Serlby Park Academy

Academy Day, Term, Year

Setting standards for success

Date of Last Review/update:	Jan 2017
Reviewed by:	RTH
Date of next Review:	Jan 2018

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1.0 Responsibility for this policy

The responsibility for the implementation of this policy rests with the Principal. In view of the strategic importance of this policy, the management, responsibility and evaluation of this policy will remain with the Principal.

2.0 Suggested Audience

All academy staff, Education Advisory Board and parents/carers. Staff will make use of DAT's document-sharing software: '4Policies' to efficiently access this policy and related documents.

3.0 Related Policies

This policy is one of a suite of policies which should also be referred to:

- Pupil Organisation and Grouping
- Academy Timetable
- Curriculum Development and Offering

4.0 Academy Mission Statement

Setting standards for success

5.0 Introduction

5.1   Serlby Park Academy opened on September 1st 2011.

5.2   The statements in this document represent a clear philosophy, which are shared and developed with the sponsor and Principal in close consultation with academy staff.

5.3   Delta Academies Trust (DAT) is the sponsor for this academy and the DAT used the resources and expertise of the Trust to support and enrich learning for every pupil in this academy.

6.0   The Academy Day

The academy is open to children and young people from 8.00am to 5.00pm every day, helping to promote the importance of the academy in learners' and parents' eyes, providing a welcoming and inclusive venue, helping to raise aspirations with a range of stakeholders. The first activity of the day is Breakfast Club, which all learners are warmly invited to attend. The Breakfast Club provides a simple but healthy snack for children and young people which the sponsor subsidises. Such clubs are a real incentive for older pupils in particular to arrive in school early; helping to promote good attendance and punctuality. Staff can also take advantage of the Breakfast Club, with the additional benefit of supervising the children and young people and forming positive relationships with them.

The academy provides a vibrant and engaging programme of learning not only during 'core' timetabled learning hours, but with the provision of enrichment activities at either end of the day too. Learning is not confined or constrained by the opening times of the academy, with the academy's Learning Platform accessible to children and young people throughout the building and grounds wirelessly. It is also accessible remotely to enable children to learn at times and locations which reflect their learning style and opportunities.

While the academy day will be organised in the Secondary phase as twenty-five, one hour lessons across five days, this will not prevent the academy from using this time innovatively, for example by blocking lessons together, so that pupils participating in vocational courses as part of our Key Stage 4 options or Post-16 provision can do so. Moreover, we recognise that variety is important, so the regular timetable may, with clear notice, be suspended to enable year groups to participate for example, in project days, sports days, or educational visits.

Academy Day

Foundation Stage (KS0)

Nursery morning session	8:30 – 11:30
Nursery afternoon session	12:00 – 15:00

KS1 & KS2

	Early Years	KS1 & KS2
Breakfast club	8:00 – 8:40	8:00 – 8:40
Doors open for morning activity	8:40	8:40
Registration	8:50	8:50
English (EY) Maths (KS1 & 2)	9:00-10:15	9:00-9:45
Assembly	N/A	9:45-10am
Maths (SDI)	N/A	10:00-10:30
Break	10:15-10:30	10:30-10:45

Maths (EY) English (KS1 & 2)	10:30-11:45	10:45-12/12:10
Lunch	11:45 – 13:00	12/12:10 – 13:00
Session 4	13:00-14:00	13:00 – 14:00
Session 5	14:00-15:00	14:00 – 15:00
After School Club	15:00 – 17:00	15:00 – 17:00

KS3 & 4

	KS3 & KS4
Breakfast Club	8:00 – 8:25
Tutor Time	8:30 – 8:45
Period 1	8:45 – 9:45
Period 2	9:45 – 10:45
Break	10:45 – 11:00
Period 3	11:00 – 12:00
Period 4	12:00 – 13:00
Lunch	13:00 – 13:30
Period 5	13:30 – 14:30
End of core learning, start of extended activities	14:30
End of planned extended activities. Pupil individual study time continues. Stat of community access	16:30
Pupil Individual enrichment and study time finishes	17:30
End of community access	21:00

Post-16 pupils work within KS3 & 4 lesson times, taking advantage of the increased flexibility and freedom of Post-16 learning to for example have a more flexible lunchtime.

