

# Sandwell Academy Family Guide



*The SA Way 2025/2026*

**Be Brave Be Kind Be Proud**

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# Head's Welcome

Dear Parent/Carer,

Welcome to the Sandwell Academy Family Guide. Contained within this guide is important information to help you understand who we are and what we do at the Academy.

We believe that crucial to educational success is close collaboration between the Academy, the students we teach, and the parents and carers who nurture them. We want to ensure that you have all the information you need to support your child throughout their learning journey.

Within this guide, you will find information related to our vision and values, our high expectations for all learners, the ambitious curriculum that we provide, and the way that we deliver it. You will also find practical details around how the Academy Day runs, and who is responsible for key areas of our work.

We hope that you will read this handbook carefully, and that if you have any questions, you get in touch with us.

Thank you for your cooperation as we build brilliance together.

With best wishes,

Mr J Saunders  
Headteacher



# Section 1 - The Sandwell Academy 'SA' Way





# Our Shared Culture and Values

At Sandwell Academy, we are proud to promote a positive, inclusive, and ambitious school culture known as **The SA Way**. This approach is built around three core values that underpin everything we do:

- **Be Brave** – we encourage our students to take on challenges, try new things, and show resilience when things get tough.
- **Be Kind** – we teach our students to treat others with respect and compassion, contribute positively to the school community, and support those around them.
- **Be Proud** – We expect our students to take pride in their behaviour, learning and achievements – and represent themselves and the Academy with integrity.

## Be Brave Be Kind Be Proud

These values shape the way students, staff, and families work together every day. They are at the heart of our standards, rewards, and support systems.

### What This Means for Your Child

Students are supported to understand and live out *The SA Way* through:

- Daily routines and consistent expectations in and out of lessons
- Recognition and praise for showing bravery, kindness, or pride
- A curriculum – both academic and welfare – that reinforces character and values
- Strong relationships between students and staff built on mutual respect

### How You Can Support at Home

We ask families to help reinforce *The SA Way* by:

- Talking with your child about the values and what they look like in practice
- Celebrating when they are praised or receive rewards for living out these values
- Encouraging resilience, respect, and pride in everything they do – in school and at home

Together, we can ensure that every student feels part of a positive, ambitious, and caring community where they are supported to thrive.

# Sandwell Academy Parent/Carer Charter

## Inspiring students to be Brave, Kind and Proud – together

At Sandwell Academy, we believe that students thrive when school and families work in partnership. Our shared values – **Be Brave, Be Kind, Be Proud** – guide everything we do. When parents and carers actively support these values, it strengthens the culture of our school and ensures every student has the best chance to succeed.

This charter sets out how parents and carers can help reinforce our values and expectations, supporting a safe, respectful, and ambitious learning environment.

### **Be Brave – *Doing what's right***

#### **As a Parent/Carer, I will:**

- Encourage my child to make good choices, even when it's difficult, and to behave calmly and respectfully at all times.
- Support the Academy's behaviour policy and the importance of clear expectations and consistent routines.
- Reinforce the importance of accepting consequences maturely and learning from mistakes.
- Promote resilience and independence—helping my child to persevere through challenges, and to ask for help when needed.
- Talk with my child about speaking up if something isn't right, and support them to stand up for themselves and others in a respectful way.
- Ensure my child attends school every day, on time, ready to engage fully with learning.

### **Be Kind – *Respecting others***

#### **As a Parent/Carer, I will:**

- Model respectful communication when speaking with school staff, and expect the same from my child.
- Remind my child to move calmly and purposefully through the school building and to treat all spaces and equipment with care.
- Reinforce the importance of speaking kindly, including others, and showing zero tolerance for bullying or unkindness—both in person and online.
- Support the school's approach to classroom behaviour by encouraging focus and respect for learning.
- Discuss appropriate online behaviour with my child and monitor their use of social media.

## Be Proud – *Taking responsibility for your conduct and learning*

### As a Parent/Carer, I will:

- Ensure my child wears the correct uniform every day and understands that it reflects pride in themselves and the school.
- Encourage my child to complete homework and classwork to a high standard, praising effort as well as achievement.
- Help my child understand that they represent the Academy at all times—including outside of school—and that their conduct should reflect this.
- Support the school's mobile phone policy, ensuring students know that they should not be used, seen or heard.
- Talk with my child about how their actions in the community and online can reflect on their school.

## Safety, Law and Consequences

### As a Parent/Carer, I will:

- Reinforce the importance of keeping all members of the school community safe and support swift consequences for any behaviour that does not meet the values of the Academy.
- Speak openly with the school if I am concerned about my child's wellbeing or choices, particularly regarding bullying, violence, or the use of harmful substances.
- Help my child understand that any behaviour which breaks the law also breaks the Student Charter

By working together in line with these shared values, we will support every student to become confident, respectful and successful in school and beyond.

