

THE
SIR ROBERT WOODARD
ACADEMY



YEAR 7 HANDBOOK

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Welcome

Dear Parents and Carers

It is our pleasure to be welcoming your child into Year 7 at the start of what we hope will be an exciting and engaging year at The Sir Robert Woodard Academy. We hope that your child will be very happy at SRWA and that you, as parents and carers will also enjoy their time here.

The transition period is an important time and can appear daunting not only for our students, but to our parents and carers as well. This handbook contains all the information that you will need to support and settle your child into their academy life. It will also provide you with an insight to your child's upcoming curriculum, so you are knowledgeable about their learning journey throughout the course of the year.

Here you can also find details on the vast opportunities that will be available throughout Year 7. We are confident that Year 7 will be a thoroughly rewarding year for your child and are delighted that they have joined us.

Please contact me if you have any concerns/questions about your child prior to their start or throughout the academic year.



Mel English
Transition Lead/SENCO

Key Dates

Dates	Event
September 2020	Year 7 reading, spelling and baseline tests
October 2020	ASPIRE Report and Tutor Contact
February 2021	Academic Subject Report
April 2021	Year 7 Academic Parents' Evening
June/July 2021	Year 7 Progress Tests
July 2021	Year 7 Progress Reports

The Academy Day

Time	Event
08.00am	Doors to the Academy open
08.00 - 08.45am	Homework/breakfast club in the plaza and LRC
08.50 - 09.05am	Tutor time/Assembly
9.05am-10.05am	Period 1
10.05am-11.05am	Period 2
11.05am-11.25am	Break
11.25am-12.25pm	Period 3
12.25pm-1.00pm	Lunch
1.00pm-2.00pm	Period 4
2.00pm-3.00pm	Period 5
3.00pm onwards	After school clubs, extra-curricular activities

Ethos & Values

At The Sir Robert Woodard Academy, we seek to work together as a family, show respect for diversity, care for our local and global community and seek to preserve and value our environment. Our curriculum as well as our enrichment activities embody British values and responsible citizenship.



“Aspire to Achieve” is the motto of The Sir Robert Woodard Academy. We pride ourselves that this is not just another vision statement, but a phrase which forms part of the SRWA DNA; something which encapsulates our core values, and brings them to life throughout the students’ time at the Academy.

At the Academy, we believe that creating a positive culture and ethos is paramount to the removal of barriers and enables all students to realise their potential. We believe that we must be clear about our core values and make sure these are tangible for every student.

We use our motto and the acronym ‘ASPIRE’ to help us develop the characteristics of successful learners. In order for our students to ASPIRE we will develop their powers to be:

Ambitious:

Students at SRWA are ambitious, therefore they:

- always aim high
- are proud to attend this Academy
- are proud to celebrate their achievements
- strive to be their best every day
- have a plan

Self-regulating:

Students at SRWA self-regulate, which means they:

- move calmly and sensibly around the Academy
- think before they act, considering the thoughts and feelings of others
- act responsibly for both themselves and our community
- show that they value our environment
- manage distractions

Present:

Students at SRWA are always present, therefore they:

- aim for 100% attendance
- are on time and ready to learn
- actively participate in lessons and learning
- give 100% to their learning
- are an active member of our Academy community

Independent:

Students at SRWA are independent which means they:

- commit to home learning/learning outside the classroom
- ask themselves – what’s next?
- take responsibility for their actions
- take responsibility for the tools they need to learn
- know what to do to keep themselves safe

Resilient:

Students at SRWA are resilient, therefore they:

- value feedback from teachers and respond to it
- accept mistakes are part of the learning journey
- understand that if it's challenging, it's progress
- ask for/accept support when it is needed
- work hard to build (and repair) relationships with others

Excellent:

Students at SRWA are excellent, therefore they:

- go the extra mile
- are prepared to re-draft and improve work
- finish their work and refuse to accept less than their best
- wear their uniform with pride

The development of these characteristics in each of our students is tracked by an individual ASPIRE Score. This pulls together aspects of each characteristic and gives each student a quantifiable way of seeing how they are progressing with their development of these traits. The score takes into account everything from rewards and behaviour points, to effort and progress in lessons, to attendance and involvement in extracurricular activities. Students also have the opportunity to reflect on these attributes, self-evaluate and set targets to improve.

Through tutor time, Chapter and year group assemblies we encourage all students to celebrate their individual success stories, reflect on their ASPIRE learning habits and set goals for personal growth. We are committed to ensuring that this motto is not just an empty phrase but is a way of life in our school.

Curriculum Intent

The transition from primary to secondary school is an important one. Students who have been at the top of the tree in year 6, are ready to stretch their wings, become more independent and enjoy the challenge of secondary school.

We want to support students to develop good habits from the start but also ensure that students are enthusiastic about what they are studying. At the Sir Robert Woodard Academy we think about curriculum in terms of the day to day experience of the children in our school - their whole experience - and so year 7 is a great time to try as much as possible and get involved with everything the school has to offer. As well as participating enthusiastically in all the different subject lessons, getting involved in extracurricular activities is a really positive thing to do at this stage and a great way to make new friends. We offer a wide range of clubs and sports so there should be something for everyone.

My biggest hope for our students in year 7 is that they really enjoy it.

Kieran Scanlon, Principal

Curriculum Model

The curriculum model in Year 7 intends to build upon student knowledge from Key Stage 2, whilst also providing a solid basis to prepare for learning in subsequent years. During year 7, our students will be provided with a rich and diverse curriculum. This includes:

Year 7 Curriculum Allocation	
All lessons are one hour long	
Art, Design Technology, Computer Science and Food Technology	3 lessons per fortnight on rotation
Dance	2 lessons per fortnight
Drama	2 lessons per fortnight
English	8 lessons per fortnight
Geography	4 lessons per fortnight
History	4 lessons per fortnight
Maths	8 lessons per fortnight
Modern Languages	4 lessons per fortnight
Music	2 lessons per fortnight
Physical Education	4 lessons per fortnight
Religion and Personal Development	2 lessons per fortnight, plus 1 lesson per fortnight on rotation
Science	7 lessons per fortnight

Art

Overview:

Students will complete a range of tasks based on three different topics throughout the year. They will be introduced to a range of different art movements and learn about artists and designers who created work within those eras. Students will develop their observational drawing skills through a series of tasks and activities in response to the themes they are studying. They will also develop painting, 3D, mixed media and written and analytical skills. Each project will conclude with students creating a final outcome or a series of final outcomes utilising the skills they have learnt throughout the project.



Year 7 Art		
Term 1	Term 2	Term 3
'Natural forms' covering; Observational drawing skills Artist analysis Colour theory Painting skills Art Nouveau	'Sweet Tooth' covering; Observational drawing skills Artist analysis Sculpture Isometric and 3D technical drawing skills Creating a 3D outcome	'My Local Landscape' covering; Technical drawing, one and two point perspective Technical drawing, how to draw ellipses, Artist analysis, Colour mark making, Creating a 3D outcome

Learning Outcomes:

At the start of each unit, students are provided with a technical workbook to support their studies throughout the project. This includes the learning outcomes and the grading criteria for them to follow. This ensures that they understand what they are learning, what they need to do to be successful and how to improve. Students are encouraged to engage with these each lesson to help support them in being reflective learners. They will also be provided with a practical art sketchbook where they can produce their artwork in response to the theme they are studying.

Assessment:

Students will complete assessment drawing tasks during each project which will be under exam conditions. These are used to gauge students' progress and understanding of the processes they have been taught. Students will always have the opportunity to reflect upon their assessments and respond to the feedback to improve their work. They will also be provided with a summative assessment at the end of each project providing meaningful feedback on both strengths and areas for improvement.

Homework:

There is no set homework for Year 7 in Art, however we are always happy for students to share with their teachers any creative work they do at home.

