the level of training sessions as our new coach. However, it is not just his ability on the court that has stood out.

What has been most impressive is Paulson's willingness to give up his own time to support others. Each Wednesday he joins the sessions to help guide and develop the team, sharing his knowledge and encouraging players to improve their confidence and skills. His positive attitude and friendly personality make him a fantastic role model for the younger students in the team. The players have responded brilliantly to his support and it has been great to see the team continue to grow in both skill and confidence. Having a senior student willing to contribute in this way makes a real difference to the culture of sport within the college. We are very grateful to Paulson for the time and effort he gives each week and look forward to seeing the continued development of the basketball team as the season progresses. **Join us on Wednesdays at 3:15pm in the IA Sports Hall!**

Boxing Club

New Key Stage Three Boxing Club is now up and running!

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



This module saw the launch of our key stage three boxing club. Students have been put through their paces developing their stamina and boxing fundamentals. It has been particularly pleasing to see all of the students involved thus far, show a 'never give up' mentality leading them to develop their personal resilience. When questioned students felt that developing their timing and footwork linked to the sport has helped develop their overall fitness.

The club runs on a Tuesday after school at 3.15pm until 4.15pm in the Sports Hall. All key stage three students are welcome to attend no matter ability or starting points linked to the sport. It would be great to see some new students come and join in!

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



Chess Club allows you to build analytical and critical thinking skills and learn to anticipate your partners next move

Chess Club

As a newly founded club, the members are diving straight into the thick of it. We have established a league for the players, which currently sees Gabriel K from year 8, and Jake J from year 10 at the top.

Popular with the younger years, there has been a huge buzz with the club among the year 10s. We are hoping to expand and gain members in year 9 and 11, and for the possibility of playing students at other schools. It's open for Years 7-11 of any ability.

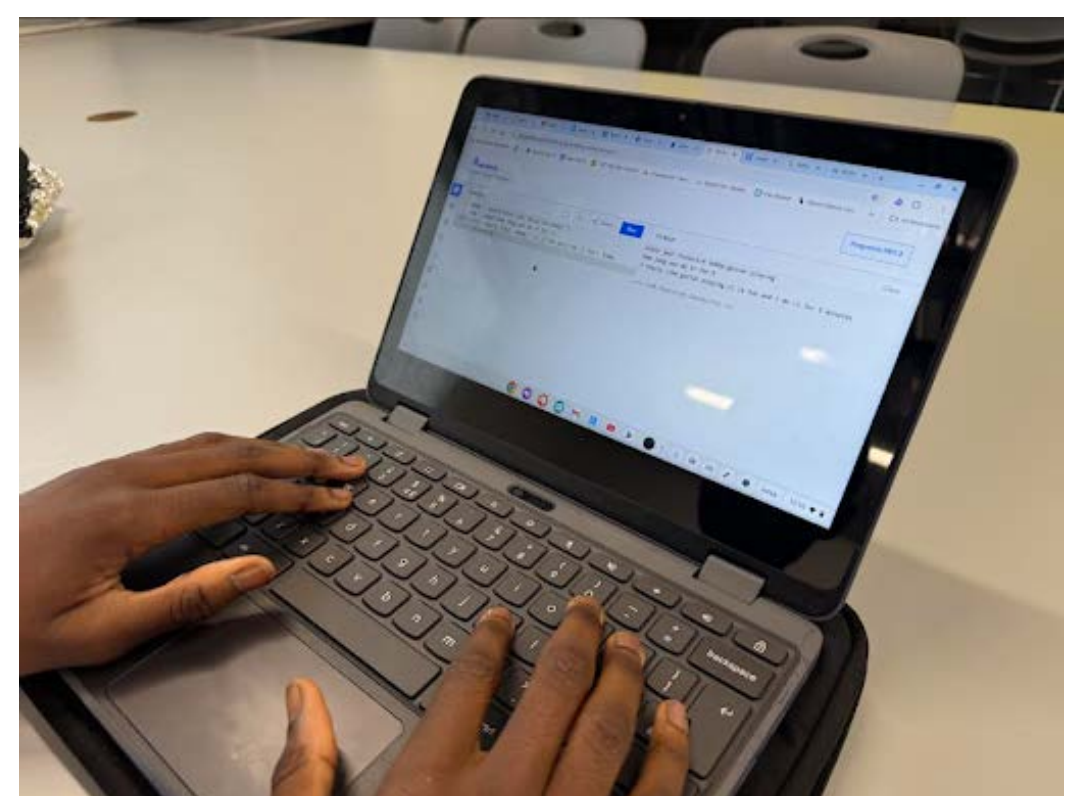
Join us on Wednesdays at 2:15pm in UTC Room 1.14!

Coding Club

Students are learning about the basics of if statements in Python. They have moved past simple lists of commands and have started writing code that could make its own decisions. By using specific conditions, they have learnt out how to make a program run different tasks based on the input it received. Students have also practiced using proper indentation to keep their logic organised and are learning how to use Else to create a backup plan when a condition isn't met. For example, students have been working on decision making where they write code that chooses between different paths. Students have also been working on comparisons where they used symbols like `>` and `==` to check values as well as code structure where students use spaces to show which code belongs to an if statement.

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

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





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

Cookery Club

Cooking Club: Food, Fun & Flavour!

Cooking Club has been buzzing this term, with students creating a fantastic range of dishes including spring rolls, bacon turnovers and homemade doner kebabs. Each session has been filled with energy, teamwork and plenty of delicious aromas.