***The Student Charter can be found in your child's planner—please take a moment to read through it together and sign to show your shared commitment to upholding the Academy's values and expectations***

# Term Dates 2025/26

August 2025						
M		4	11	18	25	
T		5	12	19	26	
W		6	13	20	27	
Th		7	14	21	28	
F	1	8	15	22	29	
S	2	9	16	23	30	
S	3	10	17	24	31	

September 2025						
M		1	8	15	22	29
T		2	9	16	23	30
W		3	10	17	24	
Th		4	11	18	25	
F		5	12	19	26	
S		6	13	20	27	
S		7	14	21	28	

21 school days

October 2025						
M		6	13	20	27	
T		7	14	21	28	
W	1	8	15	22	29	
Th	2	9	16	23	30	
F	3	10	17	24	31	
S	4	11	18	25		
S	5	12	19	26		

18 school days

November 2025						
M		3	10	17	24	
T		4	11	18	25	
W		5	12	19	26	
Th		6	13	20	27	
F		7	14	21	28	
S	1	8	15	22	29	
S	2	9	16	23	30	

19 school days

December 2025						
M	1	8	15	22	29	
T	2	9	16	23	30	
W	3	10	17	24	31	
Th	4	11	18	25		
F	5	12	19	26		
S	6	13	20	27		
S	7	14	21	28		

15 school days

January 2026						
M		5	12	19	26	
T		6	13	20	27	
W		7	14	21	28	
Th	1	8	15	22	29	
F	2	9	16	23	30	
S	3	10	17	24	31	
S	4	11	18	25		

20 school days

February 2026						
M		2	9	16	23	
T		3	10	17	24	
W		4	11	18	25	
Th		5	12	19	26	
F		6	13	20	27	
S		7	14	21	28	
S	1	8	15	22		

14 school days

March 2026						
M		2	9	16	23	30
T		3	10	17	24	31
W		4	11	18	25	
Th		5	12	19	26	
F		6	13	20	27	
S		7	14	21	28	
S	1	8	15	22	29	

20 school days

April 2026						
M		6	13	20	27	
T		7	14	21	28	
W	1	8	15	22	29	
Th	2	9	16	23	30	
F	3	10	17	24		
S	4	11	18	25		
S	5	12	19	26		

14 school days

May 2026						
M		4	11	18	25	
T		5	12	19	26	
W		6	13	20	27	
Th		7	14	21	28	
F	1	8	15	22	29	
S	2	9	16	23	30	
S	3	10	17	24	31	

15 school days

June 2026						
M	1	8	15	22	29	
T	2	9	16	23	30	
W	3	10	17	24		
Th	4	11	18	25		
F	5	12	19	26		
S	6	13	20	27		
S	7	14	21	28		

21 school days

July 2026						
M		6	13	20	27	
T		7	14	21	28	
W	1	8	15	22	29	
Th	2	9	16	23	30	
F	3	10	17	24	31	
S	4	11	18	25		
S	5	12	19	26		

13 school days

August 2026						
M		3	10	17	24	31
T		4	11	18	25	
W		5	12	19	26	
Th		6	13	20	27	
F		7	14	21	28	
S	1	8	15	22	29	
S	2	9	16	23	30	

School Holiday

Staff Training Days

School Day

Bank Holiday

Total Days

Students 190

Staff 200



# Key Staff

You can find contact details for Senior Leaders, Heads of Year, Safeguarding and SEN team on the Academy website.

[Key Staff - Sandwell Academy](#)

SMT	
J Saunders – Head Teacher	K Hull – Deputy Head
M Povey – Senior Deputy	A Dickenson – Assistant Head
M Pugh – Senior Deputy	S Follis – Assistant Head
D Walton – Senior Deputy	J Hughes – Assistant Head
K Bladen – Deputy Head	R Smith – Assistant Head
T Byrne – Deputy Head	D Denker – Assistant Head
J Chapman – Deputy Head	D Kangh - Senior Leader
S Gill – Deputy Head	A Pincher – Senior Leader

Heads of Year	Assistant Heads of Year
A Parker – Year 7	A Ahmed – Year 7
M White – Year 8	T Roberts – Year 8
C Ferguson – Year 9	E Read – Year 9
A Dickenson – Year 10	N Rai – Year 10
H Sharif – Year 11	N Steube – Year 11
L Hamill – Sixth Form	N Barnes – Sixth Form
	C Morris Ashman – Sixth Form

## Other Contacts:

For safeguarding enquiries, contact [safeguarding@sandwellacademy.com](mailto:safeguarding@sandwellacademy.com)

For attendance enquiries, contact [attendance@sandwellacademy.com](mailto:attendance@sandwellacademy.com)

For SEND enquiries, contact [sen@sandwellacademy.com](mailto:sen@sandwellacademy.com)

For Welfare/Pastoral enquiries, contact [welfare@sandwellacademy.com](mailto:welfare@sandwellacademy.com)

For all general enquiries, contact [info@sandwellacademy.com](mailto:info@sandwellacademy.com)

# Timings of the Day

The Academy Day	
7.45 – 8.15	Students Arrive at the Academy
8.20 – 8.55	Registration and PT session
	35 minutes
9.00 – 10.35	Session 1a
	75 minutes + 15 minutes breakfast + 5 minutes transition
10.40 – 11.55	Session 1b
	75 minutes
12.00 – 2.00	Session 2a
	75 minutes + 40 minutes lunch + 5 minutes lunch return
2.05 – 3.20	Session 2b
	75 minutes
3.20 – 3.40	Students Depart / break before Session 3
3.40 – 4.50	Session 3
	70 minutes
4.50 – 5.00	Students Depart / Late Coaches Home

Parents should sign up for their child to attend Session 3s on the MCAS app.

If students have been invited to a compulsory Session 3 then they will automatically be signed up. Parents will be able to view this in MCAS under Clubs and Trips

# Communication

We keep parents up-to-date about their child's education and what is happening in the Academy by using a variety of communication methods:

- **Text messages** for quick, brief information.
- **Email** for information about upcoming events, closures, surveys etc.
- **Phone calls** for when immediate contact is required or to discuss students' performance.
- **Letters** to provide families with key information and updates about events. To reduce our carbon footprint, letters are usually sent digitally via MCAS.
- **Our website** is kept up to date with information regarding academy life. Our main policies and procedures can also be found here.
- **Social Media** for families to connect with us on Facebook, Instagram and Twitter (Now X). Stay updated on all the latest happenings, events, achievements, and important announcements.

