

# **WMG Academy Key Information Booklet**

**2025 - 2026**



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## Welcome From Ms Wallis

Dear Parents / Carers,

Welcome to WMG for Young Engineers and thank you for selecting us to nurture, develop and foster your child's passion and interest in our specialism. We are an academy, but also a community where we share a common interest that gives us a sense of belonging.

During their time with us, your child will receive an education that reflects our 'business-like, business-led' ethos. They will learn and grow in an environment that is caring and supportive to ensure that they achieve the best possible academic outcomes for their future careers and gain high quality work placements and employer engagement experiences.

We have compiled this booklet to set out our expectations and explain what you can expect from us and by working together we can develop young people who have meaningful contributions to make to society.

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today" (Malcolm X).

With the very best of wishes



*Adele Wallis*  
*Associate Principal*

## Key Dates Term Dates for Students

### Autumn Term

Academy opens for Autumn Term	Wednesday 3rd September 2025
Academy closes for Half Term	Friday 24th October 2025
Academy opens after Half Term	Monday 3rd November 2025
Academy closes for end of Autumn Term	Friday 19th December 2025

### Spring Term

Academy opens for Spring Term	Monday 5th January 2026
Academy closes for Half Term	Friday 13th February 2026
Academy opens after Half Term	Monday 23rd February 2026
Academy closes for end of Spring Term	Friday 27th March 2026

### Summer Term

Academy opens for Summer Term	Monday 13th April 2026
May Bank Holiday	Monday 4th May 2026
Academy closes for Half Term	Friday 22nd May 2026
Academy opens after Half Term	Monday 1st June 2026
Academy closes for end of Summer Term	Monday 20th July 2026

### INSET Days 2025-2026

Monday 1st September 2025  
 Tuesday 2nd September 2025  
 Friday 3rd October 2025  
 Monday 5th January 2026  
 Monday 13th April 2026  
 Wednesday 8th July 2026  
 Monday 20th July 2026

In addition to the scheduled INSET days, there will be **5 'Academy Days'** over the course of the academic year which will involve collapsed timetable days, home study for Years 12 and 13 and bespoke intervention / catch up sessions.

## The Academy Working Day

<b>08:30 – 09:25</b>	Period 1
<b>09:25 – 10:20</b>	Period 2
<b>10:20 – 10:45</b>	Morning Break
<b>10:45 – 11:40</b>	Period 3
<b>11:40 – 12:35</b>	Period 4
<b>12:35 – 13:30</b>	Period 5
<b>13:30 – 14:05</b>	Lunch
<b>14:05 – 14:25</b>	Pastoral
<b>14:25 – 15:20</b>	Period 6
<b>15:20 – 16:15</b>	Period 7 **

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

## Our Values



### Respectful

Our respectful learners treat others with courtesy, consideration, and professionalism. They recognise and value the unique contributions and perspectives of each individual, irrespective of their role or position within the Academy. Respectful behaviour at WMG Academy extends to active listening, open communication, and a commitment to creating an inclusive and supportive workplace environment. Demonstrating respect contributes to the establishment of trust, positive relationships, and a cohesive team dynamic. Ultimately, fostering a culture of respect is integral to nurturing a healthy and thriving professional atmosphere here at WMG Academy.

### Aspirational

At WMG Academy, our aspiration learners show a strong desire and ambition, setting high objectives or targets for personal or professional growth, advancement, or accomplishment. We expect our learners to have a desire for skill development and the pursuit of excellence in academic achievement to help towards fulfilling their future ambitions.

### Professionalism

At the academy, we expect that our learners demonstrate professional conduct and ethical standards at all times. Learners should encompass a set of behaviours, attitudes, and qualities that reflect a commitment to high standards, integrity, and respect in the academy.

This also includes and is not limited to being: reliability; being an effective communicator; to have professional dress and appearance; collaborate with others: adaptability; accountability and punctuality:

Maintaining a high level of professionalism contributes to a positive learning environment, enhances teamwork, builds trust, and supports the overall success of our academy.

