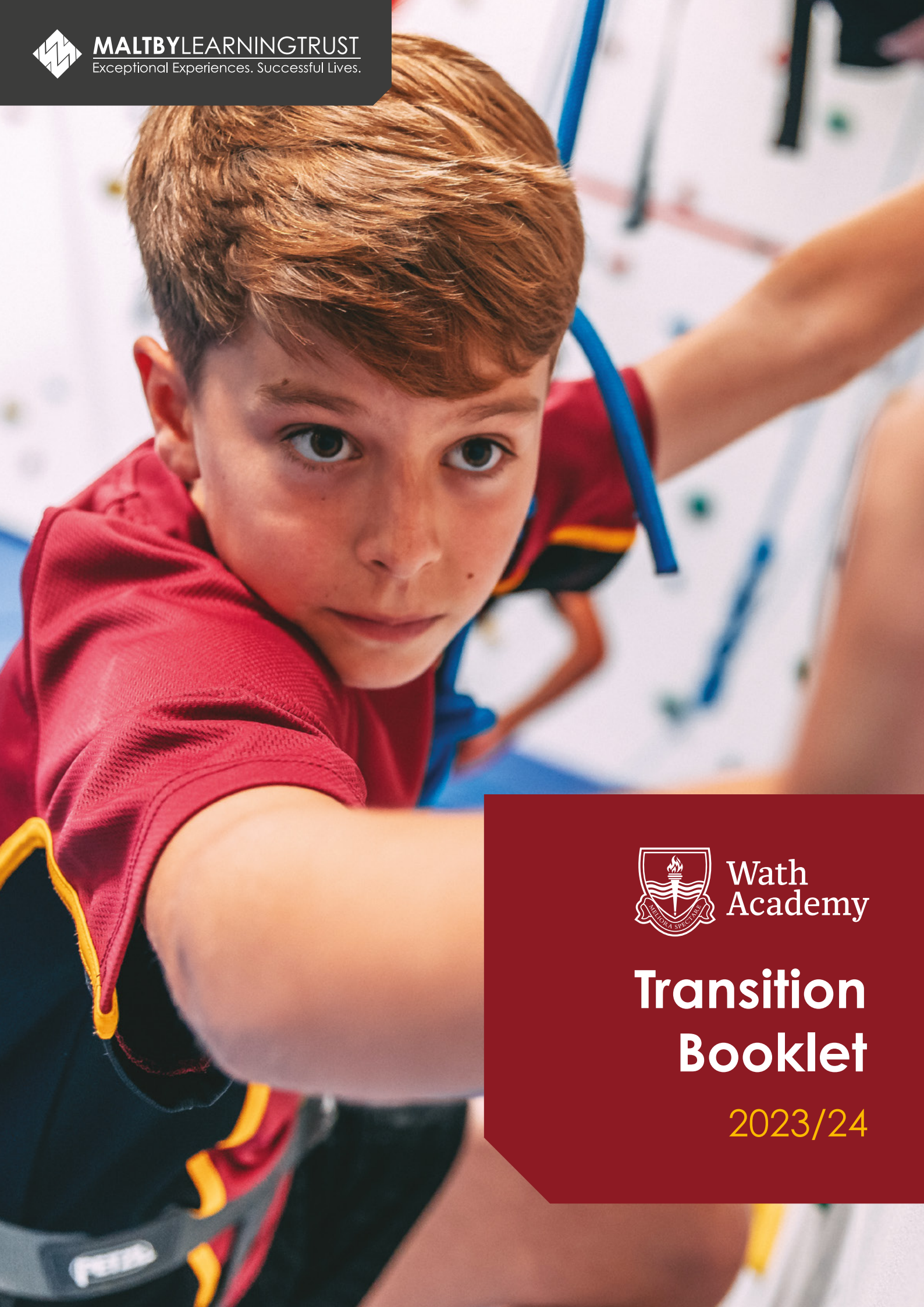




**MALTBYLEARNINGTRUST**  
Exceptional Experiences. Successful Lives.



Wath  
Academy

# Transition Booklet

2023/24

# Wath Academy

**Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives**



## Our Key Drivers

### **World-class learning**

World-class learning every lesson, every day

### **The highest expectations**

Everyone can be successful; always expect the highest standards

### **No excuses**

Create solutions not excuses; make positive thinking a habit

### **Growth mindset**

Believe you can improve; work hard and value feedback

### **Never give up**

Resilience is essential; be relentless in the pursuit of excellence

### **Everyone is valued**

Diversity is celebrated; see the best in everyone

### **Integrity**

Be trustworthy and honest; deliver on promises and walk the talk

# Curriculum Intent



**All students develop an inner belief and ambition to fulfil their dreams**

Students acquire the knowledge, skills and character needed to live happy, healthy and successful lives. All are included and work hard to fulfil their potential regardless of background or starting point

**All students develop a passion for life-long learning**

An appetite for acquiring further knowledge, skills and awareness throughout their lives

**All students gain first rate qualifications**

Qualifications that ensure all doors remain open, giving our students the platform to compete and thrive on a global stage

**All students develop exceptional character**

Character that exemplifies a true growth mindset, a phenomenal work ethic, confidence and high levels of grit, resilience and determination; ensuring they are fully prepared to flourish in an ever-changing world

**All students develop high levels of cultural and global awareness**

Awareness that develops through diverse experiences that enrich our students, enabling them to engage in, empathise with, challenge and debate current affairs beyond their local community

**All students develop a love of reading**

All students become confident, invested readers who see the power of texts in fostering imagination and curiosity; driving their education, personal development and success in life

**All students become responsible citizens**

Students that are responsible members of both the school and local community; who grow into grounded and humble adults, making a positive contribution to society

**All students gain an array of positive school memories**

Positive school memories which last a lifetime. Memories that are created from students, staff and our community being fully invested in forging exceptional relationships based on trust, care, high expectations and a passion for genuinely making a difference

# Welcome from the Principal

Welcome to Wath Academy. I am delighted that you have chosen to join us for the next stage of your child's education. We are very excited that they are starting their secondary education journey here at Wath Academy.

Wath Academy is a large school with a rich 99-year history of academic and sporting achievement. We look forward to your child contributing to long standing traditions such as the house system, which was formed in 1923, and the school's newspaper, The Torch. Despite our size, we pride ourselves on the supportive and caring community. Our team of dedicated staff and students will be at hand to ensure that your child feels welcome and receives the best pastoral and academic support throughout their time here.

Our vision is clear: 'delivering exceptional learning experiences which enable all young people to thrive in a competitive world and lead successful and fulfilling lives'. We are passionate about supporting all our students in their pursuit of success and happiness and we firmly believe that this is achieved through a relentless commitment to demonstrating our seven key drivers:

It is the daily demonstration of these key drivers, through everything we do, that lays the foundation for future success. We believe in providing students with an academic passport that allows them to have a range of choices when leaving the Academy, whilst also remaining committed to developing the whole child, ensuring they have good character with which they can positively contribute to society. Therefore, we place an emphasis on character education, taking part in wider-curricular activities and attending events and trips that broaden students' horizons.

Wath Academy is also part of the Maltby Learning Trust, having joined in April 2019. This provides an exciting opportunity to work collaboratively with other schools, widen our network of support and learn from the expertise the trust has to offer. I am certain that this arrangement will continue to add quality, consistency and sustainability to Wath Academy.

