

TUXFORD ACADEMY



TUXFORD
ACADEMY

PARENT & CARER **HANDBOOK** 2023/2024



Diverse
Academies

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Dear Parents and Carers

Welcome to our academy!

As the Principal, I lead a dedicated team of professionals who are committed to ensuring that every student can achieve their full potential.

Our academy is a vibrant and inclusive community where we celebrate diversity and value every individual. We pride ourselves on providing a safe, nurturing, and enriching environment where all students can thrive and succeed.

We have high expectations of all our students. We have a strong focus on academic achievement, but we also place great importance on developing the whole child, including their social, emotional and physical wellbeing.



Education is a partnership between home and the academy, and we encourage parents and carers to be actively involved in their child's learning journey.

Our motto '*Excellence through teamwork*' is only achieved when we all work together. We value your feedback and welcome your contributions in helping us to continually improve the opportunities we offer our students.

This handbook has been developed alongside feedback from parents and carers and we hope that you find this a useful guide to our academy. The QR codes within the booklet will take you to linked information on our website.

I look forward to working with you and your child as we progress on this exciting journey together.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Jon Hardy'.

Jon Hardy
Principal

Academy Contact Details

Tuxford Academy
Marnham Road
Newark
Nottinghamshire
NG22 0JH
Phone: (01777) 870001
General enquiries via Weduc, parents@tuxford-ac.org.uk or office@tuxford-ac.org.uk

How we'll keep in touch with you

Weduc and Class Charts

We use online systems called Weduc and Class Charts as our main communication tools. Through Weduc, you can access a range of information about your child's attendance and reports, as well as update your contact details and receive news and information from the academy.



Through Class Charts, you can monitor your child's rewards, sanctions, and homework. Parents and carers are provided with login details for both online platforms via email from the academy, please check your junk folders also for invites to sign up to Weduc and Class Charts. Apps are available for you to download for easy access on mobile devices for both systems. Students also have their own personal login to Weduc and Class Charts to review their rewards and homework.

E-Newsletter

Each term, an e-newsletter celebrates achievements at the academy, lets you know of any upcoming events and trips, and provides academy-wide updates.

Web and social media

The academy website has a dedicated 'parents' section to enable you to access essential information. We also post regular updates on our social media channels, including Facebook and Twitter.

Who to contact first if you need help

Tutors are a vital link between your family and the academy. If you need to contact the academy, your child's tutor is your first point of contact, available through email or phone. For safeguarding concerns and the designated person for child protection visit <https://www.tuxford-ac.org.uk/our-academy/safeguarding/> For other queries or concerns, please email parents@tuxford-ac.org.uk.

How to support your child in the academy

Here are some top ways parents and carers can make a real difference to their child's education.

Stay involved: Parents and carers can stay involved by monitoring Weduc and Class Charts, attend academy events and progress evenings, volunteering at the academy, or simply having regular conversations with their child about their school life.

Support attendance: Parents and carers can encourage good attendance to school and aim for their child to achieve at least a 95% attendance rate.

Support homework and study: Parents and carers can help their child with their homework by providing a quiet space for studying, setting aside a regular time for homework, encouraging reading and offering encouragement.

Encourage extracurricular activities: Parents and carers can help their child develop new interests by encouraging them to take part in clubs, day trips and residential visits and support them in earning their character badges.

Promote good behaviour: Parents and carers can help promote good behaviour by setting clear expectations, praising positive behaviour, and encouraging their child to take responsibility for their actions. Working with the academy is key, as it is important children see we support each other.

Nurture wellbeing: Parents and carers can support children by ensuring their child gets enough sleep (12-year olds are recommended 9-11 hours sleep) and eats healthily. You can also use parental controls and limit phone usage to keep children safe when on their phones.



COMMON QUESTIONS ANSWERED

When should students arrive at school?

Students should arrive at school between 8.20 and 8.35.

How do I apply for a bus pass?

For the TA5 from Edwinstowe/Ollerton or the extension of the 730, to cover North Wheatley and Sturton-le-Steeple, please contact parents@tuxford-ac.org.uk. For all other buses, contact Nottinghamshire County Council on 0300 500 8080 or visit their website.

Can my child wear black trainers?

No, students should wear black shoes. If shoes unexpectedly break or become damaged, we do have a selection of school shoes available for borrowing. In this instance, please write your child a note explaining the situation. Your child should then go to the college reception before period 1 to borrow shoes for the day.

What is MyConcern?

MyConcern supports the safeguarding and wellbeing of students. We encourage students to talk to staff if they have any concerns. Additionally, students can easily record, manage, and report concerns via MyConcern. We send login reminders to all students via their school email address (please check junk folders).

What is the dress-code for non-uniform days?

On non-uniform days, students are allowed to wear casual clothing, on the understanding it is modest and doesn't expose their midriff or chest. Facial jewellery is not permitted. Occasionally, non-uniform days may have a theme, such as a specific colour, and students are encouraged to participate.

When are students allowed to go to the toilet?

Students can go to the toilet before school, during break times, lunch times, and movement time between lessons and after school. To ensure learning is not disrupted, students are not typically allowed to leave the classroom during lesson time. If your child has a medical condition that requires frequent toilet breaks, please speak your child's tutor to request a toilet pass.

What extracurricular activities are available?

We have a range of activities, to view the extra-curricular timetable please visit our website

What happens if my child is unwell during the school day?

If students are feeling unwell, they should obtain a written note from their teacher and go to college reception. Here, a member of staff will ring home if necessary. We are unable to give non prescribed medicines including paracetamol or Ibuprofen, or medical advice to students. We can store and issue prescribed medication after a consent form has been completed (please contact parents@tuxford-ac.org.co.uk). All faculty offices also have a supply of sanitary products which, when required, are distributed to students at no cost.

