

Parents Information Booklet

2023-2024



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Dear Parents/Carers

I would like to extend a warm welcome to you and your family to WMG for Young Engineers.

We are fully committed to our ‘business-like, business-led’ ethos but still consider ourselves a family school in which students are looked after; developed socially; and challenged academically.

Years 10-13 can be difficult times for teenagers as they grow, mature and find their place in society. We commit to you our values of professionalism and empathy throughout this journey and know that only through genuine partnership between teacher, student and parent can there be academic success.

We’ve written this booklet in order to set out what you can expect of us and what we expect of you as our partner. We look forward to working together and seeing your child thrive at the academy.

With the very best of wishes



A handwritten signature in black ink, appearing to read 'Fiesal Mahroof'.

Fiesal Mahroof
Associate Principal

Key Dates

Term Dates for Students

Autumn Term

(1st and 4th September INSET days, see below)

Autumn Term commences	Tuesday, 5th September 2023
Academy closes for Half Term	Friday, 27th October 2023
Academy reopens after Half Term	Monday, 6th November 2023
End of Autumn Term	Friday, 22nd December 2023

Spring Term

Spring Term commences	Monday, 8th January 2024
Academy closes for Half Term	Friday, 9th February 2024
Academy reopens after Half Term	Monday, 19th February 2024
End of Spring Term	Friday, 22nd March 2024

Summer Term

Summer Term commences	Monday, 8th April 2024
May Bank Holiday (Academy closed)	Monday, 6th May 2024
Academy closes for Half Term	Friday, 24th May 2024
Academy reopens after Half Term	Monday, 3rd June 2024
End of Summer Term	Monday, 22nd July 2024

INSET Days 2023-2024

Autumn term	Spring term	Summer term
Friday, 1st September 2023	Monday, 8th January 2024	Monday, 8th April 2024
Monday, 4th September 2023	Friday, 22nd March 2024	Friday, 24th May 2024
Friday 9th October 2023		Monday, 1st July 2024
Monday 23rd October 2023		

The Academy Working Day

08:30 – 09:25 Period 1

09:25 – 10:20 Period 2

10:20 – 10:45 *Morning Break*

10:45 – 11:40 Period 3

11:40 – 12:35 Period 4

12:35 – 13:30 Period 5

13:30 – 14:05 *Lunch*

14:05 – 14:25 Pastoral

14:25 – 15:20 Period 6

15:20 – 15:35 *Afternoon Break*

15:35 – 16:30 Period 7 **

** On Mondays, Thursdays and Fridays, students finish at 15:20

Who should I contact?

Main switchboard number – 02476 464661

- Option 1 – to inform the academy of a student absence.
- Alternatively, hold the line to speak to a member of reception staff.

Student absence

If your child is ill and unable to attend the academy, please call the main switchboard, using option 1, as early as possible. Leave your name, the student's name and reason for absence. Alternatively, send an email to info@wmgacademy.org.uk.

Illness during the day

Students must report to a First Aider if they feel unwell during the day. A trained First Aider will be called to assess the student. If a Year 10 or 11 student needs to be sent home, a telephone call will be made to the parent/carer so that the student can be collected and signed out from Reception. If no one is available to collect your child, they will be kept safely at the academy.

Medical/other appointments

Please try to arrange appointments outside of the academy day. We understand this is not always possible so, when this occurs, please supply a copy of the medical appointment to Reception. Emails can be sent to info@wmgacademy.org.uk. Students will be provided with a pass to enable them to leave for their designated agreed time.

Year 10 and 11 students must be collected and signed out by a parent/carer.

What happens if my child needs first aid?

Administering first aid requires close contact between students and qualified members of staff. To limit this contact, students will be encouraged to administer basic first aid to themselves under supervision. This includes cleaning and dressing small cuts and grazes. Where this is not possible, staff will wear personal protective equipment (PPE), including gloves, surgical masks and aprons, in order to administer first aid.

Accidents rarely occur at WMG. However, some injuries from sporting activities or practical subjects do occur from time to time, which is why the above arrangements are in place.

Student lockers

Lockers are available for all students with a payment of £5. Once a payment has been made via our payment portal, *ParentPay*, students can collect their allocated locker key from reception. Students and parents are required to sign the Locker Protocol Agreement prior to a locker being issued.

Lockers are essential, as we expect every student to attend their lessons prepared to learn. In order to achieve this, it is expected that every student will use their locker to safely store any items that they do not need for their lesson. Students will not be allowed to enter the classroom with personal belongings that they do not need for the lesson that could cause a distraction. Students are expected, therefore, to store items not required in their lockers before they enter their learning space.

Additional ties

All male Key Stage 4 students are expected to attend the academy wearing a WMG academy tie. Spare ties can be paid for via *ParentPay* and collected from Reception. Ties are priced at £7.50 each.

Contact via email

General email enquiries should be directed to info@wmgacademy.org.uk. We will endeavour to reply within 2 working days.

Specific enquiries

Your child's tutor is the first point of contact. You will be informed of the tutor at the beginning of the academic year. Again, we will endeavour to answer initial queries by telephone within 2 working days. If your enquiry is urgent, contact Reception to leave a message for the Pastoral Team.

Finance and Paying for Items

We operate a cashless payment system at WMG academy for Young Engineers called *ParentPay*. This is a secure website offering the freedom to make payments whenever and wherever you like, 24 hours a day, 7 days a week.

ParentPay is the only means of payment; cash or cheques are not accepted in the academy. Payment for school lunches and other items such as ties, safety goggles, locker keys, trips, revision guides etc., should be made through *ParentPay*.

However, cash payments for school meals can also be made using a PayPoint Card at local stores displaying the PayPoint logo, which can be ordered from the academy.

Payment in the canteen is cashless and usually relies on the use of thumbprint technology. However, it is anticipated that contactless payment using bank cards will be available from September. For parents who wish to continue adding credit to *ParentPay*, which can be spent using the thumbprint technology, sanitising stations will be available to use before and after paying (and again before and after eating).

How does *ParentPay* help you?

- Gives you the freedom to make payments to school whenever and wherever you like
- Is convenient for users
- Gives you peace of mind that your payment has been made safely and securely
- Helps with budgeting; payments are immediate and there is no waiting for cheques to clear
- Payments for many of the larger trips can be made by instalments up to the due date
- You will never need to miss a payment, or have insufficient credit, as *ParentPay* offers automated email/SMS alerts

Refund procedure for returned lunch money via *ParentPay*

Generally, refunds will not be made. Parents are expected to maintain and wind down account balances if a child is leaving a school. At the end of each academic term, the credit for meals will be “rolled over” to the next term. Requests for refunds will be considered at the end of each academic year where pupils are leaving the school and accounts have an outstanding credit balance of £5.00 or more. Refunds would also be made when a child moves to a new school.

Refund procedure for other payment items

Where a payment is made in *ParentPay* by mistake, or a duplicate payment is made, a refund will be made directly to the *ParentPay* account upon request.

Personal property

As our students are in the 14-19 age range, they are responsible for their own property. It is important that expensive items or large sums of money are not brought into the academy. Expensive items such as bicycles and electronic devices should ideally be insured separately by parents or students prior to being brought on site. The academy is not liable for any loss or damage to personal property and academy staff do not have the time or resources to investigate or provide refunds for such occurrences. Wireless headphones have presented a

particular recent concern. These items can be easily lost or misplaced and have no educational value in the academy and should be left at home.

Please be aware that **no items of personal property are covered under the academy's insurance** policy. Costs resulting from theft, loss or damage will not be reimbursed by the academy so students are asked to leave expensive items at home.

Electric scooters are not permitted to be ridden to or from the academy in line with other schools; WM Police advice; and the fact that they are currently not legal on either the road or pavement.

Every student can purchase a locker key at a cost of £5 for the full duration of their time at WMG Academy. If keys are lost and a replacement is required, there will be a charge of £5. No belongings should be left unsecured near lockers or anywhere else especially when school is closing for holidays. The academy reserves the right to open a locker without a student's consent for safeguarding/investigative purposes.