More than just cooking, the club offers a relaxed and enjoyable space where students build confidence, develop practical skills and work collaboratively. It's been a brilliant term and a truly tasty one!

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



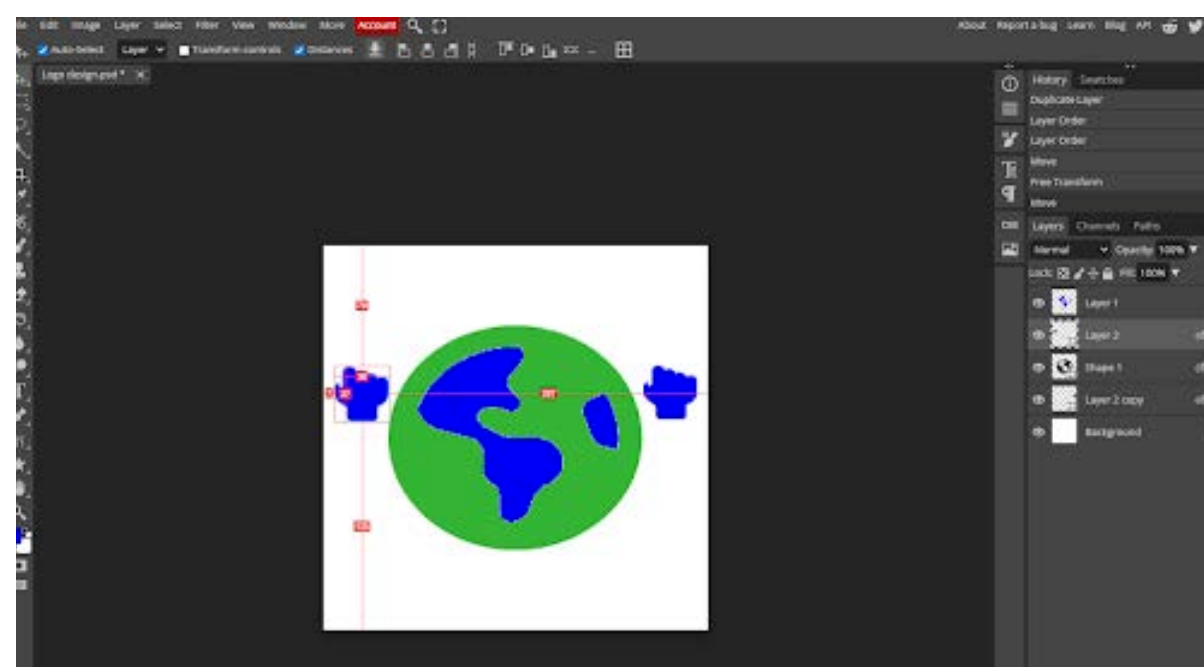
Creative iMedia Club

Our Year 10 Creative iMedia group has been working incredibly hard lately! They've officially started practicing for their big NEA assessment, which starts from March 10th. The classroom has turned into a real creative hub, and honestly, the skills they are showing off are impressive.

From digital design to clever layouts, the work they're producing is top-tier. It's brilliant to see them so focused and confident as they head into the real thing. At this rate, they are going to produce some fantastic final projects!

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

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





Darts Club is the place to develop precision skills and self-discipline to hit those targets, and do maths!

Darts Club

Bullseye! Darts Club Hits the Big Time (IA Canteen)

What started as a few students huddled around a single board in the confines of Mr. Haynes' office in Module 3 has officially exploded into a school-wide phenomenon.

Thanks to a surge in popularity and some serious investment, the Darts Club has moved out of the office and into the big leagues. We are thrilled to announce that we now have four professional-grade boards permanently stationed in the IA Canteen, providing plenty of space for the next generation of Luke Littlers/Beau Greaves to hone their craft.

Our student numbers have gone from a handful of pioneers to a thriving community. Whether you're a seasoned pro or have never even held a flight, the atmosphere is all about friendly competition and improving your aim.

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



Fitness Club

Our Fitness Club is a fun and engaging space where students come together to learn about health, exercise, and overall wellbeing.

Each session takes place every Thursday from 3:15pm to 4:10pm, giving students a chance to unwind after school while gaining valuable knowledge about staying active.

We explore different fitness topics such as workout techniques, nutrition, and the benefits of regular exercise. Students can watch demonstrations, follow guided routines, and discuss ways to improve their own fitness habits.

The club is designed to be interactive, encouraging everyone to participate, ask questions, and share ideas. Whether you are a beginner or already enjoy sports, Fitness Club is a great way to build confidence, learn new skills, and stay motivated. Join us each week to boost your energy, improve your health, and have fun with friends.

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

Fitness Club is the place to improve your strength and stamina and go at your own pace!





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

Football Club

Semi-final Cup- Year 8

The Year 8 team faced Stone Lodge in an exciting and hard-fought cup semi-final, delivering a match full of drama, determination, and resilience. UTC started the game well, taking an early 1–0 lead and showing real confidence on the pitch. Stone Lodge responded strongly, however, and managed to equalise, bringing the score to 1–1. UTC thought they had regained the lead shortly after with a well-taken free kick from the half way line, but unfortunately the goal was ruled offside. Just before half-time, Stone Lodge took the advantage, making it 2–1. The second half proved challenging, as a defensive error allowed Stone Lodge to extend their lead to 3–1. With momentum against them, UTC found themselves further behind as the score reached 5–1, and heads began to drop.