What should I do if my child has a medical/dental appointment during the school day?

Please call on 01777 870001 and select the college reception for your child to log the appointment. The student should collect a pink absence slip from college reception on the day - before school or at break or lunch. When they are due to be picked up the student should show their classroom teacher the pink slip and report to main reception.

Is there somewhere students can go at lunch if they are anxious/don't like crowds/want to work/read etc.?

Yes, the Learning Resource Centre (LRC) provides an environment for students to read, use the computers or play a board game. Additionally, the Chess Club in H10 can help students develop social connections in a quieter environment.

Can students move classes to be with friends because they don't know anyone/aren't friends with anyone in their current class?

We do not allow students to move classes solely for the purpose of being with their friends. This would limit students' opportunities to meet new people and make new friends, which is an important part of the school experience. Furthermore, our classes are often full and moving one student out of their assigned class to accommodate another student's request to join would not be fair. If you feel your child needs extra support in forming friendships, please speak with their tutor.

Can students wear a clear nose stud?

No, facial jewellery of any kind is not allowed.

Can students arrive to school in their PE kit if they have PE first?

No, students should arrive in their school uniform and change in our changing rooms.

Supporting your child's well being

We provide lots of opportunities for our students to feel good about themselves. Rewards, extra-curricular activities, college competitions and pupil leadership opportunities all help to equip students with social skills whilst giving a sense of achievement. We also offer support, and encourage students to reflect on their emotions and learn how to manage them during Core College Time (CCT).

We encourage students to use these coping strategies.

If your child is needing extra support, we have a wellbeing team at school and referrals can be made to our school counsellor, onsite art therapist or external providers. We also have the support of the Mental Health Support Team that come into school and provides additional workshops.



If you are concerned about your child, particularly if you notice problems such as anxiety or low mood, please let us know. You should seek further help, this is best done through your general practitioner (GP), who may refer your child to a community Child and Adolescent Mental Health Services (CAMHS) where an assessment would be done, and a plan made for support and treatment. If your child is reluctant to get help or doesn't acknowledge the risks, you can still receive advice from your GP.



Extra support for parents can also be found on these websites:

- Tips on how to talk to your children about scary world news [Talking to children about scary world events | Mental Health Foundation](#)
- Booklet for parents and carers wanting to know more about anxiety. [The Anxious Child | Mental Health Foundation](#)
- **Child Line** provides a counselling service for parents, children and young people. It also offers multilingual services to South Asian communities. www.childline.org
- **Mind** helps people experiencing a mental health difficulty, and their family and friends. nottinghamshiremind.org.uk/
- **Harmless** An organisation who works to address and overcome issues related to self-harm and suicide. harmless.org.uk/
- **B-eat** An eating disorder charity that helps young people. www.beateatingdisorders.org.uk/

How to keep your child safe online

Cyber >>> Safety Tips

Never share your password to anyone.
Keep your passwords safe. Use a secure and reliable password manager.

Practice safe browsing.
A single careless click can expose your sensitive information. Think before you click!

Use a secure VPN connection.
A Virtual Private Network (VPN) will ensure your anonymity on the internet.

Be careful of what you download.
Avoid downloading apps or software that look suspicious. It may result in malware.

Be careful of what you post.
Remember: what you post on the internet will stay there forever.

Stay safe online!

10 tips to keep your child safe online

- Monitor viewing habits
- Check online content
- Check age-ratings
- Change privacy settings
- Spend time on the app
- Let children know you're there
- Encourage critical thinking
- Learn how to report and block
- Keep an open dialogue
- Seek further support

Celebrating diversity

Across the curriculum, particularly in Global Awareness lessons and Core College Time, students learn about the importance of the protected characteristics and equality within our academy and society.

We encourage our pupils to become allies of all minority groups. Our end goal is to ensure all pupils respect everyone.

If pupils witness discrimination within our school, we encourage them to report this using MyConcern or by speaking to their tutor.

Protected Characteristics

It is against the law to discriminate against anyone because of:

At Tuxford, we may call hate crimes or incidents, **CHILD ON CHILD ABUSE.... If you are experiencing child on child abuse, log it on myconcern or tell a member of staff**

TUXFORD ACADEMY Excellence Through Teamwork - We empower | We respect | We care DA Diverse Academies

TUXFORD ACADEMY

SCAN ME

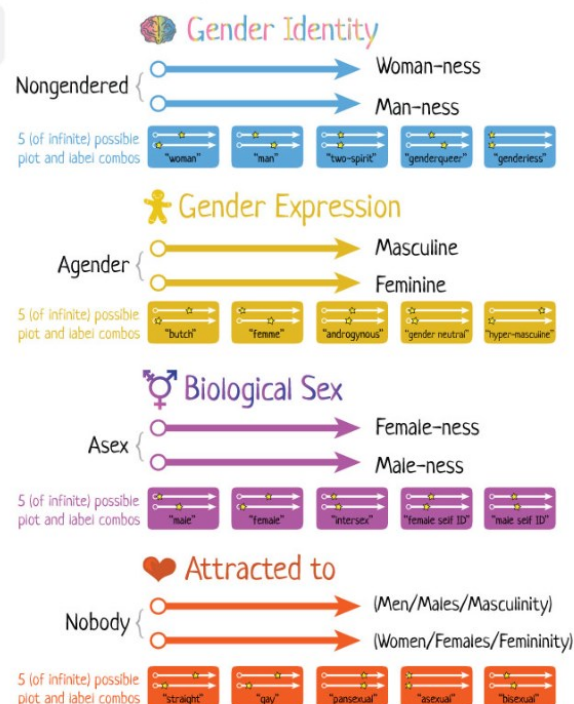
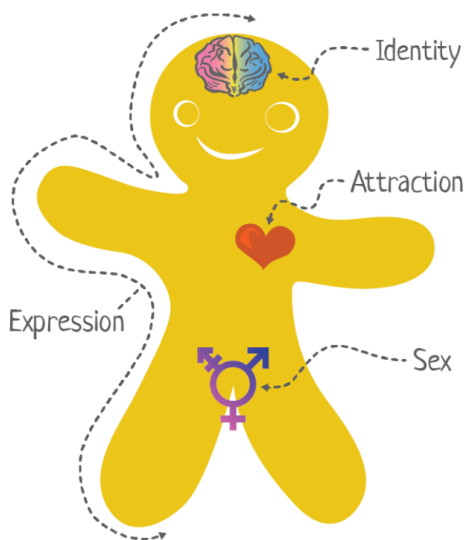
LGBTQ+

