



PARENT & CARER
HANDBOOK
2025/2026

Diverse Academies





WELCOME

TUXFOR — ACADEMY —

Dear parents and carers,

Welcome to our academy!

As Principal, I am delighted to welcome you and your child to our academy.

I am fortunate to lead a passionate team of staff who are committed to helping every student shine and reach their full potential.

Our academy is a friendly and inclusive community where diversity is celebrated and every individual is valued. We pride ourselves on providing a safe, nurturing, and lively environment where all students can thrive, enjoy learning, and succeed.

We have high expectations of all our students, but we know that success isn't just about grades. We also focus on developing the whole child, supporting their social, emotional, and physical wellbeing.

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Education works best as a partnership between home and school, so we encourage parents and carers to be actively involved in their child's learning journey and support the school in meeting our aims. Our motto, "Excellence through Teamwork," can only be achieved when we work together, and your feedback and contributions are always welcome to help us continually improve the opportunities we offer.

This handbook has been developed with the input from our parents. We hope you find it a useful guide to life at the academy.

I am really looking forward to getting to know you and your child and sharing in this exciting journey together.

Yours faithfully

Jon Hardy Principal

REY INFORMATION

Academy Contact Details

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

How we'll keep in touch with you

Weduc

We use an online system called Weduc as our main communication tool. Through Weduc, you can access a range of information about your child including attendance, reports, rewards & sanctions and homework, as well as receive news and information from the academy.



You will receive login details from the academy via email- and it's worth checking your junk or spam folder just in case the invite lands there. There's also a mobile app you can download, which makes it easy to keep everything in one place. We'd recommend turning on notifications so you don't miss any important messages.

Students also have their own personal Weduc login to check their rewards, homework, and other updates.

E-newsletter

Each term, our e-newsletter highlights student achievements, shares information about 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 via email. 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 at 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, attend academy events and progress evenings, volunteer at the academy, or simply by 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 96% attendance rate.

Nurture wellbeing: To support your child's wellbeing and help them be ready to learn, try to ensure they get enough sleep (12-year-olds need around 9–11 hours) and eat healthily. You can also help them stay safe online by using parental controls and setting reasonable limits on phone and screen use.

Support homework and study: Parents and carers can support their child with homework by providing a quiet study space, setting aside a regular time each day, encouraging reading, and offering plenty of positive 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 the Tuxford Award.

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.



ACADEMY DAY & TERM DATES

What a typical academy day looks like

The academy day begins at 8.35am when the warning bell for form time sounds, and ends at 3.10pm. Students should not arrive on site before 8.20am and unless involved in extra-curricular activities, should leave the site by 3.25pm.

| Time | Year 7, 9 and 11 |
|---------------|------------------|
| 8:40 - 9:00 | Form Time |
| 9:05 - 9:55 | P1 |
| 9.55 - 10:15 | Break |
| 10:15 - 11:05 | P2 |
| 11:10 – 12:00 | P3 |
| 12:05 - 12:55 | P4a |
| 12:55 – 1:25 | Lunch |
| 1:25 - 2:15 | P5 |
| 2:20 – 3:10 | P6 |

| Time | Year 8 and 10 |
|---------------|---------------|
| 8:40 - 9:00 | Form Time |
| 9:05 - 9:55 | P1 |
| 9:55 - 10:15 | Break |
| 10:15 - 11:05 | P2 |
| 11:10 - 12:00 | P3 |
| 12.00 - 12:30 | Lunch |
| 12:30 - 1:20 | P4b |
| 1:25 - 2:15 | P5 |
| 2:20 – 3.10 | P6 |

When the academic year starts and ends

Holiday pattern 2025-26

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WE CARE
WE EMPOWER
WE RESPECT

UNIFORM & EQUIPMENT

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

What to do if your child loses something in the academy

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



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.

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, and pair of compasses.

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.





ATTENDANCE & MOBILE PHONES

How your child can get to and from the academy

We highly recommend that students residing in Tuxford, 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.