The sponsor recognises the importance of providing break times and lunchtimes that children and staff have the opportunity to relax and socialise. Lunchtimes will enable pupils to enjoy a variety of healthy and nutritious meals in a relaxed and pleasant atmosphere, helping also to develop their social skills. The sponsor's clear expectation is that dining will be a pleasant and harmonious experience, where children and young people can socialise and share ideas over simple, but nutritious food. Staff too will be warmly encouraged to participate in dining, to further strengthen the positive relationships which exist and encourage positive behaviour. The sponsor will also look to provide simple healthy foods at morning break, recognising that some children and young people may not have eaten breakfast at home, nor taken advantage of the Breakfast Club.

Registration for the morning and afternoon sessions will be take place using SIMS Lesson Monitor, with children's attendance in lessons captured in the same way.

While these arrangements will be consistent for all staff and children and young people, there is recognition that a later start and/or finish time for some pupils on flexible learning programmes may be more beneficial. Such arrangements will form part of an Individual Learning Plan for each pupil and will have the active support and involvement of the home/family. In such cases, staffing arrangements will be negotiated and agreed in advance.

The 'teaching day' will end at 2.30pm each day but will then be supplemented with a series of extended learning opportunities incorporating study, sports, clubs and other activities.

The sponsor places significant value on this extended learning time, acknowledging that children and young people's broader development particularly through sport, using the Leisure Centre on the Secondary academy site, which it will seek to develop, not only for these pupils, but for the whole academy and local community too. While sport will be a major strand of the academy's extended school programme, far more activities are in development. A rich and diverse programme has been developed, which will feature some learning opportunities, but will also include music in a number of different genres (instrumental, orchestral, vocal), drama, dance, a debating club, science clubs making use of the STEMNET programme around Crest activities, modern languages and ICT.

6.2 Longer blocks of learning

This model of teaching is already successfully used in the Primary phase, with the majority of children's time spent in a single area or room. In the Secondary phase, the academy has adopted a twenty-five one-hour curriculum week, but will seek to use these times creatively to maximise pupils' enjoyment and attainment. There are many advantages in moving towards this flexible model, which aggregates lessons together and has been successfully introduced in many academies. There is reduced pupil movement, which not only increases the 'efficiency of learning', it also removes opportunities for pupils to experience the 'rough and tumble' of moving around, making the academy a calmer and safer environment.

Pupils in Key Stage 4 (KS4) may also benefit from having longer blocks of learning. Applied Learning courses and for example, apprenticeships may most effectively be delivered by the academy working collaboratively with DAT's nearby Doncaster academies, to ensure that all pupils have the widest choice of such courses. The academy's specialisms of Business & Enterprise and Modern Foreign Languages will also be supported, by providing greater opportunities for joint academies' collaboration.

Post-16 pupils will have access to courses and opportunities provided within DAT's Doncaster academies. This innovative arrangement gives pupils far greater access to a range of courses than would be possible if the academy acted alone; enabling all four academies to jointly provide staffing and courses which operate far more efficiently in economic terms. There has already been established a common timetable across all four of DAT's Doncaster academies to enable pupils to access all these courses, as well as sporting and pastoral provision.

Other practically-based subjects such as science, sport, technology and art may also benefit from longer blocks of time to enable projects and practical investigations to be fully completed.

6.4   Staggered Academy Day

Another option the academy may consider in the future will be to have some learners starting and finishing at different times. This approach has been trialled successfully in other schools, with selected KS4 or post-sixteen pupils starting a little later in the school day. This has the added advantage of making better use of limited specialist areas.