Supporting your Child:

You can support your child by encouraging them to draw in their own time, students find it really useful to have their own sketchbook to allow them to draw and record when they are out of the classroom. Students are encouraged to take photos when they are out of school of creative things that interest them.

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Computer Science

Overview:

Computer Science in Year 7 is an introduction to the ideas of Computational Thinking and the implementation of algorithms through the creation of computer programmes. It is a single unit of study undertaken as part of the Year 7 rotation of subjects. This unit will provide a foundation for continued study in Year 8.

Year 7 Computer Science	
Term 1 - Computational Thinking	Term 2 - Simple Programming
"Computational thinking enables you to work out exactly what to tell the computer to do." - BBC Bitesize <ul style="list-style-type: none"> Algorithms Decomposition Pattern recognition Abstraction Evaluation 	Blockly (Studio Code) Students complement their theoretical learning of computational thinking with online programming challenges posed in a (JavaScript) course. Computer Game Making Students learn to use an integrated development environment (IDE) to create a game project. They will create digital graphics objects; constructing an event driven interactive computer game.

Learning Outcomes:

At the end of the unit students will have an understanding of computational thinking techniques. They will have learnt about algorithms, variables, sequence, selection and iteration, Boolean variables, and the idea of efficient algorithms. They will have worked with graphical language exercises using the 'Blockly' language and also a high level text based language such as Visual Basic or JavaScript.

Assessment:

Assessment comprises an on-going immediate assessment of the course work and an end of unit test on the ideas of computational thinking.

Homework:

Half hour home study set per week; often with material such as the BBC Bite size KS3 Computer Science website. This can be done in the school library if computer resources are needed.

Supporting your Child:

You can support with homework - ensuring that the reading is undertaken, and by doing a home quiz of the material studied. Ask your child to show / discuss with you their online work. It can be viewed at home too.

Contact: JChattell@srwa.woodard.co.uk

Dance

Overview:

Students in Years 7 will study two different units each half term, each designed to develop different skills through a range of themes and styles.

Year 7 Dance		
Term 1	Term 2	Term 3
Dance Tek Warriors: Introduction to dance analysis Exploration of Capoeira style Bollywood: Developing style in performance Use of space in choreography	Guernica: Analysis of the historical event and Picasso's painting Exploring how these can be used as a stimulus Musicals: Developing expressive skills in performance Performing as part of an ensemble	Social Dance: Exploration of partner styles (Charleston, Samba, Jive) Choreographing in different styles Fortnite: Exploring movement ideas from the popular game Ingredients of dance (developing choreographic skills)

Learning Outcomes:

Each unit aims to develop skills in three main areas; performance, composition and appreciation. Students will develop their ability to perform in different styles. They will analyse both professional works and the work they produce in class in order to develop their ability to identify themes/subject matter and how this can be communicated in Dance. Students will take part in creative and composition tasks in order to develop their skills as dance choreographers. There is also a strong focus on collaboration, communication and team work, and enabling students to develop their confidence and self-esteem in a safe and fun environment. Lessons will be adapted in accordance with social distancing rules.

Assessment:

Assessment in Dance will take place at the end of each unit, and will take into account students' performance, composition and appreciation. Work completed in lessons may be filmed for assessment evidence.

Homework:

Homework is not set for Performing Arts subjects at KS3, however it is beneficial for students to rehearse what they have been working on in lessons to improve movement-memory and confidence.

Supporting your Child:

You can support your child by ensuring they are well prepared for lessons with correct kit, discussing the work they have completed in class, and encouraging them to get involved in as many extracurricular Performing Arts projects as possible. Also watching Dance (either live or via media channels) will help broaden their knowledge and understanding of the subject. If your child has a medical reason which prevents them taking part in a Dance lesson, please ensure you send them in with a note or telephone us and leave a message with their chapter.

Contact: AAskew@srwa.woodard.co.uk



Design and Technology

Overview:

The students in Year 7 will be on a six week carousel with Computer Science, Food, and PE. They will have the opportunity to complete two projects in 3D Design over the year.



Our aim in 3D Design is to introduce the students to the fundamentals of the design processes and develop their workshop skills in a safe environment. Through a series of design and make tasks, we look to develop their analysis, design, making and evaluation skills and work on their problem solving ability. They will investigate different materials and experiment with them to gain an understanding of how they might use them within their design ideas.

Year 7 Design Technology	
Topic 1 - Pewter Keyrings	Term 2 - Wooden Robots
Analysis – Material, Techniques & Processes Designing – Drawing techniques and presentation Making – Workshop Skills, modelling, material experimentation Evaluating	

Learning Outcomes:

At the start of each project, students are given a work booklet which includes the tasks that they will be completing during the project and the level descriptors. Learning outcomes will be discussed at the start of each lesson.

Assessment:

We use a range of teacher assessment, peer assessment and self-assessment in 3D design and encourage the students to be reflective learners. We grade the students on their analysis work, designing, making ability and their evaluation skills.

Homework:

On the whole we keep all our project work in the classroom, but there may be research homework set to help further develop knowledge around a particular topic. There may also be homework set to help individuals keep up with the certain parts of the project.

Supporting your Child:

You can support your child by discussing the work they have completed in class, encouraging them to attend the KS3 after school DT club, and by helping your child find design related articles/programmes in the media and in the news.

Contact: PObrien@srwa.woodard.co.uk

Drama

Overview:

In Year 7 one of our main priorities is to help develop the students' confidence and self-esteem. Year 7 can be a very challenging time with lots of change and therefore it is very important to build social skills and group work skills (all in accordance with social distancing rules which may mean that there is less group work) which can be transferred to all subjects. This subject also aims to help to develop a strong voice and positive body language. We will look at different genres of Drama and how to create different characters through both improvised and scripted work.



Year 7 Drama		
Topic 1 - Do we understand each other?	Topic 2 - The Tempest	Topic 3 - Genres
The ways in which we communicate with people. Freeze frames Body language Voice Trust	Characterisation How to interpret scripts Themes of Shakespeare Human Morals In the Round Theatre Thought tracking Freeze frames	Interpretation of scripts Script reading How to create different characters Improvisation Voice work Body language

Learning Outcomes:

Outcomes will be highlighted to the students in each of the individual lessons. They are always linked to the development of voice, use of body language, group work, understanding others and developing empathy (all of which are excellent transferable skills).

Assessment:

Each lesson will have an opportunity for the students to perform their work and gain important and useful peer and teacher feedback on their progress. The performances may be group based or individual (to be in accordance with social distancing rules).

Homework:

There will not be written homework for students. However there may be times when students are asked to look on the internet for relevant videos and or research for a particular character or story. Online provision focuses on character development, script reading and writing.

Supporting your Child:

Due to the recent health crisis a great deal of theatres have taken to developing online content which is now vast and wide. The National Theatre, Chichester Festival theatre and the Old Vic, all have premières of shows which are free to watch on YouTube. Andrew Lloyd Webber is also sharing his musicals for free. It would be great for students to watch some of these to provide the next best thing to actually going to the theatre.

Contact: AVenn@srwa.woodard.co.uk

English

Overview:

The Year 7 English curriculum contains a broad range of moving and exciting literature to build students' love of reading. We firmly believe that Key Stage 3 English is where teachers can really instil love for a subject and set down strong roots of understanding. We aim to develop the skills that the students will need in Key Stage 4 and use a challenging and diverse range of texts to do this.



Year 7 English		
Term 1	Term 2	Term 3
Explorations in Creative Reading and Writing: Adventure. Shakespearean Comedy.	Writers' Viewpoints and Perspectives. Modern text 'Don't Stop Thinking about Tomorrow'.	Frankenstein- the play. Explorations in Creative Reading and Writing: Conflict.

Accelerated Reader:

Students in Years 7 and 8 use a reading programme called 'Accelerated Reader'. This allows teachers to effectively track student reading and give parents accurate feedback on their child's progress. Students will undertake a STAR reader test at the beginning of the year which will allocate them a book level. At three more points in the year students will undertake this STAR test to see if they are making sufficient progress in their reading.

