

Sandwell Academy

Family Guide

The SA Way **2026/27**

Be Brave | **Be Kind** | **Be Proud**



Contents



3 – HEAD'S WELCOME



4 – THE SA WAY

- 5 – Our Shared Culture and Values
- 6 – Parent Charter



- 7 – Term Dates 2026–27
- 8/9 – Communication and Key Contact
- 10 – Sandwell Family Forum
- 11 – Timings of the Day



12 – HIGH EXPECTATIONS

- 13 – Our Approach
- 14 – Consequences
- 15 – Standing Assemblies
- 16 – Classroom Routines
- 17 – Student Equipment



- 18 – House System
- 19/20 – Academy Uniform
- 21 – Mobile Phones/Prohibited Items



- 22 – Inclusion
- 23 – Staying Safe and Healthy



24 – AMBITIOUS CURRICULUM

- 25/26 – Aims and Design
- 27 – Teaching Groups
- 28 – PT and Welfare Curriculum



29 – EXPERT TEACHING

- 30 – Teaching Framework
- 31 – Consistent Teaching Language
- 32 – Feedback
- 33 – Homework



- 34 – Your Child's Progress



- 35 – Careers



36 – FINAL NOTE: ATTENDANCE MATTERS

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



1. The SA Way

SA



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.

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
- Following our **Parent/Carer Charter** (next page)

Sandwell Academy Parent/Carer Charter

As a Parent/Carer, I will:



Be Brave

Doing what's right



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 respectfully.



Ensure my child attends school every day, on time, ready to engage fully with learning.



Be Kind

Respecting others



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



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 positively 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.

Term Dates 2026/27

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	

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

October 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		

November 2026						
M		2	9	16	23	30
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	29	

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

January 2027						
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	

February 2027						
M	1	8	15	22		
T	2	9	16	23		
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		

March 2027						
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		

April 2027						
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		
S	4	11	18	25		

May 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	

June 2027						
M		7	14	21	28	
T	1	8	15	22	29	
W	2	9	16	23	30	
Th	3	10	17	24		
F	4	11	18	25		
S	5	12	19	26		
S	6	13	20	27		

July 2027						
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		

August 2027						
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	

	School Holiday
	Bank Holiday
	Staff Training Days
	School Day

Total Days Students 190
Staff : 200

Communication and Key Contacts

Communication between home and the Academy is paramount, and we have a number of mechanisms to ensure that parents and carers can get in touch with us in a meaningful way.

On the next two pages, we outline the various mechanisms that we use to stay in contact with you. We kindly ask that all communication with our staff remains respectful and courteous, as this helps us work together positively and effectively in supporting your child.

Our policy allows 48 hours for staff to respond to communication (excluding holidays/weekends)



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

Communication and Key Contacts



Personal Tutor

Your first point of contact. They see your child each morning and are best placed to advise and support you.



Reception

All phone calls are answered by our Reception team.

- You will be asked to email the relevant staff member and/or messages will be taken.
- Please book an appointment to visit the Academy.
- Meetings will be arranged and you will be notified.



Absence

Report all absences via the Class Charts Parent App.

- Report by 8.15am on the day of absence.
- Medical/dental appointments must be reported 48 hours in advance and evidence attached.



Information Portals

Access your child's information and reports:



Behaviour, attendance and absence reporting

MCAS

My Child at School (MCAS)
Reports and progress documents



Other Contacts



For safeguarding enquiries, contact
safeguarding@sandwellacademy.com



For SEND enquiries, contact
sen@sandwellacademy.com



For Welfare/Pastoral enquiries, contact
welfare@sandwellacademy.com



For all general enquiries, contact
info@sandwellacademy.com

Sandwell Family Forum



The Sandwell Family Forum is a group of volunteer parents who come into school regularly to meet and discuss all aspects of Academy life. It is a collaborative space where parents and school leaders work together to support our students and strengthen our school community.



The Sandwell Family Forum aims to:



- Create a more inclusive identity that recognises the diversity of family structures within our school community



- Create a strong alignment with the Sandwell local context and community values



- Create a clear message that the forum is a space for collaboration, consultation and shared problem-solving rather than a traditional committee model



The Sandwell Family Forum aims to:



- Provide a representative parental voice to inform school improvement



- Strengthen communication between families and school leadership



- Support inclusive decision-making by ensuring a broad range of parent/carers perspectives are heard



We want parents from students in all year groups to get involved. At the start of the year, we will send out a parental survey. Parents will be selected at random and informed by email.

