



Armthorpe Academy

Enriching Lives, Inspiring Ambitions



Parent Guide 2024-25



Proud to be part of
Consilium
Academies

Welcome from the Head teacher

Dear Parents and Guardians,

I hope this letter finds you well and that you've all enjoyed a restful and rejuvenating summer break with your families. It is with great enthusiasm that I welcome you all back to another exciting school year. The start of a new academic year always brings a fresh wave of energy, possibilities, and the promise of new beginnings.

As we embark on this journey together, I want to take a moment to emphasise the importance of two key elements that contribute significantly to your child's success: good attendance and positive behaviour.

Consistent attendance is crucial. When students are present and engaged in their learning every day, they are able to make great progress, build upon their knowledge, and fully participate in the life of the school. We all play a role in ensuring that our children understand the value of being present and punctual. Please continue to support us by making sure that your child arrives at school on time and ready to learn each day.

Equally important is the cultivation of good behaviour. Our school is committed to fostering an environment where respect, kindness, and responsibility are at the forefront. These values not only create a safe and supportive atmosphere but also prepare our students for the wider world. We will continue to work closely with you to encourage and maintain these standards, ensuring that every student feels valued and has the opportunity to thrive.

Reflecting on last year, I am filled with pride at the achievements of our students and the strong sense of community that we have all worked so hard to build. The positivity and resilience shown by our students, staff, and parents were truly inspiring, and I am confident that we will build on this foundation in the year ahead.

This year, we are more determined than ever to go from strength to strength. We have exciting plans to further enrich our curriculum, enhance our extracurricular offerings, and support the well-being of every student. Together, with your continued support and involvement, I am certain that we will achieve great things.

Thank you for your unwavering commitment to our school. I look forward to seeing you at our upcoming events and working alongside you to ensure that this year is our best yet.

Wishing you and your children a successful and fulfilling school year.



David Bisley
Head Teacher

Staff List 2024-25

Department Staff List September 2024

Senior Leadership Team		Physical Education	
Mr D Bisley	Headteacher	Mr J Dwyer	Head of PE
Mr C Abraham	Deputy Headteacher	Mr A Markham	Teacher of PE
Miss S Hanquinioux	Deputy Headteacher	Miss M Pressley	Teacher of PE
Mrs B Donkin	Assistant Headteacher/SENDCO	Miss H Whelan	Teacher of PE
Mr D Booth	Director of Maths	Relationships, Sex & Health Education (RSHE)	
Mr C Fox	Director of Science	Miss N Forrest	Teacher or RE/PHSE
Ms C Lake	Director of Business & Enterprise	Cover Supervisors	
Mrs A Moulton	Director of Inclusion / DDSL	Mr J Cooper	Cover Supervisor (temp)
Ms C Robinson	Director of Creative & PA	Mrs M Gabra	Cover Supervisor
Ms A Thompson	Business Support Officer	Mr J Gallagher	Cover Supervisor
Mr T West	Director of English	Inclusion Team	
English Department		Mrs A Moulton	Director of Pastoral Care/DDSL
Mr T West	Director of English	Miss S Duffy	Student Welfare Manager/DDSL
Mrs T Brigden	Head of English	Mrs N Rush	Innovate Manager / KS3 Lead
Mr J Aldridge	Teacher of English	Miss J Burton	KS4 Innovate Lead
Mrs D Clarke	Teacher of English	Mrs L-A Taylor	Inclusion Support Officer
Miss C Fermin	Teacher of English	Pastoral Team	
Mrs K Reeve	Teacher of English	Mrs H Kimber	Attendance Lead
Maths Department		Mr M Bubb	Student Support Officer Year 7
Mr D Booth	Director of Maths	Miss S Dainty	Student Support Officer Year 8
Mr J Bagnall	Acting Head of Maths	Mrs L Dawson-Utley	Student Support Officer Year 9
Miss S Adams	Teacher of Maths (temp)	Mr A Walshaw	Student Support Officer Year 10
Mr L Gallagher	Teacher of Maths	Mrs J Owen	Student Support Officer Year 11
Mr C Otoo	Teacher of Maths	Mrs D Crump	Supervised Learning Manager
Science Department		Achievement Lead / Heads of House	
Mr C Fox	Director of Science	Mr L Gallager	Year 7
Mrs V Wakeling	Head of Science	Mrs C Fermin	Year 8
Mx M Lowe	Teacher of Science	Mr R White	Year 9
Mr M Mitchell	Teacher of Science	Mrs D Kendall	Year 10
Mr R White	Teacher of Science	Inclusion Teaching Assistants	
Mrs E Keeton	Science Technician	Mrs B Donkin	SENDCO
Modern Foreign Languages		Miss D Roberts	SENDCO Admin Assistant
Miss R Hodgson	Head of MFL	Ms L Hurworth	Librarian
Ms F Mitchel	Teacher of MFL	Mrs L Joyes	Teaching Assistant
Geography		Miss A McCauley	Teaching Assistant
Mrs K Raine	Acting Head of Geography	Vacant Post	Teaching Assistant
Miss H Dodd	Teacher of Geography	Administration Support	
History		Mrs D McKinna	Headteacher's PA/Office Mangr
Mr B Hepworth	Head of History	Mrs E Pippard	Administration Assistant
Mrs K Sowden	Teacher of History	Miss L Lewin	Receptionist/Admin Asst
Business/Enterprise		Site Team	
Ms C Lake	Director of Business & Enterprise	Miss S Donnelly	Site Manager (MAT)
Mr G Wynne	Teacher of ICT	Miss V Baynham	Caretaker
Creative and Performing Arts		Mr S Mallinson	Caretaker
Mrs C Robinson	Director of Creative & PA	Catering Team	
Mrs D Kendall	Teacher of Art	Mrs J Cygan	Catering Manager
Mrs R Fairclough	Art Technician	Mrs M Coopey	Catering Assistant
Mrs N Ward	Teacher of Technology	Mrs D Foulkes	Catering Assistant
Mr N Wiles	Teacher of Technology	Mrs D Taylor	Catering Assistant
Performing Arts (PA)		Mrs D White	Catering Assistant
Mr D O'Rourke	Head of Performing Arts	IT Support	
Miss L Stothard	Teacher of Performing Arts	Mr H Quartermaine	Senior IT Engineer/N/W
Data & Exams		Mr E Crabtree	IT Engineer
Miss J Overed-Sayer	Data & Exams Officer		

Key Contact Details

All our communication to you will come via email or SIMS in touch.

