

Vision statement

Theddlethorpe Academy is at the centre of its village community, raising aspirations and achievement. It does this in two ways: firstly, through the excellent teaching of a rich, extended and balanced curriculum, which ignites curiosity, unlocks talent and realises potential; and secondly, by exercising high-quality care, guidance and support that assures the safety, personal development and welfare of each child.

Essential information

School classification

An Academy catering for children between the ages of 4 and 11 years.

Religious affiliation

This Academy is not affiliated to any religious denomination.

Contact information

Theddlethorpe Academy
Mill Lane
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Governance

The Academy is governed by a Local Governing Body, which is a committee of the Board of Tollbar Multi Academy Trust.

Chair of the Local Governing Body is Mr P Bond

Management

Executive Headteacher	Mrs C Lacey
Principal	Mrs M White

Visiting arrangements

Parents/Carers wishing to visit the academy should telephone the academy and make an appointment to see the Principal.

Admissions

There is no designated Catchment area in Lincolnshire. Applications for places are based on distance and places available.

Admission arrangements

The Academy's admission arrangements for the academic year 2016-2017 adheres to the published criteria as set out on the Theddlethorpe Academy website.

Children enter the Foundation Stage and begin full time education in the September of the school year in which they are five.

All applications for places will be granted up to the admission limit set for each year group. Should demand exceed the places the following factors, which are in accordance with the Local Authority procedures, will generally be taken into account in priority order when deciding which pupils will be allocated a place: After the admission of children with statements of special educational needs/Education Health Care Plan (EHCP), where the Academy is named in part IV of the statement/recorded in the Plan, we will use the following factors in priority order to decide which students will be given places:

- A. Looked after children and all previously looked after children. (1)
- B. There is a brother or sister (2) on roll at the school at the time of application, or if applying for an infant school there is a brother or sister (2) on roll at the associated (3) junior school at the time of application.
- C. The child meets the religious criteria published by an individual Church of England or joint Church of England and Methodist school, (4) which has chosen to give priority on religious grounds.
- D. The school is the nearest one to the home address, as defined in note 5.
- E. The distance from the home to the school, priority will be given to the child living closest to the school, as defined in note 6.

The Curriculum

The curriculum at Theddlethorpe Academy is appropriate to all the children and meets all the national requirements of the Foundation Stage Curriculum and National Curriculum. In the Foundation years, all activities are planned using the curriculum guidance for the Foundation Stage. This curriculum is divided into seven areas of learning and development:

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Subject content at Key Stage 1 and Key Stage 2 includes English, mathematics, science, design technology, information communication technology (ICT), history, geography, art and design, music and Physical Education (PE). Religious Education taught is in line with the Local Authority Agreed Syllabus. Other dimensions of the curriculum include personal, social, citizenship and health education (including drugs education) (PSHE), road safety, sex education and economic understanding.

In essence, the curriculum will be broad and will encompass not only requirements of Foundation Stage and the National Curriculum, but will also meet the particular needs of the children at Theddlethorpe. The curriculum is balanced in order to equip children for the skills they need for life, work, leisure and social responsibility as children and as future adults. Where appropriate, more time is given to developing those skills and concepts most appropriate to our children.

The curriculum is taught in ways that ignite interest, encourage engagement and guarantee progression of learning and development. The curriculum is planned in the long, medium and short terms and intends built-in progression. To ensure relevance of the curriculum to the children, a thematic approach is used, where links between subject areas are exploited to promote the curriculum in stimulating and exciting ways. Themes which are best taught 'standing alone' are planned and taught accordingly. All children receive the curriculum they are entitled to and teachers will ensure work is suitably differentiated to match the needs of every individual child. These needs are not only academic ones, but also social, physical, cultural, moral and spiritual. Resources will be employed, human and material, to enable children to prove their capabilities. Everything will be done to ensure each child achieves their personal best.

Meeting Everyone's Special Needs

Special Curricular arrangements

All children are provided for according to their own special educational needs. Some children may receive extra help as identified by their teachers. Where appropriate, and in consultation with parents, we seek the help of other professionals who specialise in supporting children with learning or behavioural difficulties. Parents are informed and involved at each stage. Extra attention or materials are provided as required. Children who have exceptional talents and ability are identified and supported. An annual programme of testing and assessment is designed to track pupils of all abilities to ensure that all needs are met and that targets are evaluated and set for children of all abilities. Parents/Carers are kept fully informed of any identification of Special Educational Needs and progress made.