Cycling to the Academy

Students are encouraged to cycle to the academy as a great way of keeping fit and staying healthy. Bikes can be stored securely in the bike store but should be locked to a bike stand with a substantial 'D type' lock. Cyclists should wear a helmet when cycling to and from the academy and are advised that bikes need to be insured by students/parents/carers and will not be covered by academy insurance policies. In support of the West Midlands Police (as mentioned above), students are not permitted to bring electric scooters onto the site.

Damage to academy property

If a student deliberately causes damage to the academy's property, including premises, furniture, equipment, books or materials, a charge will be levied to cover the cost of repairs or replacement. Students' personal belongings are brought on to site at the owners' own risk.

In the case of accidental damage, the Associate Principal will consider the circumstances reported and decide as to the level of recovery. Thankfully, such occurrences are very rare.

Careers

The academy aims to give all students careers education, information, advice and guidance (CEIAG) throughout their time with us to make them ready for their next step and confident in applying for further education or employment.

The academy has a dedicated member of staff to provide CEIAG to students. Paula Carmichael is the Student Destinations and Business Engagement Manager.

Student destination data, after they leave us, is shared annually, with an overview of destinations provided to parents and current student cohorts.

Employer engagement changes annually, depending upon the students' interests, employer availability and the opportunities available. We are always keen to explore new links in the employment market.

In Year 10, we offer a range of career services:

- Employer Events: individual employer workshops, STEM activities, careers fairs, employer visits and tours.
- Students will be given support to understand the wide range of post-16 options that are available to them, in order to prepare them for the end of Year 11, via the careers department and the RSHE programme.

In Year 11, we offer a range of careers services:

- Overview of Apprenticeships and support to create an online account with the National Apprenticeship Service and other relevant websites.
- Workshops to prepare for interviews, researching companies and assessment centres.
- Each student will have access to a 1:1 guidance interview.
- On completion of 1:1 guidance meeting, a student action plan will be created to advise students on their options and where to find further information.
- Students will be given support to understand the wide range of post-16 options that are available to them, in order to prepare them for the end of Year 11, via the careers department and the RSHE programme.
- Local advanced apprenticeship vacancies and training opportunities are regularly promoted within the academy.
- Updated listings of Degree and Higher apprenticeships, to support decision making for 6th form subjects.
- Support with making decisions and applications on GCSE results day.
- Parental meetings can be requested throughout Year 11.
- Additional support available for students with additional needs.
- Parental information such as updates regarding apprenticeship/employer vacancy openings, apprenticeship overviews.
- Destinations tracking and invitation to the WMG Academy for Young Engineers Alumni.

In Year 12, we offer:

- UCAS Introduction: In June, we run a day of workshops and seminars to introduce the UCAS applications process, with a range of external advisors.

- University visits/tours – A visit to The University of Warwick (or another local university) to explore the options within Higher Education and to explore the opportunities available.
- UCAS convention – Attendance at a UCAS convention, with access to a wider range of Universities and Higher Education establishments.
- Overview of Apprenticeships – An overview of Apprenticeship levels, application open dates and when to commence applications.
- Employer visits and workshops to provide details of apprenticeships and guidance for successful applications.
- Updates lists of the degree and higher-level apprenticeship vacancies.

In Year 13, we offer:

- Support and guidance to complete UCAS applications, personal statement workshops, overview of student finance, authorised attendance to attend 3 university open days
- Tutor support for completing Apprenticeship and Higher Education application references.
- 1:1 guidance meeting, further support throughout the academic year to assist decision making.
- Enrolment on the National Apprenticeship Service website – all students can attend a workshop to support them with enrolling on the National Apprenticeship Service website.
- Employer visits and workshops to provide details of apprenticeships
- Updates lists of the Degree and Higher apprenticeship vacancies, with regular reports of local apprenticeship vacancies.
- Email group notifications – updates regarding local employer vacancies, events and opportunities.
- CV feedback and support to make improvements.
- Workshops for completing quality applications and assessment centres.
- Tailored student support with UCAS Extra.
- Tailored student support with UCAS Clearing.
- Destinations tracking and invitation to the WMG Academy for Young Engineers Alumni.

Work Experience

Students can organise work experience placements during Year 10 and Year 12 through liaising with their tutors and the relevant pastoral lead, providing they avoid key assessment and exam periods. Physical work experience placements will need to be notified to WMG Academy with five weeks' notice, in order for an external H&S Risk Assessment to be carried out to ensure students' safety. This costs £35 and relevant consent forms must be completed. We also have links with companies to complete virtual work placements that are equally valued and allow our students to access more companies without geographical barriers.

Unifrog

All students will join Unifrog, a website that will support them and their destination journey with a very wide range of resources to do this. They will be directed through tutor teachers onto Unifrog that will show a huge range of jobs around the world suited to their own skills and interests, support and guidance in how to apply and the ability to see all jobs and opportunities available here at home and worldwide.

Teaching & Learning

Teaching and learning priorities

Here at the academy, quality teaching and learning lies at the heart of our courses. We care about students making the best possible progress and want to equip them well for their future destinations. Students will experience a range of teaching styles throughout their time at the academy and will regularly engage with real business partners who enrich the student experience and ground their learning in real world application. We are keen to make the best use of technology; ensure that students have a broad and well-rounded curriculum; engage with businesses in the classroom; and make effective use of rigorous and timely assessments.

All students in the academy are provided with an email address and online Google account. Through this account, students have access to Google Classroom, an online tool for producing coursework and submitting assignments. Coursework will then be marked electronically and returned with appropriate corrections and guidance. Students are expected to manage their deadlines and completion of assignments so that work is handed in correctly and on time. Students who fail to do this consistently risk being removed from the course.

There is a 'reminder guide' to Google Classroom at the end of this booklet.

Assessments

Students will undergo a number of assessments during their time at the academy. We have carefully planned when each of these takes place throughout Years 10 to 13. This ensures that learners are accurately informed of their progress, and that teachers are able to make the correct interventions to support students in their lessons. Students will experience in-class assessments throughout the term, as well formal mock exams held periodically to monitor and establish their predicted grades. Progress reports are received termly for all year groups on the *MyChildAtSchool* app.

Explaining your child's report

When you receive a Progress Report from the academy, it will contain the following information:

- **Targets** - This grade is an expected outcome at the end of Year 11/13. It is aspirational in nature and is therefore a challenging goal to achieve. When students join us, we use 'GL Assessments', a nationally recognised assessment tool common to UTCs across the country, to arrive at this target grade. These target grades might be adjusted upwards where students are outperforming in their subjects.
- **Predicted grades** - At regular points (termly) throughout the academic year, students will receive a predicted grade. This is a professional estimate of what your child will achieve at the end of Year 11 in a subject, based on rigorous in-class assessments and mock exams. It is based on current evidence and the student's attitude to learning. Student progress will be measured based on how close their predicted grade is to their target grade.
- **ATL (Attitude to Learning) Score** - Students will receive an ATL score in each subject. This is a judgement from the teacher that considers how well your child is meeting our "business like, business led" behaviours. Where students are not meeting expectations, the concern codes will identify a specific area to improve.

Setting of groups

Setting of groups by ability is currently done in English, Maths and Science in Key Stage 4. This policy is, however, fluid and will respond to the needs of the students as they develop. Final decisions on sets rest with the Head of Department.

Tier of entry decisions

In Science and Maths, the exam specification allows students to sit either Higher or Foundation tier examination papers. Broadly speaking, in Maths, students who sit a Foundation paper will be aiming to secure a grade 4 or below. Those sitting the Higher paper will be aiming to achieve a grade 5 or above. The content of each paper is specifically aimed at ensuring success for the student.

In Science, Higher and Foundation tiers are determined using AQA exam board guidelines. They take into consideration the student's Maths target grade, as well as practice, performance and attendance within the subject area.

Decisions about whether a student will sit Higher or Foundation paper are made once final Year 11 mock examinations have been completed. In every case, the choice of tier is made based on securing the highest grade possible for a student. Changes can be made in the final weeks of Year 11 if they are deemed necessary.