<p><b>World-Class learning</b></p> <p>World-class learning every lesson, every day</p>	<p><b>The highest expectations</b></p> <p>Everyone can be successful; always expect the highest standards</p>	<p><b>No excuses</b></p> <p>Create solutions not excuses; make positive thinking a habit</p>	<p><b>Growth mindset</b></p> <p>Believe you can improve; work hard and value feedback</p>	<p><b>Never give up</b></p> <p>Resilience is essential; be relentless in the pursuit of excellence</p>	<p><b>Everyone is valued</b></p> <p>Diversity is celebrated; see the best in everyone</p>	<p><b>Integrity</b></p> <p>Be trustworthy and honest; deliver on promises and walk the talk</p>
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The relationships we form with the community and parents are essential to the success of our students. We hope to ensure that each child has a supportive network around them from which they can grow. The basis of these relationships is formed on trust and communication. To this effect, I encourage regular communication between the student, teachers, your child's Academic and Pastoral Year Leaders, and yourselves. Please feel free to contact the school at any point over the coming years.

We look forward to working with you and hope your child thrives here at Wath Academy.

Yours sincerely,

**Mr L Ransome**  
Principal



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# Investment in Learning

Our aim is for all students to be 'fully invested' in their learning, providing them with a platform for academic success. Students regularly receive ILL grades for each subject.

	Attitude and Effort	Oracy	Homework	Response to Feedback
Fully Invested in Learning	<ul style="list-style-type: none"> <li>I am always punctual to lessons</li> <li>I am always fully equipped for learning</li> <li>I have a positive attitude towards my learning, 100% of the time</li> <li>I have high aspirations for myself</li> <li>I am always resilient in lessons</li> <li>I learn from my mistakes; I understand that they are vital in my progress</li> <li>I never receive warnings</li> <li>I always complete work to the highest standard, to the best of my ability, striving to challenge myself every lesson</li> </ul>	<ul style="list-style-type: none"> <li>I articulate myself confidently</li> <li>I actively take on any of the 6 Oracy roles during discussions, debates and when sharing ideas</li> <li>I express my opinions and ideas, without needing the sentence stems provided</li> <li>I work effectively in a variety of different Oracy groupings</li> <li>I apply accurate, subject-specific vocabulary in my contributions</li> <li>I always listen carefully to my peers and build on their ideas</li> </ul>	<ul style="list-style-type: none"> <li>I take responsibility for my homework and always complete it to a high standard</li> <li>I always hand in my homework on time</li> <li>If needed, I always seek support, well in advance of the deadline</li> <li>I often complete extra work and submit this work for feedback</li> <li>I always actively catch up on work that I miss due to authorised absence, so no gaps in my learning appear</li> </ul>	<ul style="list-style-type: none"> <li>I always proactively seek support on how to improve</li> <li>I always use my initiative and independent thinking skills to improve</li> <li>I am consistently willing to go back and improve my work, showing resilience</li> <li>I always engage with CTG activities in order to improve</li> <li>I always have a resilient attitude when mistakes are made</li> <li>I can ask important questions to help improve my work</li> </ul>
Engaged in Learning	<ul style="list-style-type: none"> <li>I am mostly punctual to lessons</li> <li>I am well equipped for learning most of the time</li> <li>I have a positive attitude towards my learning, almost all of the time</li> <li>I am mostly resilient in lessons</li> <li>I rarely receive warnings</li> <li>I complete work to a high standard and to the best of my ability</li> </ul>	<ul style="list-style-type: none"> <li>I articulate myself with growing confidence</li> <li>I take on most of the 6 roles during discussions, debates and when sharing ideas</li> <li>I express my opinions and ideas, sometimes without needing the sentence stems provided</li> <li>I work in different Oracy groupings</li> <li>I apply some subject-specific vocabulary to my contributions</li> <li>I mostly listen effectively to my peers and build on their ideas most of the time</li> </ul>	<ul style="list-style-type: none"> <li>I take responsibility for my homework and complete it</li> <li>I almost always hand in my homework on time, but sometimes need a reminder</li> <li>I rarely complete extra work and submit this work for feedback</li> <li>If absent from school, I usually catch up, meaning there are sometimes gaps in my learning</li> </ul>	<ul style="list-style-type: none"> <li>I often seek support on how to improve</li> <li>I am willing to go back and improve my work most of the time, showing some resilience</li> <li>I mostly engage with CTG activities in order to improve</li> <li>I have a mostly resilient attitude when mistakes are made</li> <li>I ask questions to help improve my work</li> </ul>
Partially Engaged in Learning	<ul style="list-style-type: none"> <li>I am sometimes late to lessons</li> <li>I am not always equipped for learning</li> <li>I have a positive attitude most of the time</li> <li>I am sometimes passive in lessons.</li> <li>I sometimes receive warnings</li> <li>I complete my work, but sometimes it is not to the best of my ability</li> </ul>	<ul style="list-style-type: none"> <li>I communicate clearly with my peers, but I am not always confident beyond that</li> <li>I take on some of the 6 roles during discussions, debates and when sharing ideas</li> <li>I can sometimes explain my opinions and ideas, but I need the sentence stems and need prompting</li> <li>I work well in some of the Oracy groupings</li> <li>I apply some subject-specific vocabulary to my contributions, but not always</li> <li>I sometimes listen effectively to my peers and occasionally attempt to build on their ideas</li> </ul>	<ul style="list-style-type: none"> <li>I complete homework most of the time</li> <li>I sometimes rush my homework because I am not yet in the habit of working independently</li> <li>I do not always hand in my homework on time and often need a reminder</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes seek support, but I do not always make a quick start</li> <li>I sometimes need encouragement to go back and improve my work</li> <li>I sometimes engage with CTG activities in order to improve</li> <li>I do not always make the effort to avoid repeating mistakes and misconceptions</li> <li>I ask occasional questions about how to improve my work</li> </ul>
Disengaged from Learning	<ul style="list-style-type: none"> <li>I am rarely on time to lessons</li> <li>I am rarely equipped for learning</li> <li>I sometimes have a positive attitude towards my learning, but at times it is negative</li> <li>I am passive in lessons</li> <li>I often receive warnings, which sometimes results in removals</li> <li>I do not always complete work to the best of my ability</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes communicate with my peers</li> <li>I do not take on any of the Oracy roles or participate in discussion</li> <li>I occasionally share opinions and ideas, when prompted, and I am working on justifying my ideas</li> <li>I cannot yet work in the Oracy groupings</li> <li>I cannot yet apply subject-specific vocabulary to my contributions</li> <li>I do not always listen carefully to my peers, consequently, I miss opportunities to build on their ideas</li> </ul>	<ul style="list-style-type: none"> <li>I am not yet in the habit of completing homework</li> <li>I do not ask for any help and support</li> </ul>	<ul style="list-style-type: none"> <li>I never seek support about how to improve</li> <li>I find it difficult to go back and improve my work</li> <li>I do not engage with CTG activities in order to improve</li> <li>I feel disheartened when I make mistakes and have not yet learnt to use mistakes as a tool to improve</li> <li>I do not ask any questions to help improve my work</li> </ul>



## Passionate about learning

- Students will feel challenged and supported through world-class learning in every lesson, every day
- We have the highest expectations of every student and what they can achieve
- Students at Wath Academy will always find ways to overcome barriers to their learning and offer no excuses
- We believe that students who work hard, use effective strategies and listen to feedback will be more successful and will show a growth mindset
- Students at Wath Academy have a never give up attitude and are resilient
- Cultural diversity and mutual respect are essential so that everyone is valued

## Students will be more independent

- Students will need to be punctual to all lessons and it is their responsibility to get there on time
- Students will be given a student planner to record important information, including their timetable and assembly notes
- Students will be responsible for bringing the correct equipment each day and for all lessons, including at least two pens (these must be blue or black), a pencil, a ruler, a rubber and a calculator
- Students will be given a lanyard and house badge

## Students will have new teachers and new subjects

- Students will be taught by up to ten different teachers at Wath Academy
- Students will learn new subjects and experience learning in specialist rooms, such as laboratories, art rooms, drama studios and technology workshops
- Wath Academy is a very big school and students will have to learn their way around the building

### Ground Floor

All the rooms on the ground floor begin with the letter G

Languages, Religious Studies, ICT and Technology are all on the ground floor

The library and the dining hall, are also on the first floor

### First Floor

All the rooms on the first floor begin with the letter F

Music, Drama, Maths, English and Science are on the first floor

### Second Floor

All the rooms on the second floor begin with the letter S

History, Geography and Art are all on the second floor



# Dinner Arrangements at Wath Academy

At Wath Academy, we have a biometric system as we do not take cash at the counters. A biometrics form will have been sent to you to sign and students will need this authorisation to be able to get food from the canteen.