Education Act 1996 – Special Educational Needs

A member of the local governing body has been given oversight of this aspect of the school's work. The name of the member of staff having responsibility for the school's arrangements for identifying and meeting the special needs of pupils is Mrs M White

Pupils with Disabilities

Admission Arrangements: Where agencies recommend that a child with disabilities should be admitted to Theddlethorpe Academy then the child will be admitted and given every opportunity to follow the curriculum (as far as humanly possible). Liaison is maintained with other agencies and if necessary the assistance of voluntary organisations would be sought.

Steps taken to prevent pupils with disabilities being treated less favourably than other pupils

The "Good Behaviour and Anti-Bullying" policies provide a clear benchmark and approach to ensure that no pupils with a disability are treated less favourably by others. In addition the academy has an inclusion policy which is designed to make sure that every child has every need met. A copy of these policies are available in the Academy for inspection.

Access for pupils with disabilities

Special features, which increase or assist access to the school for pupils with disabilities include wheelchair access to all parts of the school and a disabled toilet. The governing body continues to evaluate the accessibility of the school and to improve provision where appropriate.

Medical Matters

In situations where a parent/carer is unable to over-see the giving of medication in the Academy:

They are asked to ensure another member of the family comes into school to administer the medication. In most cases, where children are prescribed antibiotics, they are required to take the medication three times a day. This can be spread out and parents can administer them once in the morning before school, once when the child comes home from school and once before bed.

Children who become unwell at school are kept under close observation and should they need to return home every effort is made to contact you. It is most helpful to have an up-to-date emergency telephone number where you, or an appointed person, can be reached.

Basic first aid is administered in cases of minor accidents and letters are sent home to parents informing them of the incident and treatment if a child has bumped his/her head during the day or a more significant incident has occurred. It is helpful and in some instances vital that school is aware of any medical conditions, allergies etc. This information should be entered on the confidential medical form supplied by the Academy and updated at any time as and when necessary.

In an emergency the Principal/member of staff in charge has procedures for contacting the child's parent/guardian/named contact as soon as possible. It is important that we have the most up to date information regarding contacts, therefore parents are asked to inform school immediately of any changes. All parents are asked if they are willing to authorise a member of the school staff to make an emergency decision on their behalf in the event that no named person can be contacted.

Doctor/Dentist appointments

It would be helpful if appointments could be arranged after school and in the holidays, wherever possible. If your child has an appointment in school time, please collect your child from the Reception Office and sign them out. A medical passport will be provided and you are asked to get this stamped when your child has an appointment with the doctor or dentist.

Charging and Remissions Policy

The Academy recognises the valuable contribution that the wide range of additional activities, including clubs, trips, visitors and residential experiences can make towards children's personal and social education. The Academy aims to promote and provide such activities, both as part of a broad and balanced curriculum for the children and as additional optional activities.

Curriculum Activities

No charge is made for music lesson relating to the National Curriculum entitlement given by the Academy. The Academy facilitates the provision of musical instrument tuition. A charge is normally made for these lessons. Voluntary contributions are requested for the cost of non-residential visits. No child may be excluded because of inability to pay but the Academy is entitled to cancel the visit if the level of contribution does not meet its budgetary requirements.

Freedom of Information

Information published on our website is entirely free. If a request for information requires a lot of printing, the Academy reserves the right to charge for costs incurred. The charge is communicated before fulfilling the request.

School Property

Parents/Carers are charged for damages to or loss of Academy property caused wilfully or neglectfully by their child(ren).

Session Times

The school day

THEDDLETHORPE ACADEMY 2016/2017			
MAT Timing	Foundation Stage 2	Key Stage 1	Key Stage 2
08:50	Warning Sounder	Warning Sounder	Warning Sounder
08:55	Registration	Registration	Registration
09:05	Period 1	Period 1 09:05 – 09:30 Guided reading	Period 1 09:05 – 09:30 Guided reading
	Continuous Provision	Period 1 09:30 – 10:05 Phonics	Period 1 09:30 – 10:05 SPAG
10:05	Period 2	Period 2	Period 2
	Continuous Provision	Mathematics	English
10:50	Break (20 minutes)	Break (20 minutes)	Break (20 minutes)
11:10	Period 3	Period 3	Period 3
	Continuous Provision	English	Mathematics
12:00	Lunch	Lunch	Lunch
12:40	Period 4 (PM registration)	(PM Registration)	(PM Registration)
	Continuous Provision	Period 4	Period 4
1:30	Period 5	Period 5	Period 5
	Continuous Provision	Period 5	Period 5
14:25	Period 6	Period 6	Period 6
	Continuous Provision	Period 6	Period 6
15:10	Assembly	Assembly	Assembly
	Or Reflection	Or Reflection	Or Reflection
	Finish 15:30	Finish 15:30	Finish 15:30