The importance of attending school

Studies show that missing just a few days of school can have a big impact: for every 4% drop in attendance, students typically achieve one grade lower in each GCSE subject. The Department for Education also found that improving grades by just one across all subjects is linked to adding over £200,000 to a student's lifetime earnings. That's why we encourage all students to aim for at least 96% attendance.

Not every illness requires a child to stay home, but sometimes they are genuinely too unwell to attend. For guidance, please visit: NHS: Is my child too ill for school?. If your child is absent, please report it before 8:00am on the morning of each day of absence. We would prefer you to do this via the Weduc app, but you can also call the absence line on 01777 870001 (option 1), or email attendance@tuxford-ac.org.uk. If you email, please include your child's full name, tutor group, and details of the illness.

Other absences will only be authorised in exceptional circumstances, such as a family bereavement, agreed religious observance, or a college interview. If you need to request an absence for another reason, please contact the Attendance Officer by email.

Attendance below 90% is considered poor. Students below this threshold are classified as Persistent Absentees (PA) by the academy and the Department for Education. Periods of unauthorised absence may lead to warning letters or penalty notices issued by the Local Authority.

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.

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 student reception. Parents and carers can reach students for emergencies during the school day by calling main reception at 01777 870001.

If a student is seen using a mobile phone during the school day, it will be confiscated and kept at college reception. On the first occasion, the phone can be collected by the student at the end of the day. If it happens a second time, the student will receive a sanction. On the third occasion, parents or carers will be contacted to collect the phone. Please note that repeated incidents may result in further consequences.

TUXFORD ---

ESSENTIAL RESOURCES

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 iPay 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 iPay app. Eligible students will have funds added to iPay each day for free school meals. To learn more about iPay 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 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.



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

CURRICULUM

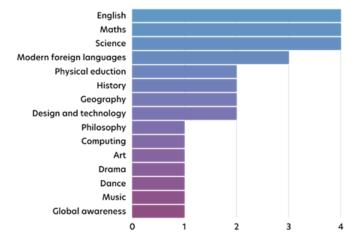
TUXFORD -- ACADEMY

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.

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

| | Geography KS3 | Progress Ladde | or | | | | | |
|----------|---|--|---|---|---|---|---|---|
| Î | Comprehend an extensive range of of map and at this skills at a range of sources accurately. Analyse statistics. Use of a wide range of map and at this skills at a range of sources accurately. Analyse statistics. | | 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 advanced 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, contours accurately, 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 dear 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 paragraphs. |
| Progress | Extract information from a range of sources. Describe patterns with clarity. Identify exceptions. | Use 4 fig refs and scale. Locate continents, oceans, 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 more complex graphs. Calculate simple statistics. | Use SPaG with general accuracy including correctly using capital letters. |
| Pro | Extract information from a range of sources, Describe a simple pattern. | Use a range of symbols and directions, identify continents, oceans using an atias. | 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 ideas. 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 correct tense. |
| | SOURCE INTERPRETATION | MAP SKILLS | DESCRIBE | EXPLAIN | JUDGE | CURIOSITY | NUMERACY | LITERACY- WRITING |

These resources are stuck in your child's workbooks, but you can also access them by visiting the individual subject pages linked from our curriculum page.



Q CURRICULUM

In Year 7 students will learn the following in each subject:

| Year 7 students will be learning about | | | | | | | |
|--|--|--|--|--|--|--|--|
| in art | Natural forms; Colour Theory; Aboriginal Art; Hundertwasser; Imaginary Creatures | | | | | | |
| in design and technology | Microbit Smart Watch; Acrylic Phone Stand; Food; CAD/CAM Introduction; Box Photo Frame; Textile Door Stop | | | | | | |
| in dance | Introduction to Dance; Dance Around the World; Music Videos | | | | | | |
| in drama | Introduction to Drama; Darkwood Manor: Creating mood and atmosphere on stage; Theatre History | | | | | | |
| in English | The Gothic- Mary Shelley's Frankenstein; Myths and Legends in poetry; Dickens to Disney- character archetypes and literary traditions; Shakespearean Comedy; Weekly Reading Lessons | | | | | | |
| in history | Introduction to History; The Vikings; Wonder of the Islamic Empire; The Norman Invasion; Might Medieval Monarchs; Change in England during the Tudor and Stuart Periods; Pocahontas and the New World; Crime and Punishment in the 18 th Century | | | | | | |
| in geography | Settle Down (maps and a sense of place); Blame it on the Weather Man (Climate and weather); Geography Rocks (Geology, hydrology; coasts); Shrinking World | | | | | | |
| in German | Introducing Yourself and Other; Health; Free Time | | | | | | |
| in ICT & Computing | Introduction to Computing; Digital Citizenship; Programming; PowerPoint Design; Computing Mathematician; Digital Animation | | | | | | |
| in maths | Sequences; Algebraic Notation; Equality and Equivalence; Place Value; Fractions, Decimals and % Equivalence; Addition and Subtraction; Multiplication & Division; Directed Number: Fractions and % of Amounts; Fractions; Constructing and Measuring; Developing Geometric Reasoning; Number Sense; Sets and Probabilities; Primes and Proof | | | | | | |
| in music | Introduction to Music; Brass Band; African Drumming; Ukelele; Instruments of the Orchestra | | | | | | |
| in philosophy and ethics | What is Religion; What is it like to be a Hindu in the UK?; What is Right and Wrong?; Do the Teachings of Jesus Stand the Test of Time?; Why do People Believe in God? | | | | | | |
| in science | Movement; Cells; Interdependence; Variation; Particle Model; Separating Mixtures; Energy Cost; Energy Transfer; Speed; Gravity; Voltage & Resistance; Current | | | | | | |
| in Spanish | Introducing Yourself; School; Free Time | | | | | | |

READING

Our reading culture

Reading is key to academic success and lifelong learning.

At KS3, students take the Star Reader test three times a year. All books have a ZPD (Zone of Proximal Development) level and this test provides each student a ZPD range. Choosing books within a student's ZPD range will ensure the books are challenging but not too difficult. To make book selection easier, our library is colour-coded by ZPD level, and staff are always available to guide students.

Parents will be informed of their child's ZPD so they can support reading at home. Parents can check whether a book is within their child's ZPD range by using www.arbookfind.co.uk.

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 by:

- Encourage your child to read for pleasure and role-model reading yourself
- Provide access to reading materials. Students can borrow books to take home from our Learning Resource Centre. Our supercurricular booklets link subject reading opportunities and the YA book prize also offers fantastic book recommendations
- As them questions about what they are reading.



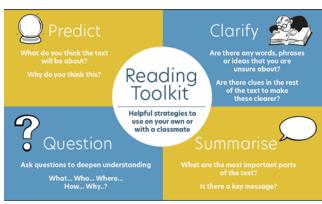


Supporting your child with SEND

We are committed to proving 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.





TUXFORD -- ACADEMY

ASSESSMENT

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.

Your child will participate in various assessments, including regular in-class evaluation, to guide teaching and interventions. Star Reader assessments will occur 3 times a year, this will inform reading intervention strategies. Furthermore, there are end-of-year exams for English & Maths in Y7, Y8 and Y9 towards the final term. Mock exams will then be held in Y10 and Y11.

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 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 two 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. The GCSE target grades will be reviewed in Y10, and during 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.



BEHAVIOUR & EXPECTATIONS

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, respectful, and allows learning to take place. Students and staff should feel safe.

We expect our students to:

- Be kind to peers, at all times
- Always show respect to staff by following instruction
- Arrive on time and attend all lesson punctually
- Be prepared for each class with the correct equipment
- Keep mobile phones out of sight during the academy day
- Wear the uniform correctly
- Follow the one-way system and only eat in the designated areas.
- Avoid any behaviour that is disruptive or interferes with the learning of others
- Conduct themselves well when travelling to and from the academy. Bus companies can withdraw travel passes at any time
- Adhere to the school behaviour policy, promoting a positive and safe school environment for all

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, certificates, and recognition assemblies. We also use treats, 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 to name a few.