We will continue to build on the great work of the forum and explore further opportunities throughout the academic year for parents to share their views and help shape Academy life.

Timings of the Day

	7.45 – 8.15	Students Arrive at the Academy/ Prepare for Standing Assembly
	8.15 – 8.20	Standing Assembly 5 minutes
	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*

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:

- ✓ **Verbal praise** from any member of staff
- ✓ **Praise points (+1)** will be logged on Class Charts
- ✓ **Praise Postcards (+5)** for excellence in a core value
- ✓ **Value Badges** for reaching milestones



All points can be spent on the **Class Charts Reward Shop**.



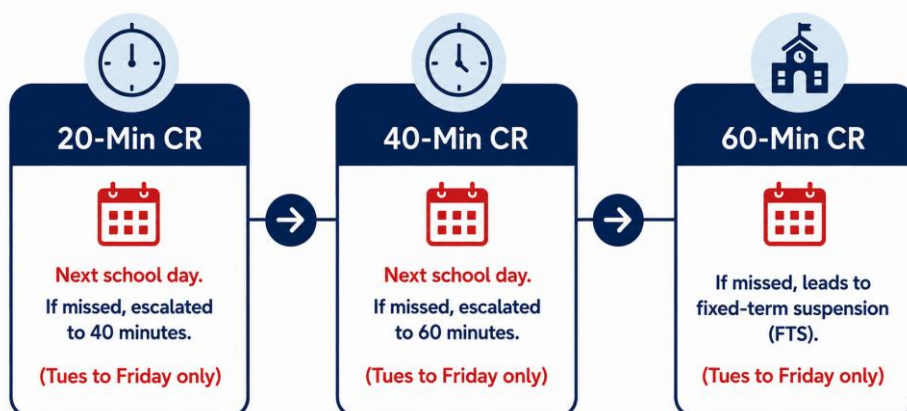
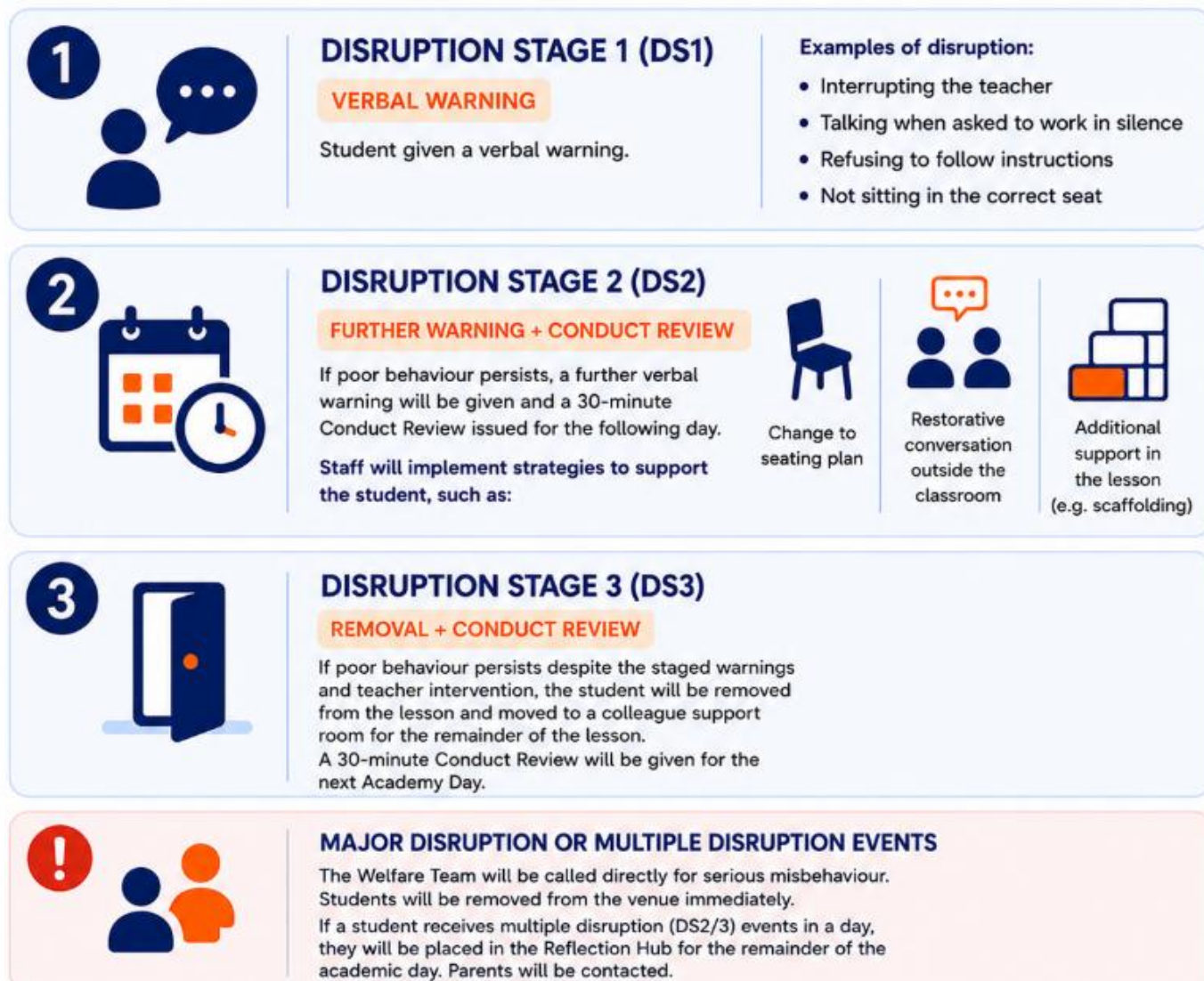
Other ways we reward students