## Meet our Key Staff Members



**Stewart Tait**  
Chief Executive  
Officer



**Adele Wallis**  
Associate Principal



**Simon Trout**  
Assistant Principal



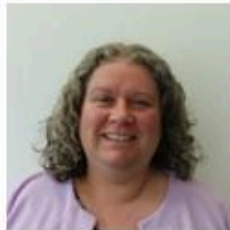
**Gareth Clarke**  
Director of Pastoral  
& Additional Needs



**Cameron Nagra**  
Lead for Key Stage 4 and  
Teacher of Engineering  
with additional  
responsibilities for  
Behaviour



**Rob Grute**  
Lead Teacher for Maths,  
Business and Computer  
Science with additional  
data responsibilities



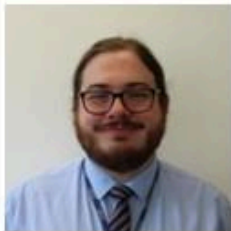
**Deborah Brown**  
Lead for Science  
with responsibility  
for vocational  
courses



**Joe Watson**  
Lead for  
Engineering with  
additional  
responsibility for  
Enrichment and  
outreach



**Andrew Kyprianou**  
Director of  
Engineering



**George Gardner**  
Lead for Key Stage 5  
and Teacher of Maths



**Leah Richardson**  
Lead for English &  
Whole School Literacy



**Leanne Riley**  
Lead of Year 9 and Teacher  
of Engineering & Design



**Sophie Roberts**  
Senior Behaviour  
and Pastoral Lead &  
Assistant SENDCo



**Stacie Jennings**  
SEMH Practitioner &  
Assistant Designated  
Safeguarding Lead



**Rima Begum**  
Senior Behaviour  
Officer



**Donette Victor**  
Attendance and  
Welfare Officer



**Paula Carmichael**  
Business Engagement  
and Students  
Destinations Manager



**Alice Goodman**  
Lead for Enrichment  
and Teacher of  
Product Design and  
Engineering



**Pete Mockeridge**  
Lead for Enrichment  
and Teacher of  
Science

## Staff List

### Teaching Staff

Mr Abdul Manan - Teacher of IT  
Mr Adam Parry – Lead for Key Stage 4 Engineering  
Miss Amna Ali – Teacher of English  
Ms Bernice Djabba - Teacher of Science  
Mr Borja Ferrater Caro – Teacher of Science  
Mr Fred Acquah - Teacher of Electronics & Science  
Ms Jane Kinsella – Teacher of Maths  
Mrs Kali Ganaeshan – Teacher of Science  
Mr Kas Butt – Teacher of Science  
Ms Kiran Kular – Teacher Business & ICT  
Miss Linda Murapa – Teacher of Science  
Ms Manjit Marway – Teacher of Business  
Miss Michelle Eyles – Teacher of Maths & Engineering  
Mr Nikos Mytikiotis – Digital Champion, Teacher of Computer Science & Second in Maths  
Mr Petros Matsoukas – Teacher of Science & Second in Science  
Ms Puneet Sidhu – Teacher of Science  
Mr Samiul Islam – Teacher of Engineering  
Miss Sinead Kavanagh – Teacher of English  
Ms Udodirim Iqwe - Teacher of Maths  
Mr Ziyu Zhong – Teacher of Maths  
Mrs Zoe Logan - Teacher of English

### Learning Support Staff

Mrs Elaine Laws – Higher Level Teaching Assistant  
Mrs Michelle Taylor – Learning Support Assistant  
Mr Johnson Akintola - Cover Supervisor

### Operational Staff

Mr Christopher Hunt – Engineering Technician  
Mrs Dulcie McKenna – Administrative Officer  
Mrs Joanne Jenkins – Office Manager & PA  
Mr John Vincent - Data & Examination Officer  
Mr Kenney Knight – Senior Engineering Technician  
Mr Stuart Whateley – Science Technician  
Mrs Toni Riley – Engineering Technician

### Trust Central Team

Mrs Bernie Whitney – Executive & Operations Assistant  
Mrs Caroline Murley – Finance Assistant  
Mr Graham Jacklin – IT & Facilities Manager  
Mrs Julie Hodgkinson – Student Admissions & HR Data Administrator  
Mrs Kira Notay – Marketing & Recruitment Executive  
Mrs Laura Beeston – Finance Assistant  
Mrs Louise Green – Finance Director  
Mrs Sarah Rhodes – Admissions, Data & Exams Manager  
Ms Vina Sylva – HR Manager