Here is how you can connect with us:

- Facebook: @SandwellAcademy
- Instagram: @SandwellAcademy
- X (Twitter): @SandwellAcademy
- X (Twitter): @SASixthForm
- LinkedIn: @SandwellAcademy

## Personal Tutor

If you have a question or concern regarding your child, your first point of contact is your child's Personal Tutor, who sees your child each morning. They are best placed to advise and sign-post you to further support.

## Reception

All telephone enquires will be answered by staff on the main reception. It is our policy that teaching staff are not interrupted to answer a telephone call. You will be asked to email the relevant staff member and/or messages will be taken and forwarded to the relevant person. Parents/carers should not arrive at the Academy without a pre-arranged appointment with a member of Academy staff. When a meeting has been arranged the Academy Gatehouse and Reception will be notified.

## Absence

All cases of absence should be reported via the Class Charts Parent App. Unplanned illness must be reported by 8.15am on the day of absence. Medical/dental appointments must be reported 48 hours in advance of appointment, evidence of appointment must be attached. Please note parents/carers who contact the Academy reception to report absence will be directed to the Class Charts App

## Information Portals

We use two information portals for parents/carers to be given access to student information:

- **Class Charts** – child's behaviour events and attendance record and reporting absence
- **My Child at School (MCAS)** – recent reports/progress documents

# Section 2 – High Expectations



# Our Approach

Our approach to behaviour is relational and child-centred, grounded in the belief that strong, respectful relationships are key to creating a positive and inclusive learning environment. We hold high expectations for *all* students and are committed to supporting each child in meeting those expectations. Behaviour is not just managed but actively taught; we explicitly teach and model the behaviours we expect to see, helping students to understand and internalise them. A clear and consistent system of rewards and consequences underpins our approach, reinforcing positive choices and providing structure to help students reflect, grow, and succeed.

## Praise and Rewards

We celebrate the successes of our students, and actively promote behaviours which are fitting with our core values. Positive behaviours are reinforced, and it is our aim to ensure that a *culture of praise* and *clear system of rewards* lead pupils to becoming self-motivated members of our school community.

When students demonstrate one of our values they can receive:

- **Praise points** will be logged on Class Charts
- **Core Value Stickers** which are entered into a prize draw at the end of the term to win vouchers
- **Praise Postcards** for excellence in a core value. This can be redeemed for an immediate reward



Across each term students' efforts, progress or good behaviour will also be recognised and rewarded by:

- Heads of Department
- Personal Tutor Star Student
- Head of Year recognition/lunch
- Senior Leader Recognition and whole-school Star Student
- Head's Commendation given to students who have shown exceptional qualities, achievements, or improvements
- Throughout the year, students are invited to celebrate their successes:
- Hot Chocolate Friday – end of each half term
- Celebration assembly – end of each term
- Celebration event – end of each term. For students who consistently demonstrate our core values of bravery, kindness, and pride and are in the top 20% of core value sticker earners in the year group.



# The House System

The Academy operates a House System, with each student's individual success contributing to the wider success of their house. Each student will be a member of one of eight houses.

## Our Houses



At Sandwell Academy, the House system plays a central role in fostering community, character, and competition. Each PT group is assigned to one of our Houses, named after local role models, promoting a sense of belonging and shared purpose. Through positive behaviour, participation in House events, and academic engagement, students earn House Points, which contribute to their House's overall total. Curriculum competitions, assemblies, and charity fundraising all offer opportunities for students to come together, showcase their strengths, and make meaningful contributions. Leadership is encouraged through the role of House Captains, who help organise events and represent their peers. High-performing Houses and individuals are celebrated regularly, with students rewarded through badges, postcards, broadcast features, and an annual trip to Alton Towers. The House system reflects the Academy's values and encourages every student to take pride in their contribution to a thriving school community.

# Classroom Routines

Students have a lot to contend with when they come to school, and so we ensure that they are faced with as much consistency as possible.

In lessons, we have six consistent routines that we follow to ensure that we maximise learning time in the classroom, and students have the right condition to succeed.



Students **sit to start** as soon as they enter the room, regardless of whether the teacher has arrived. This demonstrates preparation for learning.



Students have a consistent **Do Now** activity to complete, with consistent language used to describe the initial part of any lesson.



**Bags under tables** ensures that walk-ways are kept clear. This ensures that the learning environment is de-cluttered and safe to navigate.



Teachers gain silence with a **raised hand** and a succinct '3, 2, 1'. Students are acknowledged for adhering during this process.



**Planners out, stay out** is a routine to ensure that the student planner is used as a tool for formative assessment *and* organisation.



**Stand smart to depart** requires students to stand behind their chair with uniform perfect, before being dismissed in stages. This ensures an orderly exit from the lesson.

## Disruption-Free Learning

We have high expectations for classroom behaviour and we understand that disruption to learning is a threat to student progress. Our Behaviour for Learning procedure is designed with this in mind, ensuring that we take all reasonable steps to make classroom a positive environment for learning.

## Class Charts

Class Charts allows teachers to quickly and consistently record positive and negative behaviours, helping to reinforce high expectations across the school. Families can use the Class Charts app to stay informed about their child's achievements and behaviour in real time, promoting strong communication between home and school.



