

Tudor Grange
Academy Worcester

Guide

2024-25





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Our School Day

The school has split break and lunch times during Period 2 and Period 4. Period 6 is used to offer extra curricular activities, as well as some sixth form lessons.

Directed time for staff begins at 8.20am and ends at 3.10pm, excluding calendared CPDL and after school events. This requires staff to be present around school at the start and end of the day. College briefings are held on Monday mornings at 8.20am, all staff briefings at 8.20am on Thursday mornings, leadership briefings are held on Friday mornings at 8.20am.

Time	Years 7, 9 & 11	Years 8, 10, 12 & 13
8.30am	Tutor Period - AM Registration	
9.00am	Period 1	Period 1
10.00am	Break	Period 2
10.20am	Period 2	
11.00am		Break
11.20pm	Period 3	Period 3
12.20pm	Lunch	Period 4 - PM Registration Y8, Y10, 6th form
1.00pm	Period 4 - PM Registration Y7, Y9, Y11	
1.20pm		Lunch
2.00pm	Period 5	Period 5
3.00pm	End of day	End of day



Our Teaching Staff

Name	Initials	Post	Ext
ALLAWAY Rachel	AYR	Lead Teacher Drama (0.8)	4433
ASH Aimee	AHA	Science	4468
BAINBRIDGE Aimee	BEA	Maths	4449
BALDWIN Sarah	BNS	Science (0.8)	4468
BARNES Matthew	BSM	College Leader Keller	4432
BARNETT Ross	BTR	Boys PE	4464
BANISTER Bradley	BRB	Lead Teacher Music	4433
BARRATT Nicola	BTN	Maths	4449/4455
BELLARD Sarah	BDS	Maths	
BEVILACQUA Alexandra	BQA	English	4427
BIRCH, Demy-Leigh	BHD	Curriculum Leader Social Sciences	
BITHELL Helena	BLH	Media Studies Lead	4427
BOURKE Paul	BEP	History	4426
BOWYER David	BRD	Science	4468
BURKE Craig	BEC	History/Cover	4426
BUTLER David	BTD	Principal	4418
BUTLER Jenna	BRJ	Safeguarding College	4411
CARTMELL Fran	CLF	Visual Arts	4482
CLARK Andrew	CRA	Maths	4449/4455
COLES Gavin	CSG	Drama	4433
CROOKS Jessica	CSJ	Geography	4426
DAVIS Grant	DSG	College Leader Turing	4429
DENT Chris	DTC	Compute-IT Lead (0.6)	4436
DEWE Karen	DEK	English and communication co-ordinator	4427
DHANDA Sunil	DAS	Maths	4449/4455
EASTWOOD Neil	EDN	Maths	4449/4455
EVANS Dawn	ESD	Inclusion Team	4434
FARLEY Kat	FYK	Head of Sixth Form & Quality Nominee (Maternity Leave)	4485
FOSTER Molly	FRM	Geography	4426
FREE Laura	FEL	Lead Teacher Geography/Equality and Diversity	4426
GLEDHILL Dan	GLD	Science	4468
GOUVEIA Carina	GAC	Visual Arts (Art and Photography)	4482
GUYATT Aimee	GTA	Inclusion Team Manager	4434
HARPER Kate	HRK	College Leader Ashe (Maternity Leave)	4476/4433
HEMPHILL Jonathan	HLJ	Lead Teacher History	4426
HODGKINSON Kate	CEK	Teacher of Food	
HOPWOOD Jennifer	HDJ	Lead Teacher English	4427



Our Teaching Staff

JEYNES Rebecca	JER	Health and Social	
JOHNSON Emily	JNE	Girls PE	4491
JOHNSON Zoe	JNZ	Dance/PE (0.8)	4491
JONES Andrea	JSA	Lead Teacher Maths	4449/4455
JONES Dafydd	JSD	Teacher of Science (Biology) (0.8)	4468
JONES Rebecca	JSR	Lead Teacher Design Technology	
KEAR Robert	KRR	Boys PE	4464
LAM Joyce	LBJ	Teacher of Business (Teach First)	
LAWRENCE Stephen	LES	Lead Teacher Biology	4468
LEES Anya	LSA	Psychology	4427
MACKIE Charlotte	MEC	Lead Teacher STEPS and EVC	4426
MARSH Katie	MHK	Geography/Equality and Diversity (0.4)	4426
MARSON Bethany	MSB	College Leader Ashe (Mat)/Curriculum Lead Science	4476
MENA Pilar	MAP	MFL	4449/4455
MERRIMAN Beth	MNB	College Leader Attenborough (Mat)/Curriculum Lead PE	4422
O'BRIEN Lucie	ONL	SENCO	4460
O'CONNOR Ani	ORA	Lead Teacher Physics	4468
O'DONNELL Vicki	OLV	Design & Technology/DofE Co-ordinator	
ORBELL Fiona	OLF	Curriculum Lead English	4427
PACE Elizabeth	PCE	Maths	4449/4455
PRICE Charlotte	PEC	English	4427
RICHARDS Mark	RSM	Lead Teacher Chemistry	4468
ROACH Ashley	RHA	College Leader / Mat Cover Head of Sixth Form	4485
ROWE Rhiannon	RER	Lead Teacher English	4427
SALMON Christopher	SNC	Music	4433
SHORT Dave	SRD	English	4427
SIDAWAY Jake	SYJ	Lead Teacher MFL	4449/4455
SPOWART Dominic	SWD	History	4426
TAYLOR Lucy	TRL	PE (0.8)	4464
THOMPSON Sophie	TNS	PE	4464
WALKER Alison	WRA	Lead Teacher Science	4468
WALKER Jack	WRJ	Maths (ECT)	4449/4455
WHITE Louise	WEL	MFL	4449/4455
WILKINSON Lydia	WNL	English	4427
WOOD Kate	WDK	Curriculum Leader Maths	4449/4455
WYLIE Emma	WYE	College Leader Angelou	4479



Our Support Staff

ADAMS Sarah	AMS	SEN Administrator	4421
BAND Debbie	BDD	Literacy and Testing Manager	4474
BARRON Emily	BNE	Learning Mentor	4434
BARNES Clare		Catering Manager	4410
BARRON Emily	BNE	Learning Mentor	4474
BASSETT Caroline	BTC	Reprographics Support	4481
BEARD Natalie	BDN	Inclusion Team	4434
BECK Gemma	BKG	Learning Mentor	4474
CANDLIN Ella	CNE	Learning Mentor	4474
COOK Monika	CKM	Science Technician	4468
DAMADZIC Asim		BAM/Site Manager	4462
DAVIES Nicola		BAM/Site Team	4462
DRAPER Isabella	DRI	Academic Mentor	4474
DODD Tina	DDT	Safeguarding and LAC	4423
ETTRIDGE Susan	EES	Learning Mentor	4474
FOX Leanne	FXL	Family Support	4477
GOODWIN Charlotte	GNC	School Counsellor	4453
GREEN Sarah	GNS	Examinations Office	4473
HALL Ian	HLI	Cover Supervisor	4444
HARRIS Tracy	HST	College Admin (Ashe)	4401
HOQUE Roma	HER	Learning Mentor	4474
ILES Virginia	ISV	PA To Principal	4424
JONES Natasha	JSN	Data manager	4447
JONES Nicola	JSN	Reception	4421
JORDAN Paula		Catering	4410
LANDER Catherine	LRC	Educational Psychologist	4485
LANE Suzanne	LNS	Safeguarding Administrator	4415
McCANN Andrea	MNA	Lead Finance Manager	4419
MCCORMICK Lottie	MKL	1:1 Learning Mentor	4474
McCULLOUGH Emily	MHE	Learning Mentor	4474
McSTAY Karen	MYK	Associate Sixth Form Coordinator/Careers Adviser	4436
MARKS Cheryl	MLC	Learning Mentor	4454
MARSON Lorna	MNL	Executive Data Manager	1269
MILNER Katy	MRK	Safeguarding Lead DDSL	4465



Our Support Staff

NEIL Brian	NLB	Cover Supervisor	4444
OWEN Richard	ONR	Attendance Welfare Officer	4446
PURSER Sandra	PRS	Social Science Technician	
REES Christopher	RSC	Senior Science Technician	4468
REEVES Jo	RSJ	Reprographics	4413
RUFF Nicola	RFN	College Admin (Kellar)	4404
SLATER Lindsey	SRL	College Admin (Office Manager) (Turing)	4403
SMITH Naomi	SHN	Inclusion Team	4434
SMITH Jaqueline		Catering	4410
SOMMERVILLE Jennie	SEJ	Pupil Premium Champion	4434
SPARKES Neil	SSN	DT Technician	4488
TAYLOR Sarah	TRS	College Admin (Attenborough)	4405
THORNLEY Claire	TYC	College Admin (Angelou)	4402
WILLIAMS Carolyn		Catering	4410
WILSON Mandy		Catering	4410
WORTH Natalie	WHN	Inclusion Team	4438



Our SIP Targets

The school has three School Improvement Plan targets, which shape our CPDL programme and department action plans.

<p>School Priority One</p> <p>Greater ambition is required to improve learning outcomes.</p>	<p>School Priority Two</p> <p>The processes of the assessment cycle are not always rigorous enough.</p>
<p>School Priority Three</p> <p>Persistent absence significantly impacts learning.</p> <p>Key groups: Y11, Y13, Y8 girls, PP, SEND-E</p>	



Our Vision & Intent

Vision: Determined and ambitious for **all** children

Intent:

1. Advocacy and key relationships for every child
2. All children experience what success feels like
3. All children secure competence in reading, writing and numeracy

At Tudor Grange Academy Worcester our philosophy is that every child should have access to a broad, ambitious and equitable curriculum which enables them to succeed in the classroom, in all aspects of Academy life and in the world beyond the Academy.



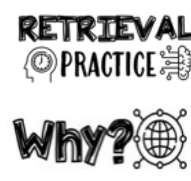

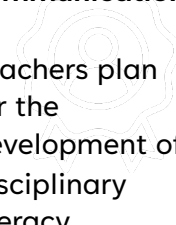





The choices we make about what we teach children are important in achieving this aim. We have deliberated at length about what we value - what we feel will help children thrive - and allocated curriculum time to subjects in the way we feel will best support this aim.

