



CITY OF PETERBOROUGH ACADEMY



Year 6 transition

**Important information for
pupils, parents and carers**



CITY OF PETERBOROUGH ACADEMY

Welcome to the City of Peterborough Academy. I am delighted that you have chosen our school and believe that you have made a fantastic decision in shaping your child's future.

At the City of Peterborough Academy we aim to provide outstanding, personalised support for every pupil which meets both their pastoral and academic needs. This will allow all pupils to achieve their full potential.

The move from primary school to a large secondary can be daunting. We recognise this and understand that parents need to feel reassured that their child feels happy and safe during this transition period. This pack aims to provide information which will help you through this transition process.

A major strength of our work is how effectively we plan to ensure that all pupils achieve their full potential whilst here. It is therefore important to us that your child feels happy and reassured about the transition to the City of Peterborough Academy.

This booklet contains lots of key information. I appreciate there is a great deal of information here, but very much hope you enjoy reading about the Academy.

If you have any questions between now and the start of term in September, please do not hesitate to contact us at the academy.

September starting arrangements

The new term, for Year 7 pupils, will start on Thursday 3 September 2020*. Pupils should arrive at the academy site, in full school uniform, by 8.30am where they will be welcomed by Academy staff.

**this date is subject to the Government's decision on schools reopening.*

Information about the Sponsor

The Sponsor of the City of Peterborough Academy is the Greenwood Academies Trust. Information about the trust can be found online at www.greenwoodacademies.org.

The Trust offers high levels of educational expertise and we seek to deliver long-lasting and productive relationships with the communities we serve.

Our sole purpose is to offer pupils in our academies an outstanding education. We believe all our pupils can achieve high levels of success and we create a culture where both our pupils and staff can thrive.



Wayne Norrie
Chief Executive



Tom Campbell
Chief Education Officer

Our vision

To create an outstanding academy, which serves the needs of our local community and ensures that every pupil fulfils their potential, with no limit to what they can achieve.

The Year 7 Team

Dear Families,

It gives us great pleasure in welcoming you to the City of Peterborough Academy.

Our aim as your child's Heads of Year is to nurture each pupil through the adolescence years of secondary school, in turn to ultimately leave our academy with the qualifications and confidence needed to follow their chosen route into further education or employment without facing any barriers; that they become the authors of their own life story whilst ensuring that their five years with us are years where they feel safe and happy.

The move to secondary school is a very important step in the life of every young person. It is also an exciting step but one that can be confusing and rather overwhelming at times. Here at the City of Peterborough Academy, we aim to make the transition as smooth and enjoyable as possible.

In these strange times it has not been possible for us to meet all of the children in their primary settings or welcome them into our building for the usual transition days so we hope this booklet gives you a little insight into what to expect when they come to us at the start of Year 7.

At the City of Peterborough Academy, we believe that every pupil is an important individual and we strive to ensure that every student is able to achieve success. It is vital that parents and the school work together to support pupil learning as we value frequent links with parents. I hope you will feel that you can contact your child's form tutor or ourselves as Heads of Year if you have any queries regarding your child's education and welfare. We are only at the end of a phone or email.

We are sure that your child's years at City of Peterborough Academy will be both happy and successful.

We are very much looking forward to meeting them and welcoming them in to our CoPA family.

In the meantime, should you have any queries please feel free to contact us via email at transition@cityofpeterboroughacademy.org.

Mr F Vaughan

Head of Year 7

Mrs L Northrop

Deputy Head of Year 7

Key staff

Principal				
Mr B Pearce				
Deputy Principal				
Mrs N Treacy				
Senior Assistant Principals				
Mr J Ferrara	Mrs M Budner		Mrs R Spencer	
SAFE Lead			SENDCO	
Mrs J Smith			Mrs A Roxburgh	
Heads of Faculty				
Mr J Fletcher Science and Technology	Mrs J O'Sullivan English, MFL and Literacy		Mr A Iqbal Maths, Business and ICT	
Mrs R Tanner Art, Photography, PE, Music, Drama and Dance			Mrs K Horsfield Humanities, Health and Social Care and Child Development	
Heads of Year				
Year 7	Year 8	Year 9	Year 10	Year 11
Mr F Vaughan	Mrs E Fleming	Mr A Hunneyball	Mrs E Gillespie Beal	Mr R Paul
Deputy Heads of Year				
Mrs L Northrop	Mrs S Ferrara	Mr R Strutt	Mr M Holden	Mrs F Parkinson
Inclusion Co-ordinator				
Mrs A Brown				

Curriculum

The curriculum for Year 7 is designed to challenge pupils to make rapid progress, improve their literacy and numeracy skills and develop a love of learning. We aim to provide a wide range of practical, academic, personal, social and performance skills.