We nurture our pupils to be their authentic selves. If your child is struggling and needing extra support with their identity; they can seek advice from their tutor who can help and direct your child to the right support. Extra information and guidance for LGBTQ+ students and their families can be found through a range of websites including:

LGBT+ Service Nottinghamshire provides specialist services for children and families of young people who identify as LGBTQ+. <https://www.lgbtplusnotts.org.uk/>

Stonewall has a range of information and resources. <https://www.stonewall.org.uk/>

The Genderbread Person



PRACTICAL GUIDE: THE BASICS

What a typical academy day looks like

The academy day begins at 8.35am and ends at 3.25pm. Students should not arrive on site before 8.20am and unless involved in extra-curricular activities, should leave the site by 3.40pm.

Year 7, 8 and 10 follow the first timetable in light blue, Year 9 and 11 follow the second timetable in dark blue.

8:35	Movement Bell
8:40 – 9:30	P1
9:35 – 10:25	P2
10:25 – 10:45	Break
10:45	Movement Bell
10:50 – 11:40	P3
11:45 – 12:35	P4
12:35 – 1:10	Lunch
1:10	Movement Bell
1:15 – 2:05	P5b
2:10 – 3:00	P6
3:00 – 3:25	CCT

8:35	Movement Bell
8:40 – 9:30	P1
9:35 – 10:25	P2
10:25 – 10:45	Break
10:45	Movement Bell
10:50 – 11:40	P3
11:45 – 12:35	P4
12:40 – 1:30	P5a
1:30 – 2:05	Lunch
2:05	Movement Bell
2:10 – 3:00	P6
3:00 – 3:25	CCT

When the academic year starts and ends

Holiday pattern 2023-24

August 2023	September 2023	October 2023
M 7 14 21 28	4 11 18 25	2 9 16 23 30
T 1 8 15 22 29	5 12 19 26	3 10 17 24 31
W 2 9 16 23 30	6 13 20 27	4 11 18 25
T 3 10 17 24 31	7 14 21 28	5 12 19 26
F 4 11 18 25	1 8 15 22 29	6 13 20 27
S 5 12 19 26	2 9 16 23 30	7 14 21 28
S 6 13 20 27	3 10 17 24	1 8 15 22 29
November 2023	December 2023	January 2024
M 6 13 20 27	4 11 18 25	1 8 15 22 29
T 7 14 21 28	5 12 19 26	2 9 16 23 30
W 1 8 15 22 29	6 13 20 27	3 10 17 24 31
T 2 9 16 23 30	7 14 21 28	4 11 18 25
F 3 10 17 24	1 8 15 22 29	5 12 19 26
S 4 11 18 25	2 9 16 23 30	6 13 20 27
S 5 12 19 26	3 10 17 24 31	7 14 21 28
February 2024	March 2024	April 2024
M 5 12 19 26	4 11 18 25	1 8 15 22 29
T 6 13 20 27	5 12 19 26	2 9 16 23 30
W 7 14 21 28	6 13 20 27	3 10 17 24
T 1 8 15 22 29	7 14 21 28	4 11 18 25
F 2 9 16 23	1 8 15 22 29	5 12 19 26
S 3 10 17 24	2 9 16 23 30	6 13 20 27
S 4 11 18 25	3 10 17 24 31	7 14 21 28
May 2024	June 2024	July 2024
M 6 13 20 27	3 10 17 24	1 8 15 22 29
T 7 14 21 28	4 11 18 25	2 9 16 23 30
W 1 8 15 22 29	5 12 19 26	3 10 17 24 31
T 2 9 16 23 30	6 13 20 27	4 11 18 25
F 3 10 17 24 31	7 14 21 28	5 12 19 26
S 4 11 18 25	1 8 15 22 29	6 13 20 27
S 5 12 19 26	2 9 16 23 30	7 14 21 28

Academy holidays

Public holidays

Inset days

For term dates for future years please visit our website.

WE CARE
WE EMPOWER
WE RESPECT

What should your child wear to the academy

Our academy uniform promotes a sense of community, discipline, and professionalism among students. By wearing it correctly, students can reduce peer pressure and feel a sense of belonging in our academy community. Our uniform supplier is Academy School Uniforms, 12 High Street, Arnold, Nottingham, NG5 7DZ, phone 0115 965 2869. Please visit their website to view academy uniform.

The academy uniform comprises:

- Navy blue blazer with academy logo
- Academy tie (four college colours – Ash: red, Beech: blue, Oak: green, Willow: yellow)
- Medium grey trousers of a formal cut – not tight fitting
- Trutex Castle Tartan stitched down pleated skirt, worn at the waist and with appropriate regard to a formal appearance
- Black shoes (leather or similar water resistant material)
- Plain white, formal style shirt with stiffened collar (no logos or fitted blouses)
- Navy blue sweater with academy logo (optional)
- Black, grey, navy blue or white socks/tights

Coats, hats and/or scarves are for outside use only, should not be worn instead of the academy blazer, and are not allowed indoors. Hooded tops are not allowed.