Learning Objectives:

To promote high standards of language and literacy by equipping students with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment including a range of fiction and non-fiction texts.

The curriculum will ensure that all students:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate the rich and varied literary heritage associated with the language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Assessment:

Students will be assessed in two broad strands in Year 7 English: Reading and Writing. Students' reading comprehension will be assessed through Accelerated Reader and through the inferences they make in their analytical writing. Students' writing development will be assessed through a range of creative and

Continued over

English continued

transactional writing tasks. Further to this, all students in Year 7 will sit a progress test in English (GL Assessment) at the beginning of the school year, so that we might benchmark their abilities accurately, and at the end of the school year so that we can ensure that they are making sufficient progress.

Homework:

Each week students will be required to prepare for a spelling test. Students will also be required to read their Accelerated Reader books each week, for at least 20 minutes each day. Any student who is struggling to read at home will be invited to a reading catch up session in order to support them with their reading. Teachers may also set extra homework tasks to consolidate classwork.

Supporting your Child:

You can support your child by assisting them with homework tasks, reviewing and discussing the work they have completed in class, encouraging them to attend Creative Writing Club after school on a Wednesday, but also by reading with them, encouraging them to read or discussing their reading choices.

Contact: KEIton@srwa.woodard.co.uk

Food Technology

Overview:

In food technology students will study an eight week course as an introduction to the subject. This will form part of a carousel with other creative subjects.

It is a course which combines practical elements to improve their cooking skills, as well as an understanding of key health and safety issues related to working in a kitchen.

Year 7 Food Technology	
Topic 1 – Health and Safety	Topic 2 – Sauces and bakes
Knife Skills Food Safety Use of equipment	Macaroni cheese Pasties Pastry Cup cakes Muffins

Learning Outcomes:

By the end of the rotation students will understand the need for health and safety rules in the kitchen as a way to ensure that they eat food which has been properly prepared and stored to avoid food related illnesses.

Students will begin to use relevant equipment in a safe manner such as knives, ovens and hobs. Students will develop confidence in their ability to plan, prepare and present a variety of simple dishes.



Assessment:

The last lesson of the rotation will be their assessment. Students will decide which of the recipes they have studied best shows the skills they have acquired and will prepare and cook this in their assessment lesson. They will be assessed on both taste and competency.

Homework:

Students will be expected to evaluate their cooking each week in terms of taste and competency.

Supporting your Child:

You can support your child by ensuring that they give you their recipe booklet each week to buy the ingredients necessary for the lesson. The Academy will have a central record of allergies, but please contact Mrs Searle prior to the lesson if any allergens are present in a recipe.

Please ensure your child has a suitable pot/container to bring their food home in. A charge of 10 pence per container will be given for throwaway containers provided by school.

Contact: WSearle@srwa.woodard.co.uk

Geography

Overview:

All students in humanities will become literate, knowledgeable and skilful. Geography is exciting, engaging, interactive and diverse. It also has a strong focus on developing the students' written skills within the subject. This aims to allow students to develop a secure understanding of the key concepts linked to Geography, and also be able to write like good Geographers. Throughout each topic students will study relevant content through a range of different place examples. This will enable students to develop their wider understanding of the world. Students will study three main topics within Year 7. There will also be an opportunity to participate in an optional fieldwork trip in East Sussex that will study coasts. This will take place in the summer term. Below is a summary of what each topic will focus on:



Year 7 Geography		
Term 1 - Geographical Skills	Term 2 - Weather and Climate	Term 3 - Population and Migration
Geographical skills The three main types of geography: Human, Physical and Environmental Practicing map skills Longitude and Latitude	Weather and climate The water cycle Types of rainfall Weather forecasting Causes of extreme weather events Global Warming	Population growth The movement of people around the globe The different types of migration The benefits that migration can bring

Learning Outcomes:

Throughout year 7 students will gain a range of knowledge linked to human, physical and environmental geography, particularly in population and migration and the science behind weather and global warming. Students will also develop and apply their map skills in a range of contexts which will improve navigation skills. By the end of year 7 students will have improved their extended writing skills and ability to write geographically.

Assessment:

A range of assessment techniques are used within Geography to check students' understanding and track their progress. These include: Self and peer assessment, written assessment, class presentations, knowledge and literacy quizzes and essay questions that link to the command words e.g..... "To what extent" and "Explain".

Homework:

Homework is set by the class teacher and shared on Google Classroom. Help/further instructions can be printed off for your child at request.

Supporting your Child:

You can support your child by assisting them with homework tasks and by reviewing the work they have completed in class. You could also encourage your child to attend Geography catch up after school on a Thursday, if they would like extra support in any aspect of their learning within Geography.

Contact: CBovill@srwa.woodard.co.uk

History

Overview:

All students in Humanities will become literate, knowledgeable and skilful. The History curriculum enables students to build on what they have learnt at primary school and to gain a deeper insight into a wide range of fascinating history topics covering the period from 1066 to 1800. Students will be able to identify the main changes that took place in Britain and the wider world, make links between the different periods and compare the lives of people living in the past with today. The curriculum is taught chronologically but is based on the three overarching themes of power, beliefs and ordinary lives. We challenge students to seek answers to important historical questions so they are able to understand and reach conclusions about how the past has influenced the world today.



Year 7 History		
Term 1	Term 2	Term 3
Norman Conquest, 1066-1075: Did the Normans bring a 'truckload of trouble' to England in 1066? Middle Ages, 1066-1500: Were the Middle Ages really 'mucky and miserable'?	Early Tudors, 1485-1588: Why did Henry VIII change the English church from Catholic to Protestant? Elizabeth I, 1588-1603: Was she really a 'glorious' queen?	Stuarts, 1603-1714: Why did the people of Britain kill their king? Scientific Revolution, 1600-1800: Whose discovery has had the greatest impact on science and medicine

Learning Outcomes:

At the start of each half term, we introduce students to the main enquiry question. Our aim is that they will be able to answer this question by the end of the topic in an extended answer which further develops their literacy. Lesson objectives develop understanding of historical concepts such as chronology, causation, change and source analysis; as well as the key themes of power, beliefs and the lives of ordinary people.

Assessment:

The purpose of Year 7 History assessments is for students to be able to demonstrate their understanding of the key concepts studied and to practise the skills needed to become successful historians. Assessments include spelling tests, analysis of sources, extended writing pieces and knowledge quizzes which answer the enquiry question of the topic studied in the lessons.

Homework:

Homework focuses on independently building historical knowledge through a '5Ws' research activity which prepares students for the assessment activity. Students are also encouraged to engage with academic scholarship by reading extracts from key historians.

Supporting your Child:

You can support your child by asking them to articulate what they have been learning in History, helping them with homework activities and encouraging them to read fiction and non-fiction on the current topic. Great historians are those who possess a wide range of contextual knowledge and can also make links between different parts of history.

Contact: CLeslie@srwa.woodard.co.uk

Maths

Overview:

In a maths we will explore one key concept per lesson. We carefully break a topic down into steps, and we always use correct language and notation. We extend students' thinking beyond the level at which they are currently being taught. We make frequent use of mini whiteboards, questioning by the teacher, and we push for comprehensive explanations from students. We explore misconceptions, celebrate mistakes and use true/false to promote discussion. We present maths in unusual ways in order to emphasise connections. We use a mastery curriculum which allows us to cover topics in depth, so we take longer over a particular topic area but we use generalisation, reasoning and problem solving to further and build on understanding from Key Stage 2.