6.5   Enrichment

In addition to high-quality learning, the academy also offers a range of enrichment activities that provide real variety and interest to pupils. A number of enrichment activities actively extend the scope of the specialisms through the provision of, for example, debating societies organised on a Key Stage, Year or whole academy basis. Again, the academy has taken advantage not only of its own facilities, particularly around Business and Enterprise, but also seek to make use of high-quality provision provided by DAT's other academies.

Other enrichment activities may have some element of learning for those pupils who want to extend their knowledge and skills, or receive additional support particularly around key skills such as Literacy and Numeracy, but the major proportion of enrichment activities may concentrate on sporting, linguistic, cultural, performing and creative artistic pursuits. A programme of enrichment activities will be developed in Implementation.

Pupils are encouraged to sign up for at least one enrichment course each week, which will be recorded as part of their academy record of learning, and where possible, accredited. The academy will look to invite a range of partners in, to support this programme drawing upon a diverse range of interests and activity.

Transport is an issue, as pupils are drawn from a wide catchment area and the academy will seek to investigate a sustainable and cost-effective solution which enables all pupils to attend after-school enrichment classes and travel home afterwards safely.

6.6   Parental/carer partnerships

As sponsor, DAT recognises the importance of establishing strong and supportive working relationships between the academy and parents/carers in the education of their children. Fundamental to this relationship is the safety and well-being of each child. The sponsor recognises that parents/carers are the first and continuing educators of their children and the DAT wants parents/carers to be fully and continuously involved, throughout pupils' academy careers. In line with best practice, real-time, on-line reporting will be available when the academy opens, through the DAT's joint academies' Learning Platform. The academy provides clear, accurate and timely information to parents/carers, which is readily understood, involving statements as well as data, enabling a strong and supportive relationship involving parents/carers, pupils and the academy to be established.

A key element in this 'new relationship' involves consultation 'events'/evenings. The academy encourages parents and carers to meet their child's tutor at consultation meetings, to help provide a broader picture of pupils' progress and achievement across a range of experiences. The ability to meet parents and carers of pupils in tutor groups will be welcomed by staff and, we believe by parents and carers too. The academy's Learning Platform and data team will enable information about each pupil to be readily available in a single digital space. Where practical, tutors may remain with their groups for the whole of pupils' time in the academy in the Secondary phase: tutors will become the main link between the academy and families, although this will be debated and decided during Implementation. These meetings will take place once a year for most pupils, but the academy will also hold whole parent/carer information events around, for example, KS4 courses, progression into Post 16, etc.

Parents/carers will be warmly invited to participate in the Governance of the academy, with one post on the academy's EAB allocated for a parent or carer.

7.0 The Academy Year

Following consultation with parents and staff the academy has chosen to follow the Doncaster holiday pattern for the foreseeable future. This is to enable KS4 and KS5 students more time for exam revision before exams and continuous teaching which the Nottinghamshire holiday pattern did not facilitate. Academy Terms

Closing and Opening Dates for 2016/17

Holiday	Schools Close (PM)	Re-open (AM)
Start of School Year		Tue 6 September
Autumn Half Term	Fri 21 October	Mon 31 October
Christmas	Fri 16 December	Tues 3 January
Spring Half Term	Fri 17 February	Mon 27 February
Easter	Fri 7 April	Mon 24 April
May Day	Fri 28 April	Tue 5 May
Summer Half Term	Fri 26 May	Mon 5 June
Summer	Fri 21 July	

Please note: There are 5 training days to be arranged

9.0 Monitoring and Review

This statement will be reviewed by the **Named Postholder** annually. Where appropriate, she will report on progress in these areas to the Local Governing Body.

10.0 Approval by Education Advisory Board and Review Date

This statement has been formally approved and adopted by the Local Governing Body at a formally convened meeting.

Policy approved: _____
Chair of EAB

Date: _____

Review date: _____

End of statement