Students' examination entry slips will indicate whether Higher or Foundation tier has been confirmed. These slips are released by the exams team in good time for revision to begin. It is not, however, the academy's policy to notify parents of any changes to the tier of entry in writing. Instead, changes will be discussed individually with each student and the reasons for this

made clear for onward communication with parents. The final decision on the tier of entry rests with the relevant Head of Department.

Baseline Tests/Data to Aid Setting Targets

When students join the academy in Year 10, we ask them to complete a series of assessments, which enable us to baseline the students and produce target grades for them in each of the subjects they will study. The assessments we use are the nationally recognised 'GL Assessments'

An accurate baseline is the bedrock to ensuring the best starting point for each student. It informs curriculum planning and teaching and learning. The GL assessments contain a series of online tests which are benchmarked against national statistics, enabling us to measure both where the students are at the time of the test and what progress they have made prior to joining us. Students complete Progress Tests in Mathematics, English, Science and Reading in the induction period prior to joining us. These assessments have then been used by Subject Leads to set the students in groups.

Students who have a reading age significantly lower than their chronological age will be offered additional support with their reading.

Engineering and Business Engagement

Within our KS4 and KS5 programme, and particularly on the Engineering courses, students will interact with a range of companies each year across a range of engineering sectors at a local and national level. Through these business partners, students will interact with artefacts, drawings and other materials to support their learning and enhance their understanding.

Students will regularly be involved in events designed to recruit new students into a range of engineering professions and will be provided with information about career opportunities into these professions. Note: Students are *not* privileged or given automatic access to interviews or selection processes).

There will be opportunities for students to see the employer's operations on site – this could be work experience placements or structured site visits. Throughout the year there is prominent recognition in media articles relating to the students' interaction with employers through the academy.

Business Partners




As an academy, we are proud of the number of business partners that work with our students. As a University Technical College, we commit to the principle that engineering is best taught in partnership between teachers at the academy and professional engineers from industry. The way in which this is done will vary, from company visits to academy-based seminars and from special projects to employer-led presentations.

Below are some of the companies we have worked with over the last few years and those organisations who have made commitments to improving student outcomes over the coming academic year. If you have any questions about the extent to which our business partners engage with us, or if you feel that business partner engagement can be improved or developed in any way, please speak to Paula Carmichael, Student Destinations and Business Engagement Manager.

We remind students of our expectations regarding their approaches to business engagement whilst at the academy:

- Every time an employee of a business partner is in the academy, you have an opportunity to impress them with your personal appearance, enthusiasm and interest. Some of our most successful degree apprenticeship applicants made themselves visible to our partners very early during their time with us; it can work for you, too.
- Key signs of successful engagement with business partners include punctuality to presentations and seminars and the confidence to ask questions. Don't be shy and work with us if you want us to support you in building your self-confidence.
- Our business partners lead us in our curriculum and approach to business behaviours. Please feel free to ask them about their approach to learning and successful behaviours in their business.

Our Business Partners

	<p>Headquartered in the UK, Meggitt plc is a global engineering group specialising in extreme environment components and smart sub-systems for aerospace, defence and energy markets. Some 11,000 people are employed across manufacturing facilities in Asia, Europe and North America and regional bases in Brazil, India and the Middle East.</p> <p>Meggitt has been involved with the academy since our first Year 12 interactive day in December 2016. The company has taken on many apprentices from the academy over the years and plans to continue their working relationship with the academy trust.</p>
	<p>Rolls-Royce is a pre-eminent engineering company focused on world-class power and propulsion systems. The Rolls-Royce Group is organised into five customer-facing businesses: Civil Aerospace, Defence Aerospace, Power Systems, Marine and Nuclear. They are one of the world's leading producers of aero engines for large civil aircraft and corporate jets.</p> <p>Rolls-Royce is represented on the academy's Trust Board by Stuart Baker, Chair of Trustees.</p>
	<p>Jaguar Land Rover Automotive plc is the holding company of Jaguar Land Rover Limited, a British multinational automotive company with its headquarters in Whitley, Coventry. The principal activity of Jaguar Land Rover is the design, development, manufacture and sale of vehicles bearing the Jaguar and Land Rover marques. Both marques have long and complex histories prior to their merger, going back to the 1940s.</p> <p>JLR is represented on the academy's trust board by Jim Morgan, who is the Chair of Coventry academy's local governing body.</p>

	<p>National Grid is an international electricity and gas company based in the UK and north eastern US. National Grid plays a vital role in connecting millions of people safely, reliably and efficiently to the energy they use.</p>
	<p>Squires Gear and Engineering Ltd has been established as the market leader in its field since 1985, specialising in suspension, braking, steering components and various fasteners. From product design and development, bespoke components through to high volume production, Squires meets its customers requirements with Quality, Value and Delivery being the main priority.</p> <p>Squires Gears have been involved with the academy since our first Y12 interactive day in December 2016. The company plans to take on apprentices from the academy and give an insight into working in the braking systems/aeronautical field.</p>
	<p>Sarginsons is the most technically sophisticated aluminium die caster in the UK. At the forefront of aluminium die casting for 80 years, the company is one of the few European businesses to offer low pressure die casting, sand casting and gravity die casting in a single foundry.</p> <p>Anthony Evans was the force behind Sarginsons' involvement in the academy. This very special organisation has provided work for our students, inspirational input in our metallurgy programmes and has also provided the opportunities for students to cast their projects and engage in destructive testing.</p>
	<p>Cummins Inc. designs, manufactures, sells and services diesel and alternative fuel engines from 2.8 to 95 litres, diesel and alternative-fuelled electrical generator sets from 2.5 to 3,500 kW, as well as related components and technology.</p> <p>Cummins has been a partner since our first year of operation and has been vital in supporting our students in engineering design. The company works with mainly KS5 students in engineering design commissions and sets this work within a broad general engineering context.</p>

	<p>The Bosch Group is a leading global supplier of technology and services. It employs roughly 421,000 associates worldwide (as of December 31, 2022). Its operations are divided into four business sectors: Mobility Solutions, Industrial Technology, Consumer Goods, and Energy and Building Technology.</p> <p>Bosch has supported us in the development of our GCSE electronics course and has been a partner since 2017.</p>
	<p>WMG is an academic department of the University of Warwick and has a global reputation in the co-operation of manufacturing companies with high-quality academic research.</p> <p>Our work with WMG has been varied, with a wide variety of Warwick academic staff delivering lectures to our students on innovative design, manufacturing planning and business development. This support has been crucial in supporting Sixth Form study in particular.</p> <p>Founded by Professor Lord Bhattacharyya, WMG has supported the throughout design, conception and opening and continues to share its name with us today.</p>
	<p>Triumph Motorcycles Ltd is the largest UK-owned motorcycle manufacturer, established in 1983 by John Bloor after the original company Triumph Engineering went into receivership. The new company, initially called Bonneville Coventry Ltd, continued Triumph's lineage of motorcycle production since 1902.</p> <p>Triumph Motorcycles worked with us for the first time in 2021-22 on a KS4 commission.</p>

Examinations

Internal Examinations

Internal examinations take place at the following points of the academic year for each year group:

- Year 10 - July
- Year 11 - January
- Year 12 - July
- Year 13 - January

For Years 11 and 13, these will be run as we would the formal examinations. Years 10 and 12 mock examinations are run to simulate formal examinations.

External Examinations

External examinations take place in November, January, May and June.

Students are given a timetable of the examinations that they have been entered for in January. Two copies of these timetables are sent home and a parental signature is required to confirm the entries are correct. The second copy is for the student to keep as a record. At this time students will also receive a booklet outlining the examination process and the rules they must abide during examinations.

Students will receive a further copy of their examination timetable in April when, again, a parental signature will be required.

Information regarding the day-to-day arrangements during the examination period will be communicated to parents prior to exams commencing.

Results days take place in August at which time students may collect their results from the academy. Arrangements for results days will be communicated to parents before the end of the Summer term.