Each department has, in turn, asked what is most valuable about their subject and has built a curriculum around three key principles. These being:

1. that the curriculum is **knowledge rich**,
2. that the curriculum is **purposeful and relevant**,
3. that the curriculum enables all children to be **proactive learners**



Our QFT Framework

Teaching and learning phase	Quality first teaching practice		Pupil outcome
<p>1. Planning Teachers plan with the development of long-term memory in mind.</p> 	1a	<p>Interleaving: previous learning is revisited frequently in order to develop long term memory: the ‘activated’ previous learning is then built on in the lesson.</p>	<p>Pupils are aware of what they are learning and why. They can explain how new knowledge builds on previous learning.</p>
	1b	<p>Intent: teachers plan and share a well-sequenced and rich curriculum narrative with clarity. This sequence supports the gradual development of expert schema because composite knowledge is broken down into component substantive and disciplinary knowledge.</p>	
	<ul style="list-style-type: none"> • Learning Journey • Curriculum Map • Why? • Retrieval Practice • Mini whiteboards used for checking   		
<p>2. Academic communication Teachers plan for the development of disciplinary literacy.</p> 	2a	<p>Entitlement vocabulary: teachers develop pupils’ vocabulary through morphology, etymology and the use of vocabulary in context.</p>	<p>Pupils can understand and create communication within the conventions of the discipline</p>
	2b	<p>Disciplinary literacy: where appropriate, reading, writing, oracy and subject-specific modes of thinking feature prominently in lessons and are taught well.</p>	
	<ul style="list-style-type: none"> • Entitlement vocabulary • Planned opportunities for students to access rich and diverse texts • PEEL structure • Decoding of new vocabulary     		





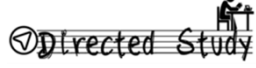
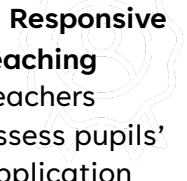






Our QFT Framework

Teaching and learning phase	Quality first teaching practice		Pupil outcome
3. Explanation Teachers explain material in way that facilitates learning.	3a	Decoding assessment criteria: teachers present material in small, connected steps, explicitly linked to prior knowledge and anticipating misconceptions. Diagrams, concrete representations, and examples are used well.	Pupils understand the component knowledge specified on the curriculum, and how these are combined into composite performance.
	3b	Modelling: teachers provide, and identify, aspirational models. They analyse these, explaining the steps and cognitive processes involved in their production	
4. Questioning Teachers use questioning to check the efficacy of their explanation.	4a	Question selection: teachers' questions are linked to learning outcomes and target common misconceptions. They are asked in a way that promotes thought in, and allows for the assessment of, as many pupils as possible.	Pupils do not labour under misconception s; they can be confident they understand the teachers' explanation because they have been questioned on it.
	4b	Expectations for answers: teachers do not allow children to opt-out of giving answers, and insist on detailed, accurate responses to their questions.	
	<ul style="list-style-type: none"> Thinking and writing side modelling (trust) PEEL modelling for extended writing 		
	<ul style="list-style-type: none"> Targeted questioning Priority students first – Boys, PP and SEND Proactive learning habits to encourage curiosity, commitment, and courage 		



Our QFT Framework

Teaching and learning phase	Quality first teaching practice		Pupil outcome
<p>5. Application of learning Pupils apply learning to enable them to move from novice to expert.</p> 	5a	<p>Deliberate practice: teachers provide opportunities for increasingly independent deliberate practice until pupils can perform fluently, and with automaticity.</p>	<p>Pupils' practice means that long term memories have been built, and they can perform with the expected level of automaticity.</p>
	5b	<p>Adaptive teaching: Teachers' planning is informed by the needs of children. The use of appropriate resources, including scaffolds, and teaching strategies enable all children to progress through the curriculum.</p>	
<ul style="list-style-type: none"> Classroom Strategies for Boys SENDi Profiles Sixth Form Directed Study    			
<p>6. Responsive teaching Teachers assess pupils' application and modify their lessons to improve future performance.</p> 	6a	<p>Checking: teachers frequently check pupils' work and alter their lessons, or provide feedback, in response to this checking.</p>	<p>Pupils receive and act upon feedback. They can describe how they have improved their work or deepened their learning.</p>
	6b	<p>Feedback: feedback promotes thought and effort on the part of the pupils. It is prompt and sufficiently personal to the needs of individual pupils.</p>	
<ul style="list-style-type: none"> DIRT Teacher-assessed – purple pen Self-assessed – green pen Learning Stops and Trust Assessments Retrieval Practice Mini whiteboards    			



Our QFT Framework

Teaching and learning phase	Quality first teaching practice		Pupil outcome
7. Behaviour for learning A taught behaviour curriculum supports teachers to plan for a positive learning environment and pupils' behaviour allows learning for all.	7a	Behaviour curriculum: teachers embed routines to support student behaviour. Supportive, timely and considered strategies are used to respond to behaviours and build meaningful relationships with pupils.	Pupils feel safe in their learning environment. They trust their teacher and have a growth mindset.
	7b	Classroom culture: teachers create a culture where students are confident to attempt work, and attribute success or failure to things they can change	

LEARNING HABITS

Commitment

Enter the Classroom Respectfully
Be calm and orderly

Follow Instructions
Respect the rules of the classroom

Contribute Respectfully
Raise your hand to ask and answer questions. Don't shout out.

Curiosity

Engage in the Starter Activity
Begin task as soon as you enter the room

Actively Listen
Face the front and track your teacher

Contribute Fully
Engage respectfully in learning and offer ideas

Courage

Ask Questions
Don't give up when you find learning hard

Attempt Tasks
Don't be afraid to have a go

Embrace Feedback
Don't be afraid of making mistakes

we embrace

the

Tolerance

Unity

Democracy

Opportunity

Respect

Values





Our

Marking, Assessment and Feedback

Intent: To provide clarity on the expected implementation of marking, assessment, and feedback to fully support all pupils to make progress.

The aims and priorities for Marking, Assessment and Feedback

- To provide clarity for teachers and pupils through clearly planned ‘learning journeys’ outlining the knowledge and skills that are fundamental to achieve mastery and will be assessed through ‘learning stops’.
- On-going frequent learning checks provide regular feedback to the teacher on the effectiveness of their teaching strategies and allow them to shape their teaching to meet specific needs of all pupils, ensuring fundamental learning is consolidated. This includes adjusting the learning journey to spend more time on content that has not been fully understood.
- To provide pupils with feedback and guidance that directly supports them in developing their skills and to make progress.
- Marking is used as a positive tool to build relationships with students, as well as for targeted support.

Curriculum Maps and Learning Journeys

- Curriculum Maps have been designed by departments to provide an overview of the learning for each term and how these fit into the wider schema.
- Learning Journeys communicate the Learning Stops for the topic of work (generally over 1 half term).
- Learning Journeys will be present in the front of a pupil’s book, and they will use the agreed format.
- The number of learning stops will vary between subjects, owing to the difference in contact hours that different subjects have.
- Each learning stop will be presented as a question that will provide clarity on the expected skills and knowledge that pupils would need to master to answer the question with confidence.
- The final learning stop will be the summative assessment for the term and will provide data for data captures where appropriate.
- Learning Journeys will also present the language that pupils need to master to be successful during the term.



Our

Marking, Assessment and Feedback

Assessments

- An assessment is any activity that gathers information on a pupil's knowledge or skill. It can take many forms from questioning to formal written tasks.
- Teachers will be carrying out low stakes learning checks regularly throughout lessons to enable them to gauge pupils' understanding and allow them to orchestrate the lesson accordingly.
- More significant assessment is written into learning journeys as Learning Stops and will assess a range of learnt skills / knowledge needed to demonstrate a deeper understanding.
- At KS4 and 5, learning stops should be an exam style question or task.
- 'Trust Assessments' will be agreed across the Tudor Grange Academies Trust and be used to inform projected GCSE grades.

Assessments at Learning Stops must:

- Be thoughtfully planned to enable the pupils to achieve mastery by the end of the Learning Journey.
- Provide pupils with an opportunity to fully demonstrate the fundamental skills /knowledge required.
- Have a clear success criteria that can be understood fully by staff and pupils.
- Have model answers and response where appropriate to provide greater clarity for staff and pupils.
- Be followed up with a DIRT (Directed Improvement and Response Time) task that provides an opportunity to address misconceptions and develop a deeper understanding of the content (see below).

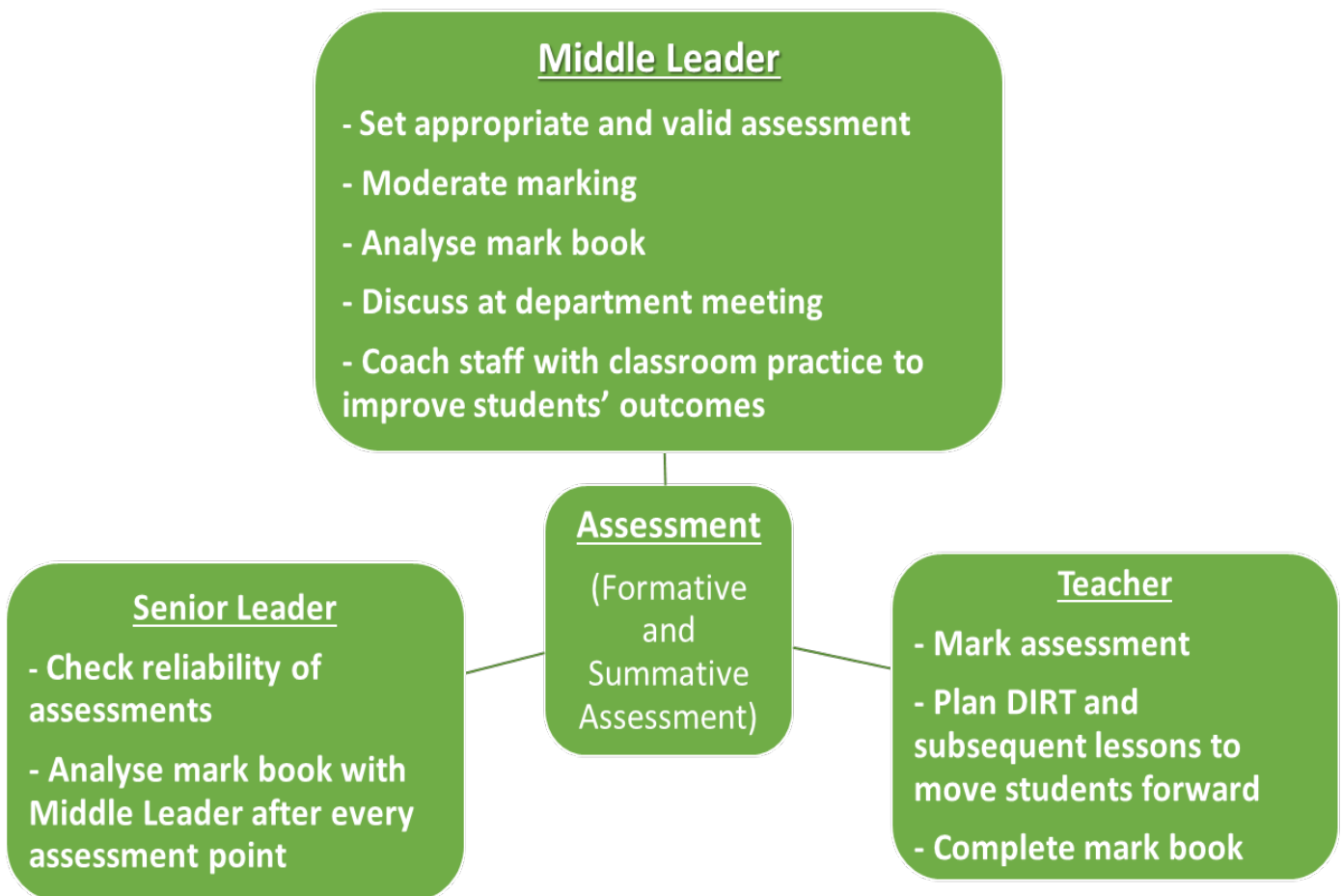
Feedback

- Feedback is any activity that gives pupils further insight into how they are progressing. It can take many forms from whole class verbal feedback to individual written feedback.
- Teachers will carry out informal feedback throughout lessons that spotlight success, unearth misconceptions, and help to direct and guide pupils in their learning.
- Teacher feedback in books will be written in purple pen so that it is easily identifiable for pupils. Written feedback will be given at the point of a Learning Stop or Trust assessment, following the assessment itself or in response to its connected DIRT task.
- DIRT tasks should directly address any misconceptions and deepen understand



Our Assessment Cycle

Assessment data should be in by 12pm on each deadline day (outlined in the calendar). If there are any concerns data will not be in on time you will need to inform your Middle Leader and DSG as soon as possible, and at least 24 hours before.