A tactical change to a 4-4-2 formation helped shift the game’s momentum. UTC showed great character to fight back, pulling the scoreline to 5–3. Reggie N and William scored the final two goals, capping off a strong late comeback.

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

German Club



“Bertha Benz Inspires: Women Powering STEM Forward”

The German Ambassadors delivered an engaging assembly to celebrate International Women’s Day, focusing on the theme of Women in STEM. They explained that the day was first proposed in 1910 by German women’s rights activist Clara Zetkin at the International Conference of Working Women, where she called for an annual event to promote equal rights, including women’s right to vote. Her idea was supported by over 100 women from 17 countries, leading to the global movement we recognise today. Students also learned that International Women’s Day is known as “Frauentag” in Germany and is used to celebrate women’s achievements and promote equality. The assembly highlighted inspiring female figures such as Bertha Benz and Marie Curie, alongside other influential women in science and mathematics. Students were eager to participate in the interactive quiz, enthusiastically answering questions and earning sweets as rewards, which added a fun and competitive element. The presentation concluded with the message “Give to Gain,” emphasising that when women are given equal opportunities, society as a whole, benefits. Overall, the assembly was both informative and inspiring, encouraging students to reflect on the importance of women in STEM - *“Bertha Benz drives not just cars... but industry forward”*.

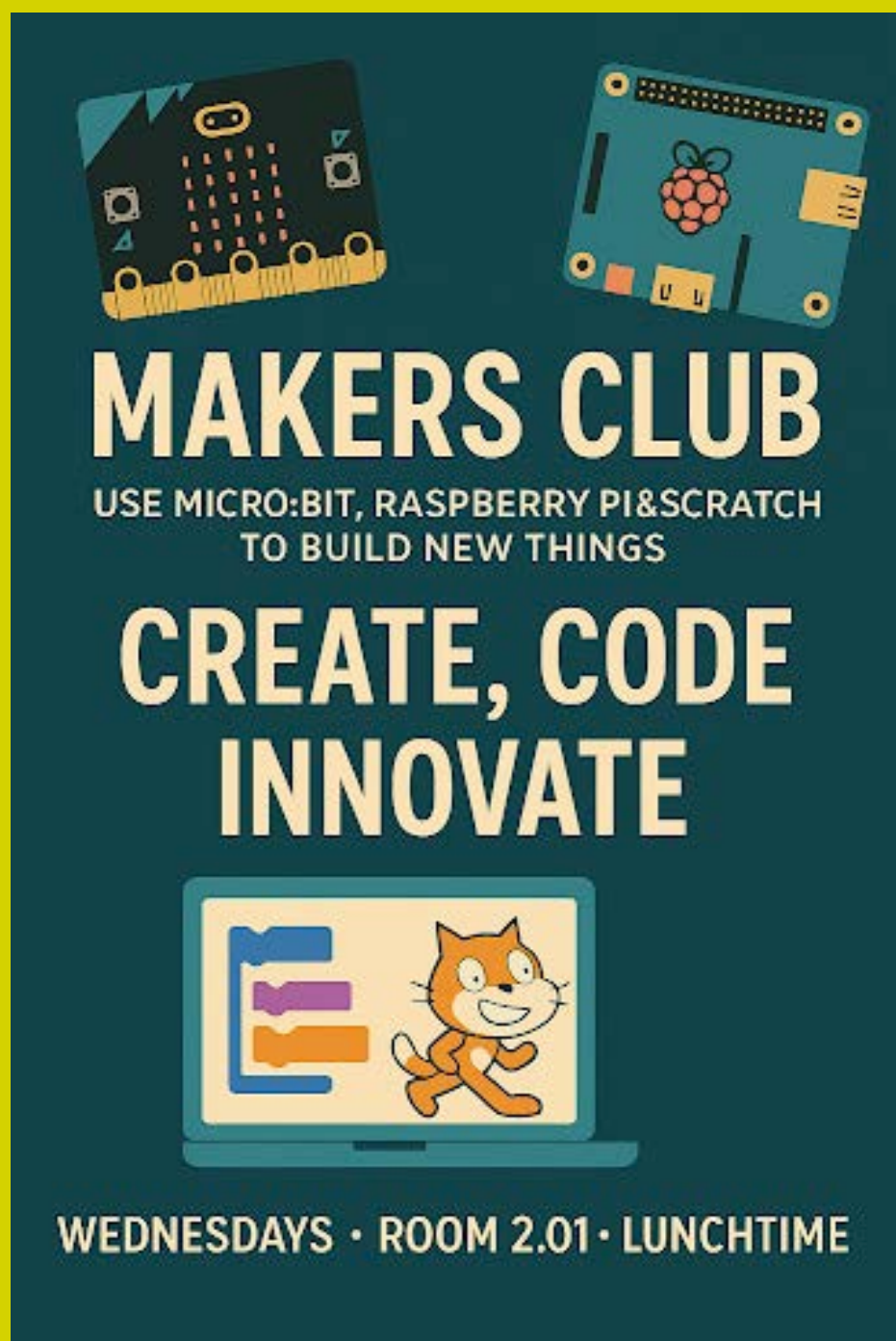
German Club is the place to learn about a new culture, a new language and represent the school!



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

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

Makers Club



Ready to bring ideas to life? Makers Club returns this term 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.

