



The Northumberland Church of England Academy

Inspiring achievement
Encouraging compassion

Prospectus

Prospectus

Executive Director: Phil Hearne

Principal Directors: Learning & Teaching Sue Huntley
Nursery – Year 6 Melanie Hinson
Year 7 – Year 13 Peter Blackburn
Operations Michael Pitkethly

Directors: Foundation Paul Craig
Key Stage 1 Carole Robinson
Key Stage 2 Brian Johnson
Key Stage 3 Helen Ward
Key Stage 4 Nick Constantine
Key Stage 5 Bill McCormick
Community & Extended Schools Eddie Scott
Learn2Learn Helen Allis
Literacy Morag Boyes
E-Learning Doug Belshaw
Design & Environment Nicola Gibb
Finance Zephania Thompson
Learning Support Ben Line (Secondary)
Learning Support Rob Fairburn (Primary)
The Centre Sara Wilde
Data Christine Bennett
Lead Primary Manager Caroline Mullen
Chaplain Alison Harding

Primary Managers by Campus:

Thomas Bewick Campus	Ian Carrol
Robert Stephenson Campus	Marilyn Keenan
James Knott Campus	Caroline Mullen
Jackie Milburn Campus	Amy Summers
Richard Grainger Campus	Sarah Levee
John Dobson Campus	Sue Arnold-Demitrova
William Leech Campus	Alison McClean
Grace Darling Campus	Rob Fairburn
Josephine Butler Campus	Dave Stafford

Prospective parents and others interested are welcome to visit the Academy at any time. Please telephone the relevant site for an appointment.

Information in addition to that contained in the prospectus may be obtained on request. There may be a charge for the provision of certain information.

Mission, Aims & Values

The aims of The Northumberland Church of England Academy underpin the mission and these aims will be met by instilling core values in students we work with. Central to all these are: Inspiring achievement and encouraging compassion.

Ethos

At The Northumberland Church of England Academy we shall strive to:

- Provide an inclusive and diverse learning environment with a distinctive Christian ethos which honours God;
- Encourage staff and students to aspire to fullness of life that they may achieve their potential;
- Promote the moral, personal, physical, social and spiritual development of individuals within a Christian framework; and,
- Create a community in which everyone without exception is respected, valued and happy.

Core Principles

- *Kind*: care for others, especially those in need.
- *Honest*: tell the truth and be true to our word.
- *Humble*: help others do well.
- *Responsible*: be responsible for what we think, say and do.
- *Determined*: work hard.
- *Brave*: always seek to do what is right.
- *Forgiving*: learn from our mistakes and encourage one another to try again.

The Governing Body

Sponsor Governors

Chair	John Hobrough Stephen Manion Rory Wilson Barry Miller Margaret Nicholson Carol Snelling John Brearley Peter Robinson
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Community Governor	TBC
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Executive Director Governor	Phil Hearne
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Parent Governor	TBC
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Teacher Governor	TBC
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Staff Governor	TBC
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LEA Governor	TBC
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DCSF Representative	Jean Langan
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The Chair and all members may be contacted via The Northumberland Church of England Academy.

Access for the Disabled

The Northumberland Church of England Academy has a DDA compliancy plan. It is planned that new buildings will open at Newbiggin, Lynemouth and Hirst by 2011; these buildings, along with the remaining other sites will be fully DDA compliant.

Every support is offered to make sure that every student is treated equally and no student suffers less favourable treatment.

No student is denied admission to the Academy on account of their disabilities and/or personal restrictions, be they physical or sensory.

Admissions Criteria

Nursery Provision

There are 364 part-time places in the nursery. These are spread amongst our sites. Children will normally be admitted to our nursery provision one full term after their 3rd birthday. Admission will be to the nearest nursery site.

Attendance at the Academy's part-time nursery provision does not guarantee admission to the Academy for primary education and a separate application must be made for transfer from the nursery provision to primary provision.

Where there are more applications than places then the oversubscription criteria outlined below apply:

The Academy from Reception

There are 210 places in Year R. In September 2010 these will be distributed among the following campuses as follows:

The Thomas Bewick Campus (Moorhouse Lane, Ashington)
30 pupils

The James Knott Campus (Norham Road, Ashington)
30 pupils

The Richard Grainger Campus (Alexandra Road, Ashington)
30 pupils

The Robert Stephenson Campus (Thorntree Gardens, Ashington)
30 pupils

The Jackie Milburn Campus (Woodhorn Road, Newbiggin-by-the-Sea)
30 pupils

The John Dobson Campus (Gibson Street, Newbiggin-by-the-Sea)
30 pupils

The William Leech Campus (Lynemouth) 30 pupils

(While parents will be able to express a preference about the primary campus they wish their child to attend pupils will be offered places at the Academy rather than at a specific site in line with the process outlined below. The Academy will take parental preferences as well as operational issues into account in determining the most appropriate site for individual pupils.)