## Who should I contact?

To report a student's absence - Press 1

to speak to:

- a member of the pastoral team, press 2
- a member of the admissions team - Press 3
- a member of the SEND team - Press 4
- a member of Career and Destinations team - Press 5
- a member of the Finance Team - Press 6

## 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, contact number and reason for absence. Alternatively, send an email to [info@wmgacademy.org.uk](mailto: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, you have the option to give permission for them to make their own way home on their own or they will be kept safely at the academy until they can be collected or until the normal end of the Academy day.

## 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](mailto:info@wmgacademy.org.uk). Students will be provided with a pass to enable them to leave at 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), which may include 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

Every student will be issued with a locker key by the academy, free of charge at the start of the academic year. Should a student wish to have additional storage, extra lockers will be available to purchase via ParentPay. Please note that while the initial key is provided at no cost, there will be a charge for any replacement keys issued due to loss.

### **Contact via email**

General email enquiries should be directed to [info@wmgacademy.org.uk](mailto: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.

## WMG Academy Tutors

### YEAR 10

10.1	Mrs Logan	z.logan@wmgacademy.org.uk
10.2	Mr Manan	a.manan@wmgacademy.org.uk
10.3	Mr Parry	a.parry@wmgacademy.org.uk
10.4	Miss Richardson	l.richardson@wmgacademy.org.uk
10.5	Mrs Kular	k.kular@wmgacademy.org.uk
10.6	Mrs Riley	l.riley@wmgacademy.org.uk

### YEAR 11

11.1	Mrs Djaba	b.djaba@wmgacademy.org.uk
11.2	Mrs Islam	s.islam@wmgacademy.org.uk
11.3	Mr Zhong	z.zhong@wmgacademy.org.uk
11.4	Mr Acquah	f.acquah@wmgacademy.org.uk
11.5	Mrs Marway	m.marway@wmgacademy.org.uk
11.6	AAL	a.ali@wmgacademy.org.uk

### YEAR 12

12.1	Mr Butt	k.butt@wmgacademy.org.uk
12.2	Mrs Eyles	m.eyles@wmgacademy.org.uk
12.3	Mrs Ganeshan	k.ganeshan@wmgacademy.org.uk
12.4	Miss Goodman	a.goodman@wmgacademy.org.uk
12.5	Miss Carroll	g.carroll@wmgacademy.org.uk
12.6	Mrs Murapa	l.murapa@wmgacademy.org.uk

### YEAR 13

13.1	Mrs Sidhu	p.sidhu@wmgacademy.org.uk
13.2	Mr Matsoukas	p.matsoukas@wmgacademy.org.uk
13.3	Ms Kavanagh Kenny	s.kavanaghkenny@wmgacademy.org.uk
13.4	Mr Mockeridge	p.mockeridge@wmgacademy.org.uk
13.5	Mr Ferrater Caro	b.ferratercaro@wmgacademy.org.uk
13.6	Mr Mytikiotis	n.mytikiotis@wmgacademy.org.uk

## 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 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. Contactless payment using bank cards is also available.

### 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.
- 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.

### **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.

### **Parking**

There is no provision for students to park vehicles on the academy site. Motorcycles may be parked in the cycle bays, however, it is the responsibility of students to ensure their motorcycle has adequate security to prevent theft or damage.

### **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, career activities, 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 PSHE 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 PSHE programme.
- Local advanced apprenticeship vacancies and training opportunities are regularly promoted within the academy.
- 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 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 and Coventry 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.

### **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 three 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

Our pedagogy is founded in research-backed strategies, which train all staff in, and regularly revisit, with a focus on providing quality first teaching. Students experience a range of teaching styles throughout their time at the academy and engage with business partners, who enrich the student experience and relate their learning to practical real world scenarios. We ensure that students have a broad and well rounded curriculum; make effective use of rigorous and timely assessments; make the best use of technology, and engage with businesses in the classroom.