- ✓ Commendation Awards from Heads of Year, SMT or the Head
- ✓ Termly reward events
- ✓ Reward trips
- ✓ Hot Chocolate Friday



Consequences

Our staged approach to consequences ensures that we maintain high standards within the classroom and provide students with the optimum conditions for learning. Parents/carers can track praise and consequences on the Class Charts app.



Standing Assemblies: A Calm Start



Our standing assemblies ensure we have a calm, consistent start to each day.

1

Students arrive at school

When students arrive at school, they head to their designated zone.

2

Head to their designated zone

Students go directly to their designated zone and wait quietly.

3

8.15: Line up

At 8.15, students line up in their zone ready for the standing assembly.

4

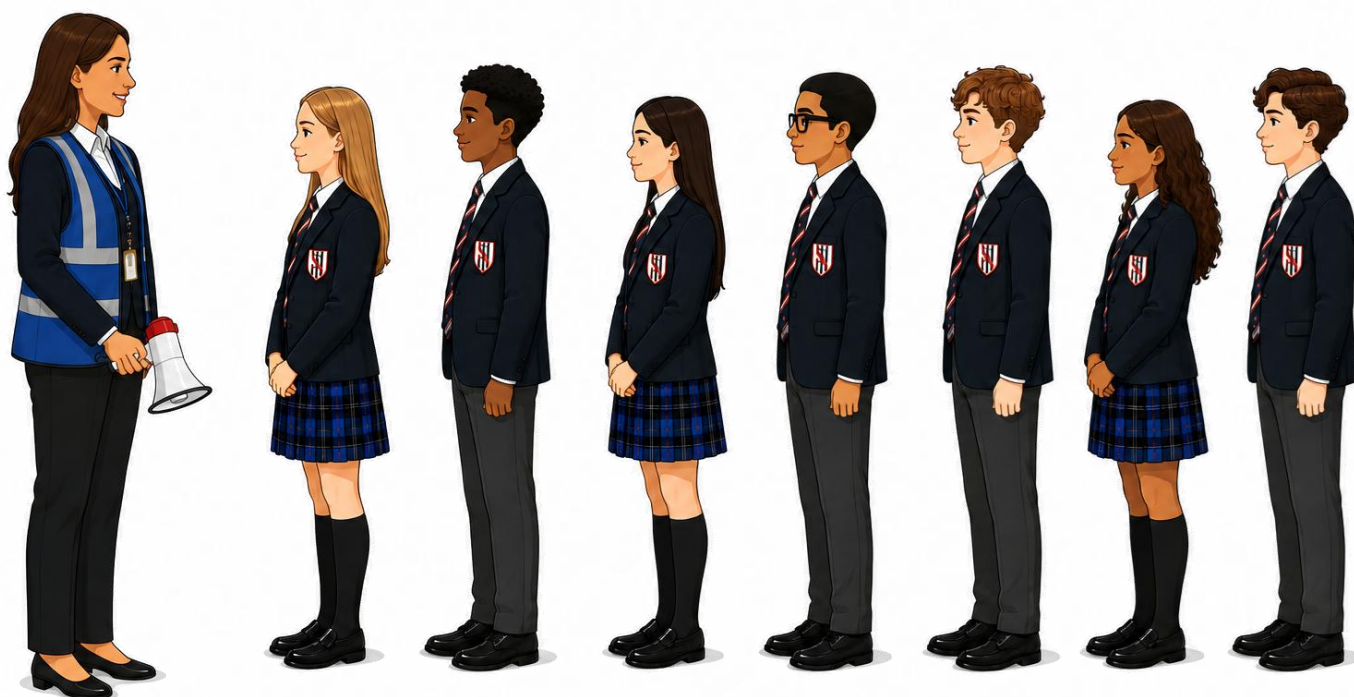
Short standing assembly

Students take part in a short standing assembly led by a senior leader.

5

Students move to PT

Students dismissed by member of SMT.



Classroom Routines

Students thrive when they have consistency. With this in mind, our teachers employ specific routines within the classroom to ensure optimum conditions for learning.

We explicitly teach students our routines and then reinforce them daily.



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

Do Now

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 through the signal **3,2,1 SLANT**.

SLANT instructs students to:

- Sit up
- Listen
- Answer questions
- Not interrupt
- Track text or teacher



Equipment out is a routine to ensure that all learning tools are ready for use and formative assessment without delaying learning.



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.



We know students have a lot to contend with. Consistency helps us create the best conditions in the classroom for everyone to learn and succeed.



Student Equipment

Being equipped is a vital part of being successful. Conversely, lacking equipment leads to lost learning time. We remind students regularly that they need to be prepared for learning.