Results for any external Year 10 exams will not be released until the first day in September of Year 11.

Use of Technology

WMG Academy operates a fully up to date Microsoft Windows Network, with protected access to the internet. Students can store work in a number of secure locations, both on and off site.

Computers

- Computers are up to date
- They are controlled centrally by the IT team
- Access is via a secure log-in ID and password
- Email addresses are provided by the academy
- Students must agree to the acceptable usage policy in order to access and use IT equipment belonging to the academy.
- Filtering and monitoring software is used on all academy devices, and any device connected to the academy WI-FI network

Academy Software

All computers have access to the following major titles: -

- Microsoft Office 365 online and offline (MS Word, Excel, Powerpoint etc)
- Google Office online (Google Docs, Sheets, Slides etc)
- 2D Design – 2D Engineering CAD
- Solidworks – 3D Engineering CAD

Home Software

The following software titles are licensed by the academy for students to use at home while they are on roll: -

- Microsoft Office 365 online and offline (MS Word, Excel, Powerpoint etc)
- Google Office online (Google Docs, Sheets, Slides etc)
- 2D Design – 2D Engineering CAD
- Solidworks – 3D Engineering CAD

Computer Storage

Students can store computer based work in the following secure locations: -

- Computer network (on site access only)
- Google Drive – on site and off-site secure access

NB. USB Storage devices are NOT permitted. It should be noted that the majority of 'lost' work is as a result of loss or failure of a USB memory device. By using the cloud based software provided both within the and accessible remotely, students should never lose work or need USB storage devices.

Internet Access

- Internet access is provided to all students
- The internet connection is monitored by industry standard devices, designed to protect internet users

- Reports on unusual student internet activity is made available daily to the academy safeguarding team

Bring Your Own Device

- All students will be provided with an academy Chromebook for use both in the academy and at Home.
- Students are also encouraged to bring their own computer device for use during lessons in the academy.
- Students' own computers and phone devices may be connected to the academy Wi-Fi for Internet Access.

Back-Up

- The academy internal computer network is backed up twice per day
- Back-ups are consolidated daily and stored off-site
- Google cloud-based storage are secure and resilient

PPE and Equipment

We always provided PPE for students to use. However, this is on the basis that this is for shared use. We also give students the opportunity to buy PPE for personal use, reducing the sharing of equipment and therefore the contact between learners. Personal PPE can be stored in student lockers. Some students like to do this and find it a good investment, particularly if they pursue engineering and science interests either beyond the school hours or after they leave us. Shared-use PPE will continue to be available to students and disposable gloves and earplugs will be available for all students, where appropriate.

- **Goggles** - These will be available for purchase on ParentPay and can be stored in bags or lockers. Our team of technicians have sourced products which meet the required CLEAPSS or national safety standards. Please visit *ParentPay* for more details.

- **Science/Engineering Overalls** - There are no specific standards for these garments, but for ease of use we use white overalls for Science and blue overalls for Engineering. Overalls can be stored in student lockers.

- **Engineering Boots** – These must have reinforced toe caps. The suppliers above often have these items in stock. Please bear in mind that boots require the CE mark and/or appropriate British or European standard e.g. EN345-1 S1P. Boots can be stored in student lockers and students must change into them in the Engineering Hall cloakroom. Boots will only be permitted to be worn once the student has presented them to the technicians, who will check for the required standard and log them on a database.

- **Suggested Suppliers:**
 - www.astleys.co.uk
 - www.rapidonline.com
 - www.screwfix.com
 - www.thesafetysupplycompany.co.uk

- **WMG Shop** – Whilst boots and overalls will need to be student-specific, one-size-fits-all items, such as ties, goggles, student lockers, stationery kits and lanyards can be purchased online at the WMG Shop. Click [here](#) for more information.

Pastoral Care & Safeguarding

WMG Academy has a small pastoral team to support students across all year groups. This is made up of the following staff:

- Fiesal Mahroof: Associate Principal
- Dan Thomson: Assistant Principal
- Gareth Clarke: Director of Pastoral and Additional Needs
- Deborah Brown: Head of Science - Senior Mental Health Lead
- Sophie Roberts: Senior Behaviour and Pastoral Lead
- Stacie Jennings: Behaviour and Pastoral Lead

The work undertaken by the pastoral care team includes behaviour support, social and emotional support, attendance support and safeguarding.

Social and Emotional Support

The academy has a high quality early intervention system in place, with relevant support put in place at the earliest opportunity. This support can include:

- Tutor support
- Allocation of a staff mentor
- Allocation of a student mentor
- Referral to an external agency
- Referral to the WMG Academy counsellor

The aim of this intervention is to ensure that students are well supported throughout their time at the academy and that they are given the opportunity to excel academically. As a small academy, the staff and pastoral team have the ability to get to know the students well, and can build positive and trusting relationships. The academy asks that, for all pastoral issues, the tutor is the first point of contact with the parents and the relevant Key Stage lead, as appropriate.

Attendance

The WMG Academy has a target attendance of 95% for all students; we will keep parents informed on their child's attendance. To help support the monitoring of attendance, the WMG Academy works with an external agency called CSAWS. CSAWS provide attendance support and guidance, helping the academy to undertake a range of attendance intervention strategies including the following:

- Parental letters
- Parental phone calls
- Parental meetings
- Fixed penalty notices

The academy asks that all absence phone calls are reported by 09.00 each morning and will notify parents by 09.30 via text if their child has not received an attendance mark. In cases of persistent absence, the academy may request medical evidence of a child's illness. The tutors at the academy will support students with poor attendance, to help improve this and ensure learning time is not continually lost.

The academy also monitors punctuality through INVENTORY, an automatic sign in system. Students who arrive late to school are requested to sign in. Their time of arrival is recorded and sent straight to our database to monitor and highlight students' arrival times.

Safeguarding

WMG Academy prides itself on early intervention for all safeguarding issues. All staff at the academy are safeguarding trained with specific training on Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and PREVENT & CHANNEL (Anti-terrorism).

All safeguarding concerns at the academy are recorded via a secure electronic system called CPOMS, which helps the Academy deal with issues in a timely and accurate manner. In the case of a concern being raised about a student, the academy may need to call the relevant local authority children's services, and will inform parents of this in most cases.

Counselling

WMG's counselling service is an academy-based service, bringing counselling to young people in a place that is familiar, safe and secure. If young people are able to receive emotional support from a professional, they will have more opportunities to fulfil their potential.

Counselling is an opportunity to talk in confidence about things that are of concern. What is spoken about will depend on the individual but common themes are stress, relationships, change, loss and distressing or traumatic events.

Counsellors are trained to listen without judging and to help young people sort out their thoughts and feelings about whatever is concerning them.

Parents can support their child whilst receiving counselling by showing an acceptance of counselling as a normal and useful activity. We encourage parents/carers to show an interest if their child wishes to talk about it, but not to press them if they do not. We acknowledge that this is not an easy task and it is quite natural for parents to feel anxious about what is being said in the sessions. It is always our hope that talking with a counsellor will lead to greater openness with parents and families; a little time may be needed to allow this to happen.

Referrals may be made through the academy's pastoral system, via the appropriate Pastoral Lead, Senior Leadership and Designated Safeguarding Leads.

Counselling may last for a few sessions or for a longer term. It is reviewed regularly by the counsellor and the young person. Usually, a small, private room is made available in the academy during the day. Sessions last up to fifty minutes (depending on the circumstances), and appointment times can be varied so that time is not always lost from the same subject.

Counselling sessions are treated confidentially. Counselling is a time when it is ok to talk about concerns without fear of them being discussed elsewhere. We encourage the student to discuss the counselling work with parents/carers, but they will not always want to. This can be hard for parents/carers to accept at times, but ensuring confidentiality is crucial for establishing trust so that young people feel confident to speak openly and freely about what is concerning them.

However, if a young person appears to be at risk of significant harm, it may be appropriate to seek help from other agencies to keep them safe. The counsellor would aim to discuss

this first with the student concerned, followed by a discussion with a parent/carer in the majority of cases.