We also have some second hand uniform at the academy. To enquire about this please contact parents@tuxford-ac.org.uk

Guidelines for jewellery, piercings, hair, makeup, and nails

The following are the only accepted items of jewellery:

- Wrist watch
- Two studs per ear (lobe area)
- One small/simple bracelet
- Facial jewellery of any description is not allowed

Make up must be discreet and natural.

Nails must be of a reasonable style and length. Nails must be a natural colour and not interfere with any school activities. In all cases, the academy has the right to exercise its discretion about appropriateness of nail length and colour. Nails deemed to be unacceptable will need to be cut/removed.

Hair should be styled appropriately to a formal environment. Any hair colouring must be within a natural colour range.



How your child can get to and from the Academy

We highly recommend that students residing in Tuxford village, walk or cycle to the academy, utilising our cycle racks. Nottinghamshire County Council manages most of our bus services. We expect all students to behave safely and respectfully on buses. Bus companies do issue warning letters and bus bans if students behave inappropriately whilst travelling on the buses.

For the TA5 from Edwinstowe/Ollerton or the extension of the 730, to cover North Wheatley and Sturton-le-Steeple, please contact parents@tuxford-ac.org.uk. For all other buses, contact Nottinghamshire County Council on 0300 500 8080 or visit their website.



The importance of attending school

Analysis shows that for each 4% drop-in attendance rates, our students' achieve, on average, one grade lower in every subject at GCSE. This is why we aim for all students to have a 95% attendance rate or higher.

Not every illness needs to keep a child from school, but sometimes a child is too ill to be in school. For further guidance please visit: <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>. If this is the case, please report their absence before 8.30am on the morning of each day of their absence, by using the Weduc app, or calling the absence line on 01777 870001 option 1 or emailing absence@tuxford-ac.org.uk. If you choose to email please include your child's full name, tutor group and details of illness.

We can only authorise other absences for exceptional circumstances. For example, a family bereavement, agreed religious observance, or interview. If you need to request an absence for other reasons, please email the Attendance Officer.

We recognise that attendance below 90% is poor and a child below this figure is treated as a Persistent Absentee (PA) by all academies and the DfE (Department for Education). Periods of unauthorised absence may result in warning letters or penalty notices issued by the Local Authority to parents. We intervene where there are concerns about a child's attendance in a range of ways that may include monitoring, contacting home, support plan meetings, warning letters, fixed term penalties, seeking Local Authority Support and Education Supervision Orders.

What your child needs to bring to the academy

In addition to a suitable bag to carry books and equipment, the following stationery is required for our students: a scientific calculator (preferably similar to Casio FX-83GTCW or FX-85GTCW), 2 x HB pencils, 2 x black pens, 2 x red pens, eraser, pencil sharpener, 30cm ruler, whiteboard pen, protractor/angle measure, pair of compasses, and scissors.

We encourage our students to bring a water bottle to drink in lessons. Water fountains are located around the academy for students to refill their water bottles.

How to use lockers at the academy

We offer lockers to all our students. To obtain a locker, students are required to pay a £5 key deposit, which will be refunded upon the return of the key at the end of Year 11. With access to their lockers before school, at the end of break and lunch, and at the end of the day, students can easily collect the equipment they need for their classes.

What to do if your child loses something in the academy

If your child loses any of their property they should first ask at their college reception.

Mobile phones in the academy

We have a strict no-mobile phone policy to promote healthy interaction between students and a positive and focused learning environment.

While students are allowed to bring mobile phones to and from the academy for their personal safety, we require that they turn them off (not placed on silent) and store them out of sight as soon as they arrive at the academy gate. Phones must remain turned off and out of sight until the end of the school day.

If students need to contact their parents or carers during the day, they can request to use the phones at college reception. Parents and carers can reach students for emergencies during the school day by calling main reception at 01777 870001.

If a student is witnessed with a mobile phone during the school day, it will be confiscated and stored at college reception. If this is the first time that a student's phone has been confiscated, they will be able to pick it up at the end of the day. However, if this happens a second time, we will inform you as parents and carers. Please note that if this behaviour continues, further consequences may follow.

Eating arrangements at the academy

We offer students the choice to either bring a packed lunch or purchase food from the canteen, where they can enjoy hot meals and desserts. Additionally, the Clumber Café provides students with hot and cold snacks, such as paninis and sandwiches. The canteen also serves breakfast and snacks before school and during breaks. Designated eating zones are available for students to enjoy their food.

We utilise a cashless catering system called sQuid, which allows for biometric data from student fingerprints to be used as payment for meals. You can securely add funds to your child's account and monitor purchases through an online platform or the sQuid app. Eligible students will have funds added to sQuid each day for free school meals. To learn more about sQuid visit <https://www.tuxford-ac.org.uk/parents/online-payments/>.



Information about financial support for families who need it

Many students are eligible for financial support. We treat all recipients of financial support with discretion.

Free school meals

Your child may be able to receive free school meals if you get any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit
- Working Tax Credit run-on
- Universal Credit

If you think that your child(ren) may be entitled to free school meals then you can either apply online or download a form via the Nottinghamshire County Council website, <https://www.nottinghamshire.gov.uk/education/school-meals/free-school-meals-and-milk>, or phone them on 0300 500 80 80. Once your application has been approved, the council will inform the academy and we can then start providing free school meals for your child(ren).

Hardship fund

We may be able to offer financial support for other activities and materials, such as trips, through our hardship fund. To enquire about this please contact parents@tuxford-ac.org.uk



How your child can use their academy email and Microsoft applications

During their first ICT lesson, students will receive a unique username and set up their own password to access the academy computers. To access their email account, students can simply visit microsoft365.com and follow the login instructions using their username and password. This login and password will also allow students to access Microsoft Teams. If students forget their password, they can request a password reset from their tutors.