Year 7 Maths		
Term 1	Term 2	Term 3
Sequences Algebraic notation Equality and equivalence Place value and ordering integers and decimals Fraction, decimal and percentage equivalence	Problems with addition and subtraction Solving problems with multiplication and division Fractions and percentages Operations and equations with directed number Addition and subtraction of fractions	Constructing, measuring and using geometric notation Developing geometric reasoning Developing number sense Sets and probability Prime numbers and proof

Learning Outcomes:

Students are assessed at the start of most units, which allows them to see the topics that are to be covered. Evidence shows that pre-testing students results in improved outcomes. It gives an insight into what they will be learning and what they need to do to be successful. Students are given a similar test a couple of weeks after the unit so they can see their progress.

Assessment:

Assessment is multi-faceted to ensure that students are assessed on all of the knowledge needed to be successful in maths. Regular low stakes tests have shown to improve performance. These include short written tests, written end of term tests, weekly knowledge tests and HegartyMaths online tests.

Homework:

Homework is set via Google Classroom. Regular homework is timetable practice on the website Times Table Rockstars, ten question knowledge test practice, HegartyMaths and extension material is set using Parallel Maths.

Supporting your Child:

You can assist them with homework, discussing and quizzing work they have completed. Encourage them to attend Mathletes in addition to helping them revise.

Contact: PDaniell@srwa.woodard.co.uk

Modern Foreign Languages

Overview:

In year 7 we aim for our students to develop a love of language learning. Students will explore the language they are studying through the four skills of reading, listening, speaking and writing whilst also learning about the culture of those countries and other countries where the language is spoken. Throughout the year they will look at a range of different topics such as family, school and free time thus exposing them to a wide range of vocabulary whilst also starting to learn how to manipulate grammar. We encourage students to take responsibility for their learning by using language websites, knowledge organisers, writing frames and sentence starters.



Year 7 Modern Foreign Languages		
Term 1	Term 2	Term 3
Introductions - name, age, date, birthday, items in pencil case, numbers 1-31, classroom items, family members, pets, colours & adjectives.	Numbers 1-100, physical descriptions, poetry & literacy, school subjects & opinions, cultural awareness differences between school systems.	Free time activities + weather, (focus on I like + infinitive), present tense + free time activities, cultural awareness (film).

Learning Outcomes:

By the end of year 7 we aim for our students to be comfortable understanding and answering questions on the topics of personal identification, family and pets, school subjects, and free-time. Students will learn to use opinions and justifications, and also begin to develop an understanding of grammar and verbs in the present tense.

Assessment:

In languages students will be assessed on all four skills throughout the year which are speaking, reading, listening, and writing. Students will have the opportunity to prepare for this in class before their assessments and will be taught memory techniques.

Homework:

The term "no homework" does not exist in MFL, students should be doing five minutes of daily vocabulary learning on top of any set homework. We recommend the free app Duolingo on phones or on a computer. We also recommend signing up to Quizlet and Seneca as these are fantastic learning tools that we use a lot. We feel strongly that developing good habits with their language learning should start straight away – a little bit every day is the best way to retain information long term. The set homework will mostly be targeted vocabulary revision for weekly quizzes, on occasion there will also be creative projects and of course revision for assessments. If there are any questions regarding homework please email your child's teacher.

Supporting your Child:

You can support your child by assisting them with homework tasks. Having a dictionary in the language they are studying at home is always a good idea! Students can also pop into MFL vocab club if they need support, please ask your child's teacher for further information regarding this.

Contact: MLautier@srwa.woodard.co.uk

Music

Overview:

In Year 7, one of our main priorities in music is to help develop the students' confidence in performing and creating music, as well as developing their understanding of the fundamental aspects of music.



Year 7 Music		
Term 1	Term 2	Term 3
I GOT RHYTHM - STOMP Body percussion; Rhythmic notation BUILDING BLOCKS Elements of music; Musical notations; Instrumental skills - ukulele	PETER AND THE WOLF Instruments of the Orchestra; Keyboard skills FUSIONS Reggae; Bhangra	MUSICAL STRUCTURES Ground bass; Theme and variations; Popular song MUSICAL THEATRE Musical songs performance and composition; Keyboard skills 2

Learning Outcomes:

Each unit aims to develop skills in three main areas; performance, composition and listening. Students will develop their ability to compose in a variety of styles. They will study music from different times and places and develop their ability to identify and describe music, as well as translate this into their own compositions.

Students will develop their vocal skills, keyboard skills and ukulele skills, as well as developing their understanding of music technology and how this can be used in both performance and composition.

Assessment:

Assessment in Music will take place at the end of each half term, and will take into account students' performance, composition and listening skills.

Homework:

Homework is not set for Performing Arts Subjects at KS3.

Supporting your Child:

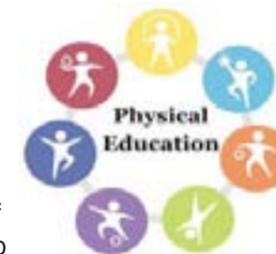
You can support your child by encouraging them to listen to a variety of music from different styles and genres to widen their understanding and appreciation of music. They are also encouraged to engage with the variety of extracurricular activities available to them, to help them further develop their performing skills and confidence.

Contact: LFauvel@srwa.woodard.co.uk

Physical Education

Overview:

The Physical Education programme at Key Stage 3 is designed to enrich the life of students at the Academy and to provide them with a solid basis of skills through a wide range of sports – as well as to promote a passion for health and fitness. Students will learn new skills in both team and individual sports, learn to work with others as part of a team and develop communication skills. On the subject rotation there is also an additional lesson called Sports Health and Wellbeing which is part of the Physical Education curriculum. This lesson is designed to inform students how to keep themselves healthy and fit.



Year 7 Physical Education	
Terms 1 & 2	Term 3
Students will undertake a range of sports which will include handball, athletics, football, basketball, table tennis, striking and fielding and netball.	Develop skills and understanding of rules in cricket, athletics and striking and fielding events.

Learning Outcomes:

Individual lesson outcomes will be identified to students in each of the individual lessons, and will depend upon the sport that students are being taught. Sports will be organised in a rotation, so that all students experience a range of sports.

- To improve understanding of rules and skill level in sports
- To improve student's understanding of how the body works
- To give students an opportunity to try different sports and promote enjoyment of sport

Assessment:

Each lesson will have an opportunity for the students to assess their own and others' skills and game performances in order to gain an understanding of where their skills are, and what they need to do to progress to the next level. Students will be given a percentage which will relate to their performance of basic and more advanced skills, understanding of tactics, and effort levels within lessons - as well as assessing themselves against GCSE criteria in preparation for Key Stage 4 studies.

Homework:

There is no written homework for students. However there may be times when students are asked to look on the internet for relevant videos and or research for a particular sporting action or game area.

Supporting your Child:

Students are expected to bring correct kit to every lesson. Please encourage your child to prepare their kit the night before so they are fully prepared for the Academy day. If for any reason your child is unable to participate in a sport, they will be given other roles during lessons and will be expected to change (unless an injury prevents this). Alternatives may include coaching or refereeing. Students are also encouraged to join one of the extra-curricular sports clubs on offer.

Contact: RBromley@srwa.woodard.co.uk

Religion and Personal Development

Overview:

Religion and personal development combines Religion, Philosophy and Ethics (RPE); Personal, Social and Health Education (PSHE); and Citizenship - all subjects about self-discovery and understanding how you fit into wider society. It asks students to examine what they know about themselves, their friends and family, society, the world, the universe and beyond. It is the development of the spiritual, personal and public self.



Personal Development aims to foster confident, resilient, critical and open-minded learners, equipping them with the tools, knowledge and skills to become happy, successful adults.

Year 7 Religion and Personal Development

Term 1	Term 2	Term 3
Self-awareness: students consider their thoughts and actions, understand how they learn, and develop academic and emotional resilience. Positive friendships, family relationships, bullying, online safety, and dealing with changes during puberty.	Citizenship unit on personal and multiple identities, equality and discrimination. 'Ultimate Questions' in RPE, exploring different ideas of faith and knowledge as they try to answer them, and developing intellectual humility.	History and key beliefs of Judaism. Citizenship: rights and responsibilities as citizens, and the role the media plays in influencing voters and holding the government to account.