All counsellors receive supervision of their work with young people to ensure the quality of their practice and this is confidential.

If a young person requests counselling and is able to understand what is involved in the process then they have the right to choose for themselves. Parents and carers may not deny them this right. We would, however, prefer to have your support for the work and are happy to talk with you about any concerns you may have about the counselling.

The decision of whether a young person takes up the offer of counselling is entirely theirs, as it is voluntary for young people just as it would be for an adult.

Pupil Premium

What is the Pupil Premium Grant?

The Pupil Premium is a special additional grant/funding allocated to us to support the learning of pupils in Years 10-11 who:

- Are eligible for Free School Meals
- Have received free school meals at some point in the last six years
- Have been looked after in care continuously for more than six months
- Have been Looked After for 1 day or more
- Have been adopted from care (either left care under a Special Guardianship Order on or after 30th December 2005 or left care under a Residence Order on or after 14th October 1991)
- Have at least one parent currently serving or have served in the regular Armed Forces in the last 3 years or pupils with a parent that has died whilst serving in the regular Armed Forces

What is the present funding for 2023-2024?

- £1,035 for every eligible secondary aged pupil
- £2,530 for every eligible Looked After pupil
- £2,530 for every eligible pupil that has been adopted from care
- £335 for every eligible pupil that has been flagged as a Service child since 2011

Aims

To rapidly improve the outcomes of our disadvantaged learners during Key Stage 4 by a persistent and relentless focus on meeting their academic needs, improving their social capital and supporting them academically, financially and emotionally so that they may reach their full potential and allow them to access their aspirational next steps.

All staff at the academy have a shared belief that every pupil, regardless of background, has the right to a high-quality education that enables them to reach their full potential.

All staff have the responsibility for ensuring that disadvantaged learners have access to the highest quality of teaching and learning, and a rich curriculum that enables every student regardless of social or economic background, to achieve success. This is achieved through classroom practice and the delivery of good/outstanding lessons for raising pupil premium attainment.

Furthermore, we aim to fill the potential gap in social capital from which other students benefit in that we provide opportunities for our disadvantaged students to experience activities beyond the academic opportunities in the academy and ensure that they are open to the world around them. We also ensure positive mental health and resilience is promoted across the academy and students have access to specialised support if needed.

We would like to encourage parents of students who are eligible to receive free school meals to consider doing so. You can find out if your child is eligible for free school meals here:

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

How is WMG Academy Using Pupil Premium?

WMG Academy uses the pupil premium funding to improve educational outcomes for its most vulnerable children and thereby enable them to develop to their potential. For some pupils, this will represent more of a challenge than for others and this is taken into account when planning strategies to improve achievement.

For every child eligible for the pupil premium, other factors which may statistically affect their potential achievement are also taken into account to ensure that those most in need have the necessary support.

Examples of activities/resources which the uses to support vulnerable children include:

- Extended opening times before and after school creates an environment for additional study within the academy
- Academic mentoring from peer students and teaching staff
- Extra-curricular provision such as enrichment activities and educational visits
- Revision after-school and holiday sessions
- Priority access to careers advice to provide high quality and regular careers information, advice and guidance
- Intensive interventions when required that may involve a range of different staff and outside agencies
- Individual tracking of progress towards targets
- Special education needs assessment where required i.e. Educational Psychologist
- Financial support in widening participation such as the Duke of Edinburgh Award Scheme
- Textbooks and revision materials to ensure pupils have the best resources
- Travel allowance where barriers to accessing the are identified
- Pupil uniform and resources such as art supplies and equipment
- Personal interview with an allocated mentor to assess learning needs and barriers to learning
- Extra staffing in English and Maths to allow sessions to be offered where appropriate

Special Educational Needs

Access Arrangements – WMG Academy for Young Engineers

Access Arrangements allow candidates with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment.

These procedures are designed to help students with genuine needs to access exams. The awarding of Access Arrangements is governed by strict regulations as set out by the JCQ (Joint Council for Qualifications), as set out here:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Who can get exam access arrangements?

Exam arrangements can only be granted if they are a student's 'normal way of working' and the candidate has a history of need. Any arrangements made must reflect the support that the candidate has had in the past few years, alongside their assessment test results.

How is a young person identified as needing Access Arrangements?

Teachers, parents or student concerns on potential difficulties with exams generally identify students. The teaching staff plan reasonable adjustments for students and provide evidence for the SENCO who determines what would be the most appropriate arrangement, if any. Some of these arrangements require a specialist formal assessment before they can be granted.

Before an application for access arrangements takes place there has to be clear evidence to support the application. Normal way of working within the school would have to be followed, with evidence collected from teachers through classwork, mock exams and class tests. If an application is to take place due to medical reasons, evidence needs to be provided through a medical professional.

Student Support and SEN Information

The SEND Code of Practice states:

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made (namely provision different from or additional to that normally available to pupils of the same age).

Some aims of our policy and practice in relation to special educational need and disability in this school are:

- As a 14-19 academy, to support students to become more independent in their learning as they approach adult life, in line with our unique 'business-like, business-led' ethos
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- To ensure that children and young people with SEN engage in the activities of the school alongside learners who do not have SEN

- To use our best endeavours to secure special educational provision for learners for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical
- To support learners with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals to meet the medical needs of learners

What kinds of special educational needs does WMG Academy make provision for?

WMG Academy has provision to meet the needs of students with moderate and specific cognition and learning difficulties; learners with communication and interaction difficulties (including students with Autism Spectrum Conditions); young people experiencing social, emotional, and mental health difficulties; and learners with sensory and/or physical difficulties.

It should be noted, however, that WMG Academy does not have enhanced or specialist provision for any specific area of special educational need.

Who should I contact if I have concerns about my child’s progress at school?

In the first instance, if you are concerned about your child, please contact his/her form tutor. Our telephone number is 02476 464661. Alternatively, email info@wmgacademy.org.uk marked with your child’s name and staff tutor in the subject line of the email.

Your child’s teacher or tutor can consult the Special Educational Needs Co-ordinator (SENCO) at any point and we will discuss with you if a referral might be appropriate.

Safeguarding Information

Keeping children safe in education

Designated Safeguarding leads - Child protection is everyone's responsibility

Academy Leads:

Gareth Clarke – Director of Pastoral Care and Additional Needs

Faisal Mahroof – Associate Principal

Deputy Safeguarding Leads:

Deborah Brown – Head of Science - Senior Mental Health Lead

Sophie Roberts – Senior Behaviour and Pastoral Lead

Stacie Jennings – Pastoral Support

Children and young people have a fundamental right to be protected from harm.

Families have a right to expect schools to provide a safe and secure environment.

WMG Academy is committed to creating a happy and safe environment for our students to learn.

This leaflet will help you understand how we keep your children safe by telling you:

- How children can be harmed
- What we must do to keep your child safe from harm
- What you must do as a parent/carer to help your child be safe and enjoy school

Safeguarding

This is an important subject in which all staff receive regular training. Everybody has a responsibility to keep all children under the age of 18 safe. Harm is identified in four ways.

- Physical – this is when a child is deliberately hurt or injured.
- Sexual – this is when a child is influenced or forced to take part in a sexual activity.
- Emotional – this is when a child is made to feel frightened, worthless or unloved.
- Neglect – this is when a child is not being taken care of by their parents/carers.

Safeguarding Issues

Attendance: - Your child's attendance is monitored daily. Significant absences are always followed up by the relevant pastoral leads.

Behaviour: - WMG Academy has clear behaviour rules for the whole academy community and these must be followed to keep everyone safe and happy. We understand that students do, on occasions come into conflict with each other, this will be dealt with by an adult who will listen to the students involved and help to resolve the situation.

Bullying: - The academy takes all cases of bullying very seriously and will work with students and families to try and resolve any problems.

Health and Safety: - Everyone at WMG Academy has a responsibility to help keep adults and students working in a safe environment.