Email is the quickest and most efficient way to communicate with us unless your reason for contact is urgent. Inboxes are checked daily and the appropriate person will always endeavour to **contact you back within 24 hours (on school days)**.

Please only wait to speak to reception if your enquiry is urgent. The reception staff will only use the same options process as you, so this just lengthens the process. Please be aware staff teach during the day and Student Support Officers are constantly circulating around school. It will therefore rarely be possible to speak to someone immediately, unless it is an emergency or safeguarding concern, in which case the member of staff on call or a member of the leadership team will be available.

The contact details in bold are the most effective to use as these are shared inboxes. Emailing individual members of staff will not guarantee someone else picks up your email if the member of staff is absent for any reason.

Your child also has their own school email address. Staff often send communication via email to students. This is a life skill necessary in the workplace and therefore we encourage students to download Outlook onto their mobile phones to enable them to access their school email. Your child's email address will be:

armchristian.surname@consilium-at.com

Area	Key Staff		Mailbox Contact Details	Direct Telephone
General Enquiries	Admin Team	Ms Lewin	arm-enquiries@consilium-at.com	01302 831582
Contact with the Leadership Team	Headteacher's PA	Mrs McKinna	dawn.mckinna@consilium-at.com	N/A
Attendance Team	Attendance Lead	Ms Kimber	arm-attendance@consilium-at.com heather.kimber@consilium-at.com	01302 831582
Safeguarding Team	Safeguarding Leads	Mr Abraham Mrs Moulton	arm-SG@consilium-at.com amy.moulton@consilium-at.com colin.abraham@consilium-at.com	01302 831582 to speak to reception to leave a message to speak with the named person. The member of staff will endeavour to return your call within 24 working hours. If phone contact cannot be made, an email will be sent.
SEN	SEN Lead	Mrs Donkin	arm-SEN@consilium-at.com beth.donkin@consilium-at.com	
Student Support Officers	Student Support Officer Y7	Mr Bubb	matthew.bubb@consilium-at.com	
	Student Support Officer Y8	Miss Dainty	shauna.dainty@consilium-at.com	
	Student Support Officer Y9	Miss Dawson-Utley	linzi.dawsonutley@consilium-at.com	
	Student Support Officer Y10	Mr Walshaw	andy.walshaw@consilium-at.com	
	Student Support Officer Y11	Mrs J Owen	julie.owen@consilium-at.com	
Innovate		Mrs Rush	nicola.rush@consilium-at.com	

National Changes to Penalty Notices

WITH THE INTRODUCTION OF THE NEW NATIONAL FRAMEWORK FOR PENALTY NOTICES, THE FOLLOWING CHANGES WILL COME INTO FORCE FOR PENALTY NOTICE FINES AFTER 19TH AUGUST 2024

PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE ARE CHANGING.

PLEASE READ CAREFULLY.



PER PARENT, PER CHILD FINE

Penalty Notice Fines will now be issued to each parent, for each child that is absent. FOR EXAMPLE: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines



5 CONSECUTIVE DAYS OF TERM TIME LEAVE

The National Threshold for Penalty Notice Fines for term time leave will be for 5 or more consecutive days.



10 SESSIONS OF UNAUTHORISED ABSENCE IN A 10 WEEK PERIOD

Penalty Notice Fines will be considered when there have been 10 sessions of unauthorised absence in any 10 week period.

FIRST OFFENCE

The first time a Penalty Notice is issued for term time leave or irregular attendance, the amount will be: £160 per parent, per child is paid within 28 days. This will be reduced to £80 per child, per parent is paid within 21 days.



SECOND OFFENCE (within 3 years)

The second time a Penalty Notice is issued for term time leave or irregular attendance, the amount will be: £160 per parent, per child paid within 28 days.



THIRD OFFENCE AND ANY FURTHER OFFENCES (within 3 years)

The third time an offence is committed for term time leave or irregular attendance, a Penalty Notice will not be issued. Instead, the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child. Cases found guilty in Magistrates Court can show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.



Attendance Matters

Attendance is one of the main barriers to achievement. It's a simple concept, excellent attendance at school leads to excellent achievement. If your child is not at school they cannot learn.

It is your responsibility as a parent/carer to ensure your child has excellent attendance.

At Armthorpe, we talk about attendance in terms of days lost throughout the year and a potential final percentage figure. This is because in any other walk of life, 95% sounds fabulous, but 95% attendance is in fact only satisfactory, as it means 7 days of learning (35 hours) have been lost. This is far too much given the school holidays we have; as adults, very few of us would have 7 days off a year!

Absence will only be authorised for seriously immobile or ill students, illness which confines a student to bed or a condition that leaves them housebound. Ailments such as a cold, sore throat, tummy ache, 'feeling ill or sick' and toothache will not be authorised. It is essential that our students develop greater physical and mental resilience to help them learn that sometimes life can be challenging, but we must persevere.

If your child is feeling under the weather but attending school, please email the appropriate Student Support Officer and we will keep a closer eye on your child throughout the day. Communication is key. We will not be sending children home unless absolutely necessary, but we want to work with you.

Only 1/2 a day will be authorised for medical appointments unless you have evidence the appointment will take all day.

In line with the new national changes from August 2024, please be clear about the following:

- 5 days/10 sessions of unauthorised absence in a 10 week period will result in a Penalty Notice Fine
- 5 consecutive days of term time leave will result in a Penalty Notice Fine

All fines are now per parent, per child. We want to work with parents to ensure we do not reach this stage, so please work with us so your child is aware of the need for excellent attendance both at school and in the workplace.