The average cost of a meal at Wath Academy is approximately £2.60. Food is available at break and lunchtime. Students can bring their own lunch if they prefer and eat it in one of our lunch rooms.

There are two ways in which you can add funds to this system:

ParentPay – this is an online application through which you can add money to your child's account. Log in details will be distributed.

Students can bring cash into the Academy and add it on at one of the top up machines located around the school.

If your child has specific dietary requirements, please contact the school and talk to us.

“At Wath Academy we have a biometric system as we do not take cash at the counters.”



**Free School Meals are provided for school children if their parent or guardian has been granted any of the following:**

- Income Support
- Income-based Job Seekers' Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guaranteed element of State Pension Credit
- Child Tax Credit, provided you are not also entitled to Working Tax Credit, and have an annual gross income, of no more than £18,725 (as of 2023 financial year) as assessed by His Majesty's Revenue and Customs
- Working Tax Credit run-on - paid for four weeks after you stop qualifying for Working Tax Credit

## How does it work?

Register online at [www.rotherham.gov.uk](http://www.rotherham.gov.uk)

Your child will then receive their credit automatically on the biometrics system.



# The House System

The house system at Wath Academy dates back to our humble beginnings and it did much in those early years to encourage students to progress. New students would join a house rather than a tutor group and they would have a house master or mistress to guide them through their education from the day they started until the day they left school. All games and academic endeavours were celebrated as house, not individual, achievements.

We continue to be passionate about our house system. The aim is to build teamwork, confidence and community through competition. Every student is a member of one of the houses and competes to earn points for their house. Students can earn points for things such as attendance, progress, sport, poetry, games etc. We want every student to develop the character, grit and determination to enable them to compete and experience what it feels like to be part of a successful team as well as getting first-hand experiences of camaraderie and team spirit.



Sparta, 1927

House competitions are held every week, usually during Friday lunch time. The house team has developed a series of events, with a focus on mass participation. All events accommodate the whole school and are fun and competition-based. The winning house receives 600 points, and each contestant gets 5 points for entering. A register is taken at each event to enable the house team to manage participation and reward attendees. House events are vibrant and exciting. They are often fun and promote teamwork and competition. They have music playing and are designed to get students to take part.

Every fortnight, a box task competition is also held. In the Academy reception, a series of boxes, one for each house, are used to collect postal entries to that box task competition. These tasks are fun, relevant and able to be completed on an A4 piece of paper. The tasks are often linked to departments for events such as World Book Day and Careers Week.



Athens, 1927

## Which House will I be in?

We will soon be sorting you into your respective house. Once this has taken place, you will receive a house badge to wear with pride on the left lapel of your blazer.





# Athens

ASPIRATION | COMPETITIVENESS | LOYALTY  
RESPONSIBILITY | WISDOM



**A**thens was the largest and most influential of the Greek city-states. It had many fine buildings and was named after Athena, the goddess of wisdom and warfare. The Athenians invented democracy, a new type of government where every citizen could vote on important issues, such as whether or not to declare war.

In the classical period, Athens was a centre for arts, learning and philosophy, home of Plato's Academia and Aristotle's Lyceum, Athens was also the birthplace of Socrates, Plato, Pericles, Aristophanes, Sophocles and many other prominent philosophers, writers and politicians of the ancient world. It is widely referred to as the cradle of western civilisation, and the birthplace of democracy.

ASPIRATION | COMPETITIVENESS | LOYALTY  
RESPONSIBILITY | WISDOM



Parthenon, temple dominating the hill of the Acropolis, Athens.



# Carthage

CANDIDNESS | HONESTY | KINDNESS  
PERSEVERANCE | STRENGTH



**A**ccording to legend, colonists from modern day Lebanon, led by Queen Elissa, founded Carthage c. 814 BC. The Carthaginian Empire extended over much of the coast of north west Africa as well as encompassing substantial parts of coastal Iberia and the islands of the western Mediterranean Sea.

Carthage settlers were seafaring people known as the Phoenicians. The ancient city of Carthage, located in modern-day Tunis in Tunisia, was a major centre of trade and influence in the western Mediterranean. Carthaginians were a formidable warring nation. They fought a series of wars against Rome, which were known as the Punic Wars. Hannibal Barca was a general and statesman from ancient Carthage who is widely considered to be one of the greatest military commanders in history.

CANDIDNESS | HONESTY | KINDNESS  
PERSEVERANCE | STRENGTH



Ancient ruins of Carthage, Tunisia.





# Rome

CONFIDENCE | CREDIBILITY  
 FAITHFULNESS | RELIABILITY | TRUST



The civilisation began as an Italic settlement in the Italian Peninsula, that grew into the city of Rome and which subsequently gave its name to the empire over which it ruled. The Roman Empire expanded to become one of the largest empires in the ancient world.

Ancient Roman civilisation has contributed to modern language, religion, society, technology, law, politics, government, warfare, art, literature, architecture and engineering. Rome professionalised and expanded its military and created a system of government called *res publica*, the inspiration for modern republics such as the United States of America and France. It achieved impressive technological and architectural feats, such as the construction of an extensive system of aqueducts and roads, as well as the construction of large monuments, palaces and public facilities.

CONFIDENCE | CREDIBILITY  
 FAITHFULNESS | RELIABILITY | TRUST



Roman Forum, Rome, Italy.



# Sparta

CONSIDERATION | COURAGE  
 ENDURANCE | TEAMWORK | VISION



Sparta was a prominent city-state in ancient Greece. Around 650 BC, it rose to become a dominant military land-power. It was unique for its social system and constitution, which configured its entire society to maximise military proficiency at all costs, focusing all social institutions on military training and physical development. Spartans underwent the rigorous *agoge* training and education regimen. This started at the age of 7 and lasted for 11 years. Spartan women also enjoyed considerably more rights and equality with men than elsewhere in classical society.

Spartan phalanx brigades were widely considered to be among the best in battle. The movie "300" is based on the Battle of Thermopylae, where 300 Spartans held off 100,000 to 150,000 Persians. It is a true story about the victory of a few brave Spartans holding their ground against a larger adversary.

CONSIDERATION | COURAGE  
 ENDURANCE | TEAMWORK | VISION



Ancient ruins of Sparta, Greece.



# Thebes

AMBITION | DETERMINATION  
ENTHUSIASM | FOCUS | OPTIMISM



**T**hebes was a city in Boeotia, central Greece. It played an important role in Greek myths, as the site of the stories of Cadmus, Oedipus, Dionysus and Heracles. Thebes was the largest city of the ancient region of Boeotia and was the leader of the Boeotian confederacy. It was a major rival of ancient Athens, and sided with the Persians during the 480 BC invasion under Xerxes. Thebes was a major force in Greek history, and was the most dominant city-state at the time of the Macedonian conquest of Greece. During the Byzantine period, the city was famous for its silks.

Thebes was, according to legend, the birthplace of the mythological pan-Hellenic hero Hercules. In classical mythology, Hercules is famous for his strength and for his numerous far-ranging adventures.