Key Principles:

1. Core subjects and KS5 subjects (English, maths and science) will complete a minimum of 5 learning stops a term.
2. All other subjects will complete a minimum of 3 learning stops a term.
3. Every subject will complete a Trust, mock or summative assessment at the end of each term which tests the skills and knowledge students have developed over the course of the term.
4. All assessments (learning stops and Trust, mock and summative) will produce data which informs all stakeholders on how the student is performing in the subject.
5. Results from all assessments will be recorded on department trackers and saved on Teams under the Teaching and Learning team.
6. Every learning stop should be an exam style question/task in KS4 and KS5.



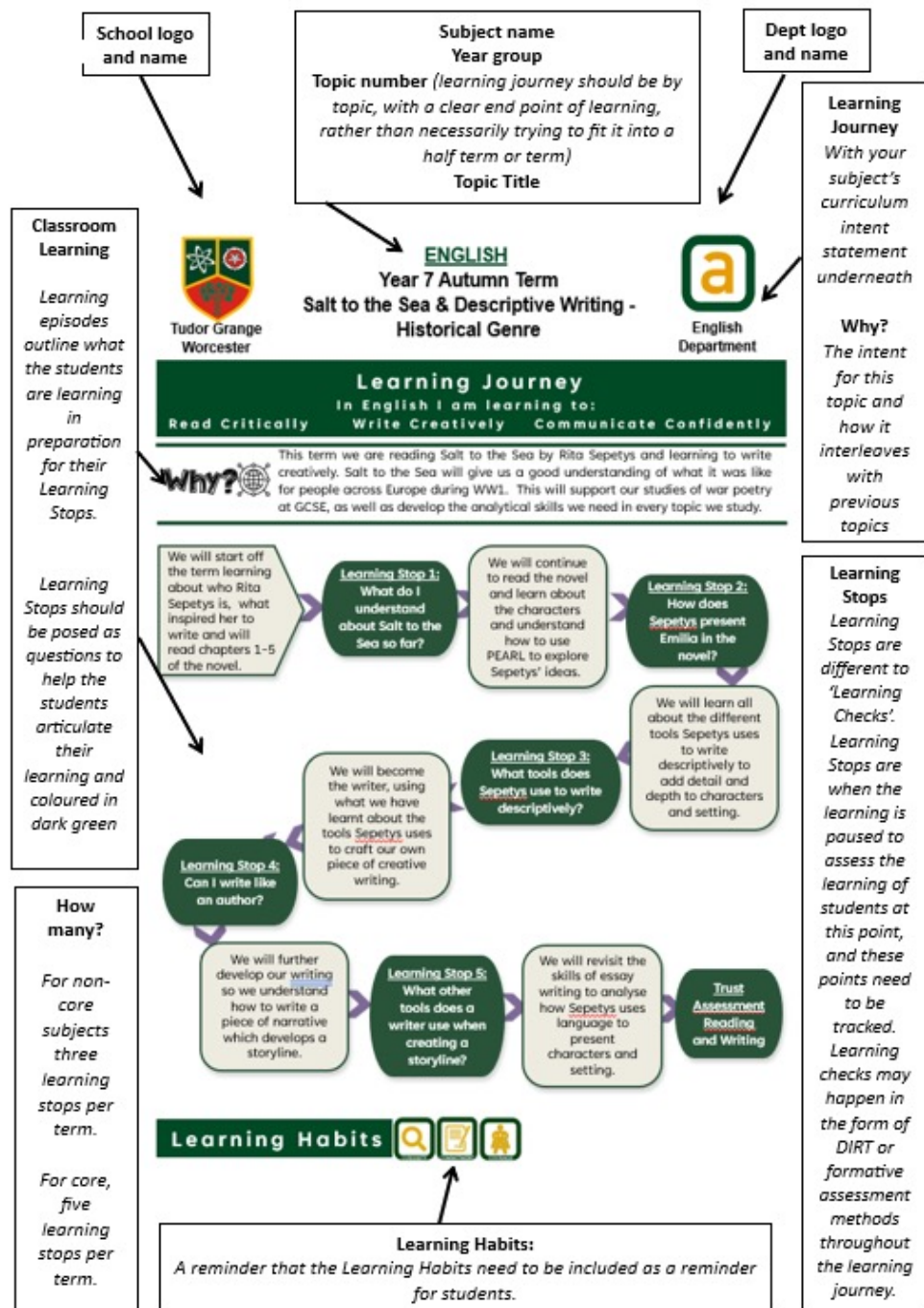
Our Learning Journey

The purpose of the Learning Journey is to support students in articulating their classroom learning journey.

A shared approach to the documentation and language used with students provides consistency and clarity for our students, as well as providing a clear sequence of learning and assessment points for staff to utilise.

Learning journey and key vocabulary sheets need to be printed on A4 white paper, in colour and single-sided.

They are then stuck into books, or printed on the first page of booklets, at the start of each new topic.





Our Teacher Standards

The full teacher standards can be found on the government website:
[Teachers' standards: overview \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/teachers-standards-overview.pdf)

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions o showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

TGAW Reading



Key Language		
Word	Definition	In context
Chronology	In order of time	A timeline should be in chronological order.
Cause & Consequence	The reasons why things happen & the impact	It is important to know what causes events and their consequences.
Significance	The importance of something	We will learn about some very significant events.
Evidence	Clues from the past that can tell us what happened	The evidence we found helped us solve the mystery.
Source	Where we can find information	There are primary and secondary sources in history.
BC / AD	Before Christ / Anno Domini (after Christ)	A timeline of the history of Britain would show BC and AD.
Progress / regress	Get better / get worse	There was some progression after the Romans, but mainly society regressed.
Hierarchy	A ranking order of importance within a group/society	Mr Butler is at the top of the school hierarchy.
Peasants	Usually farmers, 70% of the population	The peasants are at the bottom of the Norman hierarchy.
Heir	Someone who is next in line to the throne, usually the oldest boy	Edward the Confessor had no living heir.
Cavalry	Knights on horseback	The Norman army was made up of 3: cavalry, archers and infantry.
Fyrd	Peasants/farmers who had to join the king's army	The fyrd were poorly armed and usually only had farming tools.
Harrying	Attacking / harassing	William deeply regretted harrying the North.
Domesday Book	A compilation of survey's that William conducted on England	The Domesday book was 413 pages long.
Feudal system	The hierarchy of service in Norman England	The feudal system was based on loyalty and service.

Entitlement Vocabulary

Each learning journey is accompanied by a key language document. This document shares the tier 2 and tier 3 vocabulary specific to the learning journey and includes a definition and example of the word being used in context.

5-Steps for Decoding

When a new subject-specific word is introduced to students, we use the five steps for decoding to reinforce the key vocabulary: introduce, pronounce, deconstruct, recognise, reinforce.

Reading R.U.L.E.S.

Every learning journey has two Reading RULES tasks embedded, a shared whole-school approach to teaching students reading processes. These focus on students reading a text and applying their understanding to a 'big question'.

New Vocabulary Alert!

1. INTRODUCE
Look at the word, hear how it is pronounced and learn what it means.

2. PRONOUNCE
I say...
We say...

3. DECONSTRUCT
Etymology - where did the word come from?

4. RECOGNISE
See the word in context

5. REINFORCE
Apply the word - use the word in the lesson.



TGAW Writing



Thinking
LIKE...

Writing
LIKE...

Sentence Stacking

- Students must have the opportunity to complete longer exam questions over the course of the term, both as learning stops and in lesson time. Students should not be sitting summative assessments in which they have only practiced higher value questions once.
- Self and peer assessment needs to be utilised to ensure students have opportunity to write extended answers (as applicable to subjects) and receive some feedback on these answers.
- Core subjects plan two opportunities for extended writing each term, and non-core plan one opportunity per term.
- A sentence stacking approach should be used to scaffold how students can get from planning their ideas to turning this into a written response, where teachers can live-model this process with students.

DIRTY TASK 1 - Redraft the method

Thinking

① - set up as shown
 I → length of wire
 L → 20cm → 20cm interval 10cm (repeat readings)
 DV → resistance of wire
 ② → will have to measure P.D and current
 Use $V=IR, R=\frac{V}{I}$
 CV → temp of wire
 → to keep current low + const
 some wire used throughout (metal + thickness)

voltmeter → record in table
 ammeter →

STUDENT CHECK:
 Have you:

included key measurements and the equipment you're going to use? e.g. Measure the temperature using a thermometer	
numbered your steps?	
Included exact values? e.g. use 10cm ³ of hydrochloric acid	
made any control variables clear?	
said to take repeat readings and calculate the mean?	
checked someone else could follow your final method?	RN

Writing

A student investigated how the resistance of a wire varies with the length of the wire.
 The figure shows the circuit used.
 The student plotted a graph of resistance against length of the wire.
 Describe a method the student could use to obtain the data needed to plot the graph.

① Set up the circuit as shown in the diagram above.
 ② Measure 10cm of wire out and use this as your starting length. ③ Use a variable resistor to keep the current low and constant so the wire doesn't heat up. This is your control variable. ④ To find the resistance of the wire you need to measure the potential difference using a voltmeter, and the current using an ammeter. ⑤ Repeat steps 2-4 using intervals of 10cm until you reach 20cm making sure to record results in your table. ⑥ Use the formula $R=\frac{V}{I}$

Our T&L Toolkit



P.E.E.L.