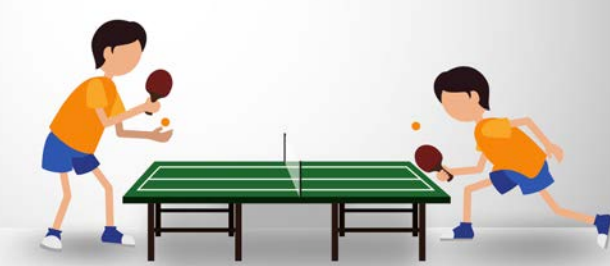
Whether you're a curious beginner or a tech-lover hungry for a challenge, this is the place to tinker, build, test and innovate.

Join us on Wednesdays lunchtime in UTC Room 2.01!

Table Tennis Club

The new lunchtime Table Tennis club on Wednesdays offers students a positive and engaging alternative to simply standing around on the playground.

Table Tennis is a fun way to challenge yourself, build speed and compete against your friends!



Many students appreciate having an activity they can actively participate in, especially those who may not feel confident or interested in traditional playground sports like football or basketball. By providing a structured yet relaxed environment, the club encourages inclusivity and gives everyone a chance to be involved, regardless of skill level. Students can enjoy friendly matches, improve their coordination, and build confidence in a supportive setting.

A good approach for students attending the club is to focus on participation, respect, and enjoyment rather than competition alone. Taking turns, encouraging others, and being open to learning new skills helps create a welcoming atmosphere for everyone. Students can also set small personal goals, such as improving their serves or rallies, which keeps the activity motivating and fun. Overall, the table tennis club promotes both physical activity and social interaction, making lunchtime more enjoyable and meaningful for a wider range of students.

Join us on Wednesdays lunchtime by the table tennis tables in the IA Playground!



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

STEM Club

STEM CLUB: Module 4 – Growing, Building & Discovering!

Module 4 of STEM Club was all about nature, engineering and investigation. Students rolled up their sleeves and took on exciting challenges that showed how science connects to everyday life from growing food to building strong structures and exploring animal behaviour.

Planting Vegetables – From Garden to Kitchen

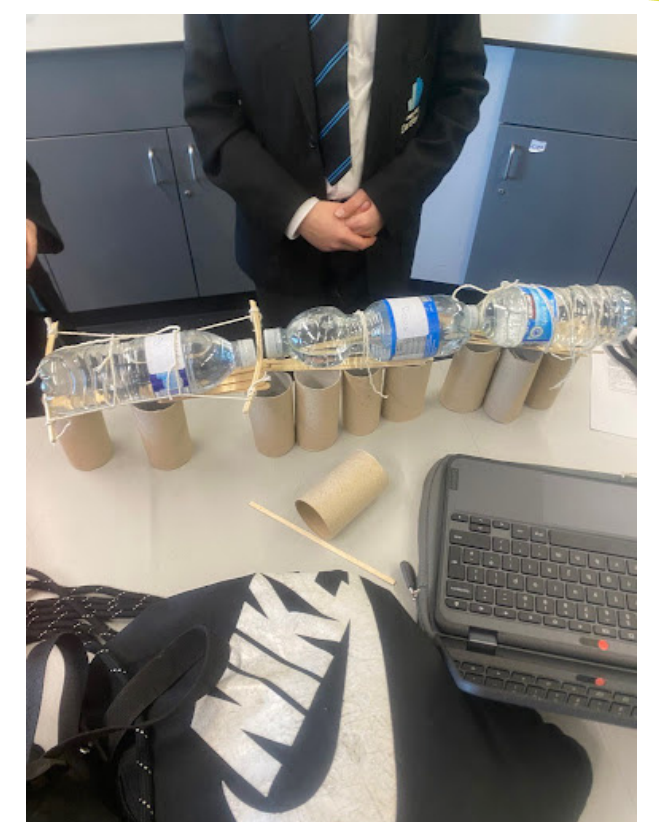
Students stepped into the role of young gardeners as they planted their very own vegetables. They learned how plants grow, what they need to survive, and how patience plays a big role in gardening.

But the fun doesn't stop in the garden! The goal is for students to eventually harvest their vegetables and use them at home to cook new recipes with their families. It's a great way to learn where our food comes from while enjoying the rewarding process of growing it.



Bridge Building Challenge – Strength Meets Design

Next, students became engineers and designers. Their challenge was to build a bridge that was not only creative and beautifully designed, but also strong enough to hold 500 g of water. Teams tested their bridges carefully, watching to see which structures could withstand the weight. Some bridges bent, some collapsed, and some impressed everyone with their strength. It was a brilliant way to learn about forces, stability and design.