AMBITION | DETERMINATION  
ENTHUSIASM | FOCUS | OPTIMISM



Ancient Theatre in Boeotia, Greece.



# Troy

CURIOSITY | DEDICATION | INGENUITY  
PRUDENCE | TOLERANCE



**T**roy was a city in the far north-west of the region known in late classical antiquity as Asia Minor, now known as Anatolia in modern Turkey. It was the setting of the famous Trojan war. During the war, the city of Troy was besieged for ten years. After the deaths of many heroes, including the Achaeans Achilles and Ajax, and the Trojans Hector and Paris, the city fell to the ruse of the Trojan Horse. Legend states that the Greeks pretended to sail away whilst leaving a large wooden horse as a gift. The horse was dragged into the city by the Trojans, but inside were hidden Greek soldiers. These soldiers let the rest of the army into the city and then the city of Troy fell. Contrary to popular belief, Homer's "Iliad" does not end with the destruction of Troy but with a temporary truce, after which the fighting continued.

A famous Trojan is Helen of Troy. In Greek legend, she was often described as the most beautiful woman in Greece and the indirect cause of the Trojan War. She was the daughter of the god Zeus.

CURIOSITY | DEDICATION | INGENUITY  
PRUDENCE | TOLERANCE



Ruins of ancient legendary city of Troy in Canakkale, Turkey





# Enrichment Activities

Students will have a wide range of extracurricular activities to get involved in.

On a Wednesday afternoon all students in the Academy will select an enrichment activity. These will last a minimum of a school term but can last longer depending on the activity.

We are incredibly proud of the enrichment programme at Wath Academy as it provides a wealth of opportunities to enable our students to move outside their 'everyday norm'. We encourage students to have a positive 'can do' approach to enrichment experiences as we feel that this supports their holistic development and builds confidence to make brave choices beyond their time at Wath Academy. Furthermore, by taking part in enrichment activities, we believe that students create memories that last a lifetime and develop character to complement their

academic achievements. Participating in an activity can also be pivotal in maintaining positive mental health. Therefore, due to the significant positive impacts of enrichment, we encourage all students to take part in an enrichment opportunity from the extensive range on offer.

As well as our Wednesday afternoon offer, we will also be running afterschool enrichment every day. Below is an example of what our afterschool enrichment timetable could look like. A new timetable for afterschool enrichment will be given to students in the first week of term. The selecting of Wednesday afternoon enrichment activities will form part of the transition days in July this academic year.

	Mon	Tue	Wed	Thu	Fri
Lunch	<ul style="list-style-type: none"> <li>Netball</li> <li>Art</li> <li>Vocal Group</li> <li>Geography Club</li> <li>Russian Club</li> </ul>	<ul style="list-style-type: none"> <li>History Club</li> <li>Art</li> <li>Buskers on the Balcony</li> <li>String Group</li> </ul>	<ul style="list-style-type: none"> <li>Chess Club</li> <li>Art</li> <li>SEN Homework Club</li> <li>Ukulele Club</li> </ul>	<ul style="list-style-type: none"> <li>Yoga</li> <li>Enterprise Club</li> <li>Music Tech Club</li> <li>School Band</li> <li>Art</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>House Activities</li> <li>SEN Homework Club</li> <li>Creative Writing Club</li> </ul>
After School	<ul style="list-style-type: none"> <li>Girls' Football</li> <li>Cheerleading</li> <li>MFL Games Club</li> <li>The School Pantomime</li> <li>Debate Club</li> </ul>	<ul style="list-style-type: none"> <li>SEN Homework Club</li> <li>Book Club</li> <li>Careers Club</li> <li>Library Club</li> <li>Cheerleading</li> </ul>	<ul style="list-style-type: none"> <li>Wide array of in-school enrichment activities 13:10 – 14:50. Many activities will extend beyond the school day on Wednesday after school</li> </ul>	<ul style="list-style-type: none"> <li>Cross Country</li> <li>Netball 7</li> <li>Year 7 Rugby</li> <li>Drama Club</li> <li>Ukulele / Guitar group</li> <li>The Torch school newspaper</li> </ul>	<ul style="list-style-type: none"> <li>Boys' Football</li> <li>Y7 and Y8 Dance Club</li> <li>Table Tennis Club</li> <li>Film Club</li> <li>Golf</li> </ul>



# Attendance and Punctuality

The attendance target for every student at Wath Academy is 100%

**We expect all students to have an attendance of 100%. There is a clear link between high attendance and high achievement.**

**Why is regular attendance so important?**

- Of all students who miss more than 10% of school, only 17% manage to achieve 8 GCSEs, including English and Maths, at the national standard
- Of the students who miss less than 3% of school, 97% achieve 8 GCSEs including English and Maths at the national standard





### **Wath Academy supports students' attendance by:**

- Carefully monitoring the attendance and punctuality of all students
- Assisting students in reviewing their attendance on a weekly basis during tutor time
- Celebrating good attendance by displaying individual and tutor group achievements on a weekly basis
- Awarding a small prize to all students with 100% attendance each week
- Recognising those students who achieve and maintain 100% attendance
- Informing parents/carers if their child's attendance falls below 97%
- Taking relevant action where attendance is a cause for concern e.g. telephoning parents/carers to discuss the problem, making home visits and organising meetings with parents/carers to decide on the appropriate intervention
- Using an attendance plan to encourage better attendance
- Informing parents/carers if their child's attendance falls below 90%, leading to them being classified as a persistent absentee

### **Parents/carers can support students' attendance by:**

- Ensuring regular routines and early bedtimes
- Helping with homework
- Having uniform and equipment prepared the night before
- Providing a healthy breakfast
- Reporting any academic or social concerns promptly to the school
- Retaining open and honest communication with the child or young person's school
- Being positive about school (even if a parent/carer's own experience was less than positive)







## Understanding types of absence

Every half-day absence from Wath Academy must be classified by the Attendance Officer (not by parents/carers), as either AUTHORISED or UNAUTHORISED. Therefore, information about the cause of any absence is always required, preferably in writing.

Unauthorised absences are those which Maltby Learning Trust does not consider reasonable and for which no "leave" has been given. These include:

- Parents/carers keeping children off school unnecessarily
- Absence for illness when attendance is below 97%, unless medical evidence is provided
- Truancy before or during the school day
- Absences that have never been properly explained
- Children who arrive at school too late to get a mark
- Shopping, looking after other children or birthdays
- Day trips and holidays in term time which have not been agreed

## Persistent absenteeism

A student becomes a 'persistent absentee' when their attendance falls to 90% or below for whatever reason. Absence at this level will cause considerable damage to any child or young person's educational prospects and the fullest support and co-operation is needed from parents/carers to tackle this.

Any case that is seen to have reached the persistent absentee level or is at risk of moving towards that level is given priority; parents/carers will be informed of this immediately and remedial action will be taken.

**"Absence at this level will cause considerable damage to any child or young person's educational prospects and the fullest support and co-operation is needed from parents/carers to tackle this."**

# The School Day

Monday, Tuesday, Thursday and Friday	
Students must be onsite for 08:20	
Period 1	08:25-09:40
Period 2	09:40-10:55
Break	10:55-11:15
Period 3	11:15-12:30
Lunch	12:30-13:10
Tutor Period	13:10-13:35
Period 4	13:35-14:50
Period 5 (Year 11 only)	14:50-15:40

Wednesday only	
Students must be onsite for 08:20	
Period 1	08:25-09:40
Period 2	09:40-10:55
Break	10:55-11:15
Period 3	11:15-12:30
Lunch	12:30-13:10
Enrichment	13:10-14:50

Below is the number of lessons per subject that will be studied each fortnight throughout Year 7:

Communication Subjects	No. of lessons	STEM Subjects	No. of lessons	Creative Subjects	No. of lessons
English	6	Maths	6	Art	2
Spanish	4	Science	6	Drama	2
History	2	PE	2	Music	2
Geography	2	ICT	2	Life Skills	1
		Design Tech	2	Religious Studies	1





# Standards, Behaviour and Expectations

## Homework

At Wath, homework aims to promote learning at home as part of a well-rounded education. All homework is meaningful, purposeful and focuses on either:

### Deliberate Practice

Specifically practising tasks assigned in lessons to embed knowledge and understanding.