All absences must be reported to the Attendance Office by 08.30 on the first day by calling the Attendance Line on 01302 831582 – ext 1 or emailing at ARMattendance@consilium-at.com.

Please provide the following your child's name, year group, reason for absence and likely return day

If your child is absent for a second day, you must contact us. We will ring all families whose children are absent from school to look at how we can work together to get them back in the school building. If there is an issue with your child (such as friendship difficulties), please do not keep them at home.; we cannot resolve issues if children are not in school.

Expectations and the School Day

There are some slight changes (**in bold**) to the school day that were previously communicated before the Summer. The timings of the school day are detailed below:

Period/Event	Timings
Free Breakfast Club	08:00 – 08:25
Student Movement Time / Equipment Resolution	08:25 – 08:30
Form Time	08:30 - 09:00
Period 1	09:00 - 10:00
Period 2	10:00 - 11:00
Break	11:00 - 11:15
Period 3	11:15 - 12:15
Period 4 /Yr 9 & Yr 11 Lunch	12:15 - 12:45
Period 4 / Yr 7 Lunch	12:45 - 13:15
Period 4 / Yr 8 & Yr 10 Lunch	13:15 - 13:45
Period 5	13:45 - 14:45
Student Movement Time / Equipment Resolution	14:45 – 14:50
Assemblies - Monday (KS3) & Thursday (KS4)	14:50 – 15:15
Extra-Curricular	14:50 – 15:50

The information below stipulates requirements for some of our key items of uniform:

- **Trousers:** Plain, black and formal. They should be waist high, straight legged and made of a plain material. Black denim and black leggings (including Nike Pro) are not allowed.
- **Coats:** Plain in colour and no large logos. Denim jackets are not allowed. Large sweaters cardigans or hoodies (including full zip) are not allowed as outer wear. Coats should not be worn as blazers.
- **Makeup and Piercings:** Nail polish/varnish, gels, acrylic nails, lipstick or false lashes are not allowed. One stud in each ear is allowed. If students choose to have their nose pierced, then a clear nose stud needs to be in place.
- **Black skirt:** must be plain black, straight or A-line. Skirts should be between a student's knee and the mid-point of their thigh –not be stretch material, have pleats or a buttoned front. **Skirts must be worn with tights**
- **School shoes:** Plain, black and polishable. For safety reasons, shoes should be flat or low heeled. No trainers boots, pumps, platform soles or canvas shoes will be allowed
 - Although black and polishable, Adidas and Nike (along with similar brands) are trainers, therefore styles such as Air Force 1 and Stan Smiths are not suitable for school.

We have clean uniform and shoes available for students to borrow if they arrive at school wearing incorrect uniform.

If students choose not to wear school clothing, then it becomes a poor behaviour choice and they will be sanctioned accordingly.

Equally, students will be asked to remove incorrect items of uniform such as hoodies and again, if students choose not to remove said items, then it becomes defiance which is a behaviour choice.

Equipment: Students are required to bring a black/blue pen, green pen, pencil and ruler each day to school. Equipment can be purchased at cost price from the school shop.

Class Charts for Parent/Carers

You will be able to use Class Charts to keep track of your child's behaviour (both positive and negative) as well as any detentions issued. If you have more than one child, you can access Class Charts information about your children from a single, centralised parent account. Class Charts for parents can be accessed via the Class Charts website, or through the iOS and Android apps.



You will receive a parent code which will look similar to this one. This code is used to set up your Class Charts parent account.

Signing up to Class Charts

1. Select Sign up from the main page and fill in the form provided. Enter your **parent code into the Access code field**. (Please note your access code is not the same as your password. The access code is only needed for the initial sign up).
2. Click on the **Sign up** button on the form.
3. Confirm your child's date of birth by clicking on the Date of Birth field and use the date picker to enter the correct date.
4. A confirmation message will appear, indicating that the **sign up** process is complete. Verify your email address to continue.



LOG IN SIGN UP

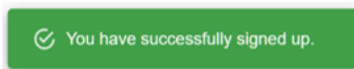
Email address
example@edukey.co.uk

Access code (provided by school)
ABC123

Name
Example parent

Password

Retype password



Date of birth confirmation

To confirm you are the parent / guardian, please enter your child's date of birth.

Date of Birth
06/04/2007

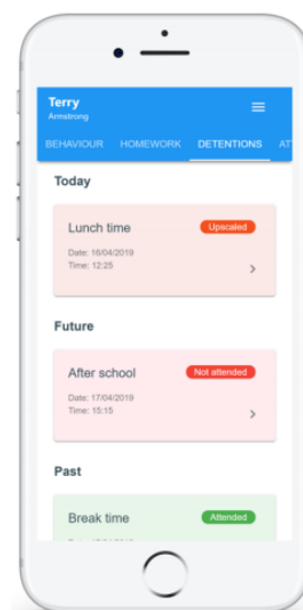
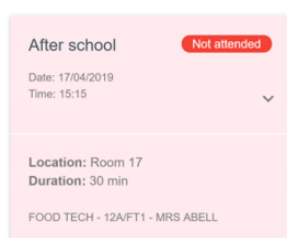
OK CANCEL

Behaviour and Detentions

If you click on the **Behaviour tab**, multiple graphs will be displayed that represent an overview of your child's achievement and behaviour data with in a customisable timeframe. Below the graphs you will find a list of behaviour activity relating to your child. These display the behaviour that was awarded, when it was awarded, who awarded it, the lesson the behaviour occurred in and how many points the award is worth.

If you click on the **Detentions tab**, you will see a list of detentions that have been set for your child. Detentions fall under 4 categories – attended, not attended, pending and upscaled.

To view more information about a specific detention, click on the arrow icon. This will bring a popup that describes the detention, including the location, the awarding teacher and the scheduling information.