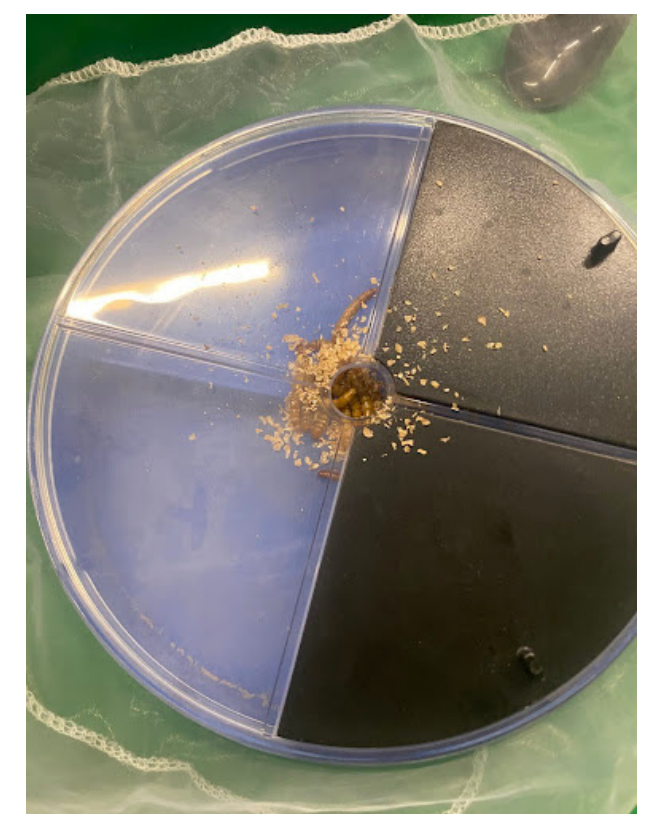


Choice Chambers – Worm Investigations

For their final experiment, students became investigators studying worm behaviour using choice chambers. They explored questions such as:

- Do worms prefer light or darkness?
- Can worms find food more easily in the dark or in the light?

Watching the worms move and recording their observations helped students understand how animals respond to their environments just like real scientists studying behaviour in the wild.



STEM Club continues to prove that learning science can be hands-on, exciting and full of discovery. **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

Our gaming community continues to thrive, with a steady turnout of over 12 gamers participating every week! Gaming provides so many wonderful benefits, especially when it comes to building friendships and supporting social interaction.

Come join the fun at our Gaming Club, held every Tuesday after school at our new location right outside Room 2.01. This module, we are excited to focus on competitive fighting games, featuring titles like Marvel vs. Capcom, Injustice, and Street Fighter. See you there!

Join us on Tuesdays at 3:15pm in UTC Room 2.01!



Young Writers' Club



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



Young Writers & Journalists: Finding Their Voice

The Young Writers and Journalists club has been a hive of creativity this term, with students developing their writing skills and exploring what it means to communicate clearly and confidently. From crafting articles and opinion pieces to experimenting with storytelling and interviewing, students are learning how to shape ideas and engage an audience.

The club provides a supportive space where pupils can share their work, give constructive feedback and build confidence in their own voice. It has been fantastic to see students grow in independence, creativity and enthusiasm for writing and journalism. Several pupils have even had their writing published in two books over the past 2 modules - How amazing!

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

Interventions and Revision

Year 11 & Year 13: Entering the Final Preparation Phase

Module 4 marked a significant turning point in the examination journey for Year 11 and Year 13 students. As the module progressed, students completed a range of targeted activities designed to strengthen their readiness for the summer examination series. With GCSE mock results scheduled to be shared on Thursday 26th March during the evening event for families, it became increasingly clear that this information would play a vital role in shaping the final phase of revision. Students were reminded throughout the module that this feedback would highlight strengths, identify gaps, and make focused revision absolutely essential in the weeks ahead.

During the module, Year 11 students took part in a bespoke programme across 19th and 20th March, combining specialist intervention with the delivery of statutory Relationship and Sex Education (RSE). On Thursday, students completed Parts 1 and 2 of the RSE curriculum within the normal school day. This was followed on Friday by a full intervention day, led in part by Trust Curriculum Advisors, before students completed Parts 3 and 4 of the RSE programme in the afternoon. These sessions were carefully designed to address misconceptions, refine exam technique, and ensure students were better prepared for the demands of their final assessments.

The module also included an important opportunity for parental engagement through “A Parents’ Guide to the GCSEs”, held on Thursday 26th March from 5:30pm to 6:00pm. This event provided families with key information about the Year 11 journey, including how best to support revision at home, an overview of the examination period, and the sharing of students’ GCSE timetables. With mock results being shared alongside this event, it represented a key moment for reflection, reinforcing the importance of consistent revision and full engagement with the support available.

Looking ahead, structured support continues beyond the school day. From Monday 30th March to Thursday 21st May, students will be able to access online revision sessions, running Monday to Thursday from 7:00pm to 8:00pm via Google Classroom. These sessions will focus on exam-style questions, key knowledge, and strategies for maximising marks, providing ongoing support as students move closer to their final examinations. In addition, Easter Holiday Intervention Sessions will take place from Monday 7th April to Thursday 17th April. These sessions will provide further compulsory and optional opportunities for students to engage in focused revision across a range of subjects, ensuring that the holiday period is used productively to consolidate learning and maintain momentum ahead of the examination series.

Across Module 4, the message remained clear: this was a critical phase in the academic year. Students had access to high-quality intervention, detailed feedback, and a range of structured support. The extent to which this support is now used (through consistent revision, strong attendance, and careful response to feedback) will play a decisive role in determining outcomes in the summer examinations and in securing successful progression to the next stage of education, employment or training.

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.

Understanding the risks of young people and the wrong 'sense of belonging'

Fostering a genuine 'sense of belonging' is one of the most powerful ways we can support young people, and it starts with the small things done consistently. When children feel seen, valued and accepted for who they are, they develop the confidence to take risks, build friendships and engage fully in school life. As parents and carers, we can nurture this by celebrating their individuality, encouraging positive friendships, modelling inclusive language and showing interest in the communities they're part of. Belonging grows strongest when it's rooted in doing the right thing, kindness, respect and open conversations; helping every child feel that they have a place where they matter.