Analytical writing across the school follows the P.E.E.L. structure (Point, Evidence, Explain, Link). This provides familiarity and security for students who can utilise the structure across different disciplines.



Retrieval Practice

Retrieval practice is a key component of our curriculum. Teachers use a wide range of retrieval practice techniques to support students in remembering key content. Retrieval practice occurs during the beginning of lessons and during DIRT time.



D.I.R.T.

After every scheduled 'Learning Stop', teachers provide 'Dedicated Improvement and Reflection Time'. DIRT time provides opportunity for planned classroom tasks and activities that meet the learning needs identified as part of the marking and feedback process.

Our Homework



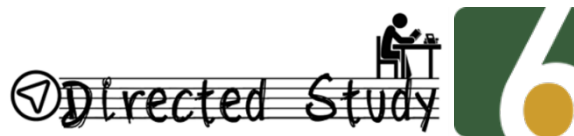
Homework at Tudor Grange Academy Worcester helps our students:

- Consolidate and enhance their classroom learning journey.
- Develop independent skills such as self-discipline, resilience, and effective time management.
- Prepare effectively for learning stops and trust assessments.
- Foster proactive study habits for continuous academic growth.
- Utilise feedback to address misconceptions and further improve understanding.
- Extend their learning beyond the confine of the classroom.

What does Homework at TGAW look like?

- Homework tasks are diarised on Bromcom / MCAS
- Homework tasks will directly reinforce the classroom learning journey.
- Homework may be provided through a variety of formats, including low-stakes quizzes on Satchel One, longer project-based work, practicing exam-style questions or reading tasks.
- To ensure that all students can complete their homework, provisions will be made for them to work on their assignments during Period 6 within the school building.
- If homework is not complete, and a student has not just cause for not completing it, they will be set a curriculum detention.
- Homework will be set according to the following minimum requirements:
 - KS4: Weekly for core, fortnightly for option subjects
 - KS3: Fortnightly for core, every three weeks for non-core

Our



Directed Study for Sixth Form

Like homework, directed study helps our students in the same way. As students in the sixth form study independently for their subjects, 21 hours a week in total, we expect them to using their non-contact time throughout the day to complete the work we set.

What does directed study at TGAW look like?

- Students are expected to consolidate their learning from the classroom for 2 hours a week for each subject using the consolidation framework.

How to Consolidate

what you learn in class after the lesson as part of your

After the Lesson <small>At least 30 minutes within 24 hours of the lesson</small>
Review your notes <ul style="list-style-type: none"> Identify the key vocabulary from the lesson by highlighting it and write a definition next to each word. Highlight key information. Add visual cues to your notes to dual code them. These can be anything that helps you remember the content in the notes. Write a summary of the notes in your own words. If you use Cornell notes, complete the cue and summary sections.
Elaborate your notes As you go through your notes, ask yourself questions about what you have written, particularly why. Then find the answer. You could also add to your notes how the lesson content you have studied in class can apply to your own experiences or memories.
Fill in any gaps or add to your notes using other sources Use your textbook, appropriate websites, and online videos to fill in any gaps that you have in your notes or add further detail to them.
Create edited notes Use your reviewed notes, your elaboration to your notes, and the additional notes from other sources to create a new set of notes on this lesson topic.
Post-it note reminders Write down on a post-it note anything you are not sure about from the lesson as a reminder to you to ask your teacher in the next lesson about it. Stick the post-it note(s) on top of the part of your notes you are unsure about.

Directed Study

Space Practice - Returning to Your Notes <small>Two or more days after the consolidation of your notes initially</small>
Check what you can remember (retrieval practice) <ul style="list-style-type: none"> Don't look at your notes before hand and make sure they are away. Brain dump everything you can remember about the notes on to a blank piece of paper. Can use dual coding if it helps. Then use your notes to assess what you knew and what you didn't. Use a different colour to then add in anything you didn't remember to your brain dump.
Use your notes to answer exam questions <ul style="list-style-type: none"> Plan out responses to exam questions in as much detail as possible. Write model answers to exam questions. Create a bank of answers to questions you can use for revision.
Check your understanding Use your notes to create a quiz to check your understanding of your notes. You could use Forms on Office 365, Quizlet, Kahoot or flashcards. Once created, use it to check your understanding.
Using your notes to create a revision tool Create a revision tool of your choice that also consolidates the content covered in the lesson. Some examples of what you could create are: flashcards, a mindmap, a revision clock, a lotus grid or a folding frenzy.
Prioritise your notes After you've returned to them, review the content in the notes by traffic-lighting it so you know what you need to focus on the next time you are studying and revisiting these notes.

It is helpful to set a reminder to do this for students on SMHW. The completion of this work is checked during half termly folder checks.

- Staff are then expected to set 4 hours of directed study tasks a week on SMHW which can set a block for the week or lesson by lesson.
- Directed study tasks may be provided through a variety of formats, including low-stakes quizzes on Satchel One or TEAMS, longer project-based work, reading tasks or revision tasks.
- Directed study tasks are uploaded onto Satchel One to track the progress and completion of assignments.
- Students can be awarded a shout out for the completion of a directed study task to high standard and can be issued supervised study if the lack of completion of directed study becomes concerning.



Our College System

Our College system provides all aspects of support for our student's academic progress and pastoral care throughout their school career. Students start their time with us in a vertical tutor group where they will remain until the end of year 9. As students enter KS4 they then progress onto a horizontal tutor group where they will remain until they leave at the end of year 11. Their Tutor is responsible for fulfilling the role of their parent within school. Each College is named after an inspirational figure that epitomises the values that the College Leader hopes to nurture.

The blended approach to the tutor group structure allows a bespoke tutor time programme to be delivered to each key stage. It will provide students with opportunities to learn about responsibility and take an active role in supporting and encouraging other students. It provides them with a much broader knowledge and understanding of all aspects of school life. Tutor groups have approximately 25 students.



Emma Wylie
Claire Thornley
Wednesday assembly



Beth Merriman
Sarah Taylor
Monday assembly



Beth Marson
Tracy Harris
Tuesday assembly



Matt Barnes
Nikki Ruff
Friday assembly



Grant Davis
Lindsey Slater
Thursday assembly

MA01: Fran Cartmell
MA02: Ian Hall
MA03: Lucy Taylor
MA04: Elizabeth Pace
MA05: Chris Salmon
MA06: Kate Hodgkinson
MA07: Molly Foster
MA08: Jonathan Hemphill
MA09: Sunil Dhanda

DA01: Sarah Baldwin
DA02: Jess Crooks
DA03: Ani O'Connor
DA04: Sophie Thompson
DA05: Dan Gledhill
DA06: Pilar Mina
DA07: Laura Free
DA08: Charlotte Price
DA09: Bob Kear

AA01: Gavin Coles
AA02: Andy Clark
AA03: Daffyd Jones
AA04: David Short
AA05: Emily Johnson
AA06: Nicola Barratt
AA07: Bradley Bannister
AA08: Aimee Ash
AA09: Louise White

HK01: Vicki O'Donnell
HK02: Alex Bevilacqua
HK03: Dawn Evans
HK04: Jack Walker
HK05: Carina Gouveia
HK06: Jennifer Hopwood
HK07: Dominic Spowart
HK08: Rebecca Jones
HK09: Charlie Mackie

AT01: Karen Dewe
AT02: Stephen Lawrence
AT03: Andrea Jones
AT04: Lydia Wilkinson
AT05: Neil Eastwood
AT06: Helena Bithell
AT07: Jake Sidaway
AT08: Zoe Johnson
AT09: Rachel Allaway

Tutor time

Programme (KS3+4)



College business

Tutors will use equipment mats to complete a full uniform, equipment and standards card check. This will be logged on the tutor briefing sheets issued in college briefings on a fortnightly basis.

Form captains will deliver the key messages from Tudor Press release.



TGAW literacy

The word of the week will be decoded, and Reading RULES will be used to discuss an extract from a book that explores that theme



Culture curriculum

Refers to a programme that is tailored to suit the needs of students in different key stages. Sessions will focus on developing the knowledge and skills students need to develop independence and ambition.



Intercollege competitions

Challenges between tutor groups that focus on developing a range of competencies such as problem solving, teamwork and leadership. This includes weekly quizzes, half-termly challenges and intercollege sports.

All tutor time resources are updated weekly and are available in the WORCS-Tutor Time Programme” teams page.



WORCS - Tutor Time Programme



Our Sixth form

Tutor time programme

Ash Roach
Karen McStay

Year 12

SF01: Anya Lees
SF02: Chris Dent

Year 13

SF03: Katie Marsh+
Mark Richards
SF04: Rebecca Jeynes

Year 12+13

SF05: Rhiannon Rowe
SF06: Demy-Leigh Birch



Briefing

Refers to the messages that are shared with students directly from the Head of Sixth Form. Additional opportunities are also shared with students during this time as well as celebrations of student work and achievements. This takes place every Monday morning for year 12 and Tuesday for year 13.



Life Beyond Sixth Form

Refers to sessions we run in relation to careers, work-based learning and post-18 options. It also involves external speakers. This also incorporates PSHE content, current issues and debates with a focus on promoting oracy through discussion.



VESPA

Refers to the framework we use to support students to develop an A-level mindset. Sessions about each aspect are delivered during tutor time as well as tutors and the Head of Sixth Form holding VESPA meetings with students.



Inter tutor group competitions

Challenges and competitions between tutor groups that focus on developing a range of competencies such as problem solving, teamwork and leadership. Sixth form students will also have opportunity to work with the wider school and local community during this time.

All tutor time resources are updated weekly and are available in the WORCS-Tutor Time Programme” teams page.