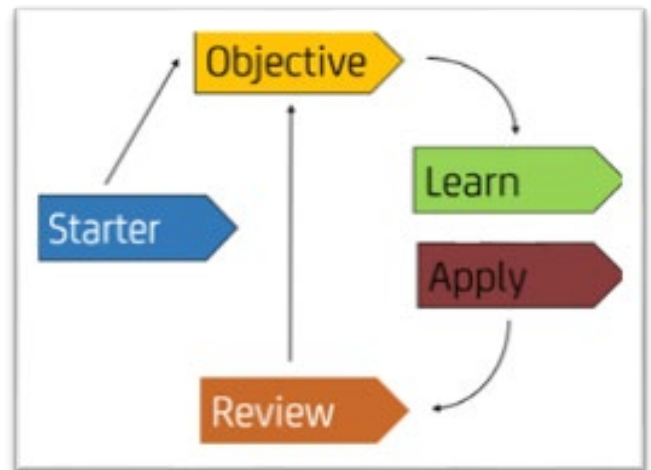


Quality of Education

Armthorpe's Teaching & Learning framework is used as a basis for lesson sequencing, it offers consistency across the academy. It gives autonomy whilst offering the students certainty with some elements of the lesson, this has been done to avoid cognitive overload and inconsistency. At the Armthorpe Academy, we use a learning cycle to make sure that every lesson counts. It is underpinned by research about how students learn and helps us to deliver meaningful and engaging lessons day in, day out. SOLAR is an acronym for the five key parts of the lesson. More detail is included below.

Starter: (This phase is used to engage students immediately, to 'hook' them into their learning)

- 1.1 - Revisit prior knowledge and recall key pieces of learning from earlier in the curriculum.
- 1.2 - Introduce new knowledge yet to be taught (flipped learning)
- 1.3 - Improve on previous pieces of work by responding to marking and feedback (this includes homework)
- 1.4 - Something completely off the wall that gets them thinking



Objectives: (This phase has two purposes, how objectives fit in with previous and future learning? How objectives link to the wider world and to other subject areas.)

Learn: (Teaching the knowledge, skills and concepts required for students to progress)

This phase of SOLAR will be different in every subject. But the principles will remain the same:

- It should be concise and should allow enough time for application
- It should be a mix of direct instruction and assigned learning tasks
- It should model the expected outcome by providing clear examples
- It should include pre-planned questions and opportunities for assessment
- It should include some 'hard learning'

Apply: (Learners use the newly acquired knowledge and apply it to a relevant activity, an exam question or real-life situation)

Review: (Review and reflect on the lesson objectives)

This phase should be used to check students' performance against the planned objectives. It is the check to ensure that all your assessment strategies have worked. The final check will inform what happens next lesson. Areas identified as a concern could appear in the starter for the next lesson or they could be set as home learning.

Armthorpe Guide to: *Marking and Feedback*

Marking and Feedback

Our feedback model is called SUN (**S**trengths, **U**nderstanding Mistakes & Misconceptions and **N**ow Do). We use this model to motivate, monitor and move learning forward.

- **Motivate;** so that students know we value their work and their efforts.
- **Monitor;** so that we can gauge students' understanding of the subject, completion of tasks and standards of presentation, as well as inform our subsequent lesson planning.
- **Move learning forward;** to support students to make rapid progress by giving them the opportunity to respond to the feedback given to them.

Quality of Education

Aspect	What it looks like	Intended Impact
Strengths	<ul style="list-style-type: none"> • Specific statements about what the student has achieved. • Clearly linked to the key learning intended for the piece of work 	<ul style="list-style-type: none"> • Students can articulate what they can do, specifically for the subject and topic. • Students can celebrate their successes
Understanding mistakes & misconceptions	<ul style="list-style-type: none"> • Clear identification of errors/misconceptions • Subject-specific and related directly to key knowledge or skills 	<ul style="list-style-type: none"> • Students are clear on what is incorrect, or what misconceptions that have fallen foul of • Students are clear on the piece of learning that they need to repair
Now Do	<ul style="list-style-type: none"> • Specific objective/task for students to complete to help repair their learning • An objective/task that students respond to using green pen, to demonstrate progress • Responded to using green pen 	<ul style="list-style-type: none"> • Students feel like they have moved forwards and can articulate what they did wrong and how they repaired it.

Students are then given an appropriate amount of time in lessons to respond to the feedback that they have been given. They are expected to respond to SUN feedback using **green pen**. Teachers then check the students' responses as they circulate the classroom by 'live' marking the work.

This means that the teacher can know whether the student has moved forward in the way that they expected them to on the back of teacher feedback. If this is not the case, teachers can be responsive and intervene 1:1 with those students during class time to repair learning gaps. It may be that the next steps are addressed in a subsequent piece of work or through a scaffolded starter in a follow on lesson.

Quality of presentation of students' work

- Books should have student's full name, teachers name and subject on the front.
- There should be a title and date for every lesson in students' books.
- The date to be written in full in the top left-hand corner.
- Titles and dates should be underlined.
- All writing should be in black or blue pen except where directed by the teacher i.e. green pen development, colour coded note taking.
- Errors should be crossed out neatly.
- Books and folders should have no graffiti or other text not applicable to the subject content. This should be acknowledged on Class Charts under **A of Right to Learn**.
- There should be no doodles in margins, this includes testing pens work, drawing around the boxes in graph paper. This should be acknowledged on Class Charts as the **A of Right to Learn**.
- Graphs or diagrams should be drawn in pencil and any straight lines, including margins, should be drawn with rulers and pencils.
- Students' handwriting should be clear, neat and legible – if this is not the case refer to The Director of Literacy or SENCO will investigate further (**Should you have concerns about the legibility of your child's hand-writing please get in touch through the email contact list**).

Homework

Introduction:

At Armthorpe Academy, we recognise the vital role of homework in enhancing educational outcomes for students in Years 7 to 11. This policy aims to ensure homework contributes effectively to the learning process, aligning with the curriculum in our schools and preparing students for their GCSE examinations and further education. Our approach is designed to support classroom learning, foster independent study skills, and balance academic demands with students' well-being.

The importance of homework is set out in the EEF Toolkit

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>.