These free guides from *The National College* highlights the risks and share details how best to safeguard young people in our world of technology.

Being mindful of Online Violent 'Trends':

Online trends can spread quickly, and some recent ones have encouraged risky or aggressive behaviour that can influence young people before they've had time to think critically about what they're seeing. As parents and carers, we can help by keeping open conversations at home; asking children what they're watching, helping them question the intent behind a trend, and reminding them that online popularity doesn't make something safe or acceptable.

Encouraging children to talk to a trusted adult if something feels worrying or pressuring is key. By staying curious, connected and informed, we can guide young people to navigate online spaces confidently and make choices rooted in respect and safety.

10 Top Tips for Parents and Educators FOSTERING A SENSE OF BELONGING

Feeling a genuine sense of belonging is essential for the emotional and social development of children and young people. Belonging significantly boosts self-esteem, resilience, and mental wellbeing, reducing feelings of isolation and anxiety. This guide provides practical strategies to help parents and educators cultivate inclusive environments, enhancing both academic outcomes and overall happiness among young people.

- CELEBRATE INDIVIDUAL DIFFERENCES**
Acknowledge and celebrate the uniqueness of every child. Promoting diversity and inclusion creates an environment where differences are valued rather than stigmatised. This acceptance empowers children to confidently express their identities and feel genuinely included, fostering a robust sense of belonging within both school and home settings.
- CONSISTENT COMMUNICATION**
Regularly communicate and actively listen to children, showing genuine interest in their thoughts and experiences. Creating open communication channels helps young people feel heard and valued. This approach not only builds trust but also reinforces children's perception of themselves as a vital part of their family, school and community.
- MEANINGFUL PARTICIPATION**
Give children opportunities to actively participate and contribute, whether in classrooms, at home, or in community activities. Meaningful participation helps children feel their input matters, reinforcing a sense of purpose and value. Including them in decisions and responsibilities enhances their self-worth, promoting a deeper sense of belonging and inclusion.
- FOSTER STRONG RELATIONSHIPS**
Support and encourage positive relationships between peers, educators, and families. Strong, healthy relationships significantly impact a child's sense of belonging, providing emotional support and reducing feelings of loneliness. Facilitate social interactions through group activities, teamwork, and collaborative learning to strengthen these vital connections.
- CREATE INCLUSIVE SPACES**
Design environments that reflect diversity and are welcoming for everyone. Inclusive spaces, where all children see themselves represented can dramatically improve their feelings of safety and acceptance. Consider classroom displays, books, and resources that celebrate various cultures, abilities, and backgrounds to visibly reinforce inclusivity and belonging.
- MODEL POSITIVE BEHAVIOUR**
Adults play a crucial role by demonstrating inclusive, empathetic, and respectful behaviours. Modelling positive interactions and attitudes sets a clear standard for children to follow. Children are likely to replicate inclusive behaviour, creating a supportive community atmosphere where everyone feels accepted and valued for who they are.
- BUILD EMOTIONAL LITERACY**
Teach and encourage emotional expression and understanding among children. Developing emotional literacy enables young people to articulate their feelings and empathise with others. An emotionally intelligent environment cultivates mutual respect and compassion, fostering a deeper sense of belonging and interpersonal connection within groups.
- SUPPORT PEER MENTORSHIP**
Encourage peer mentorship or buddy systems within educational settings. Peer support enhances feelings of connectedness and security, reducing feelings of isolation. When children support one another, they naturally build community bonds, nurturing a supportive culture where belonging and friendship thrive.
- RECOGNISE EFFORTS REGULARLY**
Consistently acknowledge children's contributions and achievements, however small. Recognition reinforces a child's understanding that their presence and efforts are important. Celebrating individual and collective successes helps cultivate a positive environment where children feel acknowledged, motivated, and deeply connected to peers and adults around them.
- ADDRESS BULLYING PROMPTLY**
Quickly address any incidents of bullying. Promptly intervening demonstrates a clear commitment to an inclusive and safe environment. Creating a culture where incidents are swiftly and effectively addressed reinforces trust, security, and a sense of belonging for everyone involved.

Meet Our Expert
Anna Bateman is Director of Halcyon Education Ltd and Director for Wellbeing and Family Services at Leigh Trust. With extensive experience in systemic mental health in schools, she supports educational leaders across the UK to develop inclusive, resilient, and supportive learning environments. Anna is also the lead expert for mental health at The National College.

#WakeupWednesday The National College

What Parents & Educators Need to Know about ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'seek' it but are shown it through social media feeds or messaging groups. 31% of young people involved in violence have seen violent social media content. Viral trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

WHAT ARE THE RISKS?