Online safety: - The academy recognised that technology plays an important role in the education of our children and is committed to safeguarding children in the virtual world. We have filtering and monitoring systems that help support the academy, to ensure that students are accessing harmful content online.

If you have any complaints about how the school is working with you or your child please feel confident to speak to us. Senior staff will be happy to speak to you to resolve any difficulties. It is better to speak to us as soon as you have a concern so that it does not become a bigger issue. If you do not feel the matter has been resolved you can raise your concerns with our governors.

What the academy must do

A child should be able to go to school and feel safe so that they can achieve their very best.

- Anybody who works or volunteers at WMG Academy will be checked by the Disclosure and Barring Service (vetted) to make sure they are safe to work with children and then trained to identify child abuse and what to do if they are concerned.
- The school has designated Safeguarding Lead. These are Mr Gareth Clarke, Mr Fiesal Mahroof, Mrs Deborah Brown who have had extra training to know what to do when a concern is brought to them.
- We will always listen to you and work closely with you if we are concerned about your child but, sometimes, we may not be able to discuss our concern, before speaking with external agencies. The academy has a safeguarding policy which tells you more about this.
- We will help your child to learn about keeping themselves safe. Lessons can include healthy eating, anti-bullying, e-safety, road safety, healthy relationships and drug and alcohol awareness.

Behaviour Management

Positive Rewards

At the academy, we work towards promoting positive behaviours and, as such, we recognise those students who continuously achieve this status through Reward Certificates, reward trips and prizes. Rewards assemblies are carried out half-termly.

Behaviour Sanctions in Lessons

- B1: First warning – conversation with student
- B2: Second warning – a second conversation with student giving them an opportunity to change their behaviour
- B3: Third warning – removal from the lesson to the reflection area to reflect on their behaviour and actions.
- B4: Fourth warning or major disruption – involvement of senior staff & 30 minute after school detention
- B5: Safety violation/persistent disruptive behaviour – isolation/suspension

Behaviour Issues and Sanctions

Punctuality

Students arriving late to the academy without a valid reason will not be allowed entry unless they hand over their mobile device for the remainder of the day. Students who are persistently late will have a parental meeting involving the discussion of further sanctions.

Dress Code (see page 34 for full guidance)

- No coats/hoodies are allowed in the academy (removed on the door and stored in lockers). If worn in the academy, the item may be confiscated and parents/guardians contacted to arrange collection of the item.
- Trainers are not permitted in the academy. Students without shoes may be given a pair of safety boots/alternative shoes to wear.
- The Workshop area has open access; the academy will not be responsible for items that are stored here. It is at their own risk that students bring these items into the academy.
- If a student is without a tie, they will be sent to Reception so they can buy or borrow a tie for the day.
- Students with skirts that do not meet the academy's standards will be referred to the relevant Pastoral Lead and parents/guardian contacted to rectify the issue.
- Business jacket – students without a jacket will be referred to the relevant Pastoral Lead and parents/guardian contacted to rectify the issue.
- On some occasions, students who arrive at the academy in the wrong attire may be sent home to change their uniform.

Mobile Phones

- Mobile phones should be stored in the student's lockers during lesson time
- If a student is using a phone in a lesson, without permission, it will be confiscated and handed into the Pastoral Office for collection at the end of the day

- If a student refuses to hand over the phone, they will be sanctioned and parents informed
- Students who persistently use phones or devices to disturb learning or cause issues will lose the right to bring them into the academy and will be required to leave them at Reception on entry to the academy at the start of the day
- **WMG Academy lanyard should be worn at all times**
 - Please note that students are expected to wear their lanyards correctly with the picture fully displayed. If students are found to deface their lanyards deliberately they might be requested to pay a £5 charge for the replacement.
- **All outdoor coats and jackets should be removed inside the academy and stored in a locker. Hoodies and sports tops are banned from the academy site.**
- **E scooters are not permitted to be brought on the academy site**

Dress Code Guidance

Key Stage 4 - (Years 10 and 11)

Male Learners

- Business suit in black or dark grey or dark navy blue non-patterned
- Non-patterned collared white shirt with WMGA tie
- Black formal business type shoes (plain black or dark brown upper and sole with no logos) made of either leather or man-made leather type material
- **Trainers are not acceptable**
- WMGA lanyard to be worn at all times (provided in September)
- WMGA tie - £7.50 available from the Academy
- Black, plain v necked jumper (optional)

Female Learners

- Business suit in black or dark grey; jacket, skirt/trousers/dress
- Trousers can be tailored but not figure hugging or skinny fit
- Skirts/dress must be of an appropriate length and fit; approximately knee length and not tight fitting
- Non-patterned white tailored blouse
- Black formal business type shoes (plain black upper and sole with no logos) made of either leather or man-made leather type material. Shoes need to be enclosed and **not be** high heeled
- **Trainers are not acceptable**
- Non-patterned natural tan or black tights may be worn with a skirt/dress – no leggings
- WMGA lanyard to be worn at all times (provided in September)
- WMGA tie is optional and available from the Academy

Key Stage 5 - (Years 12 and 13)

Male Learners

- Business suit in black, dark grey or dark blue (faint pinstripe permitted)
- Collared business style shirt with no bold patterns with business style tie without pictures or logos
- Black/brown formal business type shoes (plain black/brown upper and sole with no logos) made of either leather or man-made leather type material
- **Trainers are not acceptable**
- WMGA lanyard to be worn at all times (provided in September)

Female Learners

- Business suit in black, dark grey or dark blue (faint pinstripe or patterns permitted) or tailored separates i.e. jacket in black, dark grey or blue with trousers, dress or skirt
- Skirts must be of an appropriate length and fit; approximately knee length and not too tight
- Plain or patterned/pinstriped tailored blouse with no patterns or logos
- Natural tan or black tights that are not patterned may be worn with a skirt – no leggings

- Black formal business type shoes (plain black upper and sole with no logos) made of either leather or man-made leather type material. Shoes need to be enclosed and not be high heeled and boots may be worn under trousers
- **Trainers are not acceptable**
- WMGA lanyard to be worn at all times (provided in September)

Hair

Hairstyles should be neat and conservative and in harmony with a professional business-style appearance.

In general, hairstyles should not be excessive or extreme, eg, they should not: -

- Have decoratively shaved patterns on the scalp
- Have an unnatural hair colour, i.e. green/red/blue/pink/purple etc

If unsure, Parents/Carers should seek guidance from their son's/daughter's tutor about the suitability of a hairstyle **BEFORE** a visit to the hairdresser.

Jewellery

In a business-like working environment, with practical engineering curriculum opportunities, the only acceptable items of jewellery are: -

- a wristwatch (NB, smart watches are not permitted to be worn in either internal or external examinations)
- 1 pair of plain small earlobe studs. (Jewellery worn in other body piercings is not permitted for health and safety reasons and invisible piercing retainers should be used as appropriate)

No other jewellery should be worn including rings, wristbands or bracelets. If you have any queries please contact your son's/daughter's tutor.

Make-up

Make-up (including nail varnish, foundation, lipstick, blusher, eye-shadow etc) should be natural and conservative and in harmony with a professional business-style appearance.

Tattoos

No visible tattoos are permissible.

Locker Protocol

Overview

Each student in the WMG can purchase a key for a locker at a charge of £5. The charge for a replacement key is also £5. Students will sign for a key which will be issued by their tutor. When signing for their key, the student accepts liability for the key and agrees to WMG Locker Protocol terms, available usage and conditions.