All students are provided with a Chromebook to allow access to Google Classroom, an online platform for producing coursework and submitting assignments. Coursework is typically marked online and returned with appropriate corrections and guidance. Students are expected to manage completion of assignments so that work is handed in correctly and on time. Parents will be contacted if a student consistently fails to meet deadlines.

Parents also have access to Google Classroom, and are able to view assignments, deadlines and submitted work. Please see the end of this booklet for a more detailed guide to using Google Classroom.

### Assessments

Our assessments ensure 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 have in class assessments throughout the term, as well as formal mock exams to help prepare them for procedures involved in completing external examinations.

### Progress Reports

Progress reports are sent regularly, for all year groups, through the *MyChildAtSchool* app, and contain the following information:

- **Academy 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 at Key Stage 4, 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. We use the 'average point score' (APS) from their GCSEs for students joining us in Year 12.
- **Predicted grades** - At regular points (approximately once every term) throughout the academic year, students will receive a predicted grade. This is an estimate of what your child will achieve in that subject at the end of the course, based on in-class assessments and/or 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 at Key Stage 4. However, setting can be 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. Those sitting the Higher paper will be aiming to achieve a grade 5 or above.

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’. The 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 tests in Mathematics, English, Science and Reading in the induction and enrolment period. The results of these assessments are used to guide option choices discussions and to set the students in appropriate groups.

Students who have a reading age significantly lower than their chronological age will be offered additional support with their reading which may result in a reduction of subjects studied at Key Stage 4.

## **Examinations**

### **Internal Examinations**

Internal examinations take place at the following points of the academic year for each year group and are run to simulate, and prepare for, formal examinations:

- Year 10 - June/July (End of Year exams)
- Year 11 - December (Mock exams)
- Year 12 - June/July (End of Year exams)
- Year 13 - December (Mock exams)

### **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 by 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 login 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 cloud based software accessible on site and from home, 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 is 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. WMG is happy for students to purchase their own PPE - see links to suggested suppliers below. 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** - Will need to meet specific industry standards depending on the practical activity and so will be provided by WMG academy on a shared use basis.
- **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](http://www.astleys.co.uk)
  - [www.rapidonline.com](http://www.rapidonline.com)
  - [www.screwfix.com](http://www.screwfix.com)
  - [www.thesafetycompany.co.uk](http://www.thesafetycompany.co.uk)
- **WMG Shop** – Whilst boots and overalls will need to be student-specific, one-size-fits all items, such as ties, student lockers and lanyards can be purchased online at the WMG Shop. Click [here](#) for more information.

## Pastoral Care & Safeguarding

### SAFEGUARDING TEAM



#### Designated Safeguarding Lead



**Mr Gareth Clarke**  
Director of Pastoral, Additional Needs

#### Deputy Designated Safeguarding Leads



**Ms Adele Wallis**  
Associate Principal



**Mrs Brown**  
Lead for Science



**Miss Roberts**  
Deputy SENDCO



**Miss Jennings**  
DDSL



**Miss Begum**  
Behaviour Officer



**Miss Victor**  
Attendance Officer

To contact the safeguard team email [safeguarding@wmgacademy.org.uk](mailto:safeguarding@wmgacademy.org.uk)

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

- Adele Wallis: Associate Principal
- Gareth Clarke: Director of Pastoral and Inclusion
- Deborah Brown: Lead Teacher of Science - Senior Mental Health Lead
- Sophie Roberts: Senior Behaviour and Pastoral Lead and Assistant SENCo
- Stacie Jennings: SEMH Practitioner and Deputy DSL

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

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

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.

**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 Leads. These are Mr Gareth Clarke, Ms Adele Wallis, 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.

## 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 key staff 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 Coventry City Council, who 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.

## 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/carers 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.

## 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.

Students must then be assessed by a JCQ Access Arrangement Assessor who will make the final decision and recommendations on the students' access arrangements determined by their Psychometric assessment results.

### Student Support and SEN Information

The SEND Code of Practice states:

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

Some of the aims of the policy and practice in relation to special educational need and disability in the academy 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](mailto: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.

## 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

At WMG we categorise behaviours into three professional standards. These are Professional, Respectful and Aspirational. This ensures that students understand why their behaviour is important and how it may affect them in future employment.