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

We use Weduc 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 and rewards and sanctions, including detentions
- Data point reviews which provide an overview of students' behaviour and attitudes
- 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.

HOMEWORK

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 WEDUC. 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.

The completion of homework will be checked by teachers. Where your child demonstrates strong effort in their homework and meets deadlines regularly, they will be praised and rewarded. If homework is incomplete or late your child will be issued with a sanction.

You can support your child with their homework through:

- Having discussions about what they are doing
- Encouraging your child to check WEDUC 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 supercurricular 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.

Homework setting:

KS3 Expect Weekly homework: Set on WEDUC as appropriate: Maths – SparxMaths **Science** - SparxScience Geography D&T **Environmental Science** History **username:** joebloggs [first name & surname – no gaps] Art **Philosophy & Ethics** Dance Computing password: circle Drama Music English – Private Reading (books available to borrow from the library) MFL - Sentence Builders Username: XR2-SurnameFirstname e.g. XR2-BloggsJoe Subjects that choose to set homework only when appropriate often promote student's regular par-Must use capital letter for first name and surname. ticipation in extra-curricular activities.

Student homework schedule:

| | Mon | Tue | Wed | Thu | Fri |
|-----|----------------------|----------------------|----------------------|----------------------|-----|
| KS3 | Science | MFL | Maths | English | |
| | Other as appropriate | Other as appropriate | Other as appropriate | Other as appropriate | |

Students will have **7 days** to complete a piece of homework.

The schedule is advisory for students and parents to adopt to help create good routines and study habits to manage home study time.

ONLINE SAFETY SAFETY

Cyber >>> Safety Tips



Never share your password to anyone

Keep your passwords safe. Use a secure and reliable password manager.

Use a secure VPN connection.

A Virtual Private Network (VPN) will ensure your anonymity on the internet.

Be careful of what you post.

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

Practice safe

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

Be careful of what you download.

Avoid downloading apps or software that look suspicious. It may result in malware.

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









SCAN ME

ADDRESSING BULLYING

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. Students can also speak to any members of staff within the academy. 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 or 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
- Monitor the use of your child's social media
- 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"

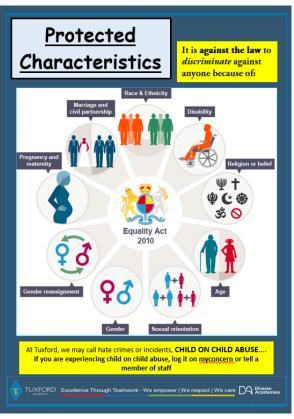
DIVERSITY

Celebrating diversity

Across the curriculum, particularly in global awareness lessons and form time, students learn about the importance of the protected characteristics and equality within our academy and society.

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

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





LGBT+

We nurture our students 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 LGBT+ students and their families can be found through a range of websites such as:

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

We are proud to have secured the Rainbow Flag Award status.

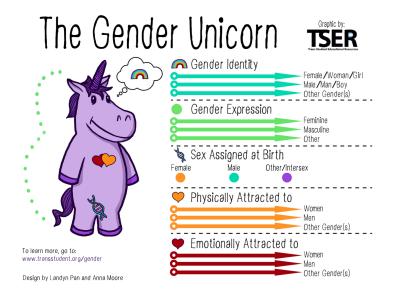
The Rainbow Flag Award is a national quality assurance framework for organisations that works with young people. The award focuses on **positive LGBTQ+**, **inclusion and visibility**.



February 2024

This is a whole school approach which means that all pupils are fully educated within lessons and pastoral routes on how to be an ally and exercise respect for everyone.

We also have Diversity ambassadors in each year who provides more support on a one-to-one basis as well as groups. Everyone is welcome to come to the LGBTQ+ clubs to meet new friends and to learn more.