School Meals

School provided lunches

School lunches are cooked at Somercotes Academy and transported to Theddlethorpe. Money is collected for school meals and meals should be paid for weekly, a fortnight in advance.

The supervision of children at lunchtime is under the direction of the Midday Supervisors.

The cost is £2.25 per meal for children.

Packed Lunches

If preferred, children may bring a packed lunch to the Academy. Each class has a place to store their packed lunch boxes. It is recommended that in summer a very cold drink or ice pack is included to keep the food cool as there are no low temperature storage facilities. Packed lunches should contain items, which are easy for the child to handle. Drinks may be brought providing they are stored within the lunch box and are in a carton or well-sealed container. Glass bottles, vacuum flasks, fizzy and canned drinks are not allowed.

Items from Home

Children are not allowed to bring sweets to the Academy. A piece of fruit is given to all Foundation Stage. Children may bring a piece of fruit with them from home. Parents/Carers are encouraged to purchase a Theddlethorpe Academy book bag in which they can take home and return homework, music and reading materials. Children should not bring any toys, pencils or pencil cases etc. to school. Everything the children will need is provided for them. Exceptions may be when during a particular study children are asked to bring a certain item to school.

Water in the Classroom

Children are asked to bring a small bottle of water with them to school each day. They are able to refill the water if necessary during the school day. A cup will be provided for children in Early Years Foundation Stage.

School Dress

Theddlethorpe Academy has a uniform policy. This includes:

- Turquoise sweatshirt with embroidered logo
- Turquoise cardigan with embroidered logo
- White shirt/blouse
- White or grey tights for girls
- Grey or black socks for boys
- Grey/Black trousers or skirt
- Sensible black shoes - no high heels or trainers

Jeans, sportswear or leggings are not allowed. During the warmer weather girls may wear blue checked dresses and boys may wear grey school shorts.

There is also a PE kit:

- Black shorts
- Theddlethorpe Academy sports shirt with logo
- Rubber soled plimsolls
- Draw string PE bag

For outdoor PE, children are required to bring:

- Dark coloured tracksuit bottoms
- Dark coloured sweatshirt
- Trainers

Sweatshirts and cardigans are available to purchase from Uniform Direct

Children are advised to wear a cap during the summer months to protect them from the sun during break times. Please ensure that where applicable, sun cream is applied before school.

On health and safety grounds we do not allow children to wear jewellery in our Academy. The exceptions to this rule are earring studs in pierced ears (one stud per ear) and wrist watches. These items of jewellery must be removed for PE activities or parents must cover their children's ears with plasters during the day they have PE.

Values, vision and core purpose of Theddlethorpe Primary Academy

Ethos & Values

Tollbar Family of Academies has education at its core. We stand for traditional values, top quality teaching, high standards of pupil behaviour, and state-of-the-art learning environments. We are successful because we utilise business models of management to deliver outstanding educational objectives. We know they work because we have already used them to beneficial effect in a school previously requiring improvement. All schools in the Multi Academy Trust are successful because we value education above all else, and our student outcomes remain at the centre of all that we stand for.

Vision

Each individual Academy within Tollbar Family of Academies will be at the centre of its community, raising aspirations and achievement. It will do this in two ways: firstly, through the excellent teaching of an extended and balanced curriculum, which ignites curiosity, unlocks talent and realises potential; and secondly, by exercising high-quality care, guidance and support that assures the personal development and welfare of each child and young person.

All Academies within the Trust will work with both statutory and voluntary local partners, continue to promote extended learning facilities for adults as well as pupils and students, and will seek to develop further their portfolios of extra-curricular activities.

Tollbar Family of Academies aims to offer a world-class, 21st century education to the young people in all its Academies, providing life-long learning opportunities and creating centres of excellence, which model the successful practices at Tollbar Academy, bringing confidence and pride to the local community.

