

SARUM
ACADEMY

A Guide for Parents
2017-2018



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Welcome to Sarum Academy



We hope this Parent Guide will give you all the information you need about our Academy. We have tried to cover all the areas you may want to know about but please do let us know if there is anything missing and we will include it next time. Further information is available on our website and please do follow us on twitter for our latest news.

Sarum Academy

Westwood Rd,

Salisbury,

SP2 9HS

Telephone: 01722 323431

Website: www.sarumacademy.org

For general enquiries email: enquiries@sarumacademy.org

Follow us on twitter: @SarumAcademy

Who to contact

Your child's Tutor is typically the first contact for all queries and concerns. Call reception or if you prefer, email addresses are available on the website.

Head of Year 7

Miss Murphy

Head of Lower School

Mr Gale

Head of Upper School

Mr Birkett

Safeguarding Officer

Mrs Fatcher

Attendance Officer

Mrs Leyland

Exams Officer

Mrs Pearce

SENCO

Mrs Milford

Any other concerns:

Head of Pupil Development and Wellbeing

Miss M Fox maxine.fox@sarumacademy.org

Deputy Headteacher

Mrs J Moore jen.moore@sarumacademy.org

Headteacher

Mr J Curtis headteacher@sarumacademy.org

About the Academy

Sarum Academy is a Voluntary Controlled Church of England Academy founded in 2010 delivering high quality, non-selective, personalised education to pupils aged 11-19 years. The Academy is sponsored by Salisbury Diocese and is a single-led Academy Trust.

As a Church of England School our ethos is underpinned by Christian values and principles. Sarum Academy recognises and celebrates diversity, welcoming pupils of all faiths and none.

“WORKING HARD, ACHIEVING MORE”

Sarum Academy is committed to ensuring that we are WORKING HARD, ACHIEVING MORE.

Our message to pupils

“Work hard, achieve more”

Work Proud - *“Best work first time” – “Not the standard – try again”*

“Quietly and purposefully”

“Self-belief”

“Be prepared, participate, perform”

Our aim

Our singular aim is to enable young people to become highly skilled, confident, articulate young adults, well placed to succeed in further education and employment, and emerge as active members of the community. In achieving this we aim to support the intellectual, emotional and personal development of all of our pupils.

Life Long Learning

In practice this means providing them with the literacy, numeracy, practical and problem solving skills necessary in gaining the highest possible academic qualifications, and in providing the very best personal, social, health and citizenship education, alongside the highest quality pastoral support.

The Curriculum

The curriculum allows all pupils the opportunity to develop their talents and skills and discover new interests; opportunities that will stretch and challenge their capacity to think for themselves, develop their confidence and provide them with a safe environment in which they can a step outside of their comfort zone.

Partnership

A strong partnership with young people and their families is the lifeblood of a warm and happy school, knowing together we can build the foundation of a successful and boundless future for the pupils we serve. We are a happy school, one where pupils feel nurtured and challenged, one that values all members of the community and our growing success and reputation is built on professionalism and the strong partnership of pupils, staff, parents, governors and schools within the Salisbury learning community.

Christian ethos and Core values

What makes our school distinctive is our Christian Ethos. It forms the basis of who we are and shapes the day-to-day life of the school. It is designed to create an atmosphere in which all pupils can make the best of their abilities and is based on common sense and consideration for others.

**RESPECT: ASPIRATION: EXCELLENCE: SERVICE:
TENACITY: PARTNERSHIP**

Collective Worship

Collective worship at Sarum Academy is defined as *a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests*. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for pupils' spiritual, moral, social and cultural development.

The Teaching of Religious Studies at Sarum Academy

At Sarum Academy Religious Studies is a compulsory subject for all pupils in Key Stage 3 and Key Stage 4. Christianity is the majority study in Religious Studies. Understanding Christianity as a living religion is the foundation of pupils' Religious education in school. The encounter is an open one which stems from and instils respect for different views and interpretations and in which real dialogue and education takes place.



Timing of the School Day

Session	Start	Finish
Tutor Time	8.30am	8.40am
Period 1	8.40am	9.40am
Period 2	9.40am	10.40am
Breaktime	10.40am	11.00am
Period 3	11.00am	12.00noon
Period 4	12.00pm	1.00pm
Lunchtime	1.00pm	1.35pm
Period 5	1.35pm	2.35pm
Prep	2.35pm	3.00pm

Term & Holiday Dates 2017-18

INSET days:

1st September 2017, 4th September 2017
6th October 2017, 15th December 2017
31st January 2018, 16th July 2018

AUTUMN TERM 2017

Open 1st September 2017
Half Term 19th October 2017 – 27th October 2017
Close 20th December 2017

SPRING TERM 2018

Open 4th January 2018
Half Term 12th February 2018 – 16th February 2018
Close 29th March 2018

SUMMER TERM 2018

Open 16th April 2018
Half Term 28th May 2018 – 1st June 2018
Close 25th July 2018



Home School Communication Planner

All pupils in Year 7 are issued with a planner at the start of the Academic Year. The Planner is an effective way of communicating between teachers, pupils and parents.