Our curriculum has an emphasis on stimulating pupil motivation, raising aspirations and lifting expectations. As well as developing team spirit among pupils to value each other's contribution and to develop in the academy.

Year 7 example timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutorial	Tutorial ¹				
Period 1	Science	Languages	Maths	English	PE
Period 2	PHSE	English	Science	Maths	PE
Break					
Period 3	Discover	ADT	Discover	Discover	Maths
Period 4	Maths	ADT	English	Languages	English
Lunch					
Period 5	English	Science	Computer Science	ADT	Music

¹ Citizenship and Personal, Social and Health education are delivered during tutorial time and on specific days throughout the year where the timetable is changed so that pupils can study a theme in depth.

The example timetable above is subject to change.

Catering

At the City of Peterborough Academy we provide high-quality, reasonably-priced, healthy food options at both break and lunchtime. Our food is cooked on site, using high-quality ingredients, by our committed catering team, led by our Catering Manager Mrs E Scott.

We do not allow pupils to leave the academy site during the school day. Pupils are encouraged to eat either a school lunch or a packed lunch in our spacious, purpose-built dining facilities.

We operate a cashless lunch system within the Academy. Students are set up with an account which means they are able to deposit cash via a machine or parents can add funds online. Students are then given either a PIN number or a fingerprint log on to pay for their lunch at the canteen.

***Please note- Students online top-up accounts will not be created until the first week in September so they will be required to bring cash to deposit into the machines for the first week. Information regarding your child's account will be sent home via post.**

Sample menu

Meal Deals

- Minced beef lasagne with salad and garlic bread
- Breaded haddock, cauliflower cheese or mashed potato and peas
- Quorn jalfrezi with vegetable rice
- Vegetable lasagne with salad and garlic bread

Potatoes, sandwiches and salad options

A selection of: jacket potato with a variety of fillings, sandwich, roll, baguette, pasta pot and salad are available.

Dessert choice

- Fruit pots
- Selection of cakes

Drinks

A selection of mineral water, fruit juice and flavoured milk is available.

Extended opportunities

At the City of Peterborough Academy we aim to develop all aspects of a pupil's wider education by providing a programme of extended opportunities. We encourage all pupils to take an active part in our extensive range of extra-curricular activities, which run every day at lunchtime and after school. We would encourage every pupil to get involved in at least one activity.

Our PE team offer a diverse range of sporting opportunities for pupils to develop healthy and active lifestyles. Many get involved for fun and recreation, but, in addition, competitive sport has a high profile at the City of Peterborough Academy. A large number of pupils represent the academy in individual and team sports and have had success at regional and national level. An example of our extra-curricular sports programme is included in this booklet.

In addition to this we also offer a planned programme of trips and visits to support our curriculum.

Example of Enrichment Opportunities

We offer a varied programme of enrichment opportunities at City of Peterborough Academy to suit all interests and abilities. These include:

Football	Manga
Activities, Trips and Rewards	Netball
Badminton	Hockey
Basketball	Art and DT
Gardening Club	Languages
Winter Showcase	

Peripatetic Music lessons

At the City of Peterborough Academy we offer highly reduced instrumental lessons to all Year 7 pupils in one instrument only, enabling your child the opportunity to try a new instrument or continue with lessons they enjoyed in primary school.

Lessons are provided by a number of expert music tutors and take place during school hours. To make progress on any instrument it is important to practise regularly. In the beginning 10 to 15 minutes a day is appropriate. As pupils make progress they should expect to practise for longer each day. Should a pupil fail to show the appropriate commitment, either in attendance or practising, the academy reserves the right to remove them from the programme.

The City of Peterborough Academy received significant interest for this amongst Year 7 pupils last year. Please note the lessons are offered on a first-come first-served basis.

Quotes from previous Year 7 pupils

“I’ve met loads of new friends through my form and classes.”

“The best thing about the City of Peterborough Academy is how many fun lunch and afterschool clubs there are.”

“In the City of Peterborough Academy the best thing is PE because those activities are fun and exciting like running, hockey, basketball, football, cricket and lots more.”

“Try hard and you will get rewarded.”

“Be kind and be yourself.”