This shows that effective homework completion can add up to 5 months progress over the course of a year and has most impact in secondary schools. It also explains that homework linked to digital technology (online platforms) can have even greater impact (6 months per year).

KS3 (Years 7-9)

At KS3 all students will complete homework in the following subjects: English, Maths, Science, History, Geography and MFL, at least once every two weeks (except for Maths which will be set weekly on Sparx Maths). A minimum of 15 minutes of ReadingWise will also be set per 2-week cycle. This will take the form of setting homework on a specified day e.g. English on a Monday with the deadline being on the following Monday. This ensures students have ample time to complete their work.

There will be no homework set on a Friday.

Please also be aware that bringing ingredients, materials & art supplies are also part of homework expectations to access lessons.

Week 1 Homework

Monday	Tuesday	Wednesday	Thursday
English 15 mins	Maths 30 mins	Science 15 mins	Geography 15 mins
		History 15 mins	MFL 15 mins
Reading Wise 15 mins			

**These days may change based on the published timetable*

Week 2 Collect, review homework, and reteach.

During week 2 teachers/students will check submission of homework and plan misconceptions into their teaching.

Failure to complete HWK will be marked on ClassCharts.

KS4 (Year 10-11)

Students at KS4 will complete homework for all subjects on a 2-week timetable. Week 1 teachers will set the homework. In week 2 teachers will collect, review, and reteach. A minimum of 15 minutes of reading wise will also be set per 2-week cycle.

There will be no homework set on a Friday.

Please also be aware that bringing ingredients, materials & art supplies are also part of homework expectations in order to access lessons.

Homework

Week 1 Set Homework

Monday	Tuesday	Wednesday	Thursday
English 30 mins	Maths 30 mins	Science 30 mins	Option 3 30 mins
	Option 1 30 Mins	Option 2 30 mins	
Reading Wise 15 mins			

**These days may change based on the published timetable*

Week 2 Collect, review homework, and reteach

During week 2 teachers/students will check submission of homework and plan misconceptions into their teaching.

Failure to complete HWK will be marked on Class Charts.

Armthorpe Academy is dedicated to maximising the educational benefits of homework, ensuring it serves as a valuable tool in our students' academic journey. We aim to strike a balance between advancing academic skills and maintaining students' well-being, preparing them for successful GCSE outcomes and lifelong learning.

You may find it useful to include your child's usernames/passwords for the online platforms used for homework below. Should you need your password resetting please contact their class teacher in the first instance.

Online Platform	Username	Password
Sparx Maths		
ReadingWise		
Language Nut		

SPARX Maths

Sparx **personalises each child's homework**, creating a weekly set of questions **tailored to their level of understanding and learning pace**. The questions are designed to be achievable whilst offering the stretch that learners need to make progress. Each week, topics are set by your child's maths teacher and will make up the majority of the homework questions. Questions from previous topics will also be included in the homework so that students can keep practising the skills they have learned.

- Homework contains 3 elements: Compulsory, XP Boost and Target.
- All questions in the Compulsory section must be answered correctly for the homework to be marked as complete.
- XP Boost questions are at a similar level to Compulsory, and offer extra practice.
- Target questions have been designed to challenge your child. You will receive a link to a video in your parent email each week, to help you offer them support and encouragement with their Target homework.

How can I help my child with their homework?

We appreciate that you will of course want to support your child with their home learning but please try not to help them with a question until they've had a go first! **It is really important that they complete their homework independently**. This will enable the teacher to see what they are working on, and also helps Sparx and School correctly determine their level. Each question is accompanied by a help video. Watching the video with your child is a great way to support and encourage them with the question. They may still need their teacher's support, therefore we recommend supporting your child in writing down their workings clearly in their book. You can share this with their teacher to help them identify the problem.

Parents/carers will receive a weekly email from Sparx, which includes an update on how much homework their child has completed as well as any they have outstanding from the previous few weeks. Most importantly, the email contains a link to a short video that parents can watch and use to help support their child in answering one of their Target questions.

Why does my child need to achieve 100% compulsory homework completion?