The planner will only be of benefit if pupils use it well. They should use it to:

- Record all Homework set.
- Check their planner during Prep and every evening to make sure they are able to meet deadlines for when work is due in.
- Record things which they have achieved both in and out of the Academy.
- Record when they have been awarded a praise token.
- Record their attendance.

We ask that parents look in the planner regularly and sign the planner every week. If your child has a detention set for any reason then they will receive a card from a member of staff which will inform them when the detention is and where. This acts as our communication home regarding this issue. We will always give 24hrs notice on detentions unless you are contacted directly by telephone.

Newsletter

There is an Academy Newsletter which has all the news once a fortnight. This is sent to parents by email so please ensure your email address is kept up to date. If you do not have an email address but would like a copy of the newsletter then please let Pupil Services know and they will send one home with your child. The Newsletter is always published on the website.

Email

Parents have requested that they can contact staff via email as the majority of the time staff are teaching in classrooms and unable to take calls. There is a full list of staff email addresses on our website.

Parent Forum

Please come along to the Parent Forum meetings and contribute to the developmental work of the Academy. They are very informal meetings and of huge benefit.

Pupil Services

Pupil Services can be found inside the main academy and is our 'pupil' reception. Mrs Senior and Miss Cotsell at Pupil Services will help with all pupil and parent queries.

Lost Property

All misplaced personal items in the Academy go to Pupil Services. They will be returned to pupils if they are clearly named but there is a surprisingly large amount of items lost each term. At the end of each week items are moved from Pupil Services to a store cupboard and then at the end of each term we will text parents so that you can come to have a look through the lost property and claim any items. If your child has lost something and cannot find it themselves then please do contact Pupil Services for help.

Reply slips

All reply slips from letters should be returned to Pupil Services and then Mrs Senior and Miss Cotsell will ensure they are recorded. This might include reply slips for immunisations, school visits and library books. Pupils paying for trips or books etc. will be given a receipt for any money paid.

Medical Room

The medical room is next to Pupil Services. If your child does not feel well or injures themselves they may end up in the medical room. We will always encourage pupils to have a drink of water and return to lesson but occasionally we feel they are too ill to stay in school and we will contact you. Pupils should not contact you themselves although this is always tempting. If this does happen please contact Pupil Services and they will be able to update you.

If your child needs to take **any** medicines during the day you will need to complete a medicines form and bring it with the medication and speak to one of the Pupil Services team. They will keep the medication in a locked cabinet and administer as required. A copy of this form can be requested from Pupil Services.

School Nurse Appointments

Tiff Ferris, the School Nurse, is in the Academy every Wednesday. She supports pupils on an individual basis and referrals can come from pupils themselves or more often from parents. You should contact Mrs Fitcher or Pupil Services if you want to contact the Nurse. Tiff also runs a drop in at lunchtime when any pupil can go and see her without an appointment.

Biometrics

All new pupils are given a form for parents to sign which gives permission for us to scan their finger print. This gives each pupil access to an electronic account where you can upload money for your child to buy food at break and lunchtime. The same biometric print is used for photocopying and printing.

Free School Meals

Parents of pupils who are eligible for Free School Meals should complete and return a free school meal form with evidence to the Admin Office. The free school meals forms are included in the pupil information pack for all new pupils. A copy of this form can be requested from the Admin Office at any time should circumstances change.

Parent Pay

The Academy has a cashless catering system which uses the biometric print to pay for food purchases. You can pay for food or school visits online through Parent Pay. When pupils start at the Academy you should receive a letter with a user name and password. You will then need to log into www.parentpay.com and follow the instructions.