#### Disruptive Behaviour

- 1 (Professional/Respectful/Aspirational): Positive redirection – Conversation with student
- 2 (Professional/Respectful/Aspirational): Reflect and Reset – A second conversation with student giving them an opportunity to change their behaviour
- 3 (Professional/Respectful): Repair and Re-engage – Removal from the lesson to the reflection area to reflect on their behaviour and actions. Phone to be confiscated and same day detention issued.
- 4 (Professional/Respectful): Serious or sustained breach of conduct - This will result in one of the following, a 2 hour Friday detention, Governor behaviour panel meeting, Behaviour contract, Involvement of senior staff and/or fixed-term exclusion.

#### Aspirational Behaviour

- 1 (Professional/Respectful/Aspirational): Positive redirection – Conversation with student
- 2 (Professional/Respectful/Aspirational): Reflect and Reset – A second conversation with student giving them an opportunity to change their behaviour
- 3 (Aspirational): Repair and Re-engage – Contact home, possible departmental detention issued to catch up on missed work

### Tiered Behaviour System

In order to best support our students the Academy operates a tiered approach to behaviour management. If a student is regularly receiving B3's from a lesson they will be escalated to the next tier with more support to be offered. Below you can see this tiered approach.

[Tier 1: Classroom Teacher] —> [Tier 2: Head of Department] —> [Tier 3: Pastoral Support] —> [Tier 4: SLT Intervention]

Some examples of the support we might offer are:

- Adapt work regularly provided for based on students ability - Chunk work, Scaffold, Self Help Sheets.
- Discussions at the end of the lesson to discuss the student's positive behaviour in that lesson.
- Red And Green Card - Student given a private signal they can use if they don't understand the work.
- Seating plan modified - The student moving next to a high achieving/well behaved student.

- Greater emphasis on reward - Such as increased verbal praise, and the Academies reward system.
- Fresh Start - Investigate class swap to move student to another teacher.
- Family Engagement - Parents are regularly informed of progress and behaviour.
- Advice - SEND team to discuss the student and any possible new strategies (if applicable).
- Advice - Pastoral Team to discuss the student and any new strategies.

Students who do not engage with the support offered to them will be at risk of exclusion.

### **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.

Students who are late to lessons will have a late detention on the Thursday of the following week. Late detentions are for the amount of time the student was late to lessons in the previous week. Late times are inputted by the class teacher when taking the register.

Students who are routinely late will be issued a 2 hour Friday detention.

### **Mobile Phones**

- Mobile phones should be stored in the students' 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

## Dress Code Guidance

### Key Stage 4 (Years 10 and 11)

#### Dress Code for Students:

- Business suit in black, navy or dark grey or tailored separates, ie, blazer in black, navy, or dark grey with trousers and/or skirt. No leggings.
- Skirts/dress must be of an appropriate length and fit; approximately knee length and not tight fitting
- Non-patterned tights may be worn with a skirt.
- All male students are expected to attend the academy wearing a WMG Academy tie, available through [Clive Mark](#).
- Non-patterned collared shirt with WMG Academy tie or white, light or navy tailored blouse (No T-shirts, vests, crop tops or low-cut tops).
- Formal business-type shoes (made of either leather or man-made leather-type material with no logos). Shoes need to be enclosed and not be high-heeled. **Trainers are not acceptable**
- Optional plain black sweater (no sports/fashion sweatshirts with logos permitted)
- WMG Academy lanyard to be worn at all times

### PE Kit (Years 10 and 11)

#### **All Learners**

- WMG Academy PE top (compulsory), available through [Clive Mark](#)
- WMG Academy PE Sweatshirt (optional, available through [Clive Mark](#)) or plain black sweatshirt
- Plain black shorts (not lycra cycling shorts / hotpants)
- Plain black jogging bottoms (no logos)
- Suitable sport footwear