At the start of the academic year, we provide all students with an equipment pack containing all of the necessities for learning. This includes their own mini whiteboard and RAG cards, which teachers will use to check your child's understanding of what is being taught.

We kindly ask parents to support us by checking that your child is equipped for learning.



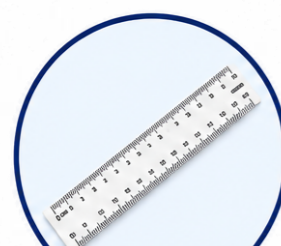
Two black or blue pens for writing



Pencil for diagrams and graphs



Green pen for feedback



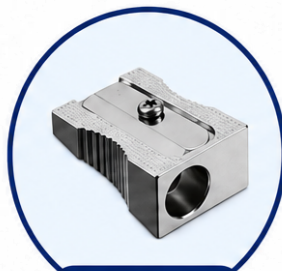
Ruler



Calculator



Eraser



Pencil sharpener



Mini whiteboard and dry-erase pen



RAG cards

House System



At Sandwell Academy, our House system helps students feel part of the Academy community while encouraging teamwork, leadership and healthy competition. Every student belongs to one of eight Houses and can earn House Points through positive behaviour, strong attendance, academic achievement and participation in Academy life.

Students can also contribute to their House through curriculum competitions, assemblies, fundraising events and leadership opportunities such as becoming a House Captain. Successes are celebrated throughout the year through badges, postcards, newsletter features and special reward events.

The House system reflects our core values of **Be Brave, Be Kind and Be Proud**, encouraging every student to make a positive contribution to Academy life.

Academy Uniform (7-11)



Successful people take pride in their appearance.

Wearing our uniform shows respect for ourselves, our Academy and our community.



White collared shirt, tucked in



Academy Blazer



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



Jewellery: plain stud earrings and a watch only



Religious items (e.g. headscarves): navy blue or black



Wearing our uniform with pride shows respect for ourselves, our Academy and our community. Thank you for your support.