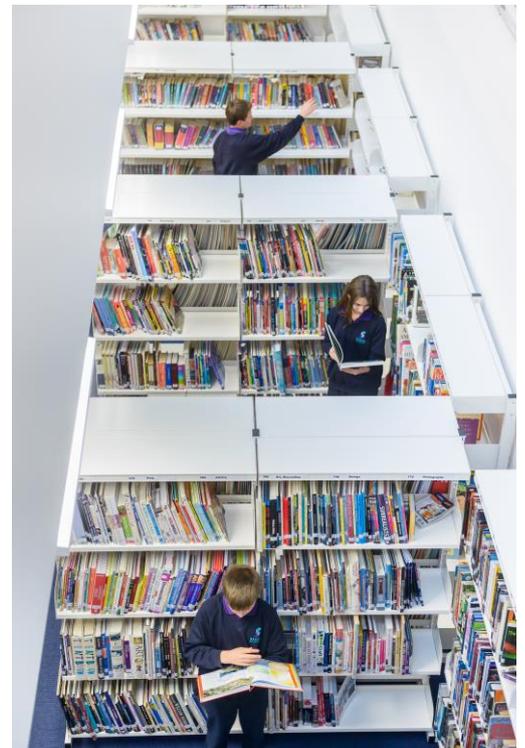
If you have not received a letter or have lost it please contact Pupil Services who will be able to issue a new one.

Library books

Mrs Senior is also the Academy Librarian. Pupils can use the Library at break and lunch time and are encouraged to take out reading books to read in Prep time and at home. **Pupils must have a reading book with them at all time.**

Uniform

Pupils are expected to comply with the Uniform Policy. Non Academy uniform jackets, coats, hoodies or cardigans are not to be worn in the Academy and must be removed on entry to the building. It may become necessary to confiscate these items if pupils persist in not following the Uniform Policy. Hats or scarves should not be worn indoors. If there is a problem with uniform please contact your child's tutor. A note will suffice as a 'short term' fix (1-2 days) for misplaced or damaged uniform.



Mobile Phones

The Academy recognises the importance of mobile phones in all our daily lives and as such pupils are allowed to bring a phone into Academy, however, the rule applies that phones can be used in the dining hall and outside during social times but must be kept out of sight at all other times. It may become necessary to confiscate these items if pupils persist in flaunting this simple rule.

Music devices are not permitted in lessons (except Art). Bringing a mobile phone or any other valuable item into Academy is at the discretion of the pupil. The Academy has no liability for lost or stolen items. On occasions where they become lost or misplaced, or thankfully, on very rare occasions, stolen, the Academy is limited in its ability to respond.

Lockers

We recommend that all pupils use a locker to keep their belongings in and avoid carrying heavy bags all day. These can be found in the shared areas near tutor rooms. There is no charge for using the lockers. Pupils need to bring in a padlock for security and remember to empty them regularly. All lockers need to be emptied and padlocks removed at the end of each academic year.

Work Experience – Year 10 – 9th July – 13th July 2018

Work experience provides an insight into different sectors and careers to improve pupil's understanding of the world of work. It helps them to think about what they would like to do and just as importantly what they wouldn't. The experience will give them the opportunity to use and apply the skills and knowledge learnt in school in a professional environment. It will help the development of 'employability skills' required in the workplace and beyond.

Internet Safety and Use

The Internet service at Sarum Academy is filtered to exclude content inappropriate for use in schools. Details of Internet use, including e-mail, are recorded against the computer and name of the user.

As a user of the school network and the Internet, pupils agree to comply with the rules on their use.

- I will follow instruction given by teachers when accessing Web sites or searching the Internet.
- I will not use Internet instant messaging or chat rooms.
- I will not give my home address or phone number, or arrange to meet someone, without permission.
- I know that I am not allowed to use the Internet for private investigations, social networking sites or checking e-mail without permission during lesson time.



- I will acknowledge the source of any material copied from the Internet in my studies.
- I understand that if I break the Internet usage rules my access to e-mail and the Internet will be removed.
- I understand that the school can check my computer files and the Internet sites I visit.

Prep time (2.35pm–3.00pm)

A chance to reflect on the day or week, begin Home Learning, assemble as a school or in years or a chance to participate in quizzes and competitions with peers.

Enrichment (3.10pm - 3.55pm)

Traditional lessons are only part of the experience at Sarum Academy and pupils can stay for a variety of enrichment sessions every day. Pupils go to the Dining Hall at the end of the day where they are welcome to have a drink and a biscuit and they register for the activity they are going to attend. The enrichment programme is always on the website each term but some of the activities include;



- | | |
|--|--|
| <ul style="list-style-type: none"> • Fitness Suite • Music Masterclass • Puzzle Club • Cooking Club • Netball Club • Football Club | <ul style="list-style-type: none"> • Gardening Club • First Aid Club • Science Club • Art Club • Choir • Homework Club (with ICT access) |
|--|--|

There are also peripatetic music lessons available for most instruments. Pupils can speak to Mr Filer for more information about this.