We want our students to be able to work on their assignments and projects from wherever they are. That's why all students can install Office on up to five devices by visiting office.dalp.org.uk, logging in, and clicking the "Install Office" icon located in the top right-hand corner of the page. The software can be installed on both Windows and Mac machines, and you can even download the app versions from both

CREATING A SAFE AND POSITIVE LEARNING ENVIRONMENT

Expectations, consequences, and anti-bullying measures

Our agreement with parents

By working together, we create a safe and positive learning environment for all students at our academy. It is essential that our students understand the importance of good behaviour both in and out of the academy. We ask parents and carers to support our expectations.

Our home-school agreement, which we expect all parents and carers to sign, aims to promote positive working relationships and help us as adults develop a common approach to supporting students. It sets out the rights and responsibilities of staff, parents and students.

Behaviour expectations at the academy

We expect all students to behave in a manner that is safe and respectful and be ready to learn. Students and staff should feel safe within an environment that enables teachers to teach and learners to learn. We expect our students to:

- Attend school regularly and arrive on time for all classes
- Follow the dress code guidelines outlined in this handbook
- Follow the one-way system and only eat in the designated areas
- Be prepared for each class with the necessary equipment
- Keep mobile phones out of sight during the academy day
- Refrain from bringing any banned items to the academy
- Treat others with respect and kindness, including fellow students, teachers, and support staff
- Avoid any behaviour that is disruptive or interferes with the learning of others
- Always respect the property of the academy and that of others

- Conduct themselves well when travelling to and from the academy. Bus companies can withdraw travel passes at any time
- Represent the academy in a positive manner beyond the school day by not posting inappropriate or derogatory content on social media

At our academy, we do not tolerate any behaviour that is violent, aggressive, or discriminatory. This includes physical violence, verbal abuse, harassment (racism, transphobia, homophobia and other examples of hate crime), and bullying. We take these matters seriously and have established procedures for reporting and addressing any incidents.

Encouraging good behaviour through rewards and consequences

Positive reinforcement encourages good behaviour. We reward our students through positive praise points, star of the lesson, badges, certificates and recognition assemblies. We have recently introduced the academy reward shop, a place where students can trade their positive points for a range of items. We also use trips and experiences to further acknowledge the superb work of students. To ensure we celebrate a range of students, different criteria are used during the year to issue rewards e.g. zero sanctions, most improved student, reward to sanction ratio etc.

We also have consequences in place for students who do not follow our behaviour expectations. These may include negative sanction points, detentions, tutor reports, suspensions and other disciplinary measures, depending on the severity of the behaviour.

We use Class Charts to monitor behaviours and communicate these to parents and carers.

Working together to support your child's behaviour

Our academy motto 'Excellence through Teamwork' is central to our work with parents and carers. By forming positive relationships between home and the academy it is hoped we can support your child in all areas, including managing their behaviour, emotions and wellbeing.

We use various methods to communicate with parents and carers about their child's behaviour, including:

- Weduc messages detailing key information
- Data point reviews which provide an overview of students' behaviour and attitudes
- Class Charts updates which communicate rewards and behaviours, including detentions
- Tutor reports which can be taken home to share with parents and carers
- Phone calls from tutors and/or teachers to communicate key messages

We encourage you to talk to your child about our behaviour expectations. Please encourage your child to take responsibility for their actions and should the need arise seek support and guidance from your child's tutor.

Addressing bullying so our students feel safe

Bullying is behaviour that is repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups, for example, because of race, religion, gender or sexual orientation. We take all types of child-on-child abuse very seriously. If your child comes to you and asks for help, please communicate with your child's tutor.

All reported incidents will be taken seriously and investigated.

All students have access to the MyConcern platform. They can log their concerns at any time and the safeguarding team will pick these up and action. Often young people are embarrassed to talk, and this can have implications on wellbeing. You know your child better than anyone, so it is worth looking out for the following warning signs which are often witnessed in children who are the victims of bullying; withdrawal, reluctance to go to school, a loss of friends, a loss of interest, torn clothing, bruises and even self-harm.

If your child has been bullied or harassed we suggest you:

- Calmly talk with your child about their experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that they have done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur they should report them to an adult in the academy
- Immediately contact your child's tutor

If your child is experiencing any form of cyber bullying we guide you to:

- Ensure your child is careful with whom they give their mobile phone number and email address to
- Check exactly when a threatening message was sent and keep evidence of offending emails, text messages or online conversations. Do not delete messages.
- If the bullying involves a student from Tuxford Academy, contact the academy to report this
- Contact the service provider to report the incidents
- If the cyber bullying is serious and a potential criminal offence has been committed, you should consider contacting the Police

“EXCELLENCE
THROUGH
TEAMWORK”

PROMOTING ACADEMIC SUCCESS

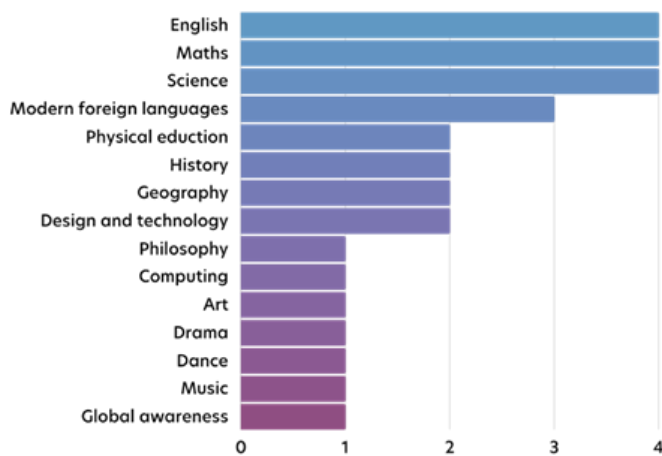
Our Approach to Teaching and Learning

What your child will be learning

Gaining qualifications is just part of our curriculum at Tuxford, we aim for all our students to be:

- Self-confident individuals who care for others and demonstrate strength of character
- Independent learners with the breadth and depth of knowledge to be empowered in the pursuit of their future pathways
- Enriched young people who benefit from a range of experiences that improve their lives now and in the future

Students have 30 lessons a week. Our website shows how these are allotted in each year, for example here are how they are allotted in Year 7:



We have designed learning journeys to keep you informed about the topics your child will be studying in each of their subjects.

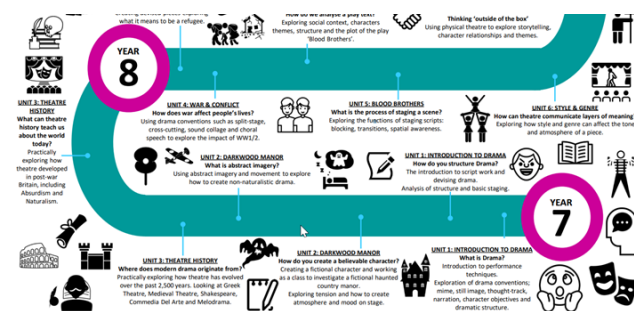
Additionally, at KS3, we have developed progress ladders that indicate the typical development of students' skills in each subject area. Drama and English examples are below which can be viewed with all subjects on our website.

Drama KS3 Progress Ladder

Be original by taking risks and embracing challenges.	Present a detailed, believable character and a highly engaging performance.	Present a highly engaging performance that demands audience attention.	Justify the purpose and intentions of a performance and how style and genre complement the performance.	Demonstrate leadership skills.	Explain different reactions to a situation.	Use complex SPaG, including correctly spelling complex specialist vocabulary and correctly using apostrophes.
Make effective use of dramatic structure to communicate meaning.	Demonstrate a high level of focus, confidence and commitment to your role.	Present a fully realised performance with clear artistic intention.	Apply feedback and continually refine and develop work through reflection and experimentation.	Encourage and support others.	Imagine yourself differently in different situations.	Use SPaG with considerable accuracy, including writing in clear paragraphs.
Explore and select innovative drama techniques.	Communicate character traits and relationships. Make a meaningful contribution to the performance.	Make an engaging use of drama techniques that complement style and genre.	Explain how techniques and conventions have/could enhance/d a performance.	Collaborate with others.	Explain reasons for emotions and views.	Use SPaG with general accuracy, including correctly using capital letters.
Suggest ideas that consider the potential impact for your audience.	Change your voice and physicality to communicate elements of your character.	Show appropriate spatial awareness and use of the space.	Offer specific ideas on how a performance could be improved, use drama terminology to describe strengths & ideas for improvement.	Listen to others and actively contribute.	Recognise others' emotions and views.	Use SPaG with basic accuracy, including writing in full sentences.
Offer an idea on a given stimulus.	Take on a specific role in a performance.	Perform in front of others.	Identify strengths and areas for development.	Contribute positively to the team.	Recognise your own emotions and views.	Write in a way that mostly makes sense.
CREATING	CHARACTERISATION	PERFORMING	ANALYSING	TEAMWORKING	EMPATHY	LITERACY-WRITING

Geography KS3 Progress Ladder

Comprehend an extensive range of sources accurately. Analyse statistics.	Use a wide range of map and atlas skills at a range of scales. Locate a range of places on a world map.	Give detailed and place specific descriptions. Make detailed comparisons supported by evidence.	Explain a range of accurate reasons supported by relevant detailed evidence and place knowledge.	Give detailed and balanced arguments. Reach substantiated conclusions/evaluations.	Connect learning from different contexts.	Select appropriate graphs to present data. Draw annotated graphs. Calculate complex statistics.	Use complex SPaG, including correctly spelling specialist vocabulary and correctly using connectives.
Comprehend a wide range of sources. Describe and begin to explain complex patterns and anomalies.	Use 6 fig refs. Locate a range of European countries, UK cities and seas on a map.	Give detailed descriptions. Recall a wide range of facts with accuracy. Make clear comparisons.	Explain a range of accurate reasons, showing how processes, people and the environment interact.	Compare different points of view. Reach a well-reasoned conclusion/evaluation.	Independently seek answers.	Draw more complex graphs. Accurately calculate statistics.	Use SPaG with considerable accuracy, including writing in clear paragraph forms.
Extract information from a range of sources. Describe patterns with clarity. Identify exceptions.	Use 4 fig refs and scale. Locate major UK cities on a map.	Give clear descriptions. Recall a range of facts/evidence. Make basic comparisons.	Identify clear and somewhat accurate reasons beginning to link ideas/points.	Describe the views of different groups with evidence. Reach a reasoned conclusion/evaluation.	Ask open questions.	Draw a range of simple graphs. Calculate simple statistics.	Use SPaG with general accuracy including correctly using capital letters.
Extract information from a range of sources. Describe a simple pattern.	Use a range of symbols and directions. Identify continents, oceans using an atlas.	Give brief descriptions. Recall some facts/evidence. Identify similarities and differences.	Suggests brief reasons for a change, event or cause.	Identify different viewpoints. Reach a simple conclusion/evaluation.	Ask closed questions.	Draw simple graphs. Complete a range of basic calculations.	Use SPaG with basic accuracy, including writing in sentences.
Make simple observations. Identify a simple pattern.	Recognise basic symbols and features on a map using a key.	Make a point. Recall simple facts. Identify a similarity/difference.	Give a reason.	Give an opinion.	Enjoy learning new facts.	Read simple graphs. Complete basic calculations.	Write in a way that mostly makes sense, including writing in the connectives.
SOURCE INTERPRETATION	MAP SKILLS	DESCRIBE	EXPLAIN	JUDGE	CURIOSITY	NUMERACY	LITERACY-WRITING



Assessments, marking and feedback

To provide real-time feedback, we use a range of techniques such as questioning, quizzing, 'in-flight marking,' work sampling, and self and peer assessment. We also leverage technological tools like Plickers, Seneca, and Carousel, providing rapid feedback to students and teachers.