“My advice would be to always pack your bag the night before.”

“My advice would be not to worry, it’s easy to settle in because everyone is in the same position – you’re not the only one who doesn’t know people.”

“I thought it would be difficult to make friends but I’ve made friends quickly.”

“The thing I like best about the City of Peterborough Academy is how nice the teachers are. They’re fun, enthusiastic and friendly.”



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Standards, expectations and pastoral support

**Important information for
pupils, parents and carers**

Introduction

At the City of Peterborough Academy we have high expectations of all our pupils and believe in enforcing traditional basic standards of uniform, presentation and respect rigorously and consistently. This, in turn, ensures we create a positive climate for learning in which every pupil can reach their full potential.

We aim to support pupils in becoming responsible, independent and resilient individuals who have a range of skills which will serve them well in their future lives.

This booklet describes our basic expectations and outlines the pastoral support offered to all pupils.

Uniform and presentation

The Academy has strict guidelines on dress and all pupils will be expected to wear the full Academy uniform. The wearing of our distinctive uniform gives pupils a sense of 'belonging', helps foster a pride in the Academy and stops pupils coming to the Academy in unsuitable clothes.

There are two distinct Academy uniforms:

- Year 7 and 8 pupils will wear a uniform based on a **purple** pullover
- Year 9, 10 and 11 pupils will wear a uniform based on a **black** pullover

Pupils are expected to wear the Academy uniform when travelling to and from the Academy, at all Academy functions and on visits by parties or sports teams. Parents are strongly advised to supervise the purchase of all clothing which is to be worn in the Academy and when there is doubt, to check in advance with the Academy to find out whether or not a particular item will be acceptable.

Jewellery is not allowed, except for one pair of small, plain gold ear studs. Ear rings, rings, nose studs or other facial jewellery, nail varnish and make up are not allowed. Electrical items, such as MP3 players and mobile phones are also not allowed in the Academy and will be confiscated if found.

Shoes should be black and sensible for school use, flat soled or with very low heels, no more than half an inch at the front of the heel. High heeled shoes

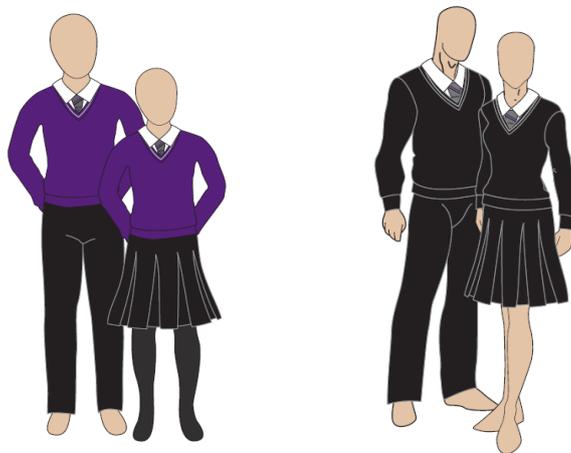
are quite unsuitable and are dangerous on our school sites. Boots or trainers or not to be worn.

Excessive hair styles are not permitted. This includes unnatural hair colours and hair cuts of an extreme nature.

For their own safety and that of fellow pupils in Science, Design Technology, Physical Education and the Performing Arts we ask that pupils with hair longer than shoulder length ties their hair up.

The Academy uniform comprises:

- Plain white school shirt (not polo shirts)
- Academy tie
- Black trousers or skirt (jeans and cords are not allowed, skirts to be no shorter than knee length)*
- Academy V-necked jumper with logo
- Black or grey socks with trousers, white socks, neutral or black tights with skirts.
- Some pupils may wish to wear a Salwar Kameez, in either purple (KS3) or black (KS4). The kameez must be knee length.



** Girls trousers must have a high enough waistband to ensure they are modest enough to be worn on the Academy site and to allow shirts to be properly tucked in. They must not be tight-fitting. Wide belts are not allowed.**

PE kit:

- Black short-sleeved sports polo shirt with purple panels and Academy logo
- Black long-sleeved reversible sports shirt with purple panels and Academy logo
- Black track suit bottoms with grey stripe
- Suitable trainers or other PE footwear



Further information can be found at:

Cityofpeterboroughacademy.org/uniform, there you will find a link to our school uniform provider Price and Buckland. No uniform is held in school but is readily available from them and should be ordered directly from our uniform provider.

The Principal's decision on all items in the uniform section is final and binding.