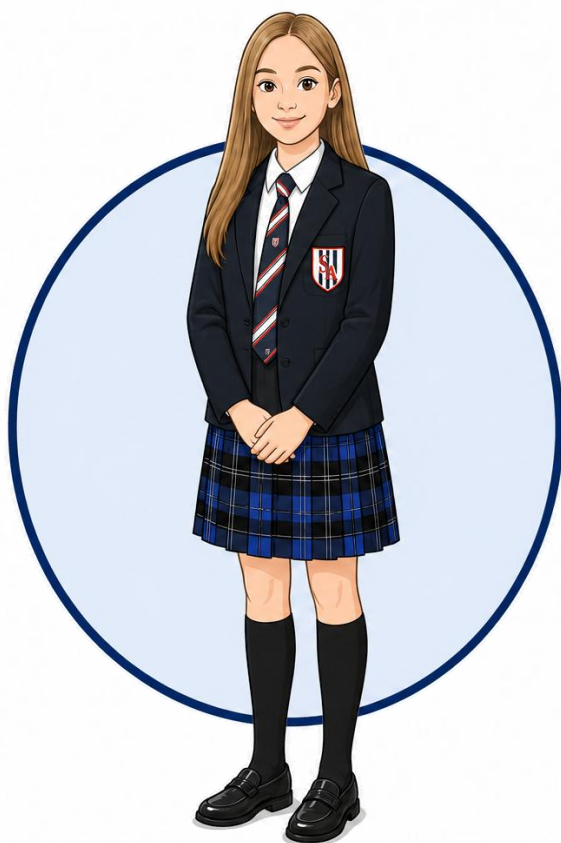


No other items should be worn around the Academy.

This includes false nails, false eyelashes, non-natural hair colours and hoodies. Thank you for helping us maintain high standards and a focused learning environment.



The full Uniform Policy can be found on the **Academy website**.



Academy Uniform (Sixth Form)

Successful people take pride in their appearance. Wearing our Sixth Form uniform shows respect for themselves, our Academy and our community.

- ✓ **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.



By wearing our Sixth Form dress code with pride, students show respect for themselves, our Academy and our community.

Thank you for your continued support.



No other items should be worn around the Academy.

This includes false nails, false eyelashes and non-natural hair colours.

Thank you for helping us maintain high standards and a focused learning environment.



The full Uniform Policy can be found on the **Academy website**.



Mobile Phones/Prohibited Items



We believe mobile phones are a **distraction to learning**. To help everyone learn, stay safe and be respectful, mobile phones must be:



not seen



not used



not heard



Before entering the Academy, phones must be:

- Switched **off**
- Put **away**
- Out of **sight**

This includes lessons, social time, trips and all areas of the Academy.



Mobile phones that are **seen, used or heard** will be confiscated until the end of the day and a Conduct Review issued.



Repeat instances will lead to a parent meeting.



ITEMS THAT WILL BE CONFISCATED



FIZZY & ENERGY DRINKS



SWEETS



SMART WATCHES



VAPES



CHEWING GUM



NON-APPROVED ITEMS SHOULD NOT BE USED IN LESSONS

This includes non-approved fidget toys. Students who require specialist equipment as part of an identified need will be supported through the Academy's SEND processes.

Inclusion



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:



Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- *E.g. Dyslexia, Dyscalculia,*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)



Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders



Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)



Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)



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



If you have concerns that your child may have additional needs, you should contact sen@sandwellacademy.com.

Staying Safe and Healthy



The safety of everybody within our school community is our primary concern, and we have dedicated Safeguarding and Welfare teams who work to ensure that students are in 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.



Welfare Hub/Pastoral Hub

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. The team investigate pastoral matters, provide support and interventions, and help students to maintain high standards. Many interventions take place here.



They can be contacted at welfare@sandwellacademy.com



Safeguarding Hub

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 safeguarding@sandwellacademy.com



Reflection Hub

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, and targeted interventions take place here before having a carefully-considered transition back into the classroom.



Learning Hub

This is a dedicated space for learning support, and is run by our Learning Hub manager. Students can access learning resources, targeted interventions and individual or small group support in a calm and focused environment.



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**.