WT

WORCS - Tutor Time Programme






Our Learning Habits



Tudor Grange Academy Worcester

LEARNING HABITS

 <h3>Commitment</h3> <p>Enter the Classroom Respectfully Be calm and orderly</p> <p>Follow Instructions Respect the rules of the classroom</p> <p>Contribute Respectfully Raise your hand to ask and answer questions. Don't shout out.</p>	 <h3>Curiosity</h3> <p>Engage in the Starter Activity Begin task as soon as you enter the room</p> <p>Actively Listen Face the front and track your teacher</p> <p>Contribute Fully Engage respectfully in learning and offer ideas</p>	 <h3>Courage</h3> <p>Ask Questions Don't give up when you find learning hard</p> <p>Attempt Tasks Don't be afraid to have a go</p> <p>Embrace Feedback Don't be afraid of making mistakes</p>
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TUDOR VALUES
Tolerance Unity Democracy Opportunity Respect

 Be on time for lessons	 Wear uniform correctly	 Be fully equipped
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Your **STANDARDS CARD** should be with you at all times





Our

Pastoral Support for Behaviour

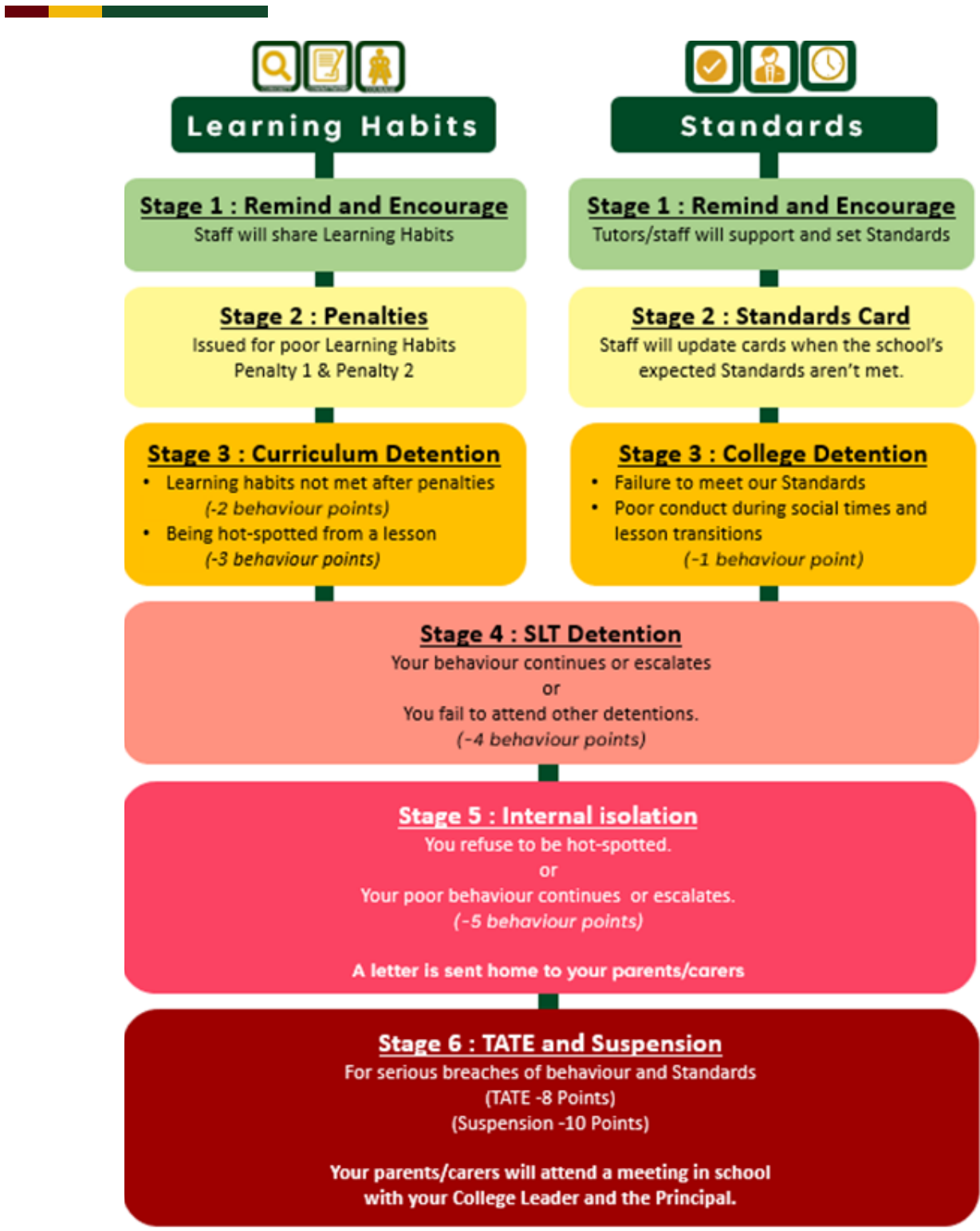
The college system provides every students' pastoral point of contact. Tutors monitor the behaviour of their tutees. College Leaders will support in monitoring and making decisions on intervention for students.

Where there are large increments in behaviour points tutors and college leaders would look to intervene. Interventions are based on a tiered system that support behaviour are:

Tier	Flags	Support
1	<ul style="list-style-type: none"> 25 behaviour points 10 behaviour points over a half term Sudden increase in number of behaviour events 	<ul style="list-style-type: none"> Tutor parent contact (phone / email) Tutor report Tutor checks report daily
2	<ul style="list-style-type: none"> 50 behaviour points 20 behaviour points over a half term Sudden increase in number of serious behaviour events 	<ul style="list-style-type: none"> Parent meeting (Tutor, subject teacher or college leader) College report Tutor checks college report daily College leader checks report weekly
3	<ul style="list-style-type: none"> 100 behaviour points 50 behaviour points over a term Serious behaviour events and / or safeguarding events 	<ul style="list-style-type: none"> PSP (Personal Support Plan) SPA referral College report Tutor checks college report daily College leader checks report weekly
4	<ul style="list-style-type: none"> 150 behaviour points 50 behaviour points over a term Repeated pattern of serious behaviour events and / or safeguarding events 	<ul style="list-style-type: none"> Governor's panel – official warning Retain PSP Managed move or alternative provision explored SPA referral

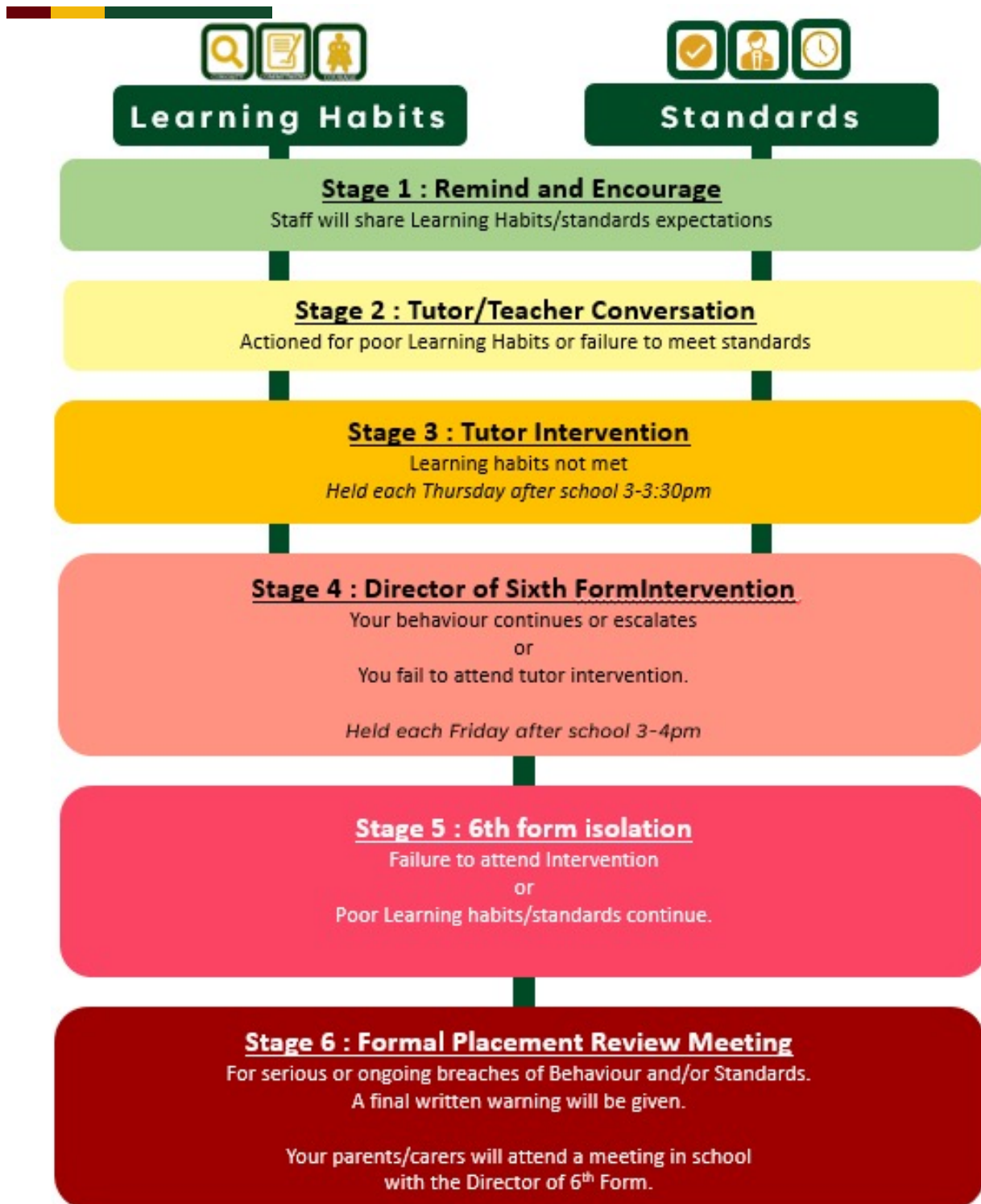


Our Behaviour Flowchart



Our Sixth Form

Disciplinary Procedure



Our Rewards



Learning Habit Merits

Academic: Committed

For demonstrating excellent commitment to their studies.

Academic: Courageous

For being courageous in their learning.

Academic: Curious

For being curious in their studies.



Commitment



Community



Courage



Curiosity

Teachers are expected to award a minimum of three merits per lesson for students demonstrating the school learning habits.

Standards: College

For consistently upholding high standards in their standards of uniform, equipment, attendance and punctuality.

Tutors are expected to award one standards merit each week if they fulfil the above.

Community

For being an excellent member of their community (both the school community and the wider community) and making positive contributions to the wider community around them.

Club cards

Period 6 club cards

Students in KS3 will be able to receive club card points for attending any period 6 club. This will lead to a termly reward for those that complete a card.

100 club cards

Year 10 students need to collect 100 points to qualify to attend the celebration trip to Drayton Manor. Year 11 students need to collect 100 points to qualify to attend the school prom. The students with the most 100 club points in Year 11 will have their Prom ticket paid for by the Academy.

Each time a student completes a club card they need to submit it to reception.



Our Standards – Standards Cards

All students will carry a standards card in their blazer pocket. The standards card is a system of noting where a student has not met our standards expectations in the following areas:

- Punctuality to lessons
- Uniform
- Equipment

Where a student has received three signatures in one of the standards areas a college detention will be issued. Where a teacher signs a student’s standard card and a detention is required, the teacher must re-issue a new standards card and take the completed standards card to college admin staff.

Where a student is not in possession of a standards card then a college detention is issued.

TGAW – Standards and Expectations Card

Name: _____

Date of issue: _____ Tutor Group: _____

Out of lesson log:				
Date	Period	MoS	Time	Reason

Uniform		
Date	MoS	Uniform Issue

Equipment		
Date	MoS	Equipment Issue

Late to Lesson				
Date	MoS	Period	Mins	Subject

Our SENDi commitments



Our 'non-negotiables' and strategies to support SEND students can be found in the [SENDi toolkit.pptx](#). All staff are responsible for ensuring all children can access the curriculum and fulfil their full potential.