Learning Outcomes:

Learning in Personal Development is in five key areas: attitudes, skills and literacy, which run through all units; and knowledge and concepts, which will vary each term as they explore the different units. The attitudes we aim to develop are humility, empathy, respect, equality, identity and perspective. The skills they work on are expression, investigation, interpretation, analysis, discussion and reflection.

Assessment:

Students will be assessed in a variety of ways in RE this year. They will have a range of formal written assessments and shorter knowledge tests which, together with their comments in class discussion and the quality of their work in their exercise books.

Homework:

Students will have a series of thinking challenges, reflections or techniques to try throughout each unit.

Supporting your Child:

Personal Development gives students the space to think through what is working well for them and what they need support with, so listening to their thoughts, sharing your opinions and providing encouragement as they overcome challenges and explore new perspectives will be hugely beneficial.

Contact: NBureau@srwa.woodard.co.uk

Science

Overview:

As soon as students enter Year 7, they will undertake an exciting and diverse interconnected science curriculum. This aims to provide and embed a secure understanding of the fundamental concepts in science. Students will also develop skills which enable them to investigate scientific questions independently, effectively and safely. Students will also investigate the moral and ethical aspects of science and apply their knowledge to everyday scenarios. At SRWA, we teach the three sciences separately from Year 7 and cover a number of important areas in each of the subjects in preparation for Key Stage 4 and beyond. We will also be reinforcing and building upon concepts they encountered at Key Stage 2, so some of the topics may already be familiar to them. At the start of each unit of work, students are provided with a printed copy of learning outcomes. This ensures that they understand what they are learning, what they need to do to be successful and how to improve.



Year 7 Science

Term 1	Term 2	Term 3
Chemistry: States of matter Changes of state Separation techniques Elements of the periodic table	Biology: Animal and plant cells Organ systems Adolescence and reproduction in animals Reproduction in plants	Physics: Light waves Sound waves Forces Space

Learning Outcomes:

By the end of Year 7, we aim for our students to be able to

Biology:

- Explain what plants and animals are made of and use new practical skills and equipment to investigate cells and microorganisms.
- Explain how different animal and plant structures work together to keep an organism alive and how new plants and animals are created through the process of reproduction.

Chemistry:

- Explain how the elements that make up the world around us and interact in chemical reactions to make new materials and transfer energy.
- Use new practical skills and equipment to investigate how particles behave in chemical reactions and physics changes.

Physics:

- Explain how you see light and hear sound and use new practical skills and equipment to investigate how light and sound waves behave.
- Explain our place in the solar system, in relation to the galaxy and universe beyond and how forces interact in everyday life.

Continued over

Science continued

Assessment:

Assessment is multi-faceted in science to ensure that students are assessed on all of the skills needed to be successful in science. These include: written assessments at the end of each topic, practical assessments, science EXPO project homework and weekly Educake Science online quizzes.

Homework:

Homework is set two ways during Year 7. Students are expected to complete termly project homework that is showcased at a Science EXPO, and also regular tasks via an online revision tool called Educake. Details of how to complete these tasks will be discussed further with our students during lessons, but they can contact their science teacher should they have any questions or would like any further advice on what to do.

Supporting your Child:

You can support your child by assisting them with homework tasks, reviewing and discussing the work they have completed in class and encouraging them to attend Science Club after school. Also by looking at and discussing scientific articles/programmes in the media and science in the news, in addition to helping them revise in preparation for assessments.

Contact: DHarman@srwa.woodard.co.uk

Chapter Teams

At SRWA we work with a strong Chapter model. If a student has a pastoral issue, is unwell or has another concern, either the student or parent should contact their Chapter team. Parents and carers can do this directly by calling 01903 767434 and selecting the child's Chapter from the appropriate menu option. Our non-teaching Pastoral Support Officers are usually available either by telephone or by email throughout the Academy day. Please be aware that other members of our pastoral teams also have teaching commitments, therefore there may be a slight delay in responding to concerns; however we aim to reply within 24 hours.

	Brunel Chapter	Dickens Chapter	Lapper Chapter	Mandela Chapter	Nightingale Chapter
Chapter Head	Mel English	Harry Scantlebury	Mark Fox	Eber Kington	Simon Davies
Chapter Leader	TBC	Deb Barr	Henri Heery	TBC	Charlotte Earl-Novell
Pastoral Support Officer	Vivienne Silverthorne	Val Westgate	Claire Smith	Samantha Peach	Kerry Ramshaw

Pastoral Support Officer emails:

Brunel: VSilverthorne@srwa.woodard.co.uk
Dickens: VWestgate@srwa.woodard.co.uk
Lapper: CSmith@srwa.woodard.co.uk
Mandela: SPeach@srwa.woodard.co.uk
Nightingale: KRamshaw@srwa.woodard.co.uk

Assemblies

Assemblies take place every week. At The Sir Robert Woodard Academy we operate chapter and year group assemblies, which typically alternate each week.

Assemblies are an important time for students to reflect on key issues. We have an ASPIRE PSHE programme that focuses on the understanding and development of the Academy's ASPIRE learning habits, as well as developing students' spiritual, moral, social and cultural awareness. Often our assemblies are based around key dates across the year, for example Internet Safety Week or Black History Month. Assembly themes are also followed up by weekly tutor time activities, giving students a chance to reflect and discuss the key issues. Assemblies also offer us a fantastic opportunity to celebrate student successes and present awards, as well as to hear from our student leaders.

Uniform

In consultation with parents and students, an Academy uniform has been developed that is inexpensive, easy to care for, smart and functional. The wearing of this uniform is compulsory as it is an important element of self-presentation, self-discipline and shows pride in the Academy. Most items can be purchased from First4Uniform, in North Road, Lancing. Online orders may also be placed and delivery options are available. Parents are encouraged to order early. Please see further details on their website <https://www.first4uniform.com>. Further details are also available on the Academy website.

Academy uniform:

- Black knee length knife pleat skirt or drop pleat skirt, alternatively tailored black trousers (jeans and leggings are not acceptable attire)
- Academy embroidered blazer
- White short or long sleeve blouse/shirt (blouses must have a collar which can be worn with a tie)
- Academy tie in chapter colour
- Black socks/tights
- Black low heeled leather or leather effect shoes. No trainers, canvas pumps, plimsolls or Vans are permitted. No logos, patterns or contrasting colours are permitted.
- Academy V-necked embroidered jumper (sleeves/sleeveless) (optional)
- Hooded sweatshirts are not part of the Academy uniform. During cold weather students should wear an appropriate dark coat or the Academy jumper.

PE/Games kit:

Compulsory Items:

- Boys short sleeve PE t-shirt
- Girls fitted short sleeve PE t-shirt
- ¼ zip training top
- Coolmax socks
- Black shorts

Optional Items:

- Performance training shorts
- Performance training pants
- Performance sports leggings
- Performance Swacket

Dance kit:

- Black SRWA Performing Arts t-shirt or PE t-shirt
- Black shorts, performance training shorts, performing training pants or performance sports leggings

Hair colour, facial piercings, earrings and rings:

Hair should be of a natural colour. No extreme hairstyles e.g. Mohican or coloured plaits. Jewellery is not considered to be in keeping with Academy uniform. However, students are permitted to wear one pair of stud earrings (these must be gold or silver metal in colour only) and a watch. No other earrings are permitted. Ear stretchers are not permitted. No facial or visible body piercings are allowed. If students wish to have a piercing then it needs to be done at the start of the Summer holiday, this will ensure that they are able to remove any piercing during the time they are in the Academy. Headbands should be all black or all white only.