The academy takes no responsibility for lost or stolen jewellery or electrical items as they are not allowed on the academy site.

There is also a summer uniform, which is made up of a branded academy polo shirt. The summer uniform is only worn from Easter up until the end of the school year in July. More details will be given nearer the time.

Behaviour

It is important that pupils and parents are fully aware of the City of Peterborough Academy's high expectations and its code of conduct.

Pupils are to:

- Respect all other people, regardless of race, culture, gender and religion
- Behave in a quiet, polite and orderly manner
- Follow the instructions of the teaching and non-teaching staff
- Knock at classroom doors before entering
- Wear the full Academy uniform
- Be punctual for the Academy and for lessons
- **WALK** on corridors and stairways on the **LEFT**
- Line up for lessons where possible
- Remove outer clothing (scarves, coats, gloves) before entering classrooms
- Leave lessons only when directed by a member of staff
- Hand in all work on time
- Have a pen, pencil, ruler and rubber
- Have a bag in which to carry books and equipment
- Look after Academy property
- Be clean and tidy at all times
- Work to the best of their ability during lessons
- Bring in notes explaining absence from the Academy

Pupils must not:

- Bring mobile phones, ipods or other electrical items to the Academy
- Use bad language or swear anywhere on the Academy site
- Wear make-up or more than one pair of gold-coloured ear-studs in each lobe
- Smoke in or near the Academy site
- Write on desks, walls or the Academy fabric
- Show intimidating behaviour - physically, verbally or otherwise
- Leave classrooms without permission
- Eat or drink during lessons
- Run along the corridors or on the stairways
- Interfere with other pupils' work either physically or verbally
- Steal Academy property, or that of other pupils
- Chew gum at any time
- Access other pupils' files on the Academy's computer network

Class Charts:

We implemented Class Charts a year ago as part of our on-going development around improving behaviour and rewarding positive pupil conduct across the Academy. Class Charts is an online platform where you can access live information about your child's conduct in school on a daily basis, and has transformed our home-school communications.

Parents and pupils can view their positive points and behaviour on a daily basis, but also see all homework set, including details of the context of the work and when it is due in.

Class Charts can be accessed via the website www.classcharts.com or by downloading the Class Charts app from the app store on any device.

Your access code and further information will be sent via post once your child has started at the Academy.

Pastoral support

At the City of Peterborough Academy, we strive to create a disciplined, caring and happy environment where effective learning can take place. Pastoral care is central to our ethos and we have a supportive pastoral system which makes pupil well-being a priority.

Learning and wellbeing are inextricably linked - pupils learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. All staff, both teaching and non-teaching care greatly, placing a high priority on the emotional well-being of each pupil. A positive learning environment supports pupils' personal and social development.

We offer a range of school based services and work with external agencies to support the health and wellbeing of pupils and their families. We are committed to being holistic educators of young people and providing outstanding pastoral support.

At the City of Peterborough Academy we believe in working closely with parents to ensure that each and every pupil receives the support they need to enable them to get the most out of their time with us. We aim to support pupils academically, personally and emotionally. Our pastoral system is structured in such a way to enable us to offer targeted support effective and in a timely manner.

Each year group is run by a Head of Year who is assisted by a Deputy Head of Year. The Head of Year runs a team of of year group tutors. Tutors meet with their tutor group every day and are the first and key provider of pupil support.

Please bear in mind that when you call, staff may be teaching and may not be able to talk to you or meet you immediately. It is therefore best to telephone and make an appointment if you need to meet with anyone from the Year Team.

Personalised inclusion provision and return to learn

The Personalised Inclusion Provision (PIP) is a new department within the school for any students who require a little extra in terms of support with their school work or emotional support.

Working closely with year teams and the SLC, the PIP offers 1-1 and group support for students and a quiet place to work if this is needed.

Return to Learn is a new behaviour support programme focusing on early intervention and lesson support. Students can access the programme full time for up to six weeks, or for a one off or weekly session, and support is provided via targeted interventions. Using a variety of strategies, Return to Learn and PIP staff will work with students on the following:

- Emotional support - group and 1-1 sessions
- Anger management, self-esteem, relationships, healthy choices, team building
- Resilience, stress busting, leadership, girls' groups/friendship, boxing, group sport
- Academic support and intervention alongside more informal learning and PSHE
- Lessons focusing on identity, behaviour, culture, thinking skills, belonging

To support us in this, we also have external agency support from Think for the Future, and Youth Dreams Project who run their own mentoring and sport sessions as required.