Tollbar Family of Academies is already a community of learners for staff and students. Excellent back-office support coupled with high-quality staff development and training frees up teachers to focus on their core task of teaching. Cross-academy working benefits the learning of staff and pupils. This community of learners exemplifies the ethos of the Trust.

Core Purpose

We will ensure that each academy in the Trust:

- is aware of and responsive to the needs and ambitions of its local community;
- is equipped to take responsibility for raising the aspirations and achievement of its pupils;
- offers an exciting, extended and relevant curriculum;
- provides excellent teaching;
- recognises and shares success; identifies and works on areas in need of improvement;
- ensures the welfare and safety of all members of its community;
- ensures no individual nor group of learners loses confidence in their ability to succeed;
- encourages the learning attitudes of curiosity, resilience and independence;
- promotes care for self and each other, honesty, courtesy, tolerance, service and respect;
- prepares its pupils as active and responsible citizens in local, national and global contexts;
- prepares its pupils for the next stage in their learning and for the world of work.

Our Philosophy

For children to achieve they must be happy at school and feel safe and secure. Their minds must be stimulated and inspired. Education can be successful where the children are interested and actively participating. To achieve this, the delivery of the curriculum is varied, imaginative and where possible enquiry based using primary resources so that children are intrinsically motivated to produce work of quality. We aim to promote enthusiasm in their work. Where secondary resources are required to extend children's horizons, they are of the highest quality and as up to date as possible. Children need to have a rigour about their work. Children are expected to work with purpose and diligence. They are challenged by high expectations and are expected to work independently as well as in groups or as a class. They are regularly monitored and assessed. Self-assessment of performance is encouraged to constantly strive to raise standards of achievement. Children are taught to be independent and to think for themselves. Through high self-esteem and confidence, children are encouraged to develop positive attitudes and are expected to show self-discipline and to accept responsibility for their own actions. Children are expected to respect others, their feelings and their property. They are helped to understand and respect the lives of those who have alternative beliefs and customs. Children are encouraged to develop attitudes which do not discriminate against any person on grounds of socio-economic background, creed, ethnic origin, gender, age or disability. The curriculum is related wherever possible to the wider context of the community, both local and global. This is achieved through a partnership with parents, carers, directors and other adults. Our children are made aware of industry and agriculture, local and national traditions and their shared and unique heritage. Children of Theddlethorpe Academy are made aware of the interdependency on the environment to ensure that they are able to care for the world, which is their inheritance.

Teaching Time

Twenty three hours and 20 minutes are spent on teaching during each normal school week. This excludes playtimes and the daily Act of Worship.

The Organisation of Education

The Academy is organised into mixed ability classes. The largest class size is currently 24. There are 4 classes, these are Foundation Stage 2, Year 1 and 2, Year 3 and 4 and Year 5 and 6. A range of teaching styles are used. These include a mixture of group work, individual learning and whole class teaching. The exact proportion will depend on the age of the children and the nature of the class and subject matter. The work is differentiated according to the child's ability.

Safeguarding/School Security

Theddlethorpe Academy is committed to safeguarding and promoting the welfare of all of its children. We recognise that some children may be more vulnerable than others and take a considered and sensitive approach in order to support all our children. We take every reasonable precaution in making the Academy a safe environment for the children. Visitors are requested to sign in and wear a badge. The school is fully alarmed. Regular safety checks are carried out on all aspects of the Academy. The safeguarding policy is available in the Academy for inspection.

Mobile phones

No child is allowed a mobile phone unless an application has been made by their parents/carers and permission granted by the Academy.

Partnership with Parents

Regular open events are held for parents to meet the teachers and discuss anything about their child's progress. However, we welcome visits to the Academy at any time if parents/carers wish to discuss a concern or would like to find out more about how to help their child. Because of teaching commitments, the best time for these meetings would be after school, other than on Monday when we have our staff meeting. A telephone call to the Academy would quickly confirm if a teacher was available at a particular time. We greatly value the partnership we have with parents/carers and feel it makes a positive contribution to the achievements a child makes whilst at school.

Special Areas for Parents to Consider

Sex education is not presented as something separate but matters relating to reproduction, relationships etc. are dealt with as they arise naturally and as part of other programmes of study such as Health Education, change or life cycles. Due regard is given to moral considerations and the value of family life.

A copy of the policy is available in school for inspection.