Skirt length:

Female students at the Academy have the option of wearing a skirt with their uniform. It states in the Academy dress code that these skirts MUST be plain black and knee length. This means that they should sit on the knee or below. Female students should choose either the knife pleat or drop pleat skirt, which should be purchased from First4Uniform. Skirts made from stretchy fabric are not appropriate.

Make-up:

Make-up should be kept to a minimum and be natural looking. No nail varnish should be worn. No false eyelashes or false nails permitted. These can only be applied during the holidays and must be removed before returning to school.

Equipment Checklist

In order to allow your child to take part in all aspects of lessons, we ask that they arrive at the Academy with the following equipment daily:

- Strong waterproof bag
- Pencil case
- Blue/black pen
- Green pen
- A spare pen or spare cartridges if using a fountain pen
- Whiteboard pen
- Two pencils
- Pencil sharpener
- A 30cm ruler
- A rubber
- A pair of compasses
- A scientific calculator (Casio FX-83GTX is our recommendation)
- A protractor
- A set of coloured pencils/pens
- A glue stick
- A pair of scissors

In addition they will need to make sure that they always have all the books they need for that day, as well as specific equipment such as PE/Dance kit or cooking ingredients, so packing their bag the night before is a really good routine for students to get into.

Catering Services



The Academy strongly believes in 'Healthy Eating for Healthy Outcomes'. There has been much research into the link between effective learning and a well-balanced and nutritious diet. We are incredibly proud of the delicious homemade meals served by our in-house catering team at the Academy.

Menus:

There are many delicious homemade meals on offer throughout the week, such as roast dinner, fish and chips, pasta dishes etc. and the Academy is pleased to offer a hot vegetarian and vegan option every day. The Academy offers a daily 'meal deal' which consists of hot meal with fresh vegetables or salad and a pudding, for the equivalent value of free school meals. This means that every student can enjoy a satisfying hot dinner. Alternatively, there are other options available such as jacket potato with filling, a selection of hot paninis, salad bar, and sandwiches. A variety of hot and cold snacks is also served at break time. A copy of the menu rotation and current prices can be found on our website.

Cashless:

The Academy is completely cashless, and money for food and drinks should be credited to your child's WisePay account, using the login details that you will receive. Students will be issued a cashless catering card which can also be used for printing across the Academy.

Once it is safe to do so, the Academy will transition to biometric cashless catering which only requires a thumb print.

You are able to review the purchases your child has made through your WisePay account. Please note that there is a £10 maximum daily spend per child. You will be provided with login details to your account prior to September. If you have any issues with WisePay, please contact your child's chapter base.



Free School Meals:

If your child is eligible for free school meals, then a daily allowance will be credited to their student card, equivalent to the value of our meal deal.

The Academy promotes 'Healthy Eating for Healthy Outcomes' and in order to support students to make better food choices, the free meal credit can be used at lunch time to purchase any of the hot or cold food on offer. Please note that free school meal credit cannot be used at breaktime as we encourage all of our students to have a healthy balanced meal at lunchtime. If a child wishes to eat at break time they may bring snacks/drinks with them, or can take advantage of free fruit or a bread roll from the canteen at this time. Alternatively, you may choose to add additional credit to your child's account at any time.

If your child is eligible for free school meals, they are also entitled to a free breakfast of toast/cereal/hot drink, daily from the canteen from 8am.

Breakfast Club:

The Academy Breakfast Club runs from 8am every day, and is open to all students who wish to start the day earlier, with a nutritious breakfast. The LRC is open during this time for students who wish to catch up on homework.

The canteen provides an extensive breakfast menu including toast, cereal, fruit, yoghurt, bacon rolls, and hot and cold drinks, from as little as 50p!

A breakfast of toast/cereal/hot drink is provided free of charge for students eligible for free school meals. We run a loyalty scheme where if a student receives a stamp for attending breakfast club every day from Monday to Thursday, they will receive a free hot breakfast on Friday, consisting of bacon or egg rolls. The loyalty scheme is available to all students.

Keeping Children Safe

Safeguarding:

We are committed to ensuring that all our students are safe and healthy. Children and young people have a fundamental right to be protected from harm. Our students have the right to expect us to provide them with a safe and secure environment.

We follow West Sussex Safeguarding and Child Protection procedures and aim to work together with parents and other agencies that support children and families. Our Safeguarding and Child Protection Policy is available on the website.

All staff members are fully trained around safeguarding procedures and in spotting all forms of safeguarding concerns, with key members of the pastoral 'chapter teams' (Pastoral Support Officers, Chapter Leaders and Chapter Heads) having an enhanced level of training. In urgent and/or repeated incidents of suspected neglect/abuse or concern, the school is obliged to discuss with and/or refer these incidents to other agencies.

Eber Kington (Assistant Principal) is our Designated Lead for Safeguarding, in liaison with Catherine Urwin (Vice Principal) and Kieran Scanlon (Principal).

Fire Drills:

Fire drills are carried out regularly throughout the academic year to ensure that our students and staff are prepared to evacuate the Academy in a safe, calm and organised manner.

Visiting the Academy:

Any visitors including parents should report to reception on arrival. All visitors are requested to 'sign in' and given a name badge. Identification may be requested.

Policies:

All of the Academy policies are available from the Academy website. Look in the main menu, under Key Information - Policies option.

Here you will find numerous documents which include:

- Safeguarding Policy and Procedures
- First Aid Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy

Please do not hesitate to contact us if you would like further information.

Mobile Phones

Mobile phones, smart phones and smart devices (including smart watches and headphones of any kind) are not to be seen, heard or used by students whilst they are on the Academy site. It is strongly advised that all such devices are left at home. If they are brought to school it is at the student's own risk and they should be switched off and kept in bags or lockers whilst on site.

Any phone seen, heard or used on site will be confiscated by an adult and returned to the student at the end of the school day.

Should students need to use their phone to contact a parent or carer they should go to their Chapter base at break time or lunchtime and ask to use it there. Should a parent or carer need to contact their child, they can contact the school switchboard by phone or email and ask to have the message passed on.

Please note: SRWA accepts no responsibility for loss or damage to phones or devices that are brought onto the school site, including those that have been confiscated for breach of expectation. Persistent breach of expectations will be followed up by Chapter teams.

Personal Equipment

Lockers:

Students are encouraged to take responsibility for their own property and possessions. All items should be clearly labelled using a permanent pen. Students are able to have a locker within the Academy to store items of property. Lockers should be closed and secured at all times. Padlocks are available from all of our Chapter bases or you can bring your own.

Money and other valuable items:

The canteen operates a cashless system and so large amounts of money should not be brought into the Academy. Electrical items such as MP3 Players, mobile phones, speakers, digital cameras etc.. should not be brought into the Academy. If students do bring electrical items into the Academy, they do so at their own risk.

Musical Instruments:

Students that take part in music lessons and have their own instrument are more than welcome to store bulky items within their Chapter bases.

Bicycles:

Bicycles should be locked in the bicycle park which can be located at the rear of the South car park. Students should remember that they represent the Academy whilst in their uniform. If they choose to ride a bike or other manual mode of transport, they should do so safely and be mindful of other road users/pedestrians.

Lost Property:

If your child loses a labelled item of property, it will be returned to the site team/reception. If the property is unlabelled it makes returning items difficult, so please check that all items are clearly labelled with the child's full name and tutor group.

Attendance

The Academy is committed to providing a full and efficient educational experience to all of its students. If students are to benefit from education, good attendance is crucial, therefore the attendance and punctuality of students is an Academy priority. We encourage high attendance rates and strive to avoid high levels of persistent or intermittent absenteeism and we work closely with West Sussex County Council to ensure that our attendance is the best it can be.

The Academy promotes a high level of attendance for all students by providing a stimulating, caring and happy working environment. Tutors and Chapter teams review attendance and punctuality on a weekly basis. Concerns around attendance will be communicated with parents/carers at the earliest opportunity. If there are problems which affect a student's attendance, the Academy will investigate, identify and strive in partnership with parents/carers and students to resolve problems as quickly and efficiently as possible.