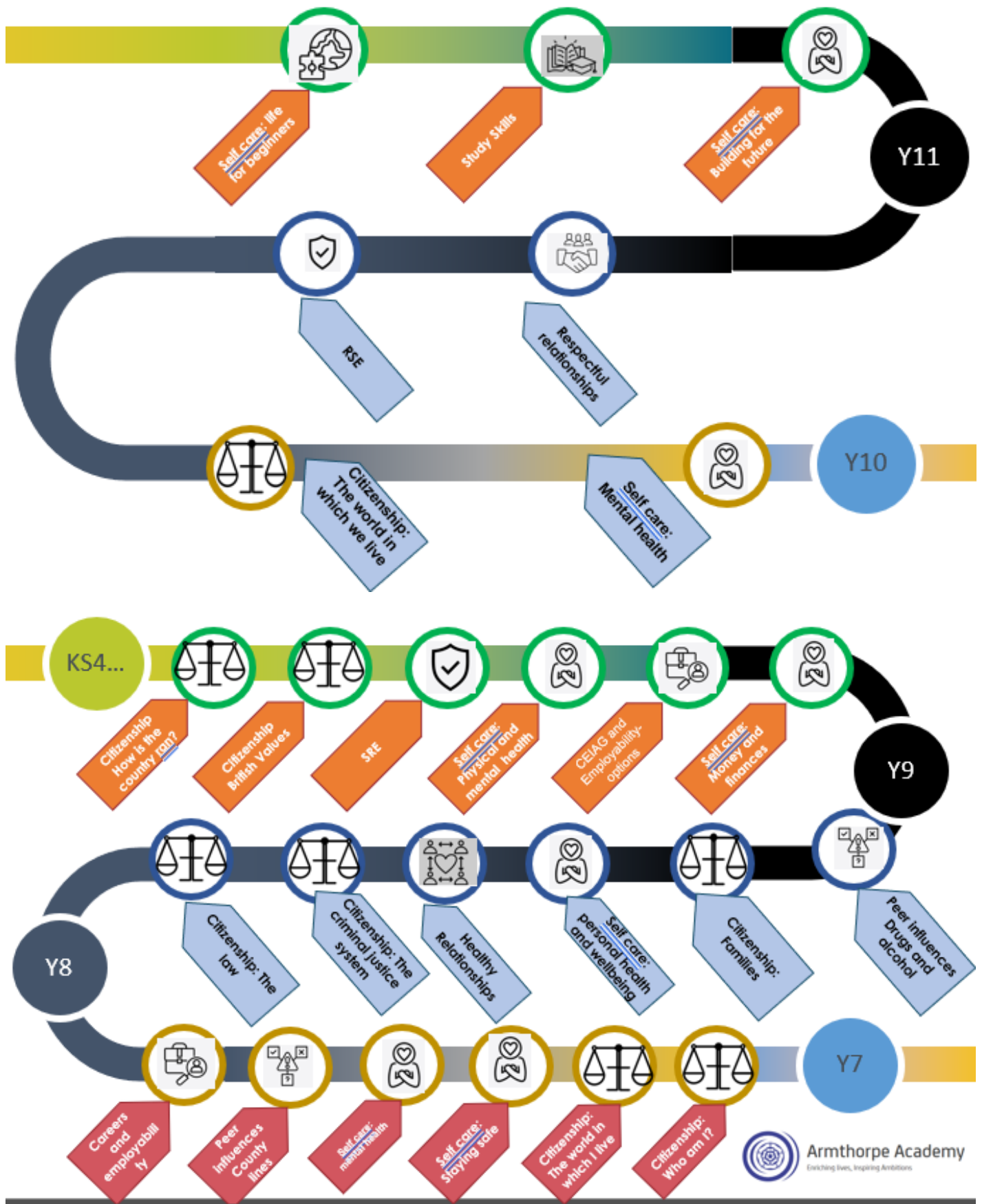
Sparx Homework is deliberately designed to **help students really get to grips with and understand the concepts and skills they are learning by ensuring they cover the essential building blocks needed to make progress in maths**. Sparx' research (sparx.co.uk/evidence) has shown that an average of 60 minutes a week of this type of personalised maths home learning leads to clear progress. It is therefore advised that students do their homework as early as possible, so they have the time to have a go themselves and seek help from their teacher if needed. Homework is not marked as complete until **all** of the compulsory questions have been answered correctly, so starting early is key to finishing before hand-in time.

Calculators at home

Two thirds of the mathematics GCSE is calculator based. This is why it is vital that all students become confident in using their own scientific calculator. We recommend that students have access to their own scientific calculator for lessons in school, assessments and to support with work completed at home. This way, they will become confident in using a scientific calculator by the time they sit their GCSE's. While most mobile phones provide access to a scientific calculator, they are not as easy to use, have important functions unavailable and are not permitted to be used in an exam.

The calculator we suggest students using from Year 7 to Year 11, as it has all the essentials needed for GCSE, is the Casio fx-85GTX. This is available in most supermarkets and high-street stores or online e.g. Amazon, and costs from £12.

PSHE Learning Journey



Careers

Ms Lake (Director of Business and Enterprise) will be overseeing careers provision within Armthorpe Academy which will ensure that all students that attend the academy are fully prepared and informed when making choices during transition phases whilst at secondary school, but also when embarking on their next steps and future aspirations. Ms Lake will work actively to develop links with careers, training and education providers in the local and surrounding areas, and ensure that not only do pupils benefit from this, but that there are opportunities for families to work and learn about careers education alongside us. The table below highlights the careers provision that we will offer our pupils and families, and the plethora of opportunities that you will have to work collaboratively to support your child's next steps.

Year	Careers Offer – every pupil will
7	<ul style="list-style-type: none"> • Have a subscription to Morrisby to learn about Labour market information and log career activity. This will be used termly by pupils within tutor time. • Receive 1 careers assembly per half term delivered by the careers team. Focus- Aspiration and next steps. • Will receive careers element as part of all school trips (New skills/New Knowledge/New Workplace/New employment encounter)- This will be logged on the trip form and collated by CLA. • Receive explicit careers education and learning through curriculum areas- evidenced through lesson resources, curriculum planning and quality insured through “Armthorpe expects” document. • Receive a higher education workshop (HEPP Offer)- Belong theme
8	<ul style="list-style-type: none"> • Have a subscription to Morrisby to learn about Labour market information and log career activity. This will be used termly by pupils within tutor time. • Receive 1 careers assembly per half term delivered by the careers team. Focus- Aspiration and next steps. • Will receive careers element as part of all school trips (New skills/New Knowledge/New Workplace/New employment encounter)- This will be logged on the trip form and collated by CLA. • Receive explicit careers education and learning through curriculum areas- evidenced through lesson resources, curriculum planning and quality insured through “Armthorpe expects” document. • Receive a higher education visit opportunity (HEPP Offer)- Sheffield Hallam university
9	<ul style="list-style-type: none"> • Have a subscription to Morrisby to learn about Labour market information and log career activity. This will be used termly by pupils within tutor time. • Receive 1 careers assembly per half term delivered by the careers team. Focus- Aspiration and next steps. • Will receive careers element as part of all school trips (New skills/New Knowledge/New Workplace/New employment encounter)- This will be logged on the trip form and collated by CLA. • Receive explicit careers education and learning through curriculum areas- evidenced through lesson resources, curriculum planning and quality insured through “Armthorpe expects” document. • Receive a 30 minute Options interview in order to select their option choices including clear careers guidance that supports steps beyond Armthorpe. • Have access to careers advise during the options process and during options evening • Receive a higher education workshop via HEPP- Student Finance theme
10	<ul style="list-style-type: none"> • Have a subscription to Morrisby to learn about Labour market information and log career activity. This will be used termly by pupils within tutor time. • Receive 1 careers assembly per half term delivered by the careers team. Focus- Aspiration and next steps. • Will receive careers element as part of all school trips (New skills/New Knowledge/New Workplace/New employment encounter)- This will be logged on the trip form and collated by CLA. • Receive explicit careers education and learning through curriculum areas- evidenced through lesson resources, curriculum planning and quality insured through “Armthorpe expects” document. • Receive a higher education workshop (HEPP Offer)- I can make informed decisions theme • Receive a “What to expect” group workshop with our careers advisor that delves into post 16 options in the local area and the process of application • Visit the Chamber of Commerce employability event and network with multiple local employers and education providers.