Religious Education Policy and Arrangements for the daily Act of Worship

The Academy follows the guidelines of the Local Authority's Agreed Syllabus. Different aspects of Christianity are taught every year, assemblies are of a broadly Christian nature. In addition, children learn about aspects of other faiths, focusing on one per year. Parent/Carers who wish to exercise their right to withdraw their child(ren) from Religious Education or the daily Act of Worship should seek an appointment with the Principal and then inform him/her of their request in writing.

Homework

A detailed guide to the provision of homework is included as an appendix to this prospectus.

Good Behaviour

How the Academy encourages good behaviour

- Motivating individuals
- Target setting
- Recognising and rewarding achievement
- Clearly stating the types of behaviour expected of our children
- Teaching the children to develop self-discipline
- Through example
- Through discussion
- Through Personal, Social, Citizenship and Health Education
- Through assembly

Good behaviour is encouraged and promoted by example. It is rewarded by:

- Praising all children behaving well

- Rewarding individual good behaviour
- Reward certificates
- Extra privileges
- Public praise
- Class marble jar
- Class award certificates

How the Academy discourages bad behaviour

Encouragement of good behaviour is the main aim, but occasionally this is not enough and further action has to be taken to prevent bad behaviour. We show the children we care enough to help them by:

- Getting the support of parents/carers
- Reminding the children of our rules
- Accompanying effective reprimands, pointing out the benefits of good behaviour
- Removing privileges or responsibilities

In cases of repeated or more serious failure to conform we:

- Involve a member of senior leadership
- Always inform/contact parents/carers to inform and seek support
- Create special programmes
- Involve outside agencies (with parent/carer agreement)

Pastoral Care

All staff share the responsibility for the children in their teaching groups and in the school.

Anti-bullying

Definition

“Bullying is the behaviour arising from the deliberate intent to cause physical or psychological distress to others or to extort something from them.”

The Policy

The policy is based on a series of effective strategies and procedures which are outlined below and which will be reinforced regularly.

What victims should do

- Say “Please stop. I don’t like it”. This gives the bully time to stop and correct their own behaviour

- Not retaliate
- Seek help from an adult

What pupil witness should do

- Tell an adult in the Academy who they have confidence in
- Be truthful and only report facts
- Recognise that “telling” is trying to help someone

What Parents/Carers should do

- Keep calm
- Discuss the facts with a member of staff (Class teacher or Principal)
- Give the member of staff time to investigate and feedback findings
- Reinforce with your child that they must tell the appointed member of staff if it reoccurs
- If needed, inform the Academy if there is a reoccurrence, it could be that the victim has not divulged the information again
- Be vigilant. Look for unusual behaviours in your child

What the Academy will do

- Create the right ethos
- The ethos and caring nature of the Academy is reflected in every aspect of Academy life.
- Staff always model appropriate behaviour towards one another and to the children. A place is provided for children to talk in confidence to a member of staff. The issue of bullying is covered in assemblies and through a planned programme of Personal, Social, Citizenship and Health Education. Children are regularly reminded that they must report any bullying incidents. They are also reminded of their right to be happy and safe.
- Any bullying incidents are logged and the effectiveness of the anti-bullying policy monitored and reviewed by the Senior Leadership Team and the Directors.

The Guarantee

The Academy guarantees that everything possible is done to ensure that:

- Children are taken seriously
- All incidents are recorded
- Children are protected from the bully
- Children are helped to deal with and given skills to prevent a reoccurrence
- Children are told of the results of any investigation and what appropriate action has been taken

School Council

A member of each class is elected by their classmates to become part of the School Council. This gives us the opportunity to see things from a different perspective. It also gives the children the opportunity to become more involved in the decision making process.

Rewards and Sanctions

Marble Jars

All staff are encouraged to reward particular behaviour and work. This is done on an individual or class basis. When the desired behaviour is being exhibited members of staff award a marble to be placed in the class marble jar. When the jar is full a special reward is given to the **whole class**. This reward is agreed with the class in advance. Normally the reward will last 15 minutes per full jar. Children may wish to bank their full jars to earn more time or a specific treat. Marbles are never removed from jars. It doesn't matter how many marbles each individual has placed in the jar. Children learn that we all benefit from the good works and kindness of those in the community where we live and work.

Behaviour Improvement Plan

In some circumstances a Behaviour Improvement Plan is arranged to support a child to manage his or her behaviour. This is arranged in full consultation with parents/carers.