TUXFORD ---

WELLBEING

Supporting your child's wellbeing

We provide lots of opportunities for our students to feel good about themselves. Rewards, extracurricular activities, college competitions and student 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 form time.

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 or external providers. We also have the support of the Mental Heath Support Team who come into school and provide 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 <u>Talking to children about scary world</u> events | Mental Health Foundation
- Booklet for parents and carers wanting to know more about anxiety. <u>The Anxious Child | Mental Health</u> <u>Foundation</u>
- 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. <u>www.beateatingdisorders.org.uk/</u>

RSHE OXYON

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 form time).

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.







What students will learn in Global Awareness this year?

| | YEAR 7 |
|---|--|
| Autumn 1: Wellbeing com- bined with RHSE | Transition, Belonging & Wellbeing How can I cope with the transition to secondary school, build friendships, and manage my emotions? |
| Autumn 2 Wellbeing com- bined with RHSE | Healthy Friendships & Respect What makes a respectful relation- ship, and how can I show kindness and empathy? |
| Spring 1 Diversity and equality | Celebrating Diversity and Under- standing equality Why is it important to celebrate di- versity and challenge stereotypes and bullying? |
| Spring 2 Staying safe on and offline | Staying safe on and offline How can I set electronic boundaries, resist peer pressure, and reduce digital risks? |
| Summer 1 Human rights and individual liberty (British values) | Rights & Responsibilities What are my rights and responsibili- ties in school and the wider commu- nity? |
| Summer 2 Careers and economy wellbeing | Careers Awareness & Aspirations How can I explore my skills, strengths, and aspirations for the future? |

EXTRA CURRICULAR

Upcoming enrichment trips

We offer a range of fantastic day and residential trips. Here is an example of some of the year group trips we ran in 2024:

| | Trin | Cost |
|-----|---------------------|---------------|
| | Trip | in 2024- 2025 |
| Y7 | Camping residential | £237 |
| 1 / | Yorkshire Wildlife | £20 |
| Y8 | Whitby residential | £130 |
| 10 | Clumber Park | £16 |
| Y9 | London residential | £390 |
| 19 | Clumber Park | £16 |
| Y10 | Alton Towers | £34 |

This term we are running the following extra-curricular clubs.

| Club | Day | Time | Room |
|----------------|-----------|------------|-------------|
| Drama Club | Tuesday | 3:15-4:15 | CA5 & CA6 |
| Eco Club | Tuesday | 3.15-4.15 | IB2- Garden |
| Girls Football | Tuesday | 3.15-4.15 | Astro |
| Drama Club | Tuesday | 3:15-4:15 | CA5 & CA6 |
| Science Club | Wednesday | 3.15-4.15 | S12 |
| LGBT Art Club | Wednesday | 12.55-1.15 | CA4 |
| Boys Football | Thursday | 3.15-4.15 | Astro |
| Badminton | Thursday | 3.15-4.15 | Sport Hall |
| Made It | Wed | 3.15-4.30 | DT4 |

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

TUXFORD -- ACADEMY



SCAN ME

Complete the sections to earn your award. Once you have completed Rookie, move to Pro and then Elite. Volunteering: 1 instance Tuxford Physical: 1 term Rookie Skill: 1 term Leadership: 1 instance Earns you 100 reward points Volunteering: 2 instances Tuxford Physical: 2 terms Skill: 2 terms Leadership: 2 instances Earns you 150 reward points Volunteering: 3 instances Tuxford Physical: 3 terms Skill: 3 terms Leadership: 3 instances X-Factor: 1 instance Earns you 200 reward points

COMMON QUESTIONS X ANSWERED

When should students arrive at school?

Students should arrive at school between 8.20am and 8.35am.

How do I apply for a bus pass?

For the TA5 from Ollerton, 36 from Edwinstowe or Kirton 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 their college reception before form time 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 time, lunch time, 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 extracurricular 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 their student 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 log the appointment on Weduc. The student should collect a pink absence slip from their student 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.

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.





How to get involved at 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

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!