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 strong foundational skills



provide enriching, inspiring and aspirational opportunities



offer subject breadth and depth



develop intrapersonal and interpersonal learning skills



deliver a fully inclusive and diverse curriculum



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 and diversity 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



*Design & Technology is studied from Year 8. This session is replaced for Year 7 students with a weekly Oracy lesson, leading to a Level 1 Speech to Connect qualification accredited by the English Speaking Board.



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
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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	 Computer Science	 Design Technology	 Citizenship	 Music	 Media



Key Stage 5 Curriculum Design

Key Stage 5 covers Year 12 and 13, with students able to opt for academic or vocational pathways.

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	 Applied Criminology	 Psychology
 History	 Applied Law	 Media	 Politics	 Sociology

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		



Enrichment Days

Our timetable is collapsed for one day per term to enable all students to participate in a wide range of enriching curriculum activities. These may include trips, guest speakers, workshops and challenges. Our enrichment days broaden our curriculum through activities connected to:



Civic engagement



Arts and culture



Nature, outdoors and adventure



Sport and physical activity



Developing wider life skills

Teaching Groups



Students are taught in a range of ability groupings and mixed ability classes. For timetabling purposes, year groups are often split into two halves. Some sets are not determined until baseline testing has taken place. Please note that students can move sets/class at the Academy's discretion, and always in the best interest of the student.



Overview details are provided below for your reference:

Subject / Stage	Overview Details
Key Stage 3 English, Maths and Science	Students are taught in ability sets numbered 1–4 or 5–8, with set 1 representing the highest ability group within one half of the year cohort, while set 5 is the highest in the other half.
All other Key Stage 3 subjects	Students are taught in mixed ability sets.
Key Stage 4 English	Students are taught in ability sets 1 – 9 with set 1 representing the highest ability group.
Key Stage 4 Maths	Students are taught in ability sets: • Sets 1 to 6 follow the higher tier specification. • Sets 7 to 9 follow the foundation tier specification.
Key Stage 4 Science	Triple science is taught as ability sets 1 and 2. Combined science classes are labelled as sets 3 to 8, with comparable abilities in classes 3 & 4, 5 & 6 and 7 & 8. Synergy science class is labelled as set 9.
KS4 History & Geography	Students are taught in broad ability sets where possible.
PE	Students are taught in ability sets, following baseline testing of practical levels.
All other Key Stage 4 subjects	Students are taught in mixed ability sets.

PT Time/Welfare Curriculum



The PT programme is at the heart of Academy life. Your child's personal tutor (PT) is a trusted adult they see every day. PTs build positive relationships with students and their parents, and have a significant positive impact on behaviour and progress.



Through the **Welfare Curriculum**, PTs enrich students' school experience and support their personal and social development. PT time covers a wide range of topics across six core concepts:



Identity



Relationships



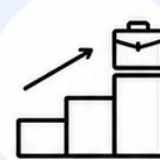
Health



British Values



Life Skills



Aspirations



Each week, students take part in a Votes for Schools session.

They debate a national topic and cast their vote. The aim is to encourage political engagement, develop confidence in expressing opinions and help students understand the world around them.



Be informed



Share opinions



Vote



Understand the world



Make a difference

4. Expert Teaching



Teaching Framework



Our Teaching Framework has two parts: **Classroom Routines** and **Pedagogy**.



Classroom Routines

Our routines help create calm, orderly classrooms where everyone can learn.



Sit to start

Students sit down and are ready to learn as the lesson begins.



Bags under table

Bags are placed under the table.



Equipment out

All correct equipment is on the table.



Do Now

Students complete the Do Now activity in silence.



3,2,1 SLANT

Teacher gains attention using 3,2,1 SLANT.



Stand smart to depart

Students stand behind their chairs and wait to be dismissed.



These routines help students know and understand what is expected of them during lessons.



All teachers use seating plans to allocate every child a suitable seat.



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



Pedagogy

Pedagogy means the methods we use to help students learn. Our approach is based on strong research and Rosenshine's principles of Effective Instruction (2012).

Lessons will include:



Recall key learning from previous lessons



Answer questions using different participation methods



Complete activities to practise new learning



Work independently and in pairs or groups



Contribute to classroom discussions

Teachers will plan and teach lessons that:



Introduce new material in small steps



Provide models and examples to help learning



Use scaffolds for more challenging tasks



Check understanding regularly



Address any misconceptions



Provide a range of feedback

Consistent Teaching Language

We deliberately use consistent language within the classroom so students know what is expected of them and they can learn with confidence.