	<ul style="list-style-type: none"> • Take part in an internal/external work experience week in the summer term • Visit two or more post 16 institutions including New College and one other.
11	<ul style="list-style-type: none"> • Have a subscription to Morrisby to learn about Labour market information and log career activity. This will be used termly by pupils within tutor time. • Receive 1 careers assembly per half term delivered by the careers team. Focus- Aspiration and next steps. • Will receive careers element as part of all school trips (New skills/New Knowledge/New Workplace/New employment encounter)- This will be logged on the trip form and collated by CLA. • Receive explicit careers education and learning through curriculum areas- evidenced through lesson resources, curriculum planning and quality insured through “Armthorpe expects” document. • Receive a one to one careers interview with a qualified careers advisor. • Be invited with parents/carers to a Year 11 information evening involving core curriculum leader talks, Revision advise, post 16 information and guidance. All pupils and parents will be invited to a Year 11 Post 16 evening at Armthorpe academy to meet post 16 providers from the local and surrounding areas. • Be provided with application support and tracking from the careers leader • Attend at least one post 16 institution visit. • Take part in an off timetable day “Y11 Business Day”- involving them taking part in employability workshops, CV building, Team Building and a one to one interview with an external employer.


In addition, we are actively exploring opportunities to make links with local businesses and universities to give our students in the real world of work. We aim to drive, and inspire our learners to ensure that they are fully prepared to be the leaders of tomorrow, with the skills and confidence to sit at any table whilst also fulfilling all of the Gatsby Benchmarks.

If you work in a sector where you feel you could further support or enrich our careers offer or curriculum, please contact charlotte.lake@consilium-at.com



Pupil Premium







At Armthorpe Academy we strive to ensure that all our students, no matter their background, have the same and excellent opportunities to succeed and achieve above what they expect. The Pupil Premium Pledge has been created so that not only students and families will have a clear picture of what to the minimum offer will be, but to also hold the academy to account. We would encourage ALL parents/carers to check their eligibility for Free School Meals at www.gov.uk/apply-free-school-meals . If you require any further information regarding our Pupil Premium offer at Armthorpe Academy, please feel free to contact Mr.Fox at Craig.fox@consilium-at.com



Armthorpe
Academy

Here at the Armthorpe Academy we have made a commitment to provide a curriculum that closes gaps both academically and culturally, a curriculum that develops wider skills and experiences for all students to broaden horizons beyond their own expectations, especially those who are disadvantaged. This pledge is aligned with the values of our trust.

PUPIL PREMIUM PLEDGE

 <p>PARTNERSHIPS</p>	<p>Each student will</p> <ul style="list-style-type: none"> ✓ visit at least 2 potential Post-16 destinations. ✓ enjoy at least 2 industry or educational engagement experiences each year. ✓ undertake off-site work experience for at least 5 days.
 <p>OPPORTUNITY</p>	<p>Each student will</p> <ul style="list-style-type: none"> ✓ have a full understanding of all progression routes available to them post 16. ✓ attend at least 2 Interviews with an independent careers advisor. ✓ have the chance to attend at least 2 off site educational visits and trips every year.
 <p>INTEGRITY</p>	<p>Each student will</p> <ul style="list-style-type: none"> ✓ have exposure to an enhanced PHSE programme of study. ✓ the opportunity to contribute to the school improvement agenda through engagement in Student Voice. ✓ be enrolled on leadership pathway opportunities to develop their moral and ethical principals.
 <p>EQUITY</p>	<p>Each student will</p> <ul style="list-style-type: none"> ✓ have their Parents invited to a bespoke forum ✓ Engage with an enhanced options programme and increased option selection weighting. ✓ have free access to physical revision resources and online revision platforms that typically require a subscription.
 <p>EXCELLENCE</p>	<p>Each student will</p> <ul style="list-style-type: none"> ✓ achieve academic outcomes that allow them to progress to a suitable Post-16 destination. ✓ have an attendance of above the National Average for PP students. ✓ have opportunities to regularly and actively engage in extracurricular activities
 <p>PEOPLE-CENTRED</p>	<p>Each student will</p> <ul style="list-style-type: none"> ✓ have 3 dedicated form tutor consultations every year. ✓ be assigned an Academic Mentor from term 2 of Yr11 to support with exam preparation, revision tips and exam-based anxieties. ✓ receive rewards from staff for displaying the values of the school and trust.

Partnerships | Opportunity | Integrity | Equity | Excellence | People - Centred

Catering Services

The school canteen is open each day at break and lunch time. As you are aware we operate a cashless catering system on the school site. This system relies on parents/carers adding money to accounts prior to students buying products from the canteen.

The increased cost of living is impacting on everyone. As a school, we are no different. Our catering service works on a break-even basis. To support parents, we try hard to minimise the cost of food and drink, but we cannot afford to feed students daily who are not entitled to a free school meal. The school canteen must be viewed as a shop; money is required to purchase goods; they are not distributed for free.

Whilst we would never see any child go hungry, **we will not be providing lunch for students whose accounts are in deficit. As a parent/carer, it is your responsibility to ensure there is money on your child's ParentPay account.**

- If a student has no money on their account (balance of £0.00) - then the canteen will serve them food that day and the student will move into debt on the system
- If a student goes into debt on a given day, they will be fed on that day. Students are informed that this is the case, and they will either need more money or a packed lunch the next day. If on the next day that debt remains, then students must provide their own lunch
- If students are registered on Free School Meals, then they will still receive the free meal each day
- Text messages are always sent when students fall into debt

We appreciate money is tight for everyone. **Our 'Meal of the Day' offers excellent value for money:**

- Hot meal, dessert or fruit
- Jacket potato with filling, dessert or fruit
- Sandwich/wrap, dessert or fruit
- Drinks are not included.
- There are fresh water fountains in school for students to use to fill up water bottles brought from home

Just a reminder that students entitled to a free school meal are entitled to a 'Meal of the Day', plus one bagel or dish of cereals at breakfast service. Anything beyond this must be paid for through the ParentPay account.