Deliberate practice is purposeful and systematic. During deliberate practice, students focus their attention with the specific goal of improving their performance.

### Flipped Learning

Preparing students for learning in upcoming lessons.

Flipped learning is when students are introduced to learning material and acquire knowledge before a lesson. Classroom time is then used to practise ideas, apply concepts and deepen their understanding through interaction with peers and teachers.

## Amount of Homework

The amount of homework set will vary between subjects.

The length of homework will relate to the task set. The expectation is that each piece of homework will take approximately 30-45 minutes to complete. There may be occasions when homework may take up to an hour to complete, particularly at Key Stage 4.

## Satchel One

### What is Satchel One?

Satchel One is an online tool that shows all the homework created and published by teachers.

### How does it Work?

Once a student joins Wath Academy, they will be given an Office 365 email account with a password that gives them access to Satchel One. Parents will also receive a unique PIN number to sign in with. Students and parents are able to view and manage homework tasks by downloading the Satchel One app on a smartphone device or using the link on the Wath Academy school website and Learning Platform.

### Help and Support:











- There is unlimited support for students and parents from the experts at Satchel One
- Support for students:  
[www.help.satchelone.com](http://www.help.satchelone.com)
- Support for parents:  
[www.help.satchelone.com](http://www.help.satchelone.com)
- E-mail [help@teamsatchel.com](mailto:help@teamsatchel.com) for additional support









# Presentation Standards

High presentational standards are expected at all times. Students are expected to show pride in their work in every lesson so that the work can be used for revision and consolidating their learning for assessments. The table below is pre-printed in every exercise book. This table shows the expected presentational standards. At the start of the year, students will be expected to show their neatest handwriting. They will be then expected to maintain this standard throughout the year.

## Presentation Checklist:

	Use blue or black pen for writing and a sharpened pencil for diagrams and graphs.
	Use a ruler for underlining and straight lines.
	Take care with handwriting.
	Cross out mistakes neatly.
	Stick in sheets neatly. Ensure they are labelled and dated.
	Underline dates and titles.
	Make work easy to follow e.g. numbering answers.
	Homework should be clearly labelled at the top 'Homework'.
	Keep book free of graffiti or doodling.
	Use every page of your book.

## Literacy Marking Codes:

	Spelling mistake - correct spelling provided.
	Capital letter or punctuation missed or incorrect - teacher corrected.
	Paragraph - paragraph break is missing.
	Technical language missed / incorrect word used -teacher corrected.
	Missing word or phrase.
	Unclear what is meant. Express this more clearly / rephrase.

"At the start of the year, students are expected to demonstrate their neatest handwriting."

## My Neatest Handwriting

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**This is my neatest handwriting.**  
Without purposeful and legible handwriting, you may miss out on learning opportunities and underachieve academically.



# Rewards for Students

At Wath Academy, we believe that positive behaviour and attitudes should be acknowledged, and we use a system to help ensure that students who are fulfilling the expectations around behaviour, attendance and punctuality receive appropriate rewards.

Students can receive achievement points over the course of each day/week/term/year. Achievement points are linked to behaviour, performance in lessons and conduct around the Academy site. Each student can build achievement points for positive conduct/performance and points are deducted for negative behaviour. Each day the student's running total can be seen when they or their parent's log in to the ClassCharts App. When a student has built up enough points students can buy a Golden Ticket. Golden Ticket events, which are special events running each half term, allow students to take part in a range of exciting activities. Golden Tickets are available to redeem in the weeks running up to the event.

Golden Ticket events are linked to E-Praise and provide an opportunity for us to celebrate the positive behaviour and achievements of our students. These events take place at the end of each half term and are open to all students who have built up enough E-Praise points to purchase a Golden Ticket. Activities range from access to inflatable assault courses, cinema experiences, swimming, ice skating and paddle boarding to name but a few. The idea has been extremely popular since first introduced in 2019 and there is usually high demand.



# Consequence System

The consequences system is a non-confrontational system which allows teachers to dedicate their time to teaching. If a student makes choices which disrupts the learning of themselves or others, they are provided with a warning within the system outlined below. At each stage of the system, the student has a choice to re-engage and avoid escalation within the system.

**C3 (30min) and C4 (60min) detentions are issued for the next day in every instance and are led by Pastoral Year Leaders and/or members of the Senior Leadership team.**

C1	First negative choice	Record on the consequences board
C2	Second negative choice	Record on the consequences board
C3	Third negative choice	Recorded on the consequences board Removal to the removal room for the remainder of the lesson 30-minute detention the next day (Failure to complete the placement within the removal room will result in a C4)
C4	Fourth negative choice	Removal to the C4 removal room for the remainder of the lesson 60-minute detention set the following day (Failure to complete the placement within the C4 removal room will result in a C5)
C5	Fifth negative choice	An immediate referral to the consequences room can be given for significant behaviour issues or breaches of the behaviour policy (Could also result in an C6 internal/fixed term suspension, depending on the circumstances)
C6	Internal or external suspension	For significant behavioural issues or breaches of the behaviour policy internal suspension or fixed term suspension could be issued, which will also include one day in the consequence room and a reintegration meeting with Parents/Carers

**It is the student's responsibility to attend the detention. Failure to attend the detention with no valid reason will result in the sanction being escalated.**





## Class Charts

### What is Class Charts?

Class Charts is our online School App which teachers use to track achievement and behaviour throughout the school day. One of the key benefits of using Class Charts is that we can securely share your child(s) information with you and keep you up to date in real time.

### The following information will be available on Class Charts:

- Achievement points awarded by teachers
- Behaviour points and detentions (what date and how long)
- Announcements, whole school communications, notifications about academic reports

Class Charts is an essential application for all parents/carers to be kept up to date with the above information.

### How does it work?

When students join Wath Academy they will be given a code to log into Class Charts. Parents/carers will also receive a unique code so that they can monitor student progress.

## Mobile phones and electronic devices

No student is permitted to use their mobile phone or any electronic device including headphones whilst in school. If they bring their mobile phone/electronic device with them to the Academy, it must be switched off before they enter the Academy gates. They will not be able to switch them on again until they have left the Academy site.

## Discipline beyond the Academy gate

Students are required to wear their Academy uniform correctly, and with pride, when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy.





# School Uniform

Wath Academy students must be in perfect uniform at all times, from leaving their home in the morning until they return home. The Academy attaches great importance to appropriate dress.

It helps to establish a feeling of community, sense of belonging and develops the personal presentation skills of our students. Uniform is therefore not an option, it is a necessity. We expect all students to wear our uniform with pride. Whenever students are wearing the Academy uniform, they are representing the Academy.

If shoes or an item of uniform is damaged or missing and there is a slight delay in replacing it, then the Academy will provide a temporary replacement. Failing this, a student could be sent home to rectify the issue or placed in a consequence room.

The Principal will make the final decision of whether items of uniform are acceptable. If you are unsure whether or not certain items of uniform meet our uniform requirements, please check with the Academy before you purchase them.