Our commitments to ensuring that all students can fulfil this, include:

- Use of dyslexia friendly font on all resources
- When using PowerPoints, font size is no smaller than 28
- Handouts use font size no smaller than 12
- Pastel backgrounds are used in presentations
- Images are used to support learning wherever possible. If you have any questions, please do contact one of our team.
- All staff are required to support with the identification process of students with special educational needs. If you are concerned about a child's progress or anything related to categories of SEND, please make a SPA referral: <https://forms.office.com/e/tdjJDNuagw> at your earliest convenience. Meet the team and know more about our individual roles by watching our short video bio's on the website. Look out for our half termly newsletter to hear news of what we've been up to!
- Round Robins are regularly sent out and these must be completed by all who work with the individual students.
- The SENDi team will arrange teacher of meetings for individual students when important updates need to be shared with teaching staff. Attendance at these is crucial to ensure adaptive strategies allow students to fulfil their potential in the classroom.
- Teaching children emotional literacy is an important part of closing the gaps for our SENDi children. As part of this practice, we use **PACE** as a whole school model for co-regulation.



Playfulness

- Playfulness in interactions can diffuse conflict and promote connection
e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



Curiosity

- Being curious to where a behaviour has come from (in your head or out loud...)



Empathy

- Really connecting with how they are feeling and showing compassion



Our

Personal Development - W.I.S.E.R



We have developed our **W.I.S.E.R** framework to support pupils in becoming confident and well-rounded young adults, able to make safe and well-informed decisions, while actively contributing to the community.

We use **W.I.S.E.R** to track and monitor personal development and it stands for;

- Be **Well** – Supporting positive physical and mental health
- Be **Inclusive** – Understanding the importance of Equality and Diversity
- Be **Safe** – Staying safe online and in the world around us
- Be **Engaged** – Taking advantage of the opportunities available
- Be **Ready** – Preparing for adulthood and life after school



Personal development is facilitated through the **W.I.S.E.R** curriculum in lessons and also through assemblies, via guest speakers, during after school activities, educational visits, clubs and sporting opportunities

Every time a child completes an activity or experience that contributes to one of the five areas, it is logged via Bromcom by the teacher/facilitator.





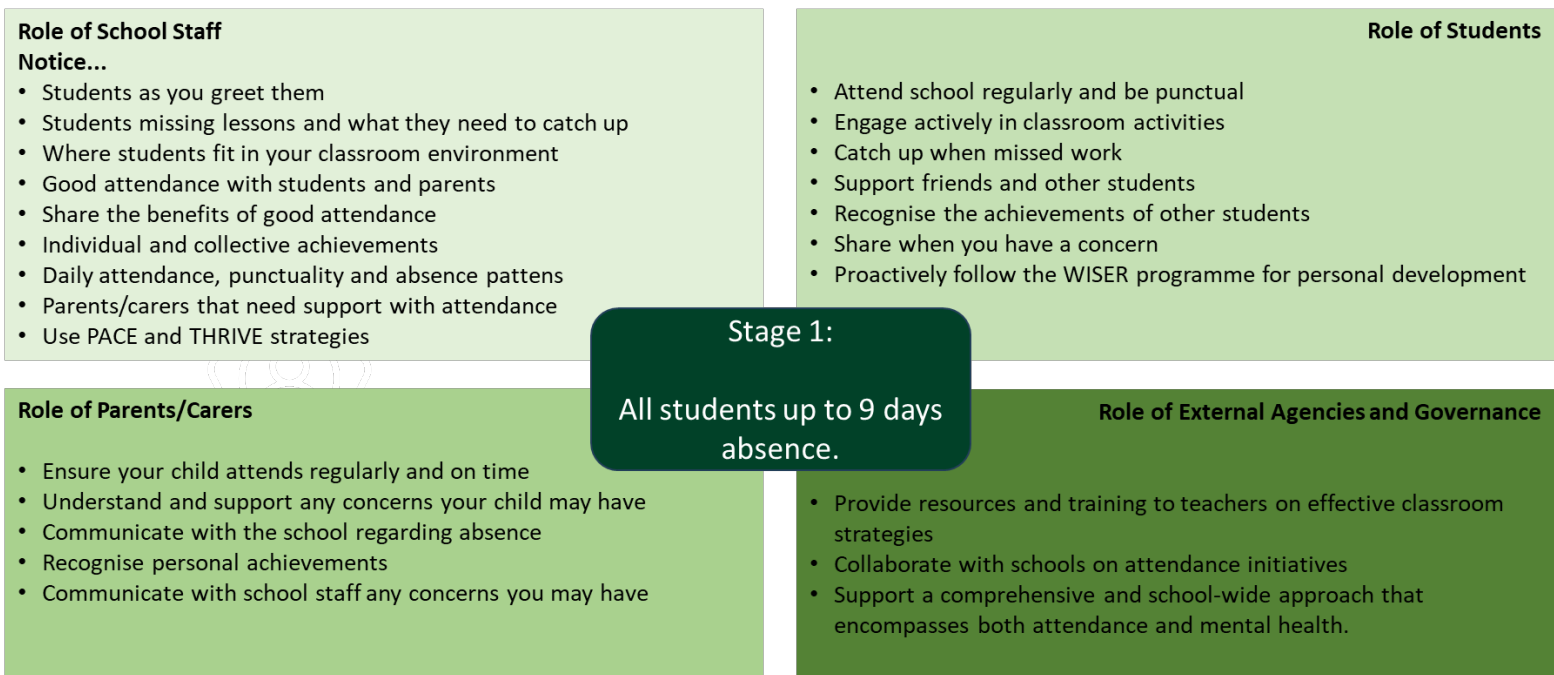
Our Attendance Responsibilities



Positive attendance is the responsibility of all staff in the school.

Our culture of ‘*Belonging*’ is important for students to understand they are noticed and valued in the academy.

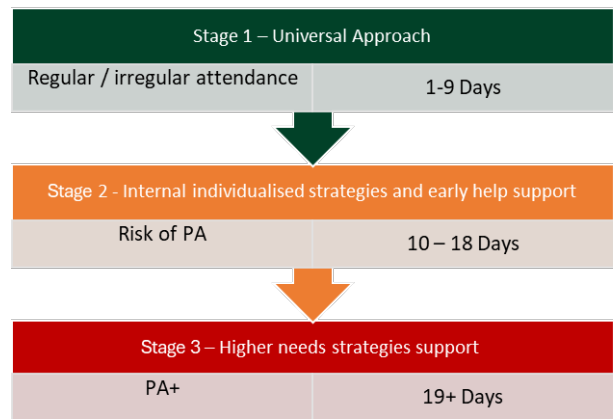
Where attendance is a concern the academy will intervene through its attendance procedures.





Our Attendance Responsibilities

Stage 1	A	0 days of absence away from PA	Universal strategies
	B	3 days absence	Low level intervention
	C	5 days absence	Letter of concern 1
	D	8 days absence	Risk of PA letter (loc2)
Stage 2	A	10 days absence <i>Or historic persistent absence</i>	Attendance contract
	B	15 days absence	Attendance contract review
Stage 3	A	Fixed at PA (19+ days absence)	New attendance contract
	B	10 consecutive days, serious irregular or non-attendance	Referral to CCAS
	C	Attendance 50% or below	Statutory social care involvement
	D	15 consecutive days absence due to illness.	IHP written and referral to Sec 19





Our Attendance Responsibilities



Every Moment Matters Attendance – Tudor Grange Academy Worcester

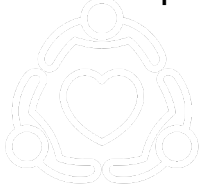
	<i>Number of Days Absent</i>	<i>Attendance %</i>	<i>Numbers of Lessons Missed</i>	<i>Attendance Support Stage</i>
<i>Excellent attendance</i>	1	99.5%	5	Stage 1 Universal Approach
	2	99%	10	
	3	98.4%	15	
	4	97.9%	20	
	5	97.4%	25	
	6	96.8%	30	
	7	96.3%	35	
	8	95.8%	40	
	9	95.3%	45	
<i>Attendance concern</i>	10	94.8%	50	Stage 2 Internal individualised strategy and early help
	11	94.2%	55	
	12	93.7%	60	
	13	93.2%	65	
	14	92.6%	70	
	15	92.1%	75	
	16	91.6%	80	
	17	91.1%	85	
<i>Persistent absence</i>	18	90.5%	90	Stage 3 Higher need strategies and external support
	19	90%	95	
	20	89.5%	100	
	21	88.4%	105	
	22	87%	110	
	23	87.9%	115	
	24	87.4%	120	
<i>Serious persistent absence</i>	25	86.8%	125	
	30	84.2%	150	
	35	81.6%	175	



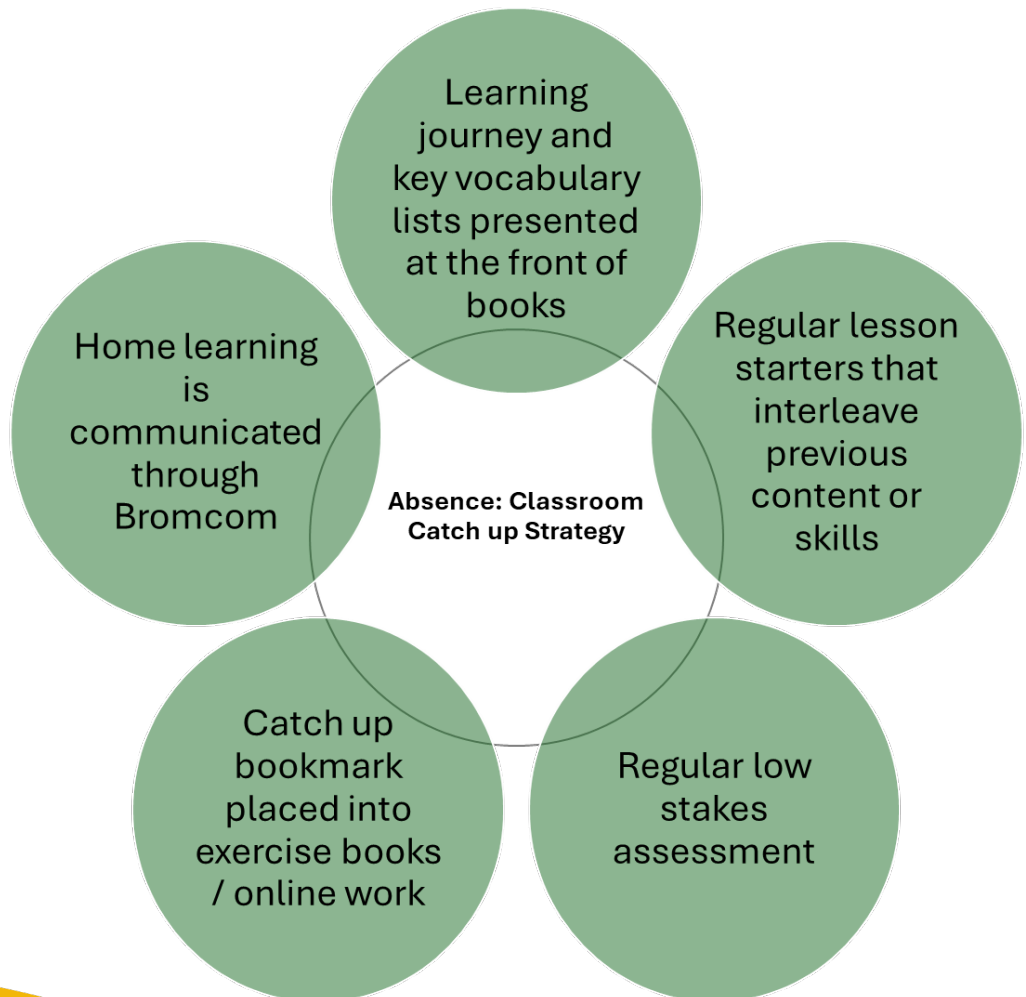
Our Attendance Responsibilities

Classroom teachers have responsibility for encouraging attendance through creating a welcoming environment, greeting students at the door, celebrating students' achievements and supporting them to catch up.