Consultation Evenings

Each term, parents/carers are invited to come to the Academy to discuss how their child(ren) are achieving. In practice many parents/carers are in regular contact with the class teacher and if either have any concerns, there is a meeting well before any formal scheduled evening. Although every effort is made to ensure our children's Academy experience is as productive and rewarding as possible, parents/carers may on occasion have concerns. In such cases parents/carers should contact the Academy in confidence, in order to make an appointment. Usually this is with the class teacher but depending on the issue, the Principal may be more appropriate.

If things go wrong

We try very hard to meet our targets and to uphold the policies, aims and procedures described in this prospectus. However, we recognise that on some occasions things do not go to plan and that parent/carers may feel the need to question actions and possibly complain. Initial contact should first be made through the Academy. Any general complaints that cannot initially be resolved by the class teacher are passed to the Principal. Only if the Principal is unable to resolve the complaint or the complainant is unwilling to contact the Principal will complainant move to more formal procedures.

Attendance and Holidays

Term Dates 2016-2017

Term	Open	Close	Number of Days
1	Monday 5 September	Friday 21 October	35 days
2	Tuesday 1 November	Tuesday 20 December	36 days
3	Wednesday 4 January	Friday 10 February	28 days
4	Monday 20 February	Friday 31 March	30 days
BANK HOLIDAYS: Friday 14 April Monday 17 April Monday 1 May Monday 29 May			
5	Tuesday 18 April	Friday 26 May	28 days
6	Monday 5 June	Tuesday 19 July	33 days
Total Days			190

Inset Days

2016

- Thursday 1 September
- Friday 2 September
- Monday 31 October

2017

- Tuesday 3 January
- Wednesday 20th July

Term Dates 2017-2018

Term	Open	Close	Number of Days
1	2017 Monday 4 September	Friday 20 October	35
2	Monday 6 November	Wednesday 20 December	33
3	2018 Wednesday 3 January	Friday 9 February	28
4	Monday 19 February	Thursday 29 March	29
BANK HOLIDAYS: Friday 30 March Monday 2 April Monday 7 May Monday 28 May			
5	Tuesday 17 April	Friday 25 May	28
6	Monday 4 June	Tuesday 24 July	37
Total Days			190

INSET DAYS:

2017

Friday 1 September
Thursday 21 December

2018

Friday 13 April
Monday 16 April
Wednesday 25 July

Absences

Parents/Carers are required to inform the Academy office of the reason for absence as soon as possible. This may be by letter, in person or by telephone. Failure to do so will result in an **unauthorised** absence being recorded. In the interest of pupil safety, absence should be reported to the school office (by telephone or in person) before school commences on the morning of absence.

Where attendance rates are below 85%, a meeting is called between the Education welfare Officer, Principal and parents/carers and a way forward to improve attendance agreed.

Holiday during term time

A child who takes two weeks' leave during term-time is missing 50 hours of their Academy contact time or 3000 minutes. The 'knock-on' effect is that the child and their teachers have to retrace the lost time which causes disruption to timetables and fellow childrens' learning.

No parent or carer has a right to withdraw a child from the Academy to go on holiday during term-time without the sole permission of the Academy Principal and Governing Body. A maximum of 10 days may be granted in exceptional circumstances. Please ensure you are granted Leave of Absence before you book your holiday.

The aim of the Senior Management Team and the Governing Body is to work with you to enhance the achievements of the Academy and to build upon our successes. We would, therefore, ask for your support in improving Academy attendance by ensuring that requests for holidays in term-time are made only in exceptional circumstances.

Parent/Carer must complete a Leave of Absence form giving at least two full week's notice.

The Academy checks legislation and guidance, including what constitutes 'special circumstances' and what constitutes 'exceptional circumstances', and reasons for authorising/not authorising Leave of Absence.

The Academy may telephone the parent/carers if insufficient information is submitted.

The Principal may grant or deny the request.

The Academy completes the 'Reasons for Refusal' on Leave of Absence form.

The Academy returns the form to the parent, files copies of all paperwork as evidence, copy retained for Education Welfare Service.

The Academy monitors attendance/absence over the appropriate period.

The Academy informs the Education Welfare Service of related unauthorised absence.

Academy and Education Welfare Service liaise to determine course of action which may include Referral, action towards Penalty Notice, Fast Track to Improving Attendance (up to and including Prosecution).