- ALGORITHMIC EXPOSURE**
Social media platforms are designed to keep users engaged, meaning dramatic or extreme content can spread widely and quickly. Algorithms often recommend content that reflects users' past interactions. As a result, young people may see more violent material if they have viewed, commented on, or shared it before. Repeated exposure can make violent content appear frequently in their feeds without them fully understanding why.
- WEAPONS AND CRIMINAL RISK**
Teens exposed to high levels of real-world violence on social media sometimes report feeling an increased need to carry a weapon for 'self-protection'; however, carrying a weapon increases the risk of victimisation (harm and injury to others) for young people. In addition, carrying a weapon is a serious offence that can lead to police arrest and a criminal record.
- SHARING VIOLENT CONTENT**
Encouraging or assisting an offence is a crime in the UK, including via social media, and can lead to arrest. This means sharing, forwarding, or reposting violent content carries a risk for young people too. Showing examples of content to a trusted adult is appropriate, but young people should take care not to further spread violent material by posting it online or sharing it within large messaging groups.
- FEAR, ANXIETY, AND MARGINALISATION**
Research shows young people's emotional wellbeing can be negatively impacted by repeated exposure to violent online content, especially when it depicts 'real-world' violence (as opposed to fictional depictions in games or films). Posts featuring weapons, threats, attacks and fights – or content that appears to glorify gang activity – can increase feelings of anxiety or fear among young people. Material that encourages violence targeting people because of their identity, such as their nationality or religion, can also create disproportionate harm for children belonging to those groups.
- AVOIDANCE AND ISOLATION**
Real-world violence on social media can increase young people's belief that their local communities – or the 'outside world' more generally – are unsafe places. This can result in avoidant and isolating behaviours, which may negatively affect their wellbeing. As well as feeling fearful of others, teens also report feeling judged for spending time together in large groups, which may affect their social interactions and leisure time.

Advice for Parents & Educators

- STAY INFORMED**
Stay alert for updates from police, schools, or local authorities, and follow the advice provided. Be cautious about unofficial accounts, fake content, and misinformation, which can spread quickly online or in chat groups. Ensure you get accurate information from trusted sources and encourage young people to do the same. Remind them never to share violent content online and to speak to a trusted adult instead.
- TALK CRIME AND SAFETY**
In most of the UK, the age of criminal responsibility is 10 (12 in Scotland). This means there can be serious criminal consequences for carrying a weapon, taking part in violence, or filming or sharing violent content. Discuss the law with young people alongside practical safety strategies. Ask questions such as: "What could you do if you feel unsafe?" Work together on action plans and remind them they can contact a trusted adult or the police if they witness or experience violence.
- DISCUSS SOCIAL MEDIA**
Encourage young people to talk about the content they see online and the effect it can have. This can be an opportunity to discuss topics such as misinformation, AI-generated material, the attention economy, and algorithms, helping them understand how and why extreme content can spread online. Explore tools available to block, report, and remove harmful content, and signpost where to get support and advice, such as report harmful content.com.
- ENCOURAGE POSITIVE ACTION**
Focus on strengthening young people's positive experiences both online and within their local communities. Discuss strategies to reduce negative social media effects, such as time limits, unfollowing certain accounts, or taking breaks from apps. Encourage offline activities such as spending time with friends, visiting local places, and taking part in hobbies that bring them joy, purpose, and connection. Remind them they can seek support with any concerns at any time via childline.org.uk.

Meet Our Expert
Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in media law, online safety, and young people. Her PhD investigates youth understandings of criminal and legal risks in a digital context. She works in schools to provide award-winning education on the criminal, legal, and ethical considerations of rapidly advancing technologies.

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See full reference list on our website

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Student Voice Team Supporting Comic Relief

Our Student Voice team has had another incredibly active and successful module, continuing to demonstrate the positive impact that student leadership can have across the college community. This module, the team selected Comic Relief as their chosen charity and set out to raise as much money as possible while engaging students and staff in a range of fun and creative activities. To make the fundraising even more exciting, they worked with staff to launch a friendly competition between departments to see which department could raise the most money for the cause.

Departments across the college embraced the challenge and the response was fantastic. A number of creative fundraising activities took place including staff v student basketball, personalised greeting cards using AI, darts competition to beat Mr Watson's score, E-Sports Tournament, remote control car fastest lap race and many more! The enthusiasm from both staff and students made the campaign a huge success and helped raise a fantastic amount of money for Comic Relief.

The Student Voice team were instrumental in organising and promoting these activities, encouraging participation and helping to create a real sense of community around the fundraising effort. Their energy, organisation and commitment were clear to see throughout the campaign.

In addition to their charity work, the Student Voice team also played an important role in the recent recruitment process for the new Principal. Ten members of the team formed a student interview panel and took part in the formal interview process. Each student prepared and asked two thoughtful questions to the candidates, focusing on areas that matter most to students.

Following the interviews, the panel met to discuss the responses they had heard and carefully considered who they felt was the strongest candidate for the role. The students conducted themselves with great professionalism and maturity throughout the process, demonstrating exactly why student voice is such an important part of our school community. We are incredibly proud of the contribution they continue to make.



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:

- 'Mindful March' - tips and advice on how to practice mindfulness and connect!
- 'Active April' - some tips and tricks to get more active at home and away!



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

'Mindful March' - tips and advice on how to practice mindfulness and connect!

Mindful March 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Set an intention to live with awareness and kindness	2 Notice three things you find beautiful in the outside world	3 Start today by appreciating your body and that you're alive	4 Notice how you speak to yourself and choose to use kind words	5 Bring to mind people you care about and send love to them	6 If you find yourself rushing, make an effort to slow down	7 Take three calm breaths at regular intervals during your day
8 Eat mindfully. Appreciate the taste, texture and smell of your food	9 Take a full breath in and out before you reply to others	10 Get outside and notice how the weather feels on your face	11 Stay fully present while drinking your cup of tea or coffee	12 Listen deeply to someone and really hear what they are saying	13 Pause to watch the sky or clouds for a few minutes today	14 Find ways to enjoy any chores or tasks that you do
15 Stop. Breathe. Notice. Repeat regularly	16 Get really absorbed with an interesting or creative activity	17 Look around and spot three things you find unusual or pleasant	18 Have a 'no plans' day and notice how that feels	19 Cultivate a feeling of loving-kindness towards others today	20 Focus on what makes you and others happy today	21 Listen to a piece of music without doing anything else
22 Notice something that is going well, even if today feels difficult	23 Tune into your feelings, without judging or trying to change them	24 Appreciate your hands and all the things they enable you to do	25 Focus your attention on the good things you take for granted	26 Choose to spend less time looking at screens today	27 Appreciate nature around you, wherever you are	28 Notice when you're tired and take a break as soon as possible
29 Choose a different route today and see what you notice	30 Mentally scan your body and notice what it is feeling	31 Discover the joy in the simple things of life				

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

'Active April' - some tips and tricks to get more active at home and away!