# Consequence System

We have a three-staged consequence process:

## Disruption Stage 1 (DS1)

Student given a verbal warning. Examples of disruption might include interrupting the teacher, talking when asked to work in silence, refusing to follow instructions or not sitting in the correct seat.

## Disruption Stage 2 (DS2)

If poor behaviour persists, they will be given a further verbal warning, and a 30-minute Conduct Review will be issued for the following day. Following the DS2 warning, staff will implement strategies to support the student to make the right choice. This might include:

- Change to the seating plan
- Restorative conversation outside of the classroom
- Additional support in the lesson, such as extra scaffolding

## Disruption Stage 3 (DS3)

If poor behaviour persists despite the staged warning system and additional teacher intervention, they will be removed from the lesson and moved to a colleague support room for the remainder of the lesson. The student will be given a 30-minute Conduct Review for the next Academy Day.

## Major Disruption or Multiple Disruption Events

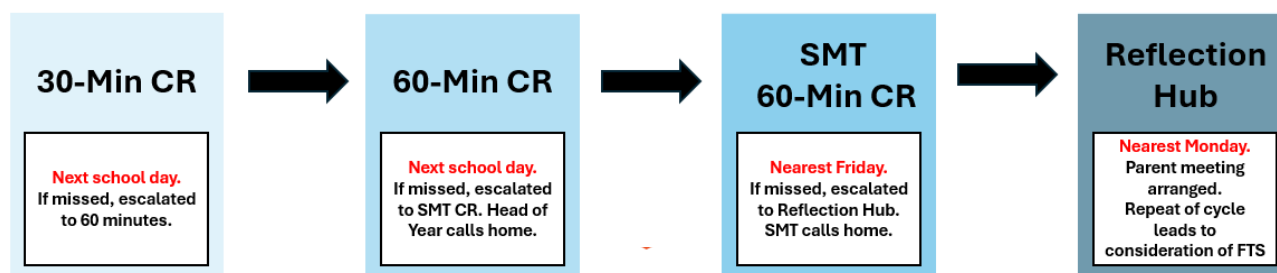
The Welfare Team will be called directly for instances of serious misbehaviour. Students will be removed from the venue immediately.

If a student receives multiple disruption (DS2/3) events in a day, they will be placed in the Reflection Hub for the remainder of the academic day. Parents will be contacted.

## Conduct Review

Conduct Reviews encourage students to take accountability for their actions, reflect on their behaviour, and make positive changes moving forward.

The system follows a four-stage process, with increasing consequences for repeated non-attendance:



# Academy Uniform – Years 7-11

Uniforms are important because they promote a sense of belonging, reduce distractions, and foster a more equitable learning environment. They can also simplify morning routines for families and help students feel more prepared for the day ahead

## Uniform

The Sandwell Academy Uniform consists of:

- ✓ White collared shirt, tucked in with top button done up
- ✓ Academy Blazer, to be worn at all times
- ✓ Academy tie
- ✓ Grey trousers or Academy kilt
- ✓ Plain, black shoes
- ✓ Black socks (knee high if worn with kilt) or black tights
- ✓ Academy Sports Kit
- ✓ Name badge, worn on lanyard around neck
- ✓ Academy rucksack
- ✓ Earrings - One pair of plain small studs
- ✓ Watch
- ✓ Headscarves worn for religious reasons should be plain



## Inappropriate uniform (what we will not accept)

### Footwear

- Trainers
- Boots

### Trousers

- Black/Charcoal coloured
- Skinny/tight fit
- Elastic/legging/Lycra based
- Cropped/showing skin or ankles

### Jewellery

- No bracelets
- No necklaces
- No rings

### Socks

- White or coloured socks
- Sports socks
- Trainer socks or socks with frills
- Any short socks which show ankles
- Socks with tights

### Coat

- Hoodies
- Any top that is not included in our uniform

### Head wear

- A head band/hair tie must be navy blue or black
- Bows
- Decorative headbands
- Caps

### Hair

- Any extreme hair style or unnatural hair colours
- Deliberately shaved eyebrow
- Beads that are not clear, navy blue or black

### Make up/Nails

- Heavy make-up
- Nail varnish
- Acrylic or gel nail extensions
- False eyelashes

### Piercings

- Multiple ear piercings
- Hooped earrings
- Diamond/Diamante/Pearl studs
- Ear stretchers/Ear expanders
- Nose stud/ring

*Any existing unacceptable piercings need to be removed regardless of when the piercings have been done (eyebrow, lip, tongue, or any other facial piercings are not permitted).*



# Academy Uniform – Sixth Form

## Uniform

The Sandwell Academy Sixth Form Uniform consists of:

- ✓ Smart business style suit to include jacket and smart trousers OR Jacket and skirt
- ✓ Smart business style dresses, which are knee length, can be worn with a jacket
- ✓ Blouse or collared shirt with tie
- ✓ Smart V-neck jumper with no logo, can be worn over shirts
- ✓ Smart sensible shoes
- ✓ Black socks
- ✓ Sports/Performing Arts Kit (please see uniform policy for specific requirements related to courses).
- ✓ Name badge, worn on lanyard around neck
- ✓ Appropriate make up for the office.
- ✓ Headscarves worn for religious reasons should be plain



## Inappropriate uniform (what we will not accept)

### Footwear

- Trainers
- Boots
- Heels which are of a kitten or stiletto style

### Trousers

- Skinny/tight fit
- Elastic/legging/Lycra based
- Cropped/showing skin or ankles