### Key Stage 5 (Years 12 and 13)

#### Dress Code for Students:

- Business suit in black, navy or dark grey or tailored separates, ie, blazer in black, navy, or dark grey with trousers and/or skirt. No leggings.
- Non-patterned tights may be worn with a skirt.
- Non-patterned collared shirt with a tie or white, light or navy tailored blouse (No T-shirts, vests, crop tops or low-cut tops).
- Formal business-type shoes (made of either leather or man-made leather-type material with no logos). Shoes need to be enclosed and not be high-heeled. **Trainers are not acceptable**
- Optional plain jumper (no sports/fashion sweatshirts with logos permitted)
- WMG Academy lanyard to be worn at all times

## 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 and with health and safety in the workshop in mind, the only acceptable items of jewellery are:-

- a wristwatch (unless in an examination)
- 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)

## 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.

## **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 at a 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 lessens 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 as soon as possible. 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 who you are, who your child is, the reason for the absence and how long the child is likely to be off school.

### **What might be the impact of poor attendance 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 during term 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 in advance.

### **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*

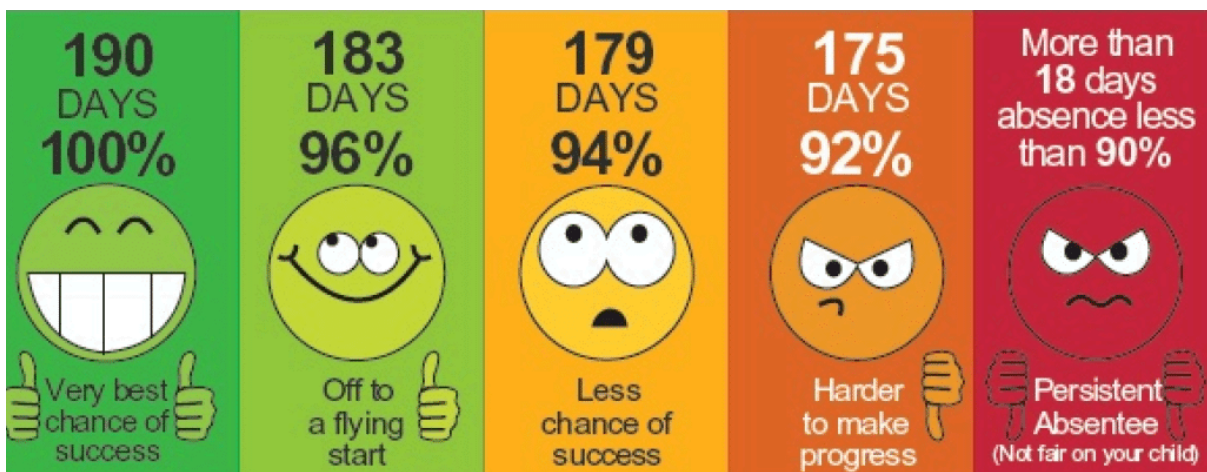
- Attending school every day = 100% attendance
- Attending 4 ½ days a week = 90% attendance = 4 weeks missed per year.
- Attending 4 days a week = 80% attendance = more than half a term missed per year or 2 full years.
- Attending 3 ½ days each week = 70% attendance = more than a quarter of the school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



## Appendix 1: Google Classroom

### 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 - 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'
2. Navigate to [www.google.co.uk](http://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@wmgacademy.org.uk](mailto:g.jacklin@wmgacademy.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.

## MCAS

MyChildAtSchool (MCAS) is a parent portal system provided from WMG Academies Management Information System called Bromcom and is designed to enhance communication and information sharing between schools and parents. Parents can access information about their child's progress, including attendance, behaviour events and assessment reports through a website or a mobile app.

### Access to Information:

Parents can view their child's timetable, attendance, behaviour incidents and points and other relevant information.

### Communication:

MCAS enables schools to communicate with parents through announcements, messages, and notifications.

### Parent Evenings:

MCAS allows parents to book appointments for parent-teacher conferences. All parents evening appointments are made through MCAS.

### Mobile App:

A dedicated mobile app (MyChildAtSchool) is available for both Apple and Android devices, providing convenient access to information and features.

Login information will be provided to parents, soon after the start of the new term.

Detailed information regarding the setup and use of MCAS can be found in the Bromcom documentation [here...](#) **NB. There are features described in the Bromcom documentation, which WMG Academy does not use. These are switched off and therefore cannot be seen from either the Web/Browser portal or the Phone App.**