3, 2, 1 SLANT quickly instructs students to:

- Sit up
- Listen
- Answer questions
- Not interrupt
- Track text or teacher



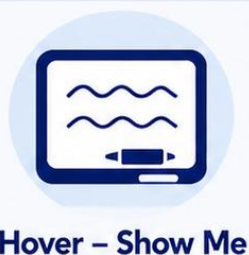
Track instructs students to:

- Place any reading material flat on the table
- Track each word being read using a ruler or finger.

This maintains focus and supports improvement in reading ability.
Track also directs students to look at the teacher during instruction.



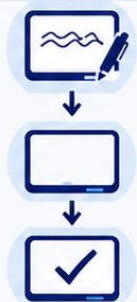
Turn and talk instructs students to begin an oracy activity by turning to discuss an idea or question with a peer.



This instruction relates to student use of a mini whiteboard to allow the teacher to check for understanding of all students in the class at the same time.

Hover instructs students to write their answer then turn their board face down to prevent other students from copying an answer.

Show me instructs students to reveal their answer to the teacher for checking.



Using the same language every time helps students know what to do, reduces interruptions and creates the best conditions for learning.



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.



Students should expect to complete regular RCE tasks. RCE tasks provide improvement opportunities through carefully designed **Reteach**, **Consolidate** or **Extend** tasks. Teachers will identify which task from the RCE model is the most suitable for you to complete based on the work they have assessed for you on each occasion.



In addition, feedback on everyday tasks may be provided by the teacher, peers, or through self-assessment.

THE RCE MODEL



RETEACH

Revisit key knowledge or skills. Get help to improve your understanding.



CONSOLIDATE

Practise and apply what you have learned to build confidence and strengthen your understanding.



EXTEND

Challenge yourself with more complex tasks to deepen your learning and aim higher.



Our feedback will:

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



Homework



WHAT TO EXPECT

- ✓ Homework will be set regularly and will include a variety of tasks such as revision, written tasks and practice activities.
- ✓ All homework will come with clear instructions and should be your best work.
- ✓ Homework may be online or paper-based.
- ✓ We ask families to support homework by providing a quiet space, setting aside time each day, and encouraging their child to ask for help if needed.
- ✓ When school and home work together, students are more likely to succeed.

FAMILY PROJECTS



Alongside their weekly core homework, students will complete one curriculum project each half term.

These projects encourage creativity, research and presentation skills, and **deepen understanding of topics** studied in school.

Projects will be set by departments.
Success criteria and submission deadlines will be shared for each project.

KEY STAGE 3 HOMEWORK (YEARS 7–9)

Homework helps reinforce learning, develop independent study habits and prepare students for success. It focuses on key skills and provides opportunities to complete engaging cross-curricular projects.

All students in Years 7–9 will complete weekly homework in English and Mathematics using the Sparx learning platform.

Subject	Homework Duration	Platform/Format	Frequency
English	30 minutes	Sparx Reader	Weekly
Mathematics	30 minutes	Sparx Maths	Weekly

Homework is set by the deadline in class.
Regular completion helps build fluency, confidence and identifies areas where extra support may be needed.

Sparx
Reader

Sparx
Maths



KEEPING PARENTS INFORMED

Parents and carers will receive a weekly email from Sparx for both English and Mathematics.

These updates include:

- ✓ Whether the homework has been completed
- ✓ The percentage score achieved
- ✓ The amount of time spent on the task

This allows parents to celebrate success, monitor progress and support positive homework habits throughout the year.

FAMILY PROJECTS TIMETABLE

Here are the half-termly projects for Years 7–9.

Half Term	Year 7	Year 8	Year 9
Autumn 1	Science – Space	Geography	History
Autumn 2	RE	Science	Art
Spring 1	History	DT	Geography
Spring 2	Art	RE	Science
Summer 1	Geography	History	DT
Summer 2	DT	Art	RE



STUDENT ORGANISATION & SUPPORT

Student Organisation

Students are expected to record homework deadlines and project information in their Student Planner. Planners should be brought to school every day and checked regularly.

Homework Support

If a student has any issues with their homework, they must inform their teacher before the due date. Every effort should be made to complete all tasks to the best of their ability.