Active April 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1 Commit to being more active this month, starting today	2 Spend as much time as possible outdoors today	3 Listen to your body and be grateful for what it can do	4 Eat healthy and natural food today and drink lots of water	5 Turn a regular activity into a playful game today
6 Do a body-scan meditation and really notice how your body feels	7 Get natural light early in the day. Dim the lights in the evening	8 Give your body a boost by laughing or making someone laugh	9 Turn your housework or chores into a fun form of exercise	10 Have a day with less screen time and more movement	11 Set yourself an exercise goal or sign up to an activity challenge	12 Move as much as possible, even if you're stuck inside
13 Make sleep a priority and go to bed in good time	14 Relax your body & mind with yoga, tai chi or meditation	15 Get active by singing today (even if you think you can't sing!)	16 Go exploring around your local area and notice new things	17 Be active outside. Plant some seeds and encourage growth	18 Try out a new exercise, activity or dance class	19 Spend less time sitting today. Get up and move more often
20 Focus on 'eating a rainbow' of multi-coloured vegetables today	21 Regularly pause to stretch and breathe during the day	22 Enjoy moving to your favourite music. Really go for it	23 Go out and do an errand for a loved one or neighbour	24 Get active in nature. Feed the birds or go wildlife-spotting	25 Have a 'no screens' night and take time to recharge yourself	26 Take an extra break in your day and walk outside for 15 minutes
27 Find a fun exercise to do while waiting for the kettle to boil	28 Meet a friend outside for a walk and a chat	29 Become an activist for a cause you really believe in	30 Make time to run, swim, dance, cycle or stretch today			

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

Raising the Profile of Post 16

Driving Careers Forward: Ford Motor Company Inspires Post-16

Post-16 students recently welcomed a representative from Ford Motor Company for an insightful session focused on the wide range of apprenticeship opportunities available within the automotive giant. The talk moved beyond just career paths, diving deep into the essential interview techniques required to succeed in such a competitive industry.

Students were given expert advice on the importance of balancing assertiveness with confidence, and the necessity of conducting thorough company research prior to any application. A significant portion of the session was dedicated to the power of personal anecdotes, with the representative explaining how to effectively demonstrate core competencies like team working and problem-solving through real-life examples. Our students showed their keen industry awareness by engaging in a sophisticated Q&A session, asking probing questions about Ford's current global challenges and the evolution of their brand identity as they transition into the era of new EV (Electric Vehicle) models. The visit provided a fantastic bridge between classroom learning and the professional standards expected by a world-leading manufacturer.



In addition to their academic and technical achievements, our Year 13 students have been demonstrating exceptional leadership through a new peer-mentoring program. Supporting Year 12 students across Psychology, Engineering Design & Technology, the Sciences, and Mathematics, these senior students are providing invaluable subject-specific guidance and academic support. Beyond the curriculum, this initiative creates a vital connection between the year groups, offering Year 12s a unique opportunity to speak with mentors who are currently navigating the transition to post-18 life.

Whether discussing the nuances of a UCAS personal statement or the rigors of an apprenticeship application for companies like Google or BAE, the Year 13s are sharing first-hand experiences of their next steps toward university and industry. This culture of collaboration not only strengthens our school community but ensures our Year 12s feel supported as they begin to map out their own professional journeys.

Raising the Profile of Post 16

Professional Development was further enriched by two powerful guest speaker sessions that provided our students with both critical safeguarding awareness and inspiring career roadmaps. Tom Hicks delivered an essential presentation on Prevent, engaging students in vital discussions regarding safety and community responsibility.

This was followed by a fascinating careers talk from Ellie Martin, who detailed her diverse professional journey. Ellie provided a deep dive into her time with the police force, explaining the rigorous entry requirements and assessment processes while highlighting the vast range of roles available within Medway Police. She then transitioned to her current impactful work at a local housing association, where she supports families in creating safe, supportive home environments.

Students found the day incredibly rewarding, noting that hearing about such varied and meaningful career paths, from law enforcement to community support, really helped them visualise the different ways they can make a positive impact after leaving school.



The cycle of academic excellence continues as we officially launch the Extended Project Qualification (EPQ) for our Year 12 students. To kick-start their journey, our Year 13 veterans are eager to showcase their own finished presentations to the new cohort. This peer-led session will allow Year 12s to see the incredible standard of work required, from complex engineering prototypes to deep-dive research dissertations, while gaining first hand advice on how to manage such an independent project.

By sharing their challenges and successes, the Year 13s are helping to ignite the same curiosity and tenacity in their younger peers, providing a clear roadmap for how to transform an initial idea into a high-level qualification that is respected by both universities and top-tier employers.





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