Our catch-up strategy is presented below:



Hi, _____ I noticed you were away... ... It's great to have you back	
Date: ___/___/___	
Catch up task:	
Resources / Help:	
Completed?	



Our Safeguarding



My Concern



Safeguarding and promoting the welfare of students is the role of every member of staff. An integral part of this is ensuring that all registers are taken within the first ten minutes of every lesson. At school, we can identify concerns early and provide help for students to prevent concerns escalating. We all have a responsibility to identify students who may be suffering, or are likely to suffer, significant harm. It is important all staff know the appropriate action to take.

Do	Do not
Ask open questions, listen carefully, be calm, don't panic.	Do not ask leading questions or ask them to tell somebody else. Do not make any notes.
Log your concern on Myconcern as soon as possible https://www.myconcern.education/	Do not log concerns via email or text message
If there is a risk of immediate serious harm to a student and you are unable to access Myconcern, you need to speak to a member of the safeguarding team immediately.	Do not investigate it further, take any photographs of injuries or ask students to send you evidence.
If a student makes a disclosure to you, you must inform them that you will need to pass on the information.	Do not keep the information to yourself or promise confidentiality.
Explain what happens next, explain that you will pass it on to a member of the safeguarding team.	Do not show shock or disapproval. Do not speculate or accuse anybody.

Remember: It is not your job to investigate

Signs of potential abuse (physical, emotional, sexual or neglect).

- Sudden change in appearance or mood
- Withdrawn, isolated or excessively worried
- Frequently running away or finding excuses not to go home
- Fearful of parents being contacted
- Unexplained injuries or improbably excuses given
- Frequent lateness or non-attendance
- Unusual inability to concentrate
- Low self esteem
- Fearful about certain people (relatives/ friends/etc
- Self-harm
- Constant hunger, tiredness, poor hygiene
- Inappropriate emotional responses

Please refer to **Keeping Children Safe in Education 2023** for more detail



For more information about safeguarding support and provision at TGAW please access the safeguarding pages of our website.



Our Safeguarding Team



Jenna Butler
Designated Safeguarding Lead
(DSL)



Katy Milner
Deputy DSL
Online Safety Lead



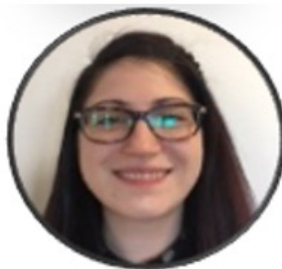
Tina Dodd
Central Safeguarding/LAC/
LGBTQ+ advocate



Aimee Haines
Safeguarding/Inclusion Manager



Sue Lane
Central Safeguarding/
Administrator



Kat Farley
Central Safeguarding /
Head of Sixth Form



David Butler
Safeguarding/Principal



Leanne Fox
Central Safeguarding /
Tudor Family Support

PREVENT

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. In addition to those already listed, if you notice any of the following signs in a student please report to the Academy **SPOC (Single point of contact) Jenna Butler** and log on myconcern:

- Changes to routine, appearance or dress
- Expressing opinions at odds with shared values
- Single-minded, scripted speech, closed to new ideas to solve issues
- Change in friendship group
- Markings or tattoos
- Justifying use of violence to

FGM (female genital mutilation)

If a teacher, in the course of your work in the profession, discover that an act of FGM appears to have been carried out on a girl under the age of 18, it is **your duty to report this to the police**. You should then log this on MyConcern as an 'urgent' concern.



Our Duties

All staff are directed to complete a break time duty every fortnight.

Staff can opt in to support the lunch duty programme. This receives a payment per duty, lunch paid for that day and a great opportunity to garner relationships with students outside of the classroom.

If you are absent and unable to do a duty, please ensure this goes on your LOA or you inform ISV when phoning in, or BSM by email to ensure SLT can plan coverage for any absences.

Field (Summer)

Circulation route	<ul style="list-style-type: none"> From the top of the field and pathed area down to the bottom of the field adjacent to the pond area.
Key areas to supervise	<ul style="list-style-type: none"> Hand out and collect footballs Pond Bottom of the field
Rules	<ul style="list-style-type: none"> Students to eat food and drink on the pathed area before going on the field. In line with the end of the MUGA is the boundary for the field. Pond area, greenhouses, behind science are out of bound areas.
Students begin to return to lessons	<ul style="list-style-type: none"> 8 mins before scheduled lesson time. Shepherd students in at the end of duty.

MUGA

Circulation route	<ul style="list-style-type: none"> From the brick store and the delivery bay, move to the bottom of the MUGA.
Key areas to supervise	<ul style="list-style-type: none"> Top of the MUGA near brick store. Circulate bottom of the MUGA area.
Rules	<ul style="list-style-type: none"> Students to eat food and drink on the pathed area before going on the MUGA. Students not to enter the delivery bay.
Students begin to return to lessons	<ul style="list-style-type: none"> 8 mins before scheduled lesson time. Shepherd students in at the end of duty.



Our Duties



Main Hub	
Circulation route	<ul style="list-style-type: none"> From the ramp area by PE down to the science hub area and the stairs. At the end of duty position in the entrance to the toilet.
Key areas to supervise	<ul style="list-style-type: none"> Toilets Stairs
Rules	<ul style="list-style-type: none"> Students are not to congregate in toilets Students to clear tables of food and any rubbish present. Laxton and upstairs are out of bounds areas.
Students begin to return to lessons	<ul style="list-style-type: none"> 2 mins before scheduled lesson time. Clear the students from the toilet area.

Field / Outside (Winter)	
Circulation route	<ul style="list-style-type: none"> Move around the paths adjacent to the school down to the pond area and across the top of the pond.
Key areas to supervise	<ul style="list-style-type: none"> Pond area. End of the school building.
Rules	<ul style="list-style-type: none"> Students to use the pathed areas – not to use the grass Ball games to be played on the MUGA Pond area, greenhouses, behind science are out of bound areas.
Students begin to return to lessons	<ul style="list-style-type: none"> 5 mins before scheduled lesson time. Shepherd students in at the end of duty.



Our Absence Policy

Staff Absence

If you are unable to come to work you must contact the school before 7.45am on 01905 459503 (ext: 4424). Please leave a clear message with the reason for your absence and your expected return to school. You must also contact your line manager. You must telephone every morning at this time unless you have been declared “not fit for work” by your GP. If you are able to, you will be expected to set cover work if you are a teacher and give details of where this can be found.

On your return to work a Return to Work (RTW) form will require to be completed as this is your self-certification form. You will need to attend a brief meeting with Virginia Iles at 8.20am on the morning of your return to work, which provides an opportunity for you to discuss any health concerns you may have which may impact on your work.

Planned Leave of Absence

If you are out of school during the working day for any reason, you must complete a Leave of Absence form. These can be found in the PAs office. All requests must be agreed with your line manager before being submitted to the Principal for authorisation.

In the case of attending external training courses, a Leave of Absence form still must be completed and should be signed off by the College Leader with responsibility for CPDL.

All cover work must be uploaded onto the shared area in the Cover folder.



Our Communication Systems

Whole staff emails

As a school we commit to trying to reduce the number of whole staff emails sent out for everyone's wellbeing and workload.

Who should I email for tutor notices?

To support with this, announcements for tutor time should be emailed to tutortime@worcs.tgacademy.org.uk to be included in the Tutor Press release.

Who should I email to share all staff notices?

If information needs to be shared with the wider staff body, this should be emailed to Beth Marson to be included in the whole staff Friday bulletin.

How do I email teachers of an individual student?

This function is available on Bromcom to ensure the email only goes to staff who need it.

What to do if I can't make a duty?

If this is a planned absence, please ensure Virginia Isles is made aware on the LOA form. If this is an unplanned absence, please ensure Virginia Isles is made aware when you call into school.

On Call

Email the On Call email group as per the behaviour policy when support is needed in lessons or whilst on duty.

Room Bookings

This function is available on Bromcom to check rooms are free if you need to book a room that is not already timetabled.



Our Communication Systems

The below is taken from our protocol for responses to parent-initiated contact:

1. Within 48 hours - receipt of an email will be acknowledged (during term time but not over a weekend).
2. We aim to provide a response within 5 working days - *This may include informing the sender that more time is required to provide a full response. If this is the case, staff will indicate a timeframe in which a response should be expected.*
3. If a member of staff is not able to deal with the email directly then they will pass it on to the most appropriate person and inform the sender that they have done so.
4. Staff will not be expected to monitor or respond to emails outside of their normal working hours (including weekends and published school holidays).
5. If you have not received return contact outside of these time frames, please contact the school office detailing when initial contact was made and who you have requested contact with. The school office will then arrange alternative contact arrangements where necessary.

FAQs

...and top tips



Where is the coffee?

Tea and coffee are available throughout the day in the Staff Hub. The Staff Hub is available to use as a working space throughout the school day.



Where are the printers?

Printers are located in Maths, English, Science, Sixth Form and Laxton. Try to reuse sheets where possible, and print in BW as much as you can.



When is CPDL?

CPDL is usually timetabled on Wednesday Week Bs at 3:15pm. Information about these shared at the start of each half term, and dates are included in the calendar.



When is data due?

We submit proactivity data every half term, and Trust Assessment data after the Christmas and Easter TAs.



What to do in a fire drill?

Make your way to the MUGA via the nearest fire exit.



What are our expectations for communicating with parents?