The Academy will admit at least the numbers of pupils (210) in the relevant year group.

Admission will normally be once a year on a full-time basis in September if the child is aged four on the previous 31st August. However, a parent may, on request to the Executive Director, defer the entry of a child so that the place is taken up at any time during the academic year in which the applicant applies (i.e. Reception year (Year R)). However, this can be no later than the beginning of the term following the child's fifth birthday; that is when the child reaches compulsory school age.

When a child's fifth birthday falls in the summer term (1st April – 31st August), parents may request that entry is deferred until the beginning of Year 1, but there can be no guarantee that a place will be available if the Academy is oversubscribed and a new application for the school year must be submitted. In such cases, the Academy is not obliged to admit children into a year group other than that of the child's chronological age.

In any specific year the Academy trust may set a higher admission number than the agreed admission number for an applicable year group. Before setting an admission number higher than its agreed admission number, the Academy trust will consult all relevant parties.

The Academy is not obliged to admit children into a year group other than that of the child's chronological age.

Process of Application

Arrangements for applications for places at the Academy will be made in accordance with the local authority's (LA) co-ordinated admission arrangements and will be made on the Common Application Form (CAF) provided and administered by the LA.

Admission to the The Centre for Complex Learning Difficulties is by relevant statement of educational needs.

Oversubscription Criteria

Where the number of applications for admission is greater than the published admission number, applications will be considered against the criteria set out below:

The admission of students with a statement of special educational needs is dealt with by a separate procedure. Students for whom a statement of special educational needs has been made in which The Northumberland Church of England Academy is named and for whom the Academy feels it can meet the needs will be admitted.

The criteria will be applied in the order in which they are set out below:

1. Children who are 'looked after' under the provision of the Children Act 1989.
2. Children living in the catchment area of the Academy and who can provide firm evidence that this will be the case on the appropriate admission date. Distance will be measured in a straight line from the front door of the child's home to the front gate/main entrance of the nearest campus of the Academy.
3. Children on whose behalf evidence of exceptional medical need is presented. Evidence must be supported in a written statement by a professionally involved third party, for example, a doctor. The supporting evidence should be submitted at the time of application and should set out the particular reasons why the Academy provision is the most suitable provision and the difficulties that would be caused by the child attending an alternative provision.
4. Children who already have a sibling at the Academy. A sibling would include a brother or sister, a half brother or sister, a step brother or sister or the child of the parent/carer's partner where the child for whom the school place is being sought is living at the same address. For children who live at two addresses the criteria apply to the address where the child spends the majority of their time. [*This criteria does not include older siblings who will be in the Sixth Form at the time of admission or younger siblings who are or will be in the nursery at the same time.]
5. Children living outwith the catchment area of the Academy. Distance will be measured in a straight line from the front door of the child's home to the front gate/main entrance of the nearest campus of the Academy.

Multiple Births

Where there are more applications than places available, children from multiple births will be given priority within criteria 2, 3 & 4 above. If a further tie break is necessary, distance between home and the Academy will be used to prioritise applications (see criteria above).

Admissions Criteria

Sixth Form

The following admissions policy and over-subscription criteria apply to external candidates only and are provided as information for students currently attending The Northumberland Church of England Academy. Places will be allocated to students of The Northumberland Church of England Academy first.

The minimum entry requirements for internal and external applicants will be:

1. For all Advanced Level (Level 3 type) courses the entry requirement will be a minimum of four GCSE grades A* - C.
2. For Level 2 courses the entry requirement will be an average of grade E at GCSE.
3. For Level 1 courses the entry requirement will be an average of grade G at GCSE.

The admission limit for Year 12, subject to student course combination choices, will be 125 in 2010/11.

Over-subscription criteria

Priority will be given in the following order:

1. Students for whom places on appropriate courses are available.
2. Students who are 'looked after' under provision of the Children Act 1989.
3. Students living in the catchment area of the Academy and who can provide firm evidence that this will be the case on the appropriate admission date.
4. Children on whose behalf evidence of exceptional medical need is presented. Evidence must be supported in a written statement by a professionally involved third party, for example, a doctor. The supporting evidence should be submitted at the time of application and should set out the particular reasons why the Academy provision is the most suitable provision and the difficulties that would be caused by the student attending an alternative provision.
5. Remaining places are offered on a geographical basis measuring distance in a straight line from the Academy (as defined above).