The PIP/Return to Learn team are:

Mrs A Brown – Inclusion Coordinator

Miss J Hilliard – Behaviour Mentor

Miss K Bainbridge – Behaviour Mentor

Mrs A Reihill – Inclusion Assistant

Safeguarding and child protection

At the City of Peterborough Academy we take the welfare of our pupils very seriously. Should you or your child have any concerns about the welfare of any pupil please contact one of the Academy's designated child protection officers.



Mrs J Smith
DSL (Designated
Safeguarding Lead)



Mr J Ferrara
LAC Co-Ordinator /
Senior Assistant
Principal

Safeguarding **team**

Mrs Warner	DDSL*	Inclusion Co-Ordinator
Mrs Brown	DDSL*	Inclusion Co-Ordinator
Mrs E Fleming	Safeguarding Officer	Head of Year
Mrs E Gillespie-Beal	Safeguarding Officer	Head of Year
Mr F Vaughan	Safeguarding Officer	Head of Year
Mrs K Stamford	Safeguarding Officer	Family Key Worker

**Deputy Designated Safeguarding Lead*

The home/academy agreement

Parents - we will:

- Ensure that my/our child attends the Academy regularly, on time and properly equipped.
- Inform the Academy of any concerns or problems that might affect his/her work, behaviour or attendance.
- Support the Academy policies on behaviour, dress and appearance.
- Support homework and encourage other home learning opportunities.
- Attend parents' evenings and contribute to other discussions about his/her progress.
- Take an active interest in the life at the City of Peterborough Academy and the part he/plays in it.

City of Peterborough Academy - we will:

- Provide a safe, caring and stimulating environment for your son/daughter.
- Ensure he/she achieves their potential as a valued member of the Academy community.
- Provide a balanced and technologically focused curriculum and meet his/her individual needs.
- Encourage him/her to achieve high standards of work and behaviour, through building good relationships and developing a sense of responsibility.
- Keep you informed about Academy matters and about his/her progress in particular.
- Promote a wide range of extra curricular activities.
- Be open and welcoming at all times.
- Offer opportunities for you to become involved in the life of the Academy.

Pupil - I will:

- Attend the Academy regularly.
- Bring all the equipment I need everyday and a bag to keep it in.
- Wear the full Academy uniform and be tidy in appearance.
- Do all my classwork and homework as well as I can.
- Be polite and courteous to others and do as my teachers tell me.
- Respect the feelings, views and property of others in the Academy.
- Help to keep the Academy free from litter, graffiti and vandalism.
- Respect the Academy's computer network.



**CITY OF
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The Specialised Learning Centre

**Important information for pupils,
parents and carers**



What is the SLC

The SLC is not just a geographical area of the Academy; it is an individualised support programme which aims to:

- Use a range of data to identify where pupils require support or intervention
- Put in place a support programme to mentor pupils to enable them to realise their full potential and to achieve
- Ensure that parents are fully aware of intervention strategies and are integral to decisions made about their child's learning journey whilst at the Academy
- Provide a personalised approach for a range of pupils so that they can make good or outstanding progress whilst at the Academy

Testing

Your child will be assessed regularly throughout their time at the City of Peterborough Academy. This will consist of a range of tests, some of which are standardised by external agencies and others which are based on teacher assessments.

Testing generates data that enables the academy to identify and provide personalised provision for pupils. It also gives teachers at the City of Peterborough Academy the confidence to deliver differentiated lessons that will be pitched at the appropriate level to enable pupils to make progress. Data is analysed by key staff in the academy (Special Educational Needs Coordinator, Heads of Year and Senior Leaders) so that early intervention programmes can be implemented.

Who will use the SLC?

The SLC is for all pupils at the City of Peterborough Academy. Every pupil's profile is scrutinised to ensure that they are making progress. If a pupil is identified as not requiring any focused intervention they will simply follow the natural path through the Academy curriculum. They will receive daily support and guidance from Curriculum Leaders and Heads of Year, classroom teachers and their form teacher. We envisage that the following pupils may benefit from additional support and intervention:

- Pupils with special educational needs or disability (SEND)
- Pupils who have English as an additional language (EAL)
- Pupils who have behavioural, emotional and social difficulties (BESD)
- Looked after children (CLA)
- Vulnerable pupils
- Pupils who may have a medical need
- Pupils with low attendance
- Pupils who are not making expected progress
- Pupils for whom the academy receives Pupil Premium funding