Where is the food?

The canteen is open at break and lunch, and you can top up your account on Bromcom. On days that you have a lunch duty you receive a free lunch.



What about bulk printing?

Send larger printing to Jo Reeves in Reprographics - things like Learning Journeys, exam papers and Key Language sheets. Ensure that you send these in advance of when they are required.



When are detentions?

On Tuesdays and Thursdays, teaching staff escort students to the restaurant if they have a curriculum or college detention.

Curriculum detentions are held on Tuesdays at 3:00pm, by the Lead Teacher.

College detentions are on Thursdays at 3:00pm held by tutors on a rota.



What if a child is missing?

If a child does not arrive for your lesson, but they have been marked present earlier in the day, email:

missingchild@worcs.tgacademy.org.uk

Our Calendar – HT1



SEPTEMBER			OCTOBER		
1 Week A	2	INSET	5 Week A	30	Department Meeting 2
	3	INSET		1 OCT	
	4	Term Starts: Yrs 7, 11, Sixth Form		2	KS3 Tutor Parents' Evening
	5	Term Starts: Yrs 8, 9, 10		3	KS4 Tutor Parents' Evening
	6			4	TRUST INSET
	Sat 7	DofE Silver		Sat 5	
Sun 8	DofE Silver	Sun 6			
2 Week B	9	Year 12 lessons start DofE Silver	6 Week B	7	
	10			8	
	11	School photographs Middle Leader Meeting 1		9	Monitoring and Evaluation Trust Visit All Staff CPDL 2 Safer Handling Training
	12	Year 7 Freshers Fayre, 3.30 – 4pm		10	Monitoring and Evaluation Trust Visit
	13			11	5k run – 3:30pm
Sat 14		Sat 12			
Sun 15		Sun 13			
3 Week A	16	QA Window 1 opens Formula One Trip Department Meeting 1	7 Week A	14	Learning habits data Collection Governors Meeting 1 Department Meeting 3
	17			15	
	18	External SEND Review		16	Middle Leader Meeting 2
	19	Open Evening		17	TWILIGHT 1
	20			18	QA Window 1 closes
Sat 21		Sat 19			
Sun 22		Sun 20			
4 Week B	23		8 Week B	21	
	24			22	
	25	All Staff CPDL 1		23	All Staff CPDL 3 Learning habits report issued
	26			24	
	27			25	
Sat 28		Sat 26			
Sun 29		Sun 27			
		Half Term	28		
			29		
			30		
			31		
			1		
		2			
		3			

Our Calendar – HT2

NOVEMBER			DECEMBER			
9 Week A	4	Department Meeting 4	13 Week A	2	Department Meeting 5 Y7-10 & Y12 TA1 (week 1)	
	5			3	Y11 & Y13 mock 1 data deadline	
	6			4	Middle Leader Meeting 4 Year 8 Parliament Trip	
	7	Middle Leader Meeting 3 Sixth Form Open Evening		5		
	8			6	QA Window 2 closes	
	Sat 9		Sat 7			
	Sun 10		Sun 8			
10 Week B	11	QA Window 2 opens Y11 & Y13 Mock 1 (week 1)	14 Week B	9	Y7-10 & Y12 TA1 (week 2) School Show Rehearsals	
	12	KS4 Awards Evening		10	Y11 & 13 Projections released School Show Rehearsals	
	13			11	School Show and Matinee (pm)	
	14			12	School Show	
	15	Climate Walk (trust)		13	School Show	
	Sat 16		Sat 14			
	Sun 17		Sun 15			
11 Week A	18	Y11 & Y13 Mock 1 (week 2)	15 Week A	16		
	19			17	Y11 & 13 Projections deadline	
	20			18		
	21	SCM Trust Meeting 1		19	Term Ends	
	22			20	INSET	
	Sat 23		Sat 21			
	Sun 24		Sun 22			
12 Week B	25		Christmas Holidays	23		
	26			24		
	27	All Staff CPDL 4		25		
	18			26		
	29			27		
	Sat 30	The Winter Fayre, 12-2.30pm		Sat 28		
	Sun 1 DEC			Sun 29		
				30		
				31		
				1 JAN		
				2		
				3		
				Sat 4		
				Sun 5		

Our Calendar – HT3

JANUARY			JANUARY / FEBRUARY		
16 Week B	6	Department Meeting 6 Art and Photography GCSE exam begins	19 Week A	27	TRUST INSET
	7	Y7-10 & Y12 TA1 Data deadline		28	Middle Leader Meeting 6 Y7-10 & Y12 Progress reports
	8	All Staff CPDL 6		29	Year 10 Parents' Evening
	9	Middle Leader Meeting 5		30	
	10			31	
	Sat 11			Sat 1 FEB	
	Sun 12			Sun 2	
17 Week A	13		20 Week B	3	Governors' Meeting 2
	14			4	
	15	Year 11 Parents' Evening		5	All Staff CPDL 7
	16	Y7-10 & Y12 Projections released Art moderation day-internal		6	DCM Trust Meeting 1
	17	Y13 mock 1 data deadline (trust) Photography moderation day-internal		7	
	Sat 18			Sat 8	
	Sun 19			Sun 9	
18 Week B	20	QA Window 3 opens Department Meeting 7	21 Week A	10	
	21			11	
	22			12	Middle Leader Meeting 7
	23	Y7-10 & Y12 Projections deadline		13	Year 12 and 13 Parents' Evening
	24			14	
	Sat 25		Half Term	Sat 15	Ski trip departs
	Sun 26			Sun 16	
				17	
				18	
				19	
				20	
				21	
				Sat 22	Ski trip returns
				Sun 23	

Our Calendar – HT4

FEBRUARY/MARCH			MARCH/APRIL		
22 Week B	24	Y11 & Y13 mock 2 (week 1)	26 Week B	24	
	25	Year 8 Parents' Evening		25	Y11 & Y13 mock 2 projections released
	26			26	Year 7 Parents' Evening
	27			27	
	28			28	
	Sat 1	MARCH		Sat 29	
	Sun 2			Sun 30	
23 Week A	3	Y11 & Y13 mock 2 (week 2)	27 Week A	31	GCSE 3D Exam Department Meeting 9
	4			1 APRIL	GCSE 3D Exam Y11 & Y13 mock 2 projections deadline
	5			2	Middle Leader Meeting 9 GCSE Art and 3D Exam
	6			3	GCSE Art and 3D Exam
	7	QA Window 3 closes		4	GCSE Art and 3D Exam
	Sat 8			Sat 5	
	Sun 9			Sun 6	
24 Week B	10		28 Week B	7	GCSE Photography Exam
	11			8	GCSE Photography Exam
	12	All Staff CPDL 8		9	GCSE Photography Exam TWILIGHT 2 (including Tudor Meet)
	13			10	Paris tour departs
	14			11	
	Sat 15			Sat 12	
	Sun 16			Sun 13	Paris tour returns
25 Week A	17	Department Meeting 8	Easter Holidays	14	
	18	Y11 & Y13 mock 1 data deadline		15	
	19	Middle Leader Meeting 8		16	
	20	Music for Spring Concert		17	
	21			18	Good Friday
	Sat 22			Sat 19	
	Sun 23			Sun 20	
				21	Easter Monday
				22	
				23	
				24	
				25	
				Sat 26	
				Sun 27	

Our Calendar – HT5

		APRIL/MAY			
29 Week A	28	Y7-9 TA2 (week 1) Middle Leader Meeting 10 GCSE Art Moderation Day Department Meeting 10	31 Week A	12	Culture Focus Week 1 Yr 8 Oakerwood trip departs
	29	GCSE Graphics Exam GCSE Photography moderation day		13	
	30	Climate Walk (trust) GCSE Graphics Exam		14	A-Level Art and 3D Exam
	1 MAY	GCSE Graphics Exam		15	TWILIGHT 3 A-Level Art and 3D Exam Yr 8 Oakerwood trip returns
	2			16	Y9 TA2 deadline A-Level Art and 3D Exam
	Sat 3			Sat 17	DofE silver practice
	Sun 4			Sun 18	DofE silver practice
30 Week B	5	May Day	32 Week B	19	Culture Focus Week 2 Governors' Meeting 3
	6	Y7-9 TA2 (week 2)		20	
	7			21	Year 9 Parents' Evening and Option Evening
	8	SCM Trust Meeting 2 Formal exams begin (KS4/KS5)		22	
	9	DofE training day		23	Year 13 Leavers Assembly
	Sat 10	DofE walk		Sat 24	
	Sun 11			Sun 25	
			Half Term	26	Whitsunday
				27	
				28	
				29	
				30	
				Sat 31	
				Sun 1 June	

Our Calendar – HT6

		JUNE			JUNE / JULY
33 Week A	2	QA Window 4 opens Department Meeting 11	37 Week A	30	Induction Week Year 10 Work Experience Year 10 Mazak Week
	3	Y7 & Y8 TA2 deadline		1	Year 10 Work Experience TWILIGHT 4
	4	Y10 Geography Field Trip Middle Leader Meeting 11		2	Year 10 Work Experience
	5	Y10 Geography Field Trip		3	KS3 Awards Evening
	6	Y10 Geography Field Trip		4	Y10 & Y12 TA2 deadline DofE Bronze
	Sat 7			Sat 5	DofE Bronze
	Sun 8			Sun 6	
34 Week B	9		38 Week B	7	
	10	Y7-9 TA2 projections released		8	
	11	All Staff CPDL 10		9	Middle Leader Meeting 12 School Show
	12			10	Y10 & Y12 TA2 projections released School Show
	13	DofE Bronze practice		11	New Staff Induction School Show
	Sat 14	DofE Bronze practice		Sat 12	
	Sun 15			Sun 13	
35 Week A	16	Y10 & Y12 TA2 (week 1) Department Meeting 12	39 Week A	14	Year 10 Outdoor Adventure depart Sports Day
	17	Y7-9 TA2 projections deadline		15	Y10 TA2 projections deadline Year 7 PGL Trip depart Geek Week Day
	18			16	Trip Day Get Lost in London Y12 Reading Day
	19	Acoustic Night		17	Year 7 PGL Trip return Geek Week Day
	20	Y7-9 progress reports Year 11 Leavers (provisional prom)		18	Y10 progress reports Year 10 Outdoor Adventure return
	Sat 21			Sat 19	
	Sun 22			Sun 20	
36 Week B	23	Y12 Geography Field Trip Y10 & Y12 TA2 (week 2)	Summer Hols	21	INSET
	24	Y12 Geography Field Trip Destinations Day Year 6 Induction Evening		22	
	25	Y12 Geography Field Trip All Staff CPDL 11 (Tudor Meet)		23	
	26	Y12 Geography Field Trip DCM Trust Meeting 2 QA Window 4 closes		24	
	27	TRUST INSET		25	
	Sat 28			26	
	Sun 29			27	