Waiting Lists & Appeals

If you are unsuccessful in being allocated a place at The Northumberland Church of England Academy for September 2010 you will be placed on our waiting list. This list is ranked according to the same criteria as those used for admissions. You will be asked to notify us that you wish to be held on this list and will be contacted directly when a place is available. You may appeal against our decision not to offer you a place and must do so in writing to the Admissions Officer within 14 days of being notified that you have not been offered a place at The Northumberland Church of England Academy. An independent appeal panel will hear your appeal. A copy of the appeals procedure is available from The Northumberland Church of England Academy.

Casual Admissions Arrangements

If you wish to apply to year groups other than nursery or reception, or wish to apply in year, you must request an application form from the Academy Admissions Officer. If the Academy year group is oversubscribed you will be placed on a waiting list as detailed above.

You may appeal against our decision not to offer you a place and must do so in writing to the Admissions Officer within 14 days of being notified that you have not been offered a place at The Northumberland Church of England Academy. An independent appeal panel will hear your appeal. A copy of the appeals procedure is available from The Northumberland Church of England Academy.

Transferring Primary Campus

The procedure for transferring campuses is the same as outlined above in the Casual Admissions Arrangements.

Respect for All

Basic Rules of Conduct for acceptable behaviour have been drawn up.

We place great importance on the manner in which students conduct themselves in and out of the Academy. We all follow the code of conduct (draft):

- Show courtesy and respect to all
- Be positive in our attitude

- Protect and look after our environment
- Always be organised and ready to learn
- Always try our best.

Partnership

Academies are accountable to their governors, the local community and especially to parents/carers. At The Northumberland Church of England Academy we take this responsibility seriously and constantly seek ways in which to involve parents more fully in the life of the Academy and the education of their children.

Home and The Northumberland Church of England Academy are partners in education. The support and co-operation of parents/carers is vital if we are to establish and maintain high standards of work, behaviour and dress. Furthermore, past evidence has strengthened our belief that the academic performance of students is significantly improved when parents/carers actively support the Academy in stimulating, encouraging and monitoring their children's progress.

Efficient communication is central to effective partnership. Each week the Academy produces a newsletter which contains, amongst other things, items of topical interest, commendations, sports reports and important information about forthcoming events. This is also available online at: www.ncea.org.uk

Parents are welcome to visit the Academy by appointment at any time. Regular consultations are organised between teachers and parents to discuss individual student progress and to set achievable but demanding targets.

There are opportunities for parents/carers to discuss their child's progress at parent consultations twice a year in the primary schools. Individual pupil learning targets will be shared at these meetings. A full written report of progress will be sent to parents annually.

For students in Year 7, 8 and 9, termly grades for attainment are issued in all subjects and are entered in the students' homework diaries. Attainment grades for Years 10 and 11 are issued termly. Full subject reports are issued annually. Parents are invited to make comments on these grades and reports if there is a particular matter you would like to raise.

There will be annual parents' evenings for students in each secondary year group. Parents may request extra meetings through the relevant Head of Year.

Parents/carers of children in the secondary school are encouraged to write comments in the student diaries for further discussion.

We will establish a series of parents' focus groups (PFG) which will be randomly drawn from our parents/carers. The PFG will meet on an informal basis to discuss issues and policies related to the progress of the Academy.

Target Setting

A fundamental objective of The Northumberland Church of England Academy is that each child achieves the highest standards possible. We believe that target setting plays a crucial role in ensuring that students set themselves short and medium term targets which will stretch them and encourage them to go further. Consequently, each student's progress is closely monitored throughout his/her Academy career. In so doing, under-achievement can quickly be addressed and proven success can be applauded. It is our policy during Years 10 and 11 to keep parents and students fully informed of syllabus content, assessment requirements and assignment deadlines.

We are confident that a close working relationship between home and The Northumberland Church of England Academy during these two vitally important years is an effective means of enabling students to achieve success.

The Curriculum

The Northumberland Church of England Academy specialises in Design and the Environment. Over the next twelve months we will work to develop a curriculum which features these themes and supports the learning of students in their core subjects too. Parents/carers and other people in the wider community will be part of this development process. In the meantime our curriculum is as follows:

The Primary Curriculum

The Primary Curriculum which includes the National Curriculum subjects and Religious Education is organised, planned and taught in a cross-curricular, thematic approach following the National Curriculum programmes of study and meeting the attainment targets in the core and foundation subjects. The Academy offers a broad, balanced, relevant and differentiated curriculum relevant to the needs of all our children, within the setting of a lively and

stimulating environment. We strive to ensure that each individual has the opportunity to develop to his or her full potential. Children are encouraged to become self motivated; self-disciplined; independent learners.