Target Trackers

If your child is identified as requiring additional support then personalised guidelines are produced to support both your child's progress in class and their general well-being. This is a document that will be prepared by the Special Educational Needs Coordinator in conjunction with the parents/ carer and the pupil in question. Its purpose is to:

- Record any needs identified that require development/ support
 - Provide an overview of intervention strategies that may be suitable to address the pupil's needs
 - Provide a vehicle for discussion with a key worker who will mentor the pupil and record progress
 - Communicate clearly to the pupil, parents/ carers how the Academy is addressing any issues raised by the data
-

Monitoring and tracking

A vital aspect of the SLC is the need to monitor closely the progress that pupils make when they have been issued with personalised guidelines. This is monitored by the Special Educational Needs Coordinator, Heads of Year and the pupil's key worker. The key worker will:

- Review the pupil guidelines
- Feedback to parents on progress made
- Liaise with the Special Educational Needs Coordinator and Heads of Year to update them on the pupil's progress
- Liaise with the Special Educational Needs Coordinator or Heads of Year to keep the pupil guidelines up-to-date and relevant for the pupils identified. The key worker may also be the pupil's tutor.

Special Educational Needs & Disabilities (SEND)

At the City of Peterborough Academy we work very hard to support all of our pupils, including those with special educational needs and disabilities. We work closely with our partner primary schools to ensure that we have a thorough understanding of the individual needs of our pupils before they start with us.

The transition from primary to secondary education can be a daunting time for pupils. We develop careful plans to ensure our pupils are prepared well for this move. For some pupils, we offer a bespoke programme to help them have a smooth transition. Once at the Academy, we provide a range of strategies including:

- Individual support in the classroom or through individual targeted interventions –for pupils with or without EHCPs
- A Nurture Group for pupils who need a smaller, supported environment initially
- A more holistic curriculum catering for the needs of every child including Animal Assisted Therapy, Music and Art
- One-to-one catch-up reading programmes including Accelerated Reader, Lexia and Toe-by-Toe

- ELSA coaching and mentoring
- A lunch time games club for pupils who find social time challenging
- Termly social events for parents and pupils to celebrate achievement

Our work in this area is led by our SENDCo Mrs A Roxburgh and is supported by the Deputy SENDCo, Mrs Jarvis.

English as an additional language (EAL)

The EAL department helps children, with a home language other than English, learn spoken and written English effectively so that they can access the curriculum in mainstream classes.

Pupils in this department will improve their English and develop skills in listening, speaking, reading and writing for use at home, in the academy and to progress onto further study or employment.

Young interpreters

Pupils at the City of Peterborough Academy also have the opportunity to train to be interpreters. Our young interpreters:

- Show visitors around the academy
- Support other EAL learners in the classroom
- Regularly monitor that new arrivals are settling into the academy and provide updates for the EAL teachers
- Provide taster lessons in other languages for pupils and staff
- Buddy up with new arrivals during their first few weeks to demonstrate school routines
- Assist communication and interpret pieces of writing for other EAL learners

Our work in this area is led by our Assistant Principal, alongside the Head of Languages & Language Development Mr M Konteh and Mrs A Barauskiene, Teacher of EAL.



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More able pupils

**Important information for
pupils, parents and carers**

Vision

At the City of Peterborough Academy we recognise the diversity of the needs of the individual and the importance of providing a personalised curriculum. As teachers, we recognise that many of our pupils are more able, gifted and/or talented learners, and we endeavour to foster and extend their abilities to the maximum potential. The Specialised Learning Centre staff and subject teachers will be responsible for securing the achievement of our more able pupils.

Our vision is to challenge our more able pupils and give them time to flourish in their identified areas of strength. Of course, this will require focused assessment and monitoring. More importantly, the quality of teaching and learning experiences has to be tailored to meet the individual needs of our more able pupils. If your child has been identified as more able we pledge to:

- create a culture of scholastic excellence
- develop a personalised pastoral support programme
- deliver challenging lessons that will stretch, engage and promote independent thinking
- produce a termly report focused purely on our more able pupils
- issue challenging, extended home-learning opportunities
- deliver extra-curricular opportunities to encourage, motivate and stimulate pupils learning
- ensure teaching staff to have the highest expectations in lessons
- ensure pupils are made aware of opportunities open to them and develop confidence to make the most of them
- develop support for families to give advice on how to encourage and support their more able child
- raise aspirations so that our more able pupils aim for the most prestigious universities
- ensure all pupils identified as more able aim for the highest grades in their GCSE and vocational results

What is the definition of more able?