Parents and carers have a vital role to play in ensuring that students have good attendance. As a parent, if your child is absent, please contact the dedicated absence line at the earliest opportunity and by 9.00am at the latest. This ensures that we know that your child is safe and why he/she is not in school. If your child is unwell for more than one day, please telephone each morning, unless you know he/she is going to be away for a set number of days and you have clearly informed us when you think he/she will be well enough to return to school. Alternatively you may also use the Studybugs app to report your child absent. This is a free app used by the majority of neighbouring primary schools.

If your child has a medical appointment that cannot be scheduled outside of the Academy day, please send a copy of the appointment letter into the Academy for our records. As a rule, holiday requests during term time are not permitted or agreed unless there are exceptional circumstances. However, each individual request will be evaluated by the Principal and a decision made based on the nature of the request. If you would like more information about our Attendance Policy or procedures, please do not hesitate to contact your child's Chapter. Our Attendance Policy is available from our website under the 'Parents' tab.

Transport

The Academy encourages walking and cycling to school wherever possible. There are plenty of bicycle racks in the Academy for the safe storage of bicycles and scooters during the day. Where the distance from school does not allow for walking or cycling to school, there are good public transport options available, and some of those details are included below.

We communicate regularly with our parent representative group, West Sussex County Council and the local public transport providers to ensure that services remain satisfactory, and improvements are made where necessary.

Due to the numbers of students travelling from Shoreham and the surrounding areas, the Academy has ceased running a minibus service and we are reviewing our options for a private bus service.

Bus

Compass Travel run a public bus service from Shoreham to the Sir Robert Woodard Academy. The current service is the 19A and details of the timetable can be found at <https://www.compass-travel.co.uk/>. The bus stops frequently between the listed points on the timetable - the full route is listed below. A termly bus pass is available, details of which can be found at <https://www.compass-travel.co.uk/product/19a-sir-robert-woodard-pass/>. Their website will be updated over the summer with details of the timetable from September 2020.

Route: [Departs Shoreham] – Holmbush - Royal George – Southlands Hospital – Garden Close – Green Jacket Tesco Express – Buckingham Park – The Driveway – Adur Road – The Amsterdam – North End – Swiss Cottage – Ropetackle – Adur Recreation Ground – The Longshore - <South Lancing> Wenceling Cottages – The Broadway – Broadway Court – South Bank Court – Old Salts Farm Road – Willowbrook Park – Seaside Primary School – Brook Way – Milton Close – Ingleside Crescent – The Farmers - <Lancing> North Road Post Office – Lancing Police Station – Grand Avenue – West Lane – Fetherston Road – Upper Boundstone Lane **[Arrives SRWA]**

Stagecoach run a public bus service from Lancing Train Station to the Sir Robert Woodard Academy, stopping in Cokeham Road which is a short 3 minute walk to the Academy. The current service is 'The Pulse' and details of the timetable can be found at: <https://www.stagecoachbus.com/timetables>

Train

There is a regular train service between Shoreham and Lancing. Details can be found on the National Rail website which is: <https://www.nationalrail.co.uk/>.

Financial Assistance

If you believe that you are eligible for financial assistance from West Sussex County Council for school transport, please follow the guidance on this link <https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-and-college-transport/apply-for-transport-to-school/free-school-transport/>.

Behaviour for Learning

The Academy aims to provide a disciplined and ordered community in which all students, irrespective of cultural heritage, religious background, disability, appearance, sexuality or ability, can learn and feel safe.

We aim for every member of the Academy to feel valued, respected and safe and for all students to be fairly and consistently treated. We are committed to promoting positive behaviour and delivering high quality learning opportunities for students. Students in return are in control of outcomes through the choices they make.

There are clear expectations and consequences regarding positive and negative behaviour choices: positive behaviour will be rewarded and if a student does not follow the Academy expectations, this will result in an appropriate sanction.

We encourage students to self-regulate their behaviour. They are expected to conduct themselves in accordance with the Home/ Academy Agreement and the SRWA 'DNA', undertaking to:

- Have good attendance and be on time to school and lessons
- Bring all the equipment needed every day
- Wear the correct Academy uniform with pride and be tidy in appearance
- Be polite, helpful and respectful to others
- Be ready to learn and get on task quickly
- Actively participate in lessons and give 100% to their learning
- Make it possible for all students to learn without disruption
- Move calmly around the school
- Treat the school buildings and property with respect
- Have high expectations of themselves and others
- Reflect the SRWA ASPIRE characteristics
- Abide by the Academy's Behaviour Policy, Student Acceptable Use and ICT Acceptable Use Policy

Rewards:

We are committed to rewarding students who demonstrate the ASPIRE attributes and who value themselves as learners, strive to do their best and show commitment to their education.

Positive behaviour will be rewarded by:

- Praise
- Merit
- Green card
- Postcard
- Positive contact home to parents via phone call, email or letter
- Chapter award
- 'Milestone' awards for high numbers of positive behaviour points
- Termly excellence award
- Principal's award
- Other bespoke special responsibilities/privileges

Sanctions:

Every child has the right to learn but no child has the right to disrupt the learning of others. Where a student's behaviour is not acceptable, the Academy will respond in a timely and consistent manner.

Sanctions will be issued in line with the Behaviour Policy, based on the nature of the behaviour concerned. Where appropriate, the Academy also looks to support students in having restorative conversations with other students and with staff. Students may also be supported to complete reflective work to help them self-regulate such behaviour in future.

As an inclusive Academy we will of course always look for supportive strategies when students find managing behaviour a challenge. Parents/carers are key to ensuring that students meet the Academy's expectations and show positive behaviour for learning. Therefore, we would ask that parents review their child's behaviour log regularly and discuss negative and positive points on a regular basis.

Detentions:

A student may be placed in detention following a behavioural incident or when a teacher has made a professional judgement that a detention is necessary. It should always be explained to the student that a detention is a serious sanction and that it has been issued as a consequence of not meeting Academy expectations. If a detention is issued, it will be recorded on Arbor and parents will be notified. If a student receives three demerits or, a red card, they will be placed into an Academy detention. Academy detentions last for 30 minutes.

If students are removed from a lesson, are involved in a serious incident or act defiantly, they will be issued with an SLT detention which lasts for 60 minutes. If a child fails to attend an SLT detention they will be placed into seclusion the following day unless there is a valid reason why they did not attend the detention. For more details on rewards, sanctions and related issues, please see the Behaviour Policy on the Academy website.

IT, Student Data and Parent Portal

Arbor Student Data System

At the Academy, we use an online student data system called Arbor. This has a parent portal and app which allows you to check your child's timetable, attendance, behaviour and data all in real-time. It also allows you to update any data we hold about you and your child. To allow us to contact you and keep you up to date with Academy news and events, it is essential that the details we hold are correct.

Before the end of term, you should receive an email from Arbor with details for logging in to your account. Once you have received this email you should be able to set up your account and view the current information we hold that has been shared with us from your child's primary school and make any corrections as required.

You will also be required to sign a number of consents in Arbor, including photographic permissions and the IT Acceptable Use policy. You can find help videos on our website under the Arbor quicklink.

IT Systems

At SRWA we operate a wide number of IT systems in school and online. When students join, they will receive

a computer login which allows them to use the SRWA computer system. They will receive a username and password to login to the Academy computers. They will also get an email address in the format of firstname.lastname@srwa.co.uk. For ease, their school computer password is synchronised with their email password, so there is only one password to remember.

If you require any support or guidance, please feel free to contact your child's chapter team. There is also an IT Helpdesk upstairs in the Brunel corridor where students can go for assistance if it is an issue the chapter team is unable to resolve.

Homework

All students are set homework in the majority of subjects. The transition from Primary to Secondary education can be overwhelming for some students; therefore, we strongly suggest that Year 7 students establish a routine of checking and completing set homework daily. This ensures that tasks do not build up.