### Skirts

- Shorter than knee lengths
- Body-con style

### Blouse/Shirt

- Low cut
- Crop tops
- T-shirts
- Wooley jumpers
- Round neck jumpers

### Coat

- Hoodies
- Denim jackets
- Any top that is not included in our uniform

### Head wear

- Head bands or sweat bands
- Caps/baseball hats

### Hair

- Any extreme hair style or unnatural hair colours
- Deliberately shaved eyebrows

### Make up/Nails

- Heavy make-up/false eyelashes
- Long false nails

### Piercings

- Ear stretchers/Ear expanders
- Nose stud/ring

*Any existing unacceptable piercings need to be removed regardless of when the piercings have been done (eyebrow, lip, tongue, or any other facial piercings are not permitted)*



# Prohibited Items/Mobile Phones

We firmly believe that mobile phones pose a risk in school, acting as both a distraction from learning and a safeguarding issue.

As such, mobile phones, headphones or other electronic devices should '**not used, seen or heard**' on site. If families wish for students to bring their mobile phone to the Academy, it must be switched off as students come onto site and stored in blazers or rucksacks during school hours. Families wishing to contact a child during the day should do so via the academy office.

If a student's device is seen or heard it will be confiscated by the member of staff who saw/heard it and can be collected by the student at the end of the day. The following stages of mobile phone confiscation are in place:

- **Stage 1** – mobile phone given back at the end of the day, log on Class Charts, 30-minute Conduct Review
- **Stage 2** – mobile phone given back at the end of the day, PT contact home, phone to be handed in each day for a set period, 60-minute Conduct Review
- **Stage 3** – parent to attend in-person meetings, student to attend Reflection Hub, student not permitted to bring phone into school or to be handed in to Welfare Hub daily

If a student refuses to hand over their mobile phone, headphones or other electronic devices to any member of staff, this will be considered a serious misbehaviour, and a significant consequence will be put into place, including consideration of fixed-term suspension.

Possession of any prohibited item is a serious misbehaviour in line with the Academy Behaviour Policy. Prohibited items include:

- Knives or weapons
- Any drug, including alcohol, tobacco, vapes or e-cigarettes
- Stolen items
- Fireworks
- Pornographic images
- Items likely to be used to commit an offence

Energy drinks and sweets are also not permitted on to the Academy site.

# Staying Safe and Healthy

The safety of everybody within our school community is our primary concern, and we have a dedicated Welfare Team who work to ensure that students enter into the best possible conditions when they come into the Academy.

We adopt a 'hub' approach, ensuring that staff are available for students to report concerns to as they arise.

<b>Welfare Hub</b>  This is the home of the pastoral managers and mentors, and is a space where students can access members of staff to report pastoral concerns to. The team investigate pastoral matters and support the Academy in maintaining high standard.  They can be contacted at <a href="mailto:welfare@sandwellacademy.com">welfare@sandwellacademy.com</a>	<b>Safeguarding Hub</b>  This is the home of the safeguarding team, who work tirelessly to ensure that student safety is prioritised. In doing so, they work with a wide range of external agencies to ensure that support is holistic.  They can be contacted at <a href="mailto:safeguarding@sandwellacademy.com">safeguarding@sandwellacademy.com</a>
<b>Reflection Hub</b>  This is a dedicated space for reflecting on challenging behaviour, and is led by our Reflection Hub manager. Students complete intervention booklets as part of this process before having a carefully-considered transition back into the classroom.	<b>Learning Hub</b>  This is a dedicated space for learning support, and is led by our Reflection Hub manager. Students can access learning resources, and there is space for independent or small group study.