**There are certain items of our uniform that can only be bought from specific providers. These items include:**

- Academy tie
- Academy blazer with badge
- Academy approved skirt

**These items are available to be purchased from our two external providers:**

- Prestige Printers: purchases can be made from their shop based in Swinton; further details on their website [www.prestige-printers.co.uk](http://www.prestige-printers.co.uk)
- Pinders Schoolwear: purchases can be made from their two shops based in Rotherham or online at [www.pindersschoolwear.com](http://www.pindersschoolwear.com)

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## Footwear

Students must wear shoes that are completely black, look professional and not have any logos or tags. Kickers branded shoes are not allowed to be worn. The sole of the shoe must be completely black. The laces must be black and the eyelets which the laces go through must be small and black. They must be formal shoes, not black trainers, boots, converse, pumps, sandals, or jelly shoes. Footwear with trainer-like soles, canvas, suede or rubber shoes are also not allowed.

The shoes must be leather, patent leather or leather look and must be able to be polished. A maximum of two buckles are allowed on any style of shoe. These buckles must be black or silver. Any stitching on the sole or the shoe must be black. Velcro fastening shoes must still have the look of a formal shoe and not a trainer. Shoes with a zip are not permitted. Recommended shoes are shown below:







## Blazers

Students must wear blazers at all times when they are inside the school building. Students may remove their blazers when in a lesson, but they must be put back on before leaving the classroom.

Y7-Y11 students are required to wear a maroon blazer with school badge.

Y12-Y13 students are required to wear a black blazer with sixth form badge.



## Skirts and Tights

If your child chooses to wear a skirt, it must be the single approved Academy skirt. No other skirt is permitted. The skirt is a black S-cut straight skirt manufactured by Banner uniform (Item number: 111508). You can only purchase this skirt from Pinders Schoolwear from their two shops in Rotherham or online at: [www.pindersschoolwear.com](http://www.pindersschoolwear.com) or from Prestige Printers [www.prestige-printers.co.uk](http://www.prestige-printers.co.uk) who have a shop in Swinton.

When worn, the skirt must be knee-length, with the bottom of the skirt in line with the top of the student's patella (kneecap). Both our uniform providers have skirt lengths to suit all students.

Students must wear tights if they choose to wear a skirt. Tights must be plain black and professional looking and 60+ denier. Tights must not be patterned or have any texture to them. Leggings are not permitted. To ensure the skirt meets the minimum expected length for the full academic year, it is advised that a skirt longer than the knee is purchased in September to account for students growing.



Academy Approved S-Cut Straight Line Skirt



Maxi Skirt



Stretchy Skirt



Pleated Skirts



## Trousers

In all years, trousers must be formal, plain black with no pattern or zips. All pockets must go into the trousers and not be visible from the outside. Black ankle-length socks must be worn with all trousers. Trousers must not have any studs, chains, visible zips or tassels attached and should not be tight fitting at the ankle.

**The following trousers are not acceptable in any year group:**

- Combat trousers
- Trousers with patch/studded pockets
- Leggings
- Drainpipe trousers
- Jeans or chinos
- Slim fit or skinny trousers (boys or girls)
- Low-rise hipsters
- Any other inappropriate fashion trousers



Regular



Leggings



Cropped Style



Chino

## Belts

If a belt is worn, it must be plain black with no patterns or indentations (no other colour or part colour is acceptable) aside from the buckle. The belt must be made from leather or a similar leather look material. The buckle must be basic, look professional and display no logo. The buckle must be black or silver in colour. Coloured stitching is not permitted.

## Shirts

Shirts must be completely white and with a collar. Logos on shirts are unacceptable. The top button must be present and fastened at all times. Shirts must be tucked into trousers/skirts. Sleeves on shirts and blazers must always be rolled down whilst walking around the Academy. Any item of clothing worn underneath the shirt must not be visible through the shirt.

## Socks

Socks must be plain black and professional looking. Socks must go above the ankle and frills are not allowed.

## Jumpers (Optional)

Students may wear a plain black V-neck jumper, with no logos on, beneath their blazer.



## Lanyards

The lanyard must be worn at all times in school around the neck. It should clearly be displayed and not be tucked in a student's jumper or blazer pocket. The lanyard needs to be worn at the correct length and not be worn with knots in it. If any part of the lanyard or ID badge is damaged or defaced, students will be required to purchase a new item immediately. The house badge should be pinned and displayed on the student's blazer at all times. It should be pinned in the middle of the left lapel of the blazer.

## Outdoor coats

Outdoor coats of any type must not be worn instead of or underneath the Academy blazer anywhere on the Academy site. Coats or jackets of any type must not be worn inside the Academy building. All coats must be dark in colour. Please note that hoodies, leather or denim outdoor coats/jackets are not acceptable.

## Ties

Students must wear an Academy clip on tie at all times. This must be clipped onto the top button of the student's shirt, which must be fastened.

## Bag

The Academy expects all students to bring a bag to school every day. We recommend a rucksack which is dark in colour, ideally plain black with only a small logo.

The school bag must be able to hold an outdoor coat, student planner, A4 exercise books/folders, writing equipment and PE kit.



# General Appearance Expectations

## Hair

Hair needs to be smart and conservative. Extreme hair colours are not permitted; only natural looking colours are allowed. Extreme hair styles and/or shaved lines/patterns are also not permitted for any student. Pupils will be asked to rectify these issues as soon as possible and parents will be contacted. If the issue cannot be rectified, the student will be placed in a consequence room until the hair meets Academy expectations.

## Make-Up

Make-up must not be visible. If make-up can be seen, it must be removed.

### The following are not permitted:

- False eyelashes
- Unnatural looking eyebrows such as HD brows
- Fake tan or spray tan that does not look natural

## Accessories

### The following are acceptable:

- Hair bobble (must be black)
- A headband, provided it is black and no more than 1 cm wide
- Hairclips (must be black)

### The following are not permitted:

- False nails (including coloured or French polish)
- Painted nails – only clear nail polish is permitted
- Bandanas – this includes wearing them as a hairband
- Badges (other than badges issued by the Academy)
- Caps or hats
- Visible tattoos

## Jewellery

### The following are acceptable:

- One plain and discrete (circular/ball shaped) pair of small silver or gold ear studs worn in ear lobes. The stud must not contain a stone, crystal or diamond
- One watch

### The following are not permitted:

- Facial piercings (clear spacers or retainers are not allowed at any time)
- Other jewellery – (including rings, bracelets, bangles)
- Sleepers, stretchers, spike earrings or hoops
- Coloured earrings or earrings with a stone, crystal or diamond





## School Uniform

# PE Kit

Our uniform providers are Pinders Schoolwear ([www.pinderschoolwear.com](http://www.pinderschoolwear.com)) and Prestige Printers ([www.prestige-printers.co.uk](http://www.prestige-printers.co.uk)) who have a shop in Swinton. The following items must be purchased from our providers:

- Wath Academy T-shirt
- Fitted Girls' Polo T-shirt
- Wath Academy Rugby Shirt
- Wath Academy Hooded Top



**Any other items may be purchased elsewhere but they must meet the Wath Academy Uniform Policy.**

- Wath Academy T-shirt or Wath Academy fitted girls' polo shirt (compulsory)
- Wath Academy rugby shirt (compulsory for boys, optional for girls)
- Wath Academy Hooded top (compulsory for girls, optional for boys)
- Black football socks or plain black socks (compulsory)
- Black shorts or black tracksuit bottoms or plain black leggings – these must be plain black, with no stripes or writing down the side. A small logo for the brand is allowed (compulsory)



# Pastoral Care

## Who should I contact if I have a concern?

We understand that when you have a concern about your child you want this to be dealt with as quickly and as efficiently as possible. It is therefore natural for you to feel that speaking to the Principal will allow your problem to be dealt with as quickly and efficiently as possible.

However, in an Academy of this size, it is impossible for the Principal to know every child on such a detailed level, whilst also running the school effectively. We have therefore set up a structure where each child has an Academic and Pastoral Year Leader who are responsible for the child's academic progress and pastoral welfare within the Academy.