Buses

There are currently two school buses. Buses pick up and drop off within the school grounds and pupils can safely walk into the Academy without any need to cross any roads. There are staff on duty every day to greet pupils off the bus in the morning and also to register them at the end of the day.

4305 Wilton, Barford St Martin & Dinton

4304 South Newton, Great Wishford, (& Wylie & Langford AM)

All transport information and application forms for a bus pass are available through Wiltshire Council transport department.

Attendance



By law, parents are responsible for ensuring that their children, of compulsory school age, receive an education.

You will not be surprised to hear that your child's chances of exam success are absolutely linked to their attendance to school. Many parents believe that attendance of 90% is good, surely getting 90% in anything is high, a test maybe, but if you look at 90% attendance spread over 10 years – that's 1 year of schooling missed up until the age of 16.

The government has analysed the impact of attendance on pupils chances of exam success. Your child's chance of achieving A*-C grades at GCSE:

With 95% attendance = 77% chance

With 92% attendance = 53% chance

With 94% attendance = 74% chance

With 91% attendance = 44% chance

With 93% attendance = 60% chance

The average attendance at Secondary schools nationally is about 95%. 95% is deemed by many schools, including ours, to be good attendance.

Parents are expected to support the school by ensuring their child's regular attendance. Parents should ensure that pupils arrive to school in time for registration, no later than 8.30am. Doors open at 8am.

Parents are expected not to take pupils out of school during term time unless absolutely necessary. This includes ensuring that medical appointments are made outside of school hours, and that no holidays are taken in term-time.

Parents are expected to notify the school of any absence on the first morning by contacting the absence line on **01722 323431**. Parents of those pupils whose attendance is causing a concern may be asked to provide medical evidence for absence of illness e.g. doctors appointment card or evidence of the child's prescription. Failure to provide this will result in the absence being recorded as unauthorised.

Parents are expected to take an active interest in their child's school life and where attendance drops below 95%, are expected to work with the school in addressing any issues.

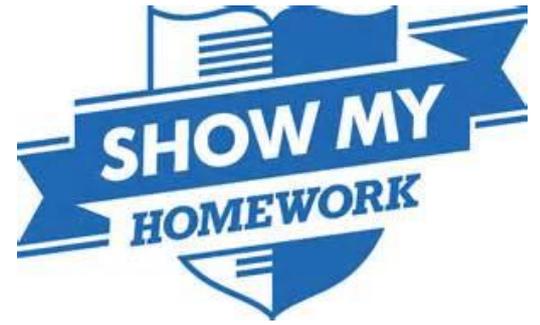
Leave of Absence

The Headteacher is not permitted to authorise absence from school for holidays during term time for whatever reason, this has been the case since September 2013. The Academy may request a Fixed Penalty Notice for any leave of absence that forms all or part of 5 days unauthorised absence in a half term period.

The Headteacher has the discretion to waive the issue of a Fixed Penalty Notice if a child's attendance has been excellent and assurance has been given that it will not be repeated; in matters relating to safeguarding or for compassionate reasons. In these situations a return to school date will be agreed. If the pupil fails to attend school by that date then a Fixed Penalty Notice will be issued.

Homework

Home learning tasks are set for every class once a week by the subject teacher. Pupils should record the task in their planner and teachers will record the task on 'Show My Homework' which is accessible to parents either through the internet or by an app on smart phones.



Guidelines issued from the Department for Education suggests that in Year 7 and 8, 30 to 40 minutes a day would be an acceptable amount of time for a pupil to spend on home learning activities. In Years 9, 10 and 11 pupils would be likely to be spending between 60 and 90 minutes and Sixth Form pupils should spend up to two hours a day in additional study.

Learning Support

There is a very friendly and efficient team of Teaching Assistants who work closely with all pupils with learning needs. Teaching Assistants work primarily in lessons but they do some individual and group sessions including Catch-Up Literacy, Emotional Literacy and numeracy support. You will receive a letter to let you know if your child is taking part in any additional support.

If you would like to talk about any learning need then Mrs Milford is SENCO as well as being the Assistant Headteacher and is more than happy to call or meet with you. You can email her on kate.milford@sarumacademy.org

The House System

Pupils are organised for tutor time and lessons in year groups but we also have a house system which involves pupils from all year groups. Pupils will take part in fundraising activities each term which last year included fundraising for the Trussell Trust, Stroke Foundation, Air Ambulance, Dogs Trust and others.