## Out of hours support:

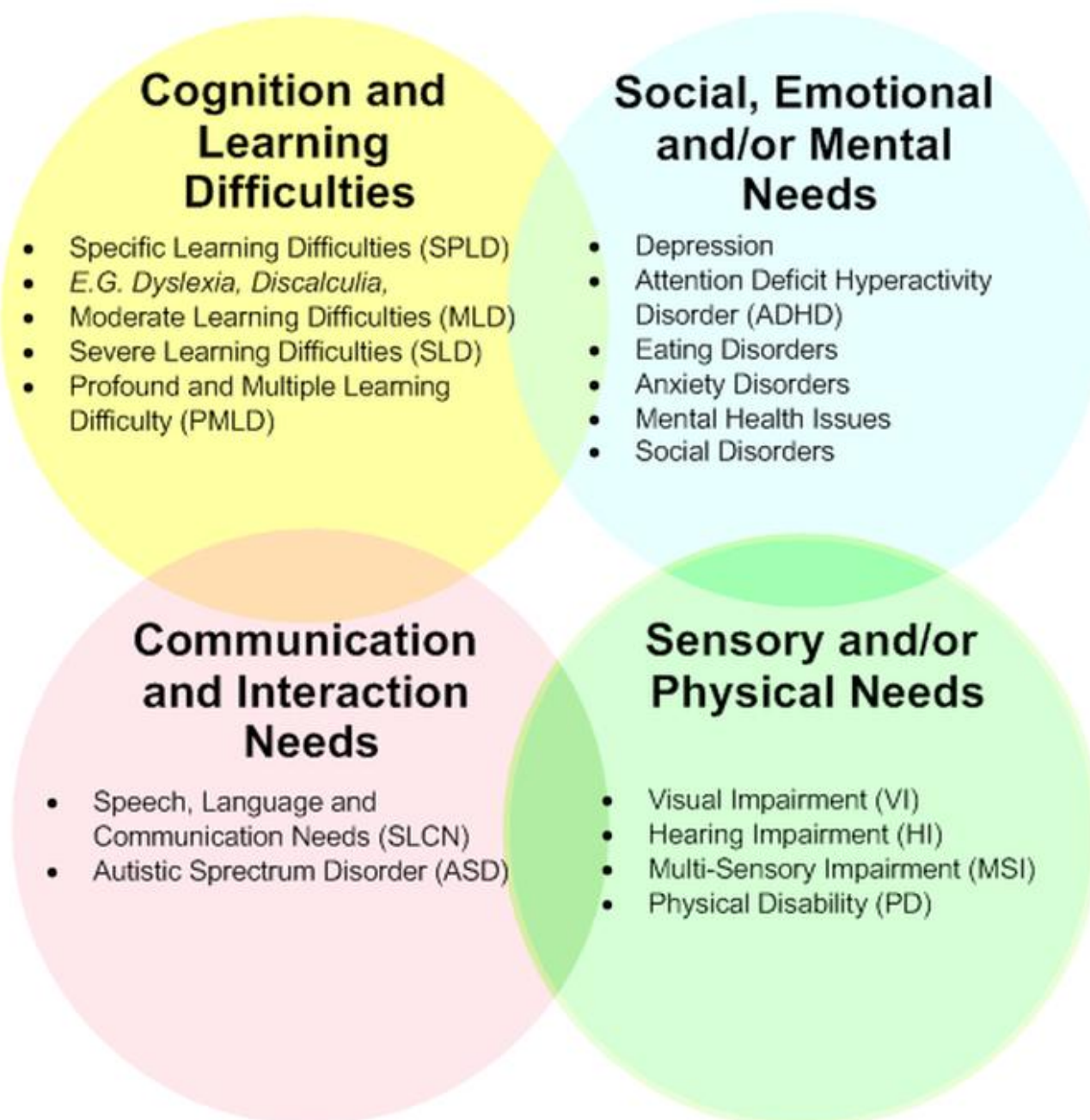
If you have an urgent safeguarding concern that needs to be reported, the Sandwell Local Authority Safeguarding Team can be contacted on 0121 569 3100.

In an emergency, please call 999.

# Inclusivity

We are a fully inclusive school, and pride ourselves on our ability to meet the needs of all of our learners.

We have a thriving Inclusion department, full of dedicated staff who are passionate about their field of work, and we support students with a wide range of needs, including:



When needs are identified, we adopt the Graduated Approach to support, and we deliver this in 'waves':

**Wave 1** – High quality teaching (universal offer)

**Wave 2** – Additional support from Inclusion

**Wave 3** – Specialist and/or External Support

We have an extensive Local Offer comprising evidence-informed interventions, and this is updated annually and published on our school website.

If you have concerns that your child may have additional needs, you should contact [sen@sandwellacademy.com](mailto:sen@sandwellacademy.com).

# Section 3 – Ambitious Curriculum



# Curriculum Aims

The curriculum encompasses everything that we offer to our students, and is reflective of the local context of the Academy. It has been specifically designed to prepare students for future success. The aims of our curriculum are to:

- Build resilience, self-reliance and perseverance
- Raise aspirations and promote self-challenge
- Experience a broad range of subjects and learning opportunities
- Increase the cultural capital of students
- Support mental health and wellbeing
- Develop deeper understanding and a love of learning and self-development.

## Key Stage 3 Curriculum Design

Our Key Stage 3 curriculum is taught in Years 7, 8 and 9.

We believe that it is important to have a strong Key Stage 3 curriculum: one that successfully builds upon students' previous education and meets the aims set out above. Our curriculum is highly challenging, giving students access to a wide range of subjects and learning experiences. Crucial features of our Key Stage 3 curriculum include:

- a highly challenging curriculum from day one, which builds on prior learning rather than repeating it
- a curriculum designed with accessibility in mind
- timely assessment to identify opportunities for further support
- intervention strategies which are research-informed
- accurate tracking of literacy and numeracy, with reading and phonics support for all students who are underperforming

### Subjects covered:

English	Mathematics	Science
Geography	Religious Education	Spanish
Computing	Design & Technology	Physical Education
History	Art and Design	Music/ Performing Arts



## Key Stage 4 Curriculum Design

Key Stage 4 covers Year 10 and 11, with students following a range of GCSE and vocational courses. All students study a core offer:

English Language	English Literature	Maths
Combined Sciences	Core PE	Core RE

In addition to this, students choose up to 3 GCSE or vocational course options:

Spanish	History	Geography	Religious Education
Triple Science	Art	Business Studies	Performing Arts
Health/ Social Care	ICT	Food & Nutrition	Computer Science
Design Technology	Music	PE	Media

## Key Stage 5 Curriculum Design

Key Stage 5 covers Year 12 and 13, with students being able to opt for academic or vocational pathways. Many students also opt to take a combination of academic and vocational and will be advised on the best course combinations for their future aspirations. If required students will also be supported to re-sit their GCSE English and Maths.

Students can select from the following Academic A levels:

English Literature	Chemistry	Business Studies	Art
English Language	Physics	Economics	Product Design
Mathematics	Biology	Geography	Computer Science
Further Mathematics	Psychology	History	Applied Criminology
Media	Politics	Sociology	Applied Law

Students can select from the following Vocational courses:

BTEC Health and Social (single or double)	BTEC Business (single or double)	BTEC Sport (single or double)	BTEC Performing Arts (single or double)
BTEC ICT	BTEC Science		

# PT Time

8.20 – 8.55	Registration and PT session
	35 minutes

The PT programme is fundamental to Academy life, and a student's personal tutor (PT) is their key trusted adult at school, who they will see on a daily basis. PTs form positive relationships with students and their parents, and have a significant positive impact on the behaviour and progress of their tutor group.