At KS3, your child will undertake a variety of assessments, including Cognitive Ability Tests (CATs) at the beginning of Y7, which are externally marked to help us identify individual and year group needs. Additionally, termly Star Reader assessments and regular in-class assessments guide curriculum planning and interventions. At KS4 your child will complete mock exams and non-examined assessment.

Marking and feedback provide valuable opportunities to praise your child's efforts and achievements and to help them identify areas for improvement. We select work to mark carefully, ensuring that our feedback has the most significant impact on your child's future learning. Written and verbal feedback following marking guides for students to reflect on their learning, and this reflection helps them remember what they have learned and how they can improve their work.

Supporting your child in their revision

Here are some tips on how to support your child in their revision:

- Chunk revision: help your child organise their revision into small chunks of approximately 20 minutes
- Provide a quiet study space: help your child concentrate by ensuring that they have a quiet study space free from noise or technology
- Use revision aids: help your child to create revision aids such as flashcards, mind maps, and online quizzes
- Test their knowledge: help your child use their revision tools and test your child's knowledge by asking them questions on the topics they have revised
- Encourage healthy habits: encourage your child to maintain healthy habits such as eating nutritious meals, exercising, and getting enough sleep

Staying informed about your child's progress

We write three reviews on students' progress at different points across the year. You will be sent a Weduc message telling you when your child's review is available for you to view.

The reviews will contain information about your child's approach. They will be awarded a number in each subject on their safety in lessons, how ready they are for learning, and how respectful they are to other students and staff. An explanation of what each number means is included on the report.

At KS3 we will also communicate whether your child is on course to attain their flightpath stage for the year. Your child's flightpath stage indicates where your child should be if they are on course to reach their provisional GCSE target grades in Y11. This will be reported as below, working towards, working at, or working above. For most of the year, we expect students to be working towards their flightpath stage. The provisional GCSE target grades are based on their Key Stage 2 SATs results or CATs results. The GCSE target grades will be reviewed in Y10, and in year 10 teachers will begin writing predicted grades on reviews.

During the year, you will also be invited to talk to teachers and tutors about your child's progress.



Relationship, Sex and Health Education (RSHE) at the academy

Our young people are growing up in a world of growing complexity and are living their lives both on and offline. They need to be aware of how to be safe, healthy and how to manage their academic, personal and social lives in a positive way. RSHE is a compulsory part of the curriculum that is delivered as part of the global awareness programme, the academic curriculum and the pastoral curriculum (assemblies and CCT).

RHSE is delivered sensitively, inclusively and with respect to the backgrounds and beliefs of students and their parents and carers but always with the aim of providing pupils with the knowledge they need for now and for the future.

We understand that parents are the primary educators in this area and that schools can provide a complementary education that reinforces and builds on knowledge acquired from home and at primary school. We also understand that wellbeing is a fundamental part of this education being effective, and the students' happiness is a priority for all of us. The RSHE curriculum is designed to give them the knowledge and capability to take care of themselves and receive support if problems arise.



Your child's homework

Regular homework is an important part of your child's education. It will help your child to:

- Practice knowledge and understanding to reinforce learning
- Prepare for quizzes, tests, assessments, and exams through revision practices
- Develop good habits of organisation, planning, time management and self-discipline
- Take ownership of their learning to develop initiative and independence

These skills will prove invaluable for succeeding at GCSE and beyond.

We communicate what homework has been sent via Class Charts. We recommend the following homework schedule to aid your child in organising their home learning; however, this can be adapted to suit family routines as necessary. Students will be given a week to complete any homework they receive.



Homework tasks can be accessed by parents and carers as well as your child to view the activities set and the hand in dates. Clicking on the arrow allows your child to view the details of the homework set. When your child has done a piece of homework, they will be able to mark it as complete, which will move it from the "to do" into the "completed" folder.

	Mon	Tue	Wed	Thu	Fri
KS3	Maths History*	MFL Geography*	English	Science	Other subjects**

*These subjects will set homework fortnightly.

**Subjects not listed on the timetable may occasionally set homework. They instead promote pupil's regular participation in extra-curricular activities.

ClassCharts Part of SASS

MY CODE LOGOUT

Custom - showing 38 days
Due date: 17/07/2023 - 23/08/2023

1 task due this week 0 tasks submitted/completed 1 task remaining this week

To do 1

Homework	Teacher	Lesson	Subject	Issued	Due	Est. time	Type
Test 1	Miss [Name]	[Name]	Geography	Monday 24/07/2023	Friday 28/07/2023	20 minutes	Homework

Completed 0

Submitted late 0

Not submitted 0

Submitted 1

Homework	Teacher	Lesson	Subject	Issued	Due	Est. time	Type
Test	Miss [Name]	[Name]	Geography	Wednesday 19/07/2023	Wednesday 19/07/2023	10 minutes	Homework

The completion of homework will be checked by teachers and recorded through Class Charts. This will show the piece of homework being submitted, not submitted, or submitted late.