Both members of staff work closely with your child's tutor and often know your child best, so they use this knowledge to rectify the situation more quickly. Our receptionists have been asked to book meetings with Academic and Pastoral Year Leaders in the first instance, before a meeting can be booked with a Vice Principal or Principal.

If during these meetings you feel the issue has still not been resolved, that matter will be referred to a senior member of staff and then to a meeting with the Principal.



# Tutor Time

Your child will be placed in a tutor group that they will stay in for their time at Wath Academy. Each tutor group is led by a tutor whom students register in the afternoon. Tutors play a key role in ensuring that students have all the support they need to be successful at Wath Academy.

They are the first point of contact for parents who have queries or worries about their child's progress across subjects. Tutors can be contacted by emailing [enquiries@wathacademy.com](mailto:enquiries@wathacademy.com) with your child's name and tutor as reference. After lunch, students will have a twenty five-minute tutor session. During these sessions, they complete a variety of activities designed to enhance and equip them to make excellent progress across all subjects. These activities include:

- Oracy and 'Votes for Schools' debate sessions – designed to broaden their horizons as well as develop their knowledge of the wider world
- Character Education – designed specifically to help them think about the characteristics that will make them successful students
- Assemblies

## Role of the Tutor

Tutors will also provide an opportunity to discuss progress and attendance to ensure students are:

- Aware of their current attendance and targets
- Aware of gaps in their progress and how to make improvements
- Prepared for the day and with correct equipment
- Being celebrated and awarded for achievements
- Making effective use of the student planner

Please see below an example of what Tutor time could look like:

Mon	Assembly
Tue	Attendance checks and Character Education
Thu	Votes for Schools input
Fri	Votes for Schools two minute speeches

Tutor time also provides an opportunity to discuss progress and attendance to ensure that students are:

- Aware of their academic targets and be actively working towards them
- Aware of their current attendance and targets
- Aware of gaps in their progress and how to make improvements

## Reporting to Parents

We hold a parents' evening within the first term, to discuss investment in learning and how well they have settled into academy life.

We formally assess and record student progress twice a year in Y7, 8 and 9.

You will receive a report after each assessment point showing your child's performance and investment in learning in each subject.

A second parents' evening is held later in the year to discuss your child's progress with all their teachers.

## Special Educational Needs and Disabilities

**Wath Academy is committed to providing an appropriate and high-quality education for all students.**

All students, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and are fully included in all aspects of Academy life.

All students are valued equally. High quality teaching, knowledge of needs and strategies to support individual students, is the first step in responding to students who have or may have SEND.

We have a large team of highly skilled staff who will work with families to put the best possible support in place. We work across the Trust to ensure support is as effective as possible.

## Travel Arrangements

Most students walk to the Academy. However, there are two bus services that directly serve the school, as well as local public transport services. Further details will be given on transition days.

If you drop your child off at the Academy, you can do so in the bus turning circle, not the staff car park, from 8.00 am until 8.20 am. There are safe drop off points around school such as Festival Road and the Wath upon Dearne Leisure Centre car park.

If you need to pick your child up at the end of the day, please do not park in the staff car park as the school gates will be locked to allow our students to leave the school site safely. The gates will re-open 10 minutes later.

Disabled bays should only be parked in if a disabled badge is clearly displayed. We require access to these bays at all times for our families with children who are supported by our Physical Sensory Department.

Students may arrive on a bike and lock it up, at the front of the Academy in the secure bike pen. Students should provide their own bike lock and the bike will be left at the owner's risk. The gates around this area are locked from 8.30 am and will not open again until the end of the school day.









# Votes for Schools

Votes for Schools is a debating programme that helps to support a wide range of skills that contribute to the character development of students. These include tolerance, empathy, oracy, confidence and resilience.

Two 25-minute sessions are delivered to each tutor group every week by different members of the tutor group. In the first VfS session of the week, students are introduced to a current affairs question/dilemma and presented with information on both sides of the argument. They are set various tasks centred around group discussion and other interactive tasks. Students are then set the homework of discussing the vote topic at home with parents. This is further supported by our Votes for Schools parent information sheet. This is displayed on the school's website and gives parents a clear insight into the topic their son/daughter is discussing each week (see the picture opposite).

In the second VfS session, students are asked to vote for whether they agree or disagree with the 'motion' or whether they answer 'yes' or 'no' to the session's question. To assist students with their oracy skills, students are broken up into smaller groups to debate the topic question. Students then construct a two-minute speech to articulate their point of view. Students do this with the assistance of additional sentence starters included in the student's planner.



Students have covered a vast array of topic areas since the start of the last academic year. Some of the questions our students have debated this year are:



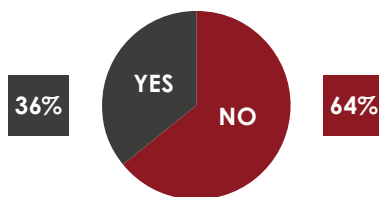
Is a four-day working week a good idea?	Will life improve with more use of AI?	Would more awareness help improve support for young carers?	Are young people comfortable calling out misogynistic behaviour?
Are we getting better at recognising burnout?	Should we be worried about vaping?	Should learning about coping with bereavement be included on the curriculum?	Do fandoms encourage bullying?

# VOTES FOR SCHOOLS

## Vote Results:

Two weeks ago, we were discussing the impact the modern world has on the spread of disease and the majority of our students felt the modern world made it easier for them to spread.

### Does the modern world make it harder for diseases to spread?



#### Next week, your VoteTopic pack will include:

15 Minute, 45 minute & 16+ lessons.

An Activity Guide, packed full of ideas of things to do with siblings, parents, family or caregivers.

Extra information and recommended sites to keep you learning while at home!

## This week's VoteTopic:

With cases of the Coronavirus in the UK on the rise, this week we're looking at how people have responded to the restrictions put in place due to COVID-19 and whether these are helping or hindering communities.

### Are communities strengthened in a crisis?

#### Discuss at home:

How has Coronavirus affected your local community?

Do you think a crisis brings communities together or leaves them more divided?

What your family are doing differently because of the restrictions put in place.

#### Student Research points:

Think of another crisis in history (e.g. war, disease, a natural disaster), How did communities pull together and help each other during or after this?

Find out other things communities are doing to help each other, either in the UK or globally.

Why are people stockpiling? Look up the psychological factors behind this behaviour.

## Calling all voters!

You can still vote at home! Just follow the link: [www.surveymonkey.co.uk/r/HFC3CWZ](https://www.surveymonkey.co.uk/r/HFC3CWZ)

@voteforschools @voteforschools





## Student feedback about VfS in tutor time is very positive:

**Angel H, Y12**

I enjoy Votes for Schools because it allows me to talk about different subjects with my peers that wouldn't usually be brought up in conversation. Also, I think it is important as it gives me the opportunity to speak in front of others to share my own opinion on the topic. I have developed confidence when speaking in front of others by taking part in Votes for Schools which will help me in later life."

**Liam A, Y9**

In my opinion, Votes for Schools has helped me become a better communicator, both in public and at home. Furthermore, it has made me feel more confident when presenting in front of people which is why Votes for School is so important to students for now and our future. When it comes to Votes for Schools my favourite part is the mini and final votes. This is because it's important to see other people's opinions on the topic and why they believe this.

**Emmy J, Y10**

Votes For Schools is, for me, very valuable to help develop communication and speech writing skills, which are essential in later life (for example during interviews), if not every day. Votes for Schools enables us, as students, to develop our analytical thinking skills and write our own speeches in a short amount of time which is a great set of skills to have. Some of the questions related to environmental/global issues are really helpful to think about because we are likely to be the generation who has to deal with the effects of climate change. We hence need to learn about it now so that more action can be taken later on, which is really beneficial to all.