Please note:

All requests for Leave of Absence must be submitted prior to a student's absence, as permission cannot be given retrospectively

Homework Policy

The Academy provides purposeful homework that extends learning and helps to motivate all children to become resourceful and independent in their pursuit of new knowledge, skills and understanding. It does not over burden children with unimaginative tasks or with work which is impossible to complete in a reasonable period of time.

The purpose of homework

Properly designed, homework can play a valuable part in children's education:

- It offers opportunities for work which is independent of the teacher
- It allows children the opportunity to practise skills learned in class
- It allows the setting of tasks suitable to individual children and it can help to strengthen links between home and the academy, involving parents in their child's learning
- Homework invites children to follow their own lines of enquiry on particular topics
- It provides the opportunity for work to be reinforced, revised and extended
- It supports reading development and through this it promotes the development of children's writing skills
- It strengthens the link between home and educational achievement.

How can parents/carers help?

We ask parents to support us in making sure homework is completed conscientiously and in the best possible conditions. A room where you child can study quietly and comfortably without distractions is the ideal.

There are many ways in which you can encourage and support your child in the completion of homework:

- By checking the presentation of their work
- By testing what has been set to be learned
- By asking for explanations about the subject being studied
- By encouraging your child and praising them when they have completed homework

Reading

Every child should be engaged with reading every evening. It is expected that children will be encouraged to develop good reading habits at home. This includes independent reading, or sharing a book/story with parents each evening. The teaching of reading and comprehension is taught through Guided Reading sessions which are led by teachers and teaching assistants. Your child will bring home a reading record where both you and your child can record any comments. In addition to this there are sections where the children can collect quality words and phrases which they have read. These can then become a treasure trove of ideas which can be used in their own writing. This homework activity carries high value and is part of a deliberate policy to use a high volume of reading to promote quality writing experiences and learning in the Academy.

Every week

Children should learn their spellings each week, as well as read their reading book. They should also learn number bonds (e.g. different ways of making 20) and their times tables. Any homework set will be sent in their homework books.

Key Stage 1 children will get 1 or 2 pieces of homework per week in addition to reading.

Key Stage 2 children will get at least one piece of Maths and English homework per week in addition to reading.

It is vital that whereas parents are very much encouraged to be involved in homework, parents must not be tempted to do the work for children

Remember, a polite note from a parent/carer to the teacher will always be welcomed if a child found a piece of work too taxing or not challenging enough.

Crisis/family commitment

If a child has not been able to do the work because of this, a brief note from a parent will be accepted without question. Similarly if a child has not been able to do the work because they did not understand, a note from a parent/carer will be accepted. It is hoped, however, that by offering a time extension the homework will still be attempted.

If a child has worked for the expected time and has not completed a task, a parent/carer may if they feel it appropriate, send a note and again it will be accepted.

Refusing to do homework

If children fail to do their homework (excluding reasons given above) they may have to do it during break times. Parents will naturally be informed if this is a regular problem. Parents/carers sign the home school agreement as a condition of admission into Reynolds Primary Academy and therefore agree to support children to complete homework. If for any reason a child has logistical problems working at home, parents can meet with the Principal to discuss this matter. All will be done to support an individual.

Responsibility

Children in Key Stage 2 are expected to be responsible for bringing home their book bag every night and for returning it the next day. Children in Key Stage 1 will be trained from their first day to be responsible for this as well; however, children will be reminded by their teacher. Teachers are responsible for setting and monitoring appropriate homework within the parameters of the policy. Children should always know what is expected of them. Parents/Carers are responsible for supporting and encouraging children in their work. It is expected that they will reinforce the importance of such work as with all school work. Teacher and parents/carers also have the responsibility to check that children are not overdoing homework. The Senior Leadership team are responsible for overseeing the implementation of the policy and for considering any complaints.

Policies

The wide range of school policies and information can all be requested from the Academy office. Policies can also be found on the Academy website.

Arrangements

The information given in this prospectus was valid at the time of publication. It is possible that there could be changes affecting the arrangements generally described in this prospectus or in any particular part of them before the start of the school year in subsequent years. Parents/carers wishing to contact the individual members of staff or governors named in this prospectus are advised to check the details with the Academy for any changes beforehand.

...and finally from the Principal

Thank you for taking the time to read this prospectus. I hope you found it interesting and informative. If you have further enquiries or concerns, please do not hesitate to contact me at the Academy. You will be most welcome.

Mandy White
Principal