Where your child demonstrates strong effort in their homework and meets deadlines regularly, they will be praised and rewarded.

You can support your child with their homework through:

- Having discussions about what they are doing
- Encouraging your child to check Class Charts regularly to access homework and check deadlines
- Use the suggested homework study schedule to help organise home learning effectively
- Providing a quiet space to study in the home

In addition, each subject also promotes optional super-curricular activities to encourage students to exhibit further curiosity and an opportunity to go above and beyond. Students engaging with these activities can be nominated to receive a character award for excellence.



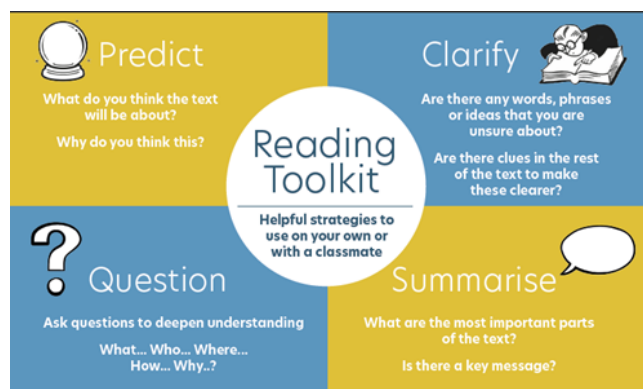
Our reading culture

The ability to read well is essential for developing knowledge and understanding across all subjects. Students' reading is assessed regularly to inform teaching across the academy. If assessments show that some students need more support, a time-limited reading intervention is provided.

The intervention scheme that we use is Fresh Start. This helps students learn to read accurately and fluently; they also develop their comprehension, spelling and punctuation skills.

You can support your child in their reading in several ways:

- Provide access to reading materials, such as books, newspapers, and magazines. Students can borrow books to take home from our Learning Resource Centre. Our super-curricular booklets link subject reading opportunities. The YA book prize also offers fantastic book recommendations
- Encourage your child to read for pleasure and role-model reading yourself
- Discuss what they are reading with them, asking questions about the plot and characters, and encouraging them to share their opinions and ideas about the text
- Promote a love for reading by celebrating your child's reading achievements, such as finishing a book



Supporting your child with SEND

We are committed to providing a high-quality experience and education for all students, including those who are on the SEND register. SEND students are supported through a 'graduated approach', allowing students to achieve their very best and reach their full potential. SEND students have a vast support network, this starts with their form tutor. Key workers, teaching assistants and SEND staff also support students throughout the 'graduated approach', which looks to assess the needs of students and implement the correct support.

SEND students are encouraged to fully engage within all aspects of school life including trips, residential visits and extra-curricular activities. For more information please visit our website.



BUILDING WELL ROUNDED INDIVIDUALS

Enrichment and character development

Upcoming enrichment trips

We understand that learning goes beyond the classroom walls. We offer a range of fantastic day and residential trips. Here is an example of some of the year group trips we ran in 2023:

	Trip	Approx. cost in 2023
Y7	Pantomime	£28
	Camping residential	£205
	Sherwood Pines	£10
Y8	Isle of Wight residential	£385
	Clumber Park	£11
Y9	London residential	£425
	Clumber Park	£11
Y10	Alton Towers	£35

Further details of the trips will be issued nearer the time. Please pay for enrichment trips using Scopay.

Our wealth of extra-curricular activities

To view the extra-curricular timetable visit our website.



Learning an instrument

Our Music department has a vibrant and varied programme of instrumental and vocal tuition. For further details please visit our website.

Cultivating future leaders

Students can develop their leadership by taking on a role of responsibility, for example, they could become a College Captain, College Charity Lead, Sports Captain, Eco-club member, Sports Leader or a Y11 Prefect.

Our approach to building character

We place great importance on character development. As such, we award four character badges for each of our C.O.R.E. character domains.

There are lots of ways students can achieve the four character awards. Here are some examples:

Conscientiousness

- Repeatedly representing the school or a club in an individual sporting activity
- Achieve clear goals through committing yourself regularly to an exercise programme for a month
- Promoting environmental awareness through a campaign over a period of time
- An impressive review that demonstrates you have a very strong attitude to learning across your subjects

Open-mindedness

- Volunteering six times or more
- Organising a charity event
- Raising £50 for charity as an individual
- Read or listen to eight books and write a book review on each
- Attending a club like Book Club or Astronomy Club, for at least a term

Resilience

- Attending a residential trip and demonstrating independence
- Using feedback to voluntarily repeat at least three assessments in your own time
- Being a carer for a family member or friend
- Settling into the academy well after a late start
- Overcoming a major challenge

Engaging with Others

- Successfully holding a form or school leadership role, including mentoring
- Attending Cadets, Guides, Scouts, St. Johns Ambulance, Lifesavers or a similar out of school club for six months or more
- Regularly playing in a sports team for a season, in or out of school
- Complete a random act of kindness for someone you live with every day for two weeks
- Regularly attending a Music or Drama club or taking part in the academy drama production

Students can be nominated by a teacher, parent or they can nominate themselves for a badge by following this link, <https://forms.office.com/e/hYz9uFhbZE>





How to get involved in the academy

We value the involvement of parents and carers in our academy community and welcome your support in various ways. Here are some examples of how you can get involved:

- Host an older student for work experience
- Volunteer to support students in the classroom
- Run or assist with an extracurricular activity
- Support an afterschool study club
- Deliver an assembly
- Help lead a community project
- Apply to be a parent governor when there is a vacancy
- Join the Parent Steering Group

We are grateful for any support that you can offer. If you are interested in getting involved or have any questions, please don't hesitate to contact us at parents@tuxford-ac.org.uk. Together, we can help our students reach their full potential. Thank you for your continued support!