Our policy for identifying more able, gifted and talented learners is directed towards those pupils capable of excelling in one or more areas.

What constitutes a more able learner?

A more able learner is one who is performing above the classroom average in one or more curriculum area.

What constitutes a gifted learner?

A gifted learner is one who has high abilities in more than one subject within the curriculum.

What constitutes a talented learner?

A talented learner is someone who has ability in art, design technology, music, sport or performing arts.

Exceptionally able pupils

Pupils deemed to be exceptionally able (the top 2% in the county), will be identified and their progress monitored by our more able co-ordinator.

Identification

Your child will be assessed regularly throughout their time at the City of Peterborough Academy. This will consist of a range of tests, some of which are standardised by external agencies and others which are based on teacher assessments.

Testing generates data that enables the academy to identify and provide personalised provision for pupils. It also gives teachers at the City of Peterborough Academy the confidence to deliver differentiated lessons that will be pitched at the appropriate level to enable pupils to make progress. Data is analysed by key staff in the academy so that early intervention programmes can be implemented.

The City of Peterborough Academy will support its more able, gifted and talented pupils by:

- Using baseline data to identify which of these will be pupils who are achieving, or have the potential to achieve, significantly in advance of the average of their year group
- Ensuring that the identification process is rigorous and does not discriminate against particular groups of pupils
- Ensuring that those who are more able, gifted and talented, but underachieving, are identified and their progress monitored
- Ensure that the parents of more able, gifted and talented pupils are updated on their child's progress

Subject teachers will:

- Use baseline data and informative assessment to identify those pupils who are more able within their classes
- Consider the needs of the more able, gifted and talented pupils in lesson planning and provide challenge within their classroom
- Use individual provision maps to record strategies to enable sustained and rapid progress in their subject area
- Be responsible for encouraging pupils to work independently using their initiative
- Value pupils' interests and preferred learning styles
- Support pupils in the setting of targets and encourage them to reflect on the process
- Be accountable for more able pupils' progress and ensure more able pupils have the support and resources required to achieve their full potential
- Ensure more able pupils have access to extra-curricular and extended learning opportunities

Individual provision map (IPM)

If your child has been identified as more able they will be given an individual provision map (IPM). This is a document that will be prepared by the Director of Achievement, Heads of Year and subject teachers. It will help to achieve the following:

- Put in place a range of challenging but achievable objectives for pupils to aspire to
- Provide an overview of intervention strategies that may be suitable to address the pupil's needs
- Provide a vehicle for discussion with a key worker who will mentor the pupil and record progress
- Communicate clearly to the pupil, parents/ carers how the academy is addressing any issues raised by the analysis of data

Monitoring and tracking

A vital aspect of The Specialised Learning Centre will be the need to monitor closely the progress that our more able pupils make when they have been issued with an IPM. This will be monitored by the Director of Achievement, Special Educational Needs Coordinator, Heads of Year, subject teachers and the pupil's key worker. The key worker will do the following:

- Meet every two weeks, or more regularly as needed with the pupil to discuss progress or any concerns that the pupil may have
- Review the progress of objectives set out on the IPM
- Feed back to parents on progress made
- Liaise with subject teachers, Heads of Year, Special Educational Needs Coordinator and Director of Achievement to assist with progress against targets and strategies for learning



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Attendance and punctuality

**Important information for pupils,
parents and carers**

Introduction

At the City of Peterborough Academy we believe it is vitally important for pupils to attend school regularly and punctually. This will give them the best opportunity to progress and achieve their full potential. Good attendance and punctuality will also encourage pupils to become responsible and resilient individuals, which will serve them well in their future working lives.

Standards

At the City of Peterborough Academy we

- Expect every pupil to attend school for at least 95% of the time
- Expect pupils to arrive on time every day
- Will support parents in their legal responsibility to ensure their child attends school regularly and punctually
- Believe family holidays should not be taken during term time. We will not authorise requests for holidays during term time, unless in exceptional circumstances

Parents should contact us by telephone on the first day and each subsequent day of their child's absence. The academy should be informed of any planned absence in advance, this includes unavoidable medical appointments during the school day.

Policy and procedures

Recognising good attendance and punctuality

At the City of Peterborough Academy we use a range of measures to praise and reward pupils who meet their attendance and punctuality targets. This will include achievement assemblies, certificates, other rewards and entry into prize draws.