Through the delivery of the **Welfare Curriculum**, PTs shape students' school experience and significantly contribute to their personal and social development. Students cover a wide range of topics during PT time, broadly categorised into five areas:

- Health and Wellbeing
- Relationships
- Living in the Wider World
- Citizenship
- Behaviour and Values



In addition to this, students have a weekly Votes for Schools session, during which they debate a national topic before submitting their vote. The aim of this is to support students in being politically active and engaged, develop the ability to articulate their opinions and to consider the broad debates happening in the world around them.

# Section 4 – Expert Teaching



# Teaching Framework

Our Teaching Framework includes two parts: Classroom Routines and Pedagogy.

## Classroom Routines

To ensure that lessons are approached with consistency all teachers apply the same Classroom Routines in their lessons, and these were referenced in Section 1 of this guide.

- Sit to start
- Bags under table
- Planners out, stay out
- Do Now
- 3,2,1
- Stand smart to depart

These make it easier for students to know and understand what is expected of them during lessons. All teachers use seating plans to allocate every child a suitable seat.

## Pedagogy

Pedagogy means the methods of teaching chosen by the Academy to provide students with optimum opportunities for learning. Our adopted pedagogy is based on solid educational research and builds on Rosenshine's Principles of Effective Instruction (2012).

Lessons will typically include elements which require students to:

- Recall key learning points from previous lessons
- Answer questions using a range of participation methods
- Complete a range of activities to practice new learning
- Work independently and in pairs or groups chosen by the teacher
- Contribute to classroom discussions

To ensure that all students can access their learning our teachers will plan and teach lessons that:

- Present new material in small steps
- Provide models and examples to help students learn faster
- Provide scaffolds for difficult tasks
- Continuously check for understanding
- Address any misconceptions
- Provide a range of types of feedback

Our chosen approach enables all students to access the full curriculum, including those with Special Educational Needs or Disabilities (SEND) and students with English as an Additional Language (EAL).

# Equipment and Presentation

## Presentation Standards

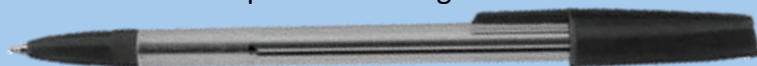
Taking good care of classwork and homework is essential for academic success. As such, we expect students to ensure their books and folders are present in every lesson and remain in good condition.

The expectation of how work must be set out is as follows:

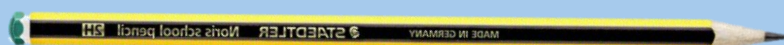
- All work must contain a date and title which must be underlined with a ruler
- Writing must be completed in black or blue ink.
- Diagrams must be completed in pencil.
- All work must be attempted to the standard that each student is capable of working at.
- Teacher feedback (written in red pen) must be acted upon by students using green pen.
- All worksheets must be secured into books or folders.
- Where folders are used, work must be clearly organised e.g. by topic or date.

## Equipment

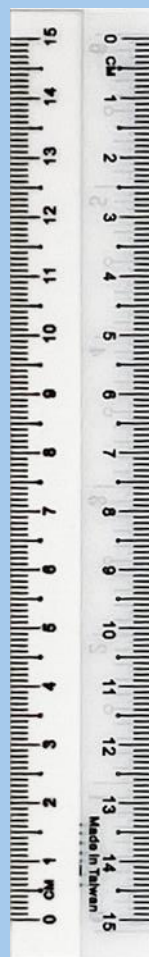
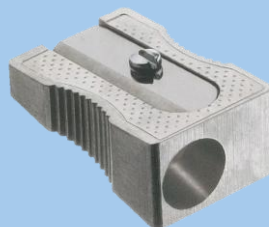
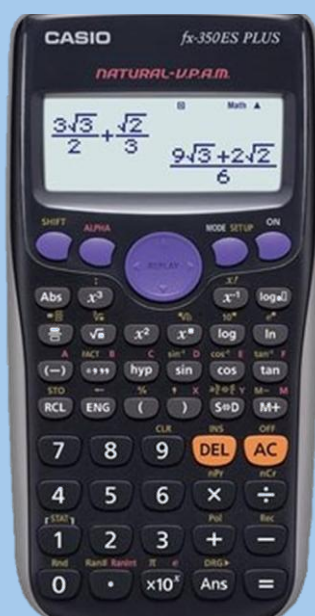
**Two black or blue pens for writing**



**Pencil for diagrams and graphs**



**Green pen for feedback**





# Feedback

Students across all year groups will receive frequent and high-quality feedback in every subject. This feedback is designed to support learning by focusing on the lesson's objectives and helping to close any learning gaps. Feedback may be given in a range of formats, including written and verbal, and will be tailored to best support your progress.

Class teachers will decide the most appropriate time to give feedback depending on the subject and task. They will let you know when to expect it, as the timing may vary across subjects. Formal assessments such as mock exams, end-of-unit, and end-of-year tests will always receive teacher feedback.

In addition, feedback on everyday tasks—such as classwork and homework—may be provided by the teacher, peers, or through self-assessment. All written feedback will be provided in green pen, and it is important that this feedback is read, understood, and acted upon. If you receive verbal feedback, you are encouraged to write a short summary in green pen to help you remember and apply it in the future.