The Houses are Mompesson, Philipps, Clarendon and Arundells so your child will be a member of one of these. There will be a number of inter-house activities this year for all pupils to get involved in.

Reporting to Parents – understanding data

Teachers write progress reports which are sent home four times a year. These will typically include a Target Grade and a Current Grade. They will also contain information about how well your child is performing as an independent learner. Pupils will talk about the '3Ps'. There is always a guidance sheet with each progress report explaining the data but please do get in touch if any of it doesn't make sense.

There is also one full written report a year where you will receive comments from each subject teacher and targets for the future.



Rewards and Consequences

Pupils who do well will be rewarded with achievement points. Sometimes teachers will send postcards home or call to say how well pupils have been performing either in lessons or with homework. Pupils might work hard enough to receive a Headteacher Commendation letter.

If pupils do not meet Academy expectations then they may receive a consequence. If pupils are asked to stay after school as a consequence they will receive a card from the member of staff. Although the law states that we don't need to give Parents any notice of this we will always set detentions for the next day so it gives you time to organise transport home.

Pupil guide to becoming great learners

Prepare

- Arrive to your lessons on time
- Greet your teacher
- Come prepared to learn
- Complete all homework

Participate

- Settle to work quickly – don't interrupt
- Work 'quietly and purposefully'
- Seek clarity if you do not understand
- Stick with it!

Perform

- Take pride in what you do - 'Best work first time'
- Know your grades and know how to improve
- Respond positively to feedback 'Stretch yourself'



The 3Ps of Independent Learning: Teacher Judgments

The 3Ps are the Academy's three key elements of independent learning: preparing for learning, participating in learning and performing in learning. Pupils are rated by teachers at data capture points using the descriptors below. **The expected standard is a 2 or above.** The grade average is published regularly. Pupils must maintain an average of 2 or better to be considered a good learner and subsequently make good progress.

PREPARE	
1	Always brings equipment and books and is highly organised for lessons. Completes home learning to a very high standard, often going beyond the required to stretch themselves. Always meets deadlines and plans in advance assure this. Often reads and researches around the subject to enrich their learning.
2	Always brings equipment and books and is organised for lessons. Completes home learning to a good standard. Always meets deadlines and plans in advance assure this. Sometimes reads and researches around the subject to enrich their learning.
3	Usually brings equipment and books though sometimes can be disorganised. Usually completes home learning but standard is variable. Sometimes fails to meets deadlines and clearly does not plans in advance assure this. Occasionally takes the initiative to enrich their learning.
4	Often fails to bring equipment and books and is disorganised. Often does not complete learning and standard is poor. Often fails to meet deadlines and never takes the initiative to enrich their own learning.

PARTICIPATE	
1	Highly committed to learning in class, always tackling activities with energy and enthusiasm. An active and respectful member of the group, contributing to discussions and listening attentively to their teacher and peers. Entirely self-regulates their behaviour and consequently is focussed on learning throughout lessons. Offers support to others.
2	Committed to learning in class, often tackling activities with energy and enthusiasm. An active and respectful member of the group, contributing to discussions and listening to their teacher and peers. Self-regulates their behaviour and consequently is focussed on learning.
3	Variable commitment to learning in class, occasionally tackling activities with energy and enthusiasm. A generally respectful member of the group, sometimes contributing to discussions and listening to their teacher and peers. Requires occasional prompting to self-regulate their behaviour and consequently is not always focussed on learning.
4	Poor commitment to learning in class, rarely tackling activities with energy and enthusiasm. Often fails to show respect to teacher and peers and rarely contributes to discussions. Requires frequent prompting to self-regulate behaviour and is often off-task and disrupting others.

PERFORM	
1	Has high aspirations for themselves and their learning, challenging themselves to make exceptional progress. Sets themselves goals and achieves them through excellent preparation

	for, and participation in, learning. Uses a range of resources intelligently to achieve their goals and is highly tenacious.
2	Has aspirations for themselves and their learning, challenging themselves to make good progress. Sets themselves goals and usually achieves them through good preparation for, and participation in, learning. Uses resources to achieve their goals and is usually tenacious.
3	Has some aspiration for themselves and their learning, occasionally challenging themselves to make good progress. Sometimes sets themselves goals and achieves them through adequate preparation for, and participation in, learning. Occasionally uses resources to achieve their goals and is sometimes tenacious.
4	Has little aspiration for themselves and their learning, rarely challenging themselves to make progress. Rarely sets themselves goals and achieves them through as a result of poor preparation for, and participation, in learning. Rarely uses resources to achieve their goals and is rarely tenacious.