Addressing poor attendance

At the City of Peterborough Academy we work diligently to help pupils attend well. We will communicate regularly with parents and always provide support to overcome barriers to good attendance.

Family Key Worker, Mrs K Stamford, works with families when attendance falls to unacceptable levels. Any pupil whose attendance falls below 90% and fails to meet interim thresholds throughout the year, is likely to become a persistent absentee (PA). In these cases, further absence due to illness or medical reasons will not be authorised unless supported by additional medical evidence such as a doctor's appointment card or letter.

Our Family Key Worker will conduct regular home visits and hold meetings with parents. Should there be no further improvement in attendance, we will seek intervention from the Authority Attendance Service and ultimately pursue court action.

Please refer to the attendance bands on the next page to identify the different stages of action, should your child's attendance fall below our expectation. Please be aware that the percentage values are for guidance only and a pupil can be 'fast-tracked' to any stage as is deemed appropriate.

Holidays in term time

At the City of Peterborough Academy we believe family holidays should not be taken in term time. We will not authorise any holidays, unless in exceptional circumstances. Penalty notices will be issued, under section 444 of the Education Act 1996, where unauthorised holidays are taken.

Punctuality

It is the responsibility of parents to ensure that their child attends school every day and on time. Pupils who arrive late to school, without good reason, will be set a break/ lunch detention. In consultation with parents those pupils who are regularly late will receive additional detentions with a member of the Senior Leadership team after school.

Our Year Teams work with parents to overcome barriers which prevent pupils arriving on time. If punctuality problems persist we may involve our Attendance Team, who may issue a penalty notice for persistent lateness under section 444 of the Education Act 1966.

Pupils should be on the academy site by 8.35am every day.

Attendance bands

**95%
Above** **Band 1**
Green (rewards and recognition)
If your child attends school above 95% of the time they will receive regular positive recognition, a range of rewards and above all the best opportunity to achieve academic success.

**95%
to
92.5%** **Band 2**
Amber 1 (contact home)
If your child's attendance falls into this band their year team will contact you to discuss any barriers to good attendance and offer support to improve attendance. If attendance continues to fall then a letter will be sent home.

**92.5%
to
90%** **Band 3**
Amber 2 (attendance concern meeting)
If your child's attendance falls into this band, a letter will be sent inviting you to an attendance concern meeting with the year team. At this meeting barriers to good attendance will again be discussed, improvement actions agreed and attendance targets set.

**90%
to
88%** **Band 4**
Red 1 (attendance panel meeting)
If your child's attendance falls into this band you will be invited to attend an academy attendance panel meeting. At the meeting will be a member of the academy senior leadership team and the Academy Family Key Worker. This is the final opportunity to demonstrate an ability to improve attendance before moving towards the prosecution stage.

**Below
88%** **Band 5**
Red 2 (Local Authority pre-prosecution meeting)
If there are no improvements within the timescale agreed at the Academy Attendance Panel Meeting, a pre-prosecution panel meeting with the Authority Attendance Service will be conducted. Final targets for improvement will be set and prosecution procedures explained. If the final targets are still not met then the Authority Attendance Service will move to prosecute.

Additional Information

Unavoidable absence

Absences which are considered unavoidable may be authorised by the City of Peterborough Academy. These include:

- General illness, unless your child is classed as a Persistent Absentee
- Attending a religious festival or ceremony with family
- An emergency medical or dental appointment that could not be made outside of school hours
- Being in hospital or having hospital treatment
- Attending a funeral with family
- Attending an interview for a job or place at a college
- Taking part in a public performance or an examination

Please inform the academy on the first day and each subsequent day of absence.

Avoidable absence

Absences which are considered avoidable will not be authorised by the City of Peterborough Academy. These include:

- Trivial illness or looking after an ill relative
- Looking after the house or waiting for workmen/ deliveries etc
- Holidays in term time
- Looking after brothers or sisters, including dropping them off at school or nursery
- Helping with housework or a family business
- Being unhappy or not getting on with others at school
- Being up late the night before, including for family problems

We are keen to work with you and to support you and your child. If there is anything we can do to help you, please do not hesitate to contact us.

Got a question?

If you have any questions, please feel free to contact us.

Address: City of Peterborough Academy
Reeves Way
Peterborough
PE1 5LQ

Telephone: 01733 821440
Absence line: 01733 821440

Email: admin@cityofpeterboroughacademy.org

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