## High-quality feedback will:

- Clearly identify what you have done well and explain why it was successful, helping you understand what is needed to succeed.
- Give specific guidance on how to improve.
- Provide time for you to reflect and respond to feedback.
- Encourage you to use examples from your work to explain how the feedback has helped you improve your learning.

## Feedback on Literacy:

When written work is selected for feedback, it will also be assessed for literacy accuracy, in addition to the task or subject-specific objectives. Teachers will use a consistent set of literacy codes to ensure clear and constructive feedback.

<b>SP</b>	Spelling mistake. Write the word in the margin and underline the misspelt word. No more than three corrections for each piece of work.
<b>NP</b>	New Paragraph.
<b>P</b>	Punctuation: add or delete as appropriate.
<b>C</b>	Capital Letters: add or delete as appropriate
<b>T</b>	Used to indicate a target being set.

# Homework

Homework helps students build good study habits and practise what they have learned in class. Teachers will set homework regularly to help students review and understand the topics covered in lessons. Homework will not include new topics—it will be used to strengthen what has already been taught.

Homework can be online or paper-based and may include revision, written tasks, or practice activities. All homework will come with clear instructions, and students are expected to complete this to a high standard and submit it on time.

We ask families to support homework by providing a quiet space to work, setting aside time each day, and encouraging their child to ask for help if needed.

## Key Stage 3 Homework (Years 7–9)

In Key Stage 3, homework is a vital tool in reinforcing students' learning and promoting independence. Homework will be set by subject teachers according to the following weekly schedule:

All students must use their **Student Planner** to record homework tasks, including what is required and when it is due. Planners must be brought to every lesson and will be checked weekly by personal tutors to ensure homework is being completed and recorded to the highest standard.

Subject	Homework Duration	Due Day
Spanish and ICT	30 minutes	Monday
Humanities	30 minutes	Tuesday
Science	30 minutes	Wednesday
English	30 minutes	Thursday
Mathematics	30 minutes	Friday
Other Subjects	30 minutes	Once per week.

## Online and Paper-Based Homework Platforms

All Key Stage 3 homework will be delivered using the following platforms or formats:

Login details and instructions for any digital platforms will be provided during the first week of term, and all account information will be recorded in student planners.

Subject	Homework Duration	Platform/Format
Spanish and ICT	30 minutes	Paper-Based / Online Curriculum
Humanities	30 minutes	Seneca Learning
Science	30 minutes	Sparx Science
English	30 minutes	Seneca Learning
Mathematics	30 minutes	Sparx Maths
Other subjects	30 minutes	Open ended tasks

## Homework Support

If a student encounters any issues with their homework, they are expected to inform their teacher before the due date.

To ensure all students have equal access to resources, we offer a **Homework Club** during **Session 3 on Tuesday, Wednesday, and Thursday**, for those who may not have access to a computer at home.

## KS4 and KS5 Homework

At **Key Stage 4**, students receive regular homework tasks lasting between 30 to 60 minutes, designed to consolidate classroom learning and prepare them for their GCSEs. Work is set by each subject and may include Online tasks, written assignments, revision, or longer-term coursework. Students are expected to use their planners to manage deadlines and stay organised.

In the **Sixth Form (Key Stage 5)**, students are expected to take greater responsibility for their learning through independent study. Homework and Independent Learning Centre (ILC) tasks support the demands of advanced-level courses. Sixth Form students are provided with planners to track assignments and are supported through access to dedicated study areas.

# Your Child's Progress

Throughout the academic year, a series of reports will be provided to keep you informed about your child's progress. These reports will be uploaded to MCAS and may consist of assessment data, personal tutor targets, or a combination of both. The reporting format and schedule differ slightly between year groups, as outlined in the table below.

In addition to reports, there will be multiple opportunities to discuss your child's progress with their personal tutor or subject teachers. Each year group will also have a dedicated parents' meeting.

## For Key Stage 3

At Key Stage 3, students are not given numerical targets. Instead, they are assessed on how well they are performing in each subject area. For each unit of work, teachers will provide feedback that reflects whether the work meets the expectations for a student of similar ability.

Teachers will use specific terms in their feedback and on module reports to clearly communicate how your child is progressing. These terms are designed to provide an accurate and consistent picture of performance.

Term	Grade	Meaning
<b>Above</b>	<b>4</b>	The work being produced is above the standard that would normally be expected. Well done.
<b>Inline</b>	<b>3</b>	The work being produced is of the standard expected of someone of your ability. Well done.
<b>Below</b>	<b>2</b>	The work being produced is slightly below or below the standard expected. It is now time to start making improvements so you can get back on track.
<b>Concern</b>	<b>1</b>	The work being produced is significantly below where you should be. This is now a cause for concern and urgent action should be taken.

## For Key Stage 4 and Key Stage 5

In Key Stages 4 and 5, module reports include predicted grades. A predicted grade represents the level your child is expected to achieve by the end of the course, assuming they continue to complete work to their current standard.

These predicted grades should be compared to target grades to help identify strengths and areas for improvement. Students are encouraged to use this information to reflect on their progress and set personal targets.

## Tracking Performance

All students are expected to track their performance using the table in their planners. This process helps students reflect on their learning and supports discussions with teachers and family members about their progress.

Subject	Target (KS4 only)	Progress Grade/ Predicted Grade		
		Module 1	Module 2	Module 3