Homework is integrated into the curriculum and is planned to support learning by meeting one or more of the following principles:

- Embed learning by consolidating what has taken place in the classroom
- Extend learning beyond what has been achieved in the classroom
- Exercise learning by practising learning from the classroom

Homework is set online through the web based tool 'Google Classroom'. As a parent, you will receive an email which will invite you to Guardian Summaries which will allow you to receive daily or weekly digests of the homework set for your child.

Parents and students are able to access the site through the Academy's website. There is also a smartphone and tablet app which can be downloaded from the Google Play and iOS app stores.

Students can simply access Google Classroom by using their school email address and password as noted in the IT section above. Their school email address is in the format of firstname.lastname@srwa.co.uk and then their school password which they also use to log into the school computers.

Google Classroom has a simple interface with a To Do tab for students to keep track of work that they have not submitted. Students can complete work digitally, such as a word file but they can also use the app to photograph their work and upload any handwritten work they have done.

Parents can assist by monitoring their child's homework through this system. Parents are also encouraged to monitor the amount, quality and time taken in completing tasks. You can also support your child by checking their organisation and providing a calm and quiet area for them to work in.

If a student has difficulty with completing a particular piece of homework, they should speak to their subject teacher. This is not an excuse for failing to do homework. If there is any other reason for homework not being completed, such as difficulty accessing the system, parents are asked to inform the subject teacher by email or via their Chapter base. In most cases there is a simple resolution.

Persistent or on-going difficulties with completing homework may be dealt with by the tutor, possibly through a monitoring report.

Students are welcome to use the Learning Resource Centre (library) before school, at lunchtimes or after school, on any day. The LRC is open from 8.00am until 4.30pm daily. This session is supervised by a member of staff.

Year 7 Baseline Testing

During their first half-term with us in the Academy, all Year 7 students will complete a suite of online tests to establish their cognitive ability, and to provide a measurable baseline from which we will continue to measure progress in English, Maths and Science at the end of Years 7, 8 and 9.

We also ask students to complete a survey that gives us valuable information on their attitudes to learning, and some simple screeners which will give indicators as to whether a student has signs of dyslexia and/or dyscalculia. We work hard to ensure that these tests are non-threatening and low-intensity, and they require no formal preparation. In fact, a large number of students have told us that they find them fun!

If any of our tests indicate that they may be underlying issues which require intervention, we will of course share this with you, and involve you in any plans to address them.

Student Groupings

During the course of the transition process, students were put into a Chapter and allocated a tutor group. Primary schools are consulted when composing the tutor groups so that we can try to accommodate particular combinations of students remaining together, whilst also considering family links such as older siblings.

Tutor groups are vertical in nature, combining students from years 7 to 11. These tutor groups and most teaching groups are designed to be mixed in every way possible – gender, prior attainment and primary school. If you have any concerns or questions about groupings, please contact your child's Chapter.

Music Lessons

Specialist visiting instrumental and vocal teachers are available to provide individual tuition for students who already play a musical instrument or who wish to learn.

A range of music lessons are available at the Academy for a fee including voice, violin, brass (trumpet, trombone), woodwind (flute, clarinet, saxophone), guitar (electric, acoustic, bass), piano and drums. Lessons take place during the school day (including break and lunchtimes).

If you wish to receive more information about the tuition that is available and costing, please contact Laura Fauvel, Music Subject Lead: LFauvel@srwa.woodard.co.uk

Super Curriculum

Over the Spring term, our high achieving students in year 7 are invited to take part in an after school programme called the Super Curriculum. The programme brings together like-minded students to work on topics beyond their normal curriculum - including law, the environment, the history of numbers, code-breaking, and much more. This will hopefully encourage a love of learning, aiming high and succeeding at school. We also hope they will make some new friends.

Student Leadership Opportunities

The Academy prides itself on providing opportunities for students to gain experience of leadership and responsibility. During Year 7, there are a number of roles available to students. These include:

- Transition Mentors - students are asked to support the incoming transition of students both within the Academy and at Primary Schools
- Student Council representatives – students will have the chance to voice their tutor group's/Chapter's opinions on a whole range of topics and issues
- Student Helpers – each week two students will be selected to assist their Chapter on a given day with a range of administrative tasks around the Academy

Any student who is interested in undertaking a leadership role should speak to their tutor or Chapter.

Over the Spring term, our top achievers in year 7 are invited to take part in an after school programme called the Super Curriculum. During their time they learn about law, creative writing, the environment, the history of number, how to code break, Shakespeare, and much more. The main aims of the programme are to bring together like-minded students to work on subjects outside of their normal curriculum. This will hopefully encourage a love of learning, aiming high and continued success at school. We also hope they will make some new friends.

Extra-Curricular Activities

The after school clubs and extracurricular opportunities at the Academy are numerous and cater for the many diverse interests of our students. Clubs will be updated on a termly basis and the timetable will be communicated with students through their tutor.

Students can join a range of clubs from Sports to Performing Arts. We recommend that all students are involved in at least one club per term.

Clubs that will run in September, available to Year 7 are as follows:

- Art
- Basketball
- Chapel
- Choir
- Creative Writing
- Dance
- Dance Company
- Design Technology
- Drama club
- Football
- History
- Orchestra
- Netball
- Homework Support
- Rugby
- Science

Trips

At the Academy we run a variety of day and residential trips. Trips will either be open to all students or targeted for specific students. Some trips are subject based whilst others focus on developing specific ASPIRE attributes.

Year 7 camp, which normally takes place in July, is a year group residential trip solely for Year 7. The trip cost is dependent on the number of students that attend but usually averages around £100 per student (which can be paid in instalments) for two days of activities and one night of camping. Ideally, we like as many of our Year 7 students to attend camp in order to celebrate their successful transition into Academy life.

Trip	Proposed date (subject to change)
Dover castle trip	15th October 2020
French Day Trip to Boulogne-sur-Mer	13th July 2021
Geography Coastal Fieldwork	9th July 2021
Performing Arts Tour	12th July 2021
Year 7 Camp	12th July 2021

Special Educational Needs

All students with an Educational Health Care Plan (EHCP) will be placed on the Special Educational Needs and Disability (SEND) register. Students with a diagnosis of a Special Educational Need will also be on the SEND register as SEND Support.

Students on this register will be easily identifiable to all staff and are likely to have Teaching Assistant support in-class or be offered small intervention groups during Key Stage 3.

If we feel an intervention is suitable for your child, we will write to you regarding details of the intervention and when it will occur. Following the intervention you will receive a report on progress made during the intervention and next steps.

All students with an EHCP will have an Annual Review whereby parents will be invited to attend. Students who are SEND Support and have high levels of need will be invited to a termly meeting with the SENCO and/or the Inclusion Manager. Every half term we run SEND testing whereby parents or teachers can request for a child to have a screener for dyslexia and/or dyscalculia. Whether a parent or teacher requests for testing to occur, the parent/carer will receive a letter detailing the date and time of the test. Following any testing a report will be sent home with the child's results.

During the school day the following support is available for students with SEND and any other students that need some extra support:

Safe space lunch club:

Safe space lunch club is located in room D010. Students are welcome to attend if they struggle at break and lunch times in larger groups, are finding friendships difficult or if they need supervised activities during unstructured times. Students are welcome to drop in to access this club.

SEND homework club:

Students with additional needs that require support with homework are welcome to attend this club. The club is supervised/ supported by members of the SEND team every week and they can also use computers.

Young Carers:

If students have caring responsibilities, we are able to refer to the Young Carers Organisation for support. If you feel that this service could be beneficial for your child, please contact their Chapter base and they will make a referral.

Contacts:

Miss English – MEnglish@srwa.woodard.co.uk- Special Educational Needs Coordinator (SENCO)
Mr Stott - SStott@srwa.woodard.co.uk – Inclusion Manager

Notes