Homework Club is available during **Session 3** on Tuesday, Wednesday and Thursday for those who may not have access to a computer at home.



KS4 & KS5 HOMEWORK

Key Stage 4

Students receive regular homework tasks lasting between 30 to 60 minutes to consolidate classroom learning and prepare for assessments.

In the Sixth Form

Students are expected to take greater responsibility for their learning through independent study, Homework and Independent Learning Centre (ILC) tasks.



MISSION: EVERY HOMEWORK COUNTS

Homework is more than a task – it is an opportunity.

- ✓ It builds knowledge and confidence
- ✓ It develops independent learners
- ✓ It helps you achieve your goals
- ✓ It prepares you for the next stage of your journey

Your Child's Progress



AT KEY POINTS THROUGHOUT THE YEAR

You will receive a
Module Report
for your child.

This gives you a clear picture of their progress and how they are doing in their learning.

WHAT'S INCLUDED?

Depending on your child's year group, the Module Report will include:



PROGRESS

Information about the progress they are making.



ASSESSMENT ACHIEVEMENT

Information about their achievement on assessments.



LEARNING BEHAVIOURS

Descriptors of their learning behaviours in the classroom.



UNDERSTANDING THE LEARNING BEHAVIOUR DESCRIPTORS

These descriptors help you understand how your child approaches their learning in class.

DESCRIPTOR	MEANING	DEFINITION
4	More than expected progress	1. The student is learning rapidly and securely. 2. They consistently produce work above the expected standard for their prior attainment. 3. They show strong improvement over time. 4. They often apply knowledge independently in new or more complex situations.
3	Expected progress	1. The student is making steady and secure progress from their starting point. 2. They meet the expected standard for their prior attainment. 3. They can apply their knowledge and skills with increasing confidence.
2	Less than expected progress	1. The student is making some progress but not enough from their starting point. 2. Their work shows inconsistencies and does not meet the expected standard in some work. 3. They may need support to apply knowledge or complete tasks successfully.
1	Not meeting the minimum standard	1. The student is making very limited progress from their starting point. 2. They are not yet meeting the expected standard. 3. They require significant support to understand and apply key knowledge and skills.



Our careers programme gives students the knowledge, experiences and guidance they need to prepare for their next steps.

WHAT STUDENTS CAN EXPECT



Careers education through the Welfare Curriculum, enrichment activities and subject lessons.



Up-to-date information about careers, further education, higher education, apprenticeships and employment opportunities.



Access to Unifrog, helping students explore careers, courses and future pathways.



Careers fairs, employer encounters, guest speakers, workplace visits and enrichment events.



Opportunities to meet universities, colleges, apprenticeship providers and employers.



Opportunities to participate in our Oxbridge Programme, including visits to Oxford and Cambridge Universities for selected students.



Support with university applications, including personal statements, admissions tests and interview preparation.



Guidance and support in accessing summer schools, internships, widening participation programmes and other opportunities that enhance future applications.



Year 11 and Year 12 mock interviews with employers, helping students develop confidence, communication skills and interview techniques.



Opportunities to attend employer networking events, including informal 'Lunch with an Employer' sessions, providing valuable insights into different careers, industries and pathways.

Final Note: Attendance Matters!



WHY IT MATTERS

Good attendance helps you to:

- ★ Achieve academically
- ★ Build confidence
- ★ Develop socially
- ★ Gain knowledge and skills
- ★ Build positive routines



GOOD ROUTINES

You can support excellent attendance by:

- ✓ Having a regular bedtime and morning routine
- ✓ Preparing the night before
- ✓ Talking about the benefits of education
- ✓ Attending all appointments



PUNCTUALITY COUNTS

Students should be on site and in their zones by

8.15am.

Being on time means you are ready to learn and make the most of every day.



WHAT WE ASK

- ✓ Ensure your child attends school every day and on time.
- ✓ Make sure your child wears perfect uniform.
- ✓ Contact the academy straight away if there are any issues.



EVERY MINUTE MATTERS

If your child is 15 minutes late each day, over 195 school days they will lose:

Minutes late each day		Hours of learning lost
	15 minutes	48.75 hours
	30 minutes	97.5 hours
	1 hour	195 hours