If your circumstances have changed over the Summer and you think you may be entitled to Free School Meals, please use the website below (available through our website) to check and potentially register.

www.gov.uk/apply-free-school-meals

Allergens

Allergies can be catered for but before we can do this the medical proof/dietary needs paperwork needs to be submitted to school to ensure we are covered legally and if we do not have the paperwork then we cannot feed the student under any circumstances. Please complete the attached for and send back as soon as possible.

[SD1 form.docx](#)

Mental Health

This information is based on guidance from [mentalhealth.org.uk](https://www.mentalhealth.org.uk) and is for parents and carers to help children understand, protect and sustain their mental health. It is important that children are encouraged and supported to look after their mental health every day.

What is mental health?

We all have mental health, just as we all have physical health. Being mentally healthy means that we feel good about ourselves, make and keep positive relationships with others and can feel and manage the full range of emotions. These can range from happiness, excitement and curiosity through to less comfortable feelings such as anger, fear or sadness. Good mental health allows us to cope with life's ups and downs, to feel in control of our lives and to ask for help from others when we need support. Mental health and mental illness are part of a 'spectrum', just as physical health and illness are.

Top tips for how you can support your child's mental health

- 1) Talk openly about mental health:** Just as you might encourage them to eat fruit and veg to keep their bodies healthy (and model this behaviour yourself), talk openly about, for example, staying connected with others or being physically active in order to take care of our minds.
- 2) Model good habits:** Children often learn from copying what they see around them. If you are taking care of your own mental health, it's easier for them to see what good habits look like.
- 3) Think about phone usage – both theirs and yours:** We don't fully understand the impact of social media on our mental health but using phones and laptops can impact on our sleep, which is important to our mental health. We're also more likely to listen to one another if we're not distracted by technology.
- 4) Notice any changes in your child's behaviour:** Young people tell us how they're feeling in many ways, not always verbally. Learning what is normal for your child makes it easier to notice when things change, and if this might be a sign that they're struggling.
- 5) When times get tough:** Sometimes you might worry about your child's mental health. While you might need to speak to a member of school staff or your GP for advice, here are a few things you can do if you're worried.
- 6) Let your child know that you're concerned:** Explain why you feel that way, for example if you've noticed they haven't been interested in activities they usually enjoy.
- 7) Use activities that you do together to have conversations about how they are doing:** Talking whilst doing something together, side-by-side, such as cooking, can help them share their feelings more easily than a face-to-face conversation.
- 8) Let them know that struggling sometimes is normal and nothing to be ashamed of:** Tell them about the mental health spectrum and that we all, including you, go up and down the scale throughout our lives. Reassure them that talking about difficult feelings with the people we trust is a brave thing to do.
- 9) Listen and empathise:** Often the first step to feeling better is feeling connected and knowing that someone is alongside you. Empathy helps young people (and adults) connect. Empathy involves acknowledging what your child is feeling, trying to understand things from their point of view and avoiding judgement. Empathy is usually more helpful than trying to 'fix' their problem.

If you're still worried: Talk to a trusted member of school staff or your GP who can point you towards sources of help.

Mental Health



Need to talk?

Free and anonymous
online support for
young people 365
days a year



Friendly
counsellors

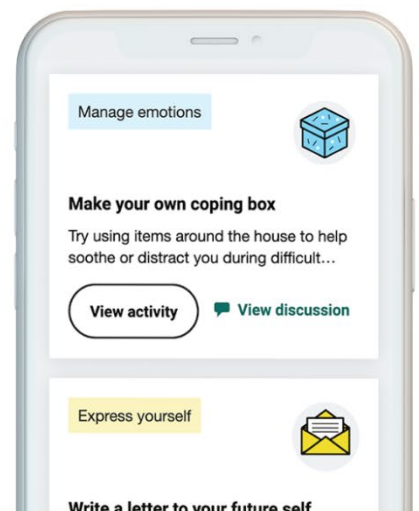
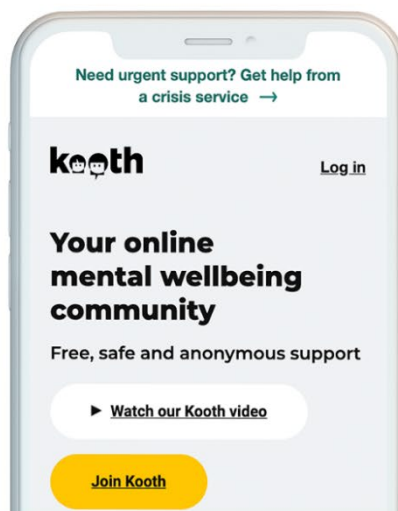
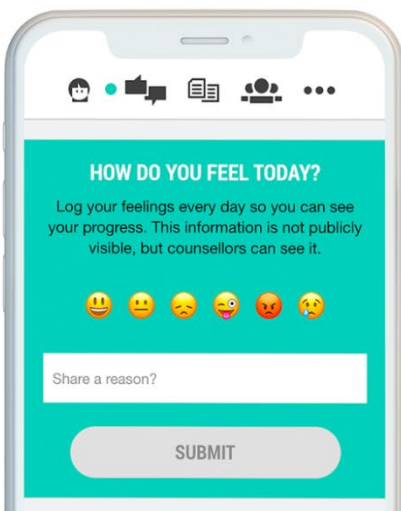


Self-help
materials



Peer
support

Kooth is an anonymous site which helps children and young people to feel safe and confident in exploring their concerns and seeking professional support. Kooth.com is an online application removing the need for Apple/Android accounts, data requirements and the stigma of mental health apps on your devices





Armthorpe Academy

Enriching Lives, Inspiring Ambitions