Student Locker, Acceptable Usage and Terms & Conditions

- Students will be responsible for the key for the locker and the financial cost (currently £5) for the replacement of the key if lost.
- Should a key be lost, students accept that they may be without the use of a locker until a replacement key is supplied.
- Students will be responsible for the contents of their locker and as such should not store anything in the locker that is not their own property (unless the equipment is loaned to them by WMG Academy).
- As students will be responsible for the contents of their locker, they must ensure that no other student's locker/contents/belongings can be adversely damaged or affected by their contents e.g. spillages or odours. Any perishable goods, such as food, drinks etc must be removed from the locker on a Friday and not left in the locker over the weekend.
- Lockers must be emptied at the end of each half term with the only exception being books or stationery. No electronic mobile devices or laptops should be stored over a holiday period regardless of how long that holiday period may be.
- Students will not be permitted access to lockers during learning sessions and are expected to bring any items/equipment that they may need to their lessons.
- Students accept that a locker and key will at all times remain the property of WMG Academy and as such, if senior staff judge that the locker needs to be entered via a master key, then it can be opened without the prior consent of a student (nb: such circumstances would be exceptional and only occur where the property of another student's locker could potentially come to harm/damage or if there are grounds to believe that to access the locker could aid the investigation of a breach of the WMG Academy Behaviour Policy/Locker Acceptable Usage Protocol or for other serious health and safety grounds).
- Students cannot personalise their lockers, for example, by affixing temporary or permanent stickers, labels or any other such artwork or images.
- Locker ownership is not transferable on either a temporary or permanent basis and students are permitted to use only the locker that has been directly assigned to them.
- During the summer holidays all lockers should be left empty of all items and the door left ajar. Any lockers left locked over the summer will be opened and have their contents removed and placed in 'lost property' at the student's liability.
- The internal structure, appearance and condition of a locker will be the responsibility of the key holder and any damage to the internal structure will be charged to the key holder.

Good Attendance Guide

Medical Appointments

Where possible all medical appointments should be booked outside of the academy hours. Where this is not possible the amount of academy time missed should be minimum. The academy time missed should be minimum. The academy may not authorise the time off if medical evidence is not provided.

Too ill to attend

Students can attend school with minor ailments (toothache, headache, stomach ache, cold and sore throat), over the counter medicines can be given before school. The academy will contact you if they become too ill to remain in school.

What can you do to help?

Make sure your child arrives at school time. This encourages habits of good timekeeping and lesson any possible classroom disruption. If your child arrives after the register has closed without good reason, this will be recorded as an 'unauthorised' absence for that session.

If you know or think that your child is having difficulties attending school you should contact the school. It is better to do this sooner rather than later as most problems can be dealt with very quickly.

Reporting Absence

In all cases of absence parents or carers should please;

Telephone the academy on the first day of the absence before 9.00am. A message can be left or you can speak to the secretary. Tell us the reason for the absence and how long the child is likely to be off school.

What might the impact of poor attendance be on your child?

Research has shown that children who are not in school are most vulnerable and are easily drawn into crime. Those children who pay truant are more likely to offend than those that do not. Research also shows that:

- Less than 40% of students in secondary schools with an average of 17 days or more absence get 5 good GCSEs (grades 9-5) compared to more than 90% with an average of less than 8 days absence.

Unauthorised absence in term time (holidays)

Students are not entitled to holidays in term time. Family holidays should be taken time. Family holidays should be taken during the school holiday period. Requests for leave due to exceptional circumstances must be made in writing to the Principal.

Important Information

Lessons start at 08:30 am so students must arrive at the academy at least 5 minutes before the start of lessons to ensure that they have enough time to go to their lockers and get themselves ready for their learning.

What does the law say?

By law, all children of compulsory school age must get a suitable, full-time education. As a parent, you are responsible for making sure this happens, either by registering your child at a school or by making other arrangements which provide a suitable full-time education.

Once your child is registered at a school you are responsible for making sure he or she attends regularly. If your child fails to attend regularly – even if they miss school without you knowing, the Local Authority (LA) may take legal action against you. The LA is responsible for making sure that parents fulfil their responsibilities. Parents are responsible for making sure that their registered children regularly attend school and any alternative provision arranged for them. If you think you might need to take your child out of school, discuss the reasons with the school as soon as possible.

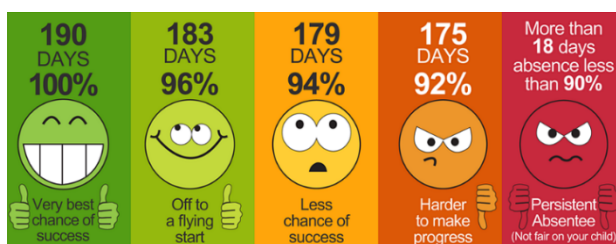
The world is run by those who turn up

- Attending school every day = 100% attendance
- Attending 4 ½ days a week = 90% attendance = 4 weeks missed per year.
- Attending 4 days a week = 80% attendance = more than half a term missed per year or 2 full years.
- Attending 3 ½ days each week = 70% attendance = more than a quarter of the school year missed.

An average attendance of 80% or less across a child's school career adds up to missing a whole 2 years from school.

Being late for school reduces learning time.

- If your child is 5 minutes late every day they will miss 3 days of learning each year
- If your child is 15 mins later every day they will miss 2 weeks of learning each year



MAKE EVERY MINUTE COUNT

Home – WMG Academy Contract

The aim of the agreement is to make clear to learners, parents/carers, staff and governors that they have an equally important part to play in helping each individual learner to make the best use of the opportunities available at the WMG Academy. We believe that success is built upon an open and supportive partnership between our learners, parents, staff and governors. We aim to provide all our learners with stimulating, relevant and challenging learning experiences which will equip them with the employability skills and knowledge to face the challenges of the 21st century.

Learners

Each learner has a responsibility to:

- Take ownership of their own actions and performance;
- Respect other learners, staff, visitors and themselves and be aware that racism, intolerance and Bullying are unacceptable;
- Wear the required business dress;
- Complete all work on time to the best of their ability;
- Respect Health and Safety regulations;
- Attend regularly and punctually and be adequately prepared for the day;
- Behave in a business-like manner at all times and adhere to the Code of Conduct.

Learners can expect to:

- Be set challenging work which is assessed regularly;
- Have frequent feedback on progress;
- Be rewarded for positive contributions to the academy;
- Have behaviour monitored and appropriate disciplinary action taken when it falls short of the required standard;
- Have their parents/carers regularly informed of progress;
- Have a safe and caring environment to work in;
- Have advice, care and support when needed from all staff.

Parents and Carers

Each parent and carer have an important responsibility to work closely with their children and the staff to support achievement at the academy. We ask you, as parents and carers to:

- Ensure your child attends regularly and punctually as required by law;
- Keep the academy informed of anything which you believe might affect your child's progress at the academy especially absence, illness, change of family situation;
- Not take holidays in term time;
- Take an interest in your child's work when they are at home and ensure Home Learning when set, is completed;
- Attend parental consultation meetings with teachers;
- Support the business dress code;
- Support the implementation of the academy's code of conduct;
- Send your child to the academy, prepared for the day ahead;
- Ensure any bicycle used by your child to and from the academy is adequately insured and that an appropriate cycle helmet is used.
- Support your son/daughter with any remote online work and notify the academy if you have any internet/hardware/connectivity issues.

The WMG Academy will ensure that parents are informed:

- Regularly of academic progress;
- Of any aspects of behaviour that required action by staff.

Governors

Our Governors will carry out their legal responsibilities to the academy and ensure that:

- Academy policies provide care for every learner;
- Funding received by the academy will be used responsibly to provide the curriculum and support services;
- They will meet regularly to carry out their function and liaise with academy business partners;
- They will visit the academy regularly and update business partners on progress and further opportunities.

Personal IT Devices

WMG Academy encourages the use of technology as part of the curriculum and, as such, is proud to be able to loan every student with a device for personal use.

You will be aware that a significant proportion of the curriculum at WMG Academy requires the submission of word-processed coursework or portfolios of research completed online. Individual access to devices also supports independent learning, homework and revision and the need for greater integration of technology within the curriculum has become more prevalent over the last year with home working and remote learning taking place.

Every student at WMG Academy will be offered their own Google Chromebook to keep and use for the duration of their time at WMG Academy. These Chromebooks are made by HP and are designed to support the Google Suite, including Google Classroom, Gmail and Google Docs.