## Parental feedback on VfS:

"Great for sharing views and discussing current affairs. Discussions get followed up at home. Helps students be aware of a world outside of school."

"Discussions take place between our two children at meal times as we discuss the events of the day. They also chat about it between themselves."

"I really enjoy discussing the current weekly topic with my son at home. It's also great that there is a parent information sheet available on the school's website every week. I can see what they are debating and a summary of the key points on that topic."

# Character Education

Character Education takes place during tutor time twice a week, with the first session used to review progress and the second to explore different character strengths.

## The purpose of Character Education at Wath Academy is to enable all students to:

- Understand what values/virtues are important and why these are essential for our wellbeing and happiness
- Reflect on and apply these values/virtues to develop excellence of character
- Become exemplary role models for these values/virtues
- Develop a practical wisdom in decision making that will help them to flourish

Character Education is therefore a personal pursuit of excellence in character enabling all of our students to be happy and fulfil their potential.

## The skills of goal setting

Every student in school sets three targets to focus on twice a year. Studies have found that people who set regular, personalised goals are more likely to be successful and content in life. This is because having goals to focus on makes a person more driven, accountable and motivated.

During Character Education sessions, students complete a number of pages in their student planner that look at setting short term, long term and lifetime goals. Students set goals in September and February, and we ask parents to help them in setting appropriate and challenging goals.

Please check your child's planner each week to see the progress towards their goals.

## Areas of focus

Goal Setting
Resilience
Grit
Determination
Personal Drive
Hope
Aspiration
Effort
Work Ethic
Attitude
Growth Mindset
Ambition
Confidence
Deliberate Practice
Emotional Control
Excellence

"Studies have found that people who set regular, personalised goals are more likely to be successful and content in life."

Activity	Details
<b>Goal Setting Grid</b>	This is where students think about goals in three different categories including wellbeing, adventure and experience and education and careers. Students set goals that are time linked from 6 months to five years, plus a lifetime goal.
<b>4 To Focus</b>	These are the four goals that students focus on during a term. There is one goal for each of the goal categories and all should be achievable by the end of the school term (autumn, spring and summer).
<b>Wow Planners</b>	Students create a WOW planner for each of the '4 to focus' goals – they complete these every time they set new goals (at the start of each term). The WOW planner contains specific actions that need to be completed in order to achieve the goal and what would be gained or lost depending on whether the goal is achieved.
<b>5 Minute Happiness Journal</b>	Students complete a five-minute happiness journal once a week in tutor time. The journal looks at progress over the last week towards all of the '4 to focus' goals. The aim is to celebrate what has gone well, give a focus for the following week and to keep students on track to achieve their current goals.



# Student Leaders

Our student council ensures our students have a voice and they aim to represent and enhance the experience of all that attend our Academy by listening and discussing current issues.

The council is made up of student leaders who are in Year 7-10 and senior students who attend our sixth form. All who want to be involved go through an application and interview process to be selected. In half term 2 there will be the opportunity for students in Year 7 to apply for a position as a student leader.



## Roles and responsibilities of student leaders

- Work with all council members to put forward agenda items that will enhance the experience of students attending the Academy
- Attend all council meetings
- Represent the views of all students and consider the wider needs
- Be role models for other students within the Academy
- Support in the recruitment of new staff by helping to conduct Student Interview panels and to provide tours of the school which may include an element of Q&A
- Support with the running of school events such as open evenings
- Deliver speeches and be a representative at a variety of school events
- Assist and deliver in school assemblies
- Participate in activities initiated by student council
- Promote the student council and their activities using a range of approaches



# Student Planners

Every student at Wath Academy is provided with, and expected to carry with them at all times, an A4 Student planner.

The planner helps with organisation and being prepared for each school day. The planner contains important information about the Academy, subject specific guidance and details for the Character Education programme. Inside the planner, students track their attendance on a weekly basis. It also contains additional pages that allow for note-taking during assemblies, tutor time or seminars and revision sessions. The planner is put on desks at the start of every lesson, so it can be used when required.

The planner is placed at the centre of everything a student does at school and provides a wealth of information every student needs. It shows the students our seven key drivers and informs them of the Academy's vision and values. Each key driver has a double page spread that explains what the key driver is, how it will help students succeed at school, and then directs them to wider reading and research about the topic. Assemblies throughout the year explain the key drivers to students in greater detail.

Attendance is a key part of success at school and students record their attendance each week in the planner. It also highlights the danger of missing a given number of lessons/days.

The planner has a wide range of information about the history of the house system and provides space for students to record the upcoming house activities they can be involved in. A new section now offers students and parents advice on how to stay safe online with a variety of promotional material from the National Online Safety organisation ([nationalonlinesafety.com](http://nationalonlinesafety.com)). Each week, students will use the planner to plan their Votes for Schools speech, take notes in assembly and complete their Character Education Work.

**“Attendance is a key part of success at school.”**





# Experience Passports

The Wath Academy Experience Passport advocates exposure to a wide range of age-appropriate, life-enriching experiences.

Activities are organised by the Academy to help complete the activities in the passport and can include out of school experiences. The passport ensures that students have experiences outside the 'everyday norm' that will give them the confidence to make brave choices beyond their time at Wath Academy.

The passport comprises a list of experiences that students should aim to complete by the end of each academic year. They are grouped together and include:

**Religion and Culture:**

e.g. visits to religious landmarks, participation in an unfamiliar religious festival and cultural visits to an opera

**Sport and Outdoors:**

e.g. physical challenges, outdoor pursuits, climbing a mountain and attending an international sports fixture

**Heritage:**

e.g. visits to the Houses of Parliament, museums and English Heritage/National Trust sites

**Careers and Enterprise:**

e.g. creating a company and raising a profit

**World and Travel:**

e.g. visiting a European capital city

**Community:**

e.g. charity events, clean-up projects, local projects and Race for Life

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# Academy Contacts

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# Student Activity

## What Do I Know?

<b>What time does school start and finish?</b>	
<b>Where will you eat your lunch?</b>	
<b>Where will your tutor room be?</b>	
<b>What is your tutor called?</b>	
<b>Name 3 people who you could talk to if you had a problem</b>	
<b>Where are the changing rooms?</b>	
<b>Where can I go during social times?</b>	
<b>How will you get home from school?</b>	
<b>What equipment will I need each day?</b>	
<b>Who is my Pastoral Year Leader and where do I find them?</b>	



# Student Activity

## My Hopes and Aims

We believe you can achieve anything you want to achieve!



Academic Hopes and Aims	
In my lessons, I aim to...	
I hope to learn about...	
My learning goals are...	

Pastoral Hopes and Aims	
I aim to make strong friendships because...	
I hope to feel proud of myself when...	
I aim to be confident about...	

Extra - Curricular Hopes and Aims	
I hope to join a club for...	
The active learning I hope to get involved in is...	

# Student Activity

## My 2023 Time Capsule

A time capsule is like a frozen snapshot of time. We would like to invite you to make your contribution to the time capsule for your Year 7 group.

This will be opened in five years, in 2028, when you have completed your examinations. You will be 16-years-old and will be able to look back at your 11-year-old self, at the start of your journey at Wath Academy.

<b>Name</b>	
<b>Best friend</b>	
<b>Future job</b>	
<b>Favourite song</b>	
<b>In the news today</b>	
<b>I spend most of my leisure time...</b>	
<b>The best thing about Primary School...</b>	
<b>What I am excited about doing at Wath Academy?</b>	
<b>What I am most nervous about moving into Y7...</b>	
<b>What I want to achieve at Wath Academy...</b>	
<b>I predict that by 2028:</b>	





**Wath  
Academy**



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