Whilst WMG Academy will cover the cost of the device, we are asking that parents make a one-off voluntary contribution of £40 to help insure the Chromebook for its entire life (up to four years depending on length of study at WMG Academy). This voluntary contribution can be made via Parent Pay and covers accidental damage. Please note that losses occurred through student negligence or failure to comply with the guidelines surrounding the use of the Chromebooks is not covered by this voluntary contribution. Devices which are lost or stolen are also not covered by this fee and so students are encouraged to take good care of their devices.

We ask parents to read the Responsible User Agreement and then decide the following: -

- Agree to the loan of an Academy Chromebook
- Agree to the £40 voluntary contribution to cover accidental damage to loaned Chromebooks
- Agree to bring their own laptop, rather than use a loan Chromebook

The voluntary contribution can be paid via ParentPay in the ParentPay shop.

Students will not be provided with their Chromebook until the Parent/Carer agrees to a Chromebook loan.

We hope that both students and parents will be as excited about our new devices scheme as our teaching staff are. If you have any questions or would like more information, please do not hesitate to contact the academy.

Learner Acceptable IT User Policy

This Acceptable User Policy is intended to make sure: -

- That you will be a responsible user and stay safe while using the internet and other digital technology for learning and personal use.
- That IT systems and users are protected from accidental damage or deliberate misuse.

The academy will endeavor to ensure that you will have good access to IT to enhance your learning and will, in return, expect you to agree to be a responsible user.

I WILL

- Use the academy Internet, IT facilities and mobile technologies for educational purposes which follow the teachers' instructions. This includes email, video, messaging, video-conferencing, using software apps, social media, Internet, file-saving and printing.
- Immediately report any unpleasant or inappropriate material or messages, or anything that makes me feel uncomfortable when I see it online.
- Respect others' work and property and will not access, copy, remove or change anyone else's files without their knowledge and permission.
- Be polite and responsible when I communicate with others. I will not use strong, aggressive, offensive or inappropriate language and I appreciate that others may have different opinions.
- Only use my personal handheld/external devices (mobile phones/iPads/USB devices etc.) in the academy if I have permission, as outlined in the student Code of Conduct.
- Understand that, if I do use my own devices in the academy, I will follow the rules set out in this agreement, in the same way as if I was using academy equipment.
- Immediately report any damage or faults involving equipment or software, however this may have happened.
- Only use chat and social networking sites with permission and at the times and places that are allowed as outlined in the Student Code of Conduct.
- Treat all IT equipment at the academy with respect and ensure the computer or mobile device is left in the state that I found it.
- Only use my school-supplied email address for school-related activities.
- Respect copyright when making use of images, videos or other media in my school work. I will use and attribute 'Creative Commons' material as taught in ICT/e- safety lessons.
- Follow the academy procedures when using removable media e.g. flash drives to ensure that I don't infect any machines.
-

I WILL NOT

- Install software on the academy IT facilities due to the risk of damage being caused by malware or viruses.
- Share my username and password, or try to use any other person's username and password.
- Change my passwords when asked to and ensure that they have complexity e.g. Capital, lower case letters, numbers and symbols.
- Try (unless I have permission) to upload / download work material from the internet.
- Take or share images including pictures or videos of anyone without their permission.
- Use the academy IT systems for online gaming, online gambling, internet shopping, file sharing or video broadcasting (eg YouTube), unless it is a specific part of the learning task as requested by a teacher.
- Try to upload, download or access any materials which are illegal, inappropriate or may cause harm or distress to others.

- Try to use any programmes or software that might allow me to bypass the filtering/security systems in place to prevent access to such materials.
- Open any attachments to emails, unless I know and trust the person/organisation who sent the email, due to the risk of the attachment containing viruses or other harmful programmes.
- Send emails, texts or instant messages or post messages on a social networking sites that could be regarded as offensive, harassment or are of a bullying nature.
- Take part in any actions which could bring the WMGA into disrepute, or breach the integrity of the ethos of the WMGA.
- Attempt to install programmes of any type on a machine, store programmes on a computer, or try to alter computer settings.
- Not look for ways to bypass the academy filtering, monitoring or proxy service.
- Not bypass the academy filtering, monitoring or proxy service.

Online Behaviour & Safety

- I will make sure all my contact with other people at WMG is responsible. I will not cyber bully pupils, teachers or other members of staff.
- I will be responsible and polite when I talk online to pupils, teachers and other people related to the academy, both in school-time and outside school-time.
- I won't look for or look at unpleasant, unsuitable or extremist websites in the academy. I will check with a teacher if I think a website might be unsuitable.
- I won't give out my personal details, such as my name, address, school or phone number on the Internet.
- I won't meet people I've met on the Internet unless I have told my parents and they come with me.
- I won't upload or download any pictures, writing or films which might upset people online.
- I won't write unpleasant, rude or untrue comments online about pupils, teachers or other staff employed by the academy.
- I won't share inappropriate images or videos of other pupils on the academy network or personal devices.
- I am aware that everything I do on the computers at WMG is monitored and logged, and that the academy can talk to my parents if a teacher is concerned about my online safety or my behaviour when using academy computers.
- I will not look for, view, upload or download offensive, illegal, copyright-infringing or pornographic material. If I find such material on academy IT equipment I will inform a teacher immediately.
- I understand that these rules are designed to keep me safe and that if they are not followed, sanctions may be applied and my parent/guardian may be contacted.

This form relates to the learner Acceptable Use Policy (AUP), to which it is attached.

I understand that I am responsible for my actions, both in and out of the WMGA:

- I understand that the academy also has the right to take action against me if I am involved in incidents of inappropriate behaviour, covered in this agreement, when I am out of the academy and where they involve my membership of the academy community (examples would be cyber-bullying, use of images or personal information) bringing the Academy into disrepute.
- I understand that if I fail to follow this Acceptable Use Policy Agreement, I will be subject to disciplinary action. This may include a range of sanctions including: loss of access to

the academy network / internet, exclusions, contact with parents and in the event of illegal activities involvement of the police

I have read and understand the above and agree to follow these guidelines when:

- I use the academy IT systems and equipment (both in and out of the academy).
- I use my own mobile device in the academy (when allowed) e.g. mobile phones, iPads, cameras etc.
- I use my own equipment out of academy time in a way that is related to me being a member of this academy e.g. communicating with other members of the academy, accessing academy email, Learning Platform, website etc.

Appendix 1 – Google Classroom for Students and Parents at Home

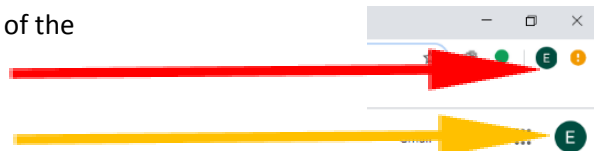
This document includes general guidance for Students who are working from home and Parents who wish to receive updates via Google Classroom, with respect to their child's work.

Students

WMG uses Google Classroom exclusively for the setting of coursework and homework. All students should be familiar with the use of Google Classroom, but different PC configurations may mean that it is slightly different when at home, to the usual classroom PC or Laptop.

Here is a shortcut method to logging into Google Apps from any PC.

1. Open a Browser
 - a. The preference is to use Google Chrome
 - a. Other browsers will work fine, but may limit some functions
 - b. Google Chrome can be easily loaded by searching 'download google chrome' Password
2. Navigate to www.google.co.uk
3. Click on the circular icon in the top right of the browser and log in using your email address and password.
4. Once logged in, use the nine squares to access the Google Apps available to you.



Parents

Parents CANNOT log directly into Google Classroom. They receive an email from Google with a regular update as to the work being set and a student's progress. When Google Classroom was configured, earlier this year, you would have received an email from Google asking you if you wish to receive these updates. If you have a Gmail Account, you can elect to receive daily updates, other email addresses can only receive weekly.

If you are not receiving these, please email g.jacklin@wmg.org.uk with: -

1. Your child's name (First and Last Name)
2. Their date of birth
3. The email address you wish to use to receive updates

We will then update our records and you will receive a new email from Google asking you to confirm you wish to receive these updates.