The Foundation Stage Curriculum

The Foundation Stage Curriculum is followed by nursery and reception age children. It starts with stepping stones which work towards early learning goals. There are six areas of learning:

Personal, Social and Emotional Development

Children are provided with opportunities that enable them to develop a positive sense of themselves, learn how to co-operate and work harmoniously together. Activities provided encourage an enthusiasm for learning, knowledge and develop confidence in their ability to be successful learners.

Communication, Language and Literacy

Children are encouraged to talk and communicate in a widening range of situations, to extend their vocabulary and communication skills and to listen carefully. They are able to explore, enjoy, learn about and use words and texts in a broad range of contexts and experience a rich variety of stories, songs, rhymes, poems and non-fiction books. Children are provided with the opportunity to see adults writing and they are able to experiment with writing for themselves beginning with mark making.

Problem Solving, Reasoning and Numeracy

Children are given opportunities to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of activities in which they can explore, enjoy, learn, practise and talk about them.

Knowledge and Understanding of the World

Children find out about the world they live in, and the people, places and events that have significance in their lives. Activities are based on first-hand experiences that encourage exploration, observation, problem solving, prediction, planning and discussion.

Physical Development

Children are able to develop their skills of co-ordination, control, manipulation and movement. They increase their understanding of how their bodies work and what they need to do to be healthy and safe.

Creative Development

Children are able to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

The National Curriculum

Children in Years 1 – 6 study all subjects in the National Curriculum. This includes Mathematics, English, Science, ICT (computer skills), History, Geography, Art, Music, Design Technology, Physical Education, Personal, Social and Health Education combined with Citizenship and also Religious Education.

The Academy places great emphasis on the development of the basic skills of literacy and numeracy.

Across the Academy, work within these areas of the curriculum may be subject based or developed as part of an overall topic or theme being covered by a class.

English – Language and Literacy

National Literacy Framework

The Academy is committed to the literacy hour, which includes elements of reading and writing both as a class group and individual activities. The National Curriculum emphasises the four modes of language – speaking, listening, reading and writing.

Speaking and Listening

Value is placed on the use of the spoken word and the children are encouraged to speak confidently and to express their thoughts clearly. They are also encouraged to listen attentively and to understand what others are saying. Opportunities are deliberately created to exercise these essential skills and much of this work takes place across all areas of the curriculum. Some children may require special help in this area.

Reading

The Academy places a high priority on the teaching of reading as this is the key to progress in most curriculum areas. Children are encouraged to choose quality books from a variety of sources, to give them a broad and varied vocabulary. Parents/carers are strongly encouraged to become actively involved in the Home-Academy Reading Scheme. Parental involvement is VITAL in this

area. Throughout a child's school career parents' support in reading is highly valued, even when pupils are fluent readers, in extending their experiences and encouraging the use of libraries.

The teaching of reading is introduced in a variety of ways including:

- the use of a wide variety of reading schemes;
- reading regularly to the children from a wide variety of literature;
- valuing and using the children's own writing as a reading source;
- the provision of a carefully selected range of reading materials suited to the age, ability and interests of the child;
- giving opportunities for silent, sustained reading each day as well as the opportunities for paired and group reading;
- encouraging the involvement of parents in sharing the pleasure of reading to, and with, their child at home;
- teaching the structure of words through phonetics (letter sounds), leading to an understanding of spelling patterns.

As children develop as competent readers, we aim to offer a wide range of literature and encourage them to be habitual, responsive, independent readers. There is a core of reading material from a variety of schemes. These are supported and extended by a collection of fiction and information books. By the time pupils leave the Primary years they will be expected to be independent readers, capable of selection, criticism and able to use reference books for extracting information.

Writing

The children are given a wide range of opportunities for both factual and imaginative writing. Children are encouraged to write for themselves and for a variety of purposes. Children may write stories, letters, poetry, descriptions or explanations. They are taught to draft and edit their work, hear and see good models of written language and value and appreciate each other's contributions. They are encouraged to develop a legible style of handwriting and they are taught spelling and punctuation, appropriate to their age and ability.

Maths

Mathematics is taught daily in all classes. We follow the National Numeracy Strategy, which concentrates on the repetition of basic skills to ensure that children become numerate. Great emphasis will be placed on the development of mental strategies.

A systematic approach is adopted to give each child an understanding of the principles of mathematics. Children are introduced to the knowledge and understanding of mathematical skills throughout the school in a carefully graded way to ensure continuity and progression in line with the requirements of the National Numeracy Strategy. Mathematics is taught in the following ways:

- a wide range of practical experiences is included to increase the children's knowledge and enjoyment of mathematics;
- regular practice is given in problem solving and mental arithmetic, including tables and number bonds;
- computers and calculators are used to enrich the mathematical experience.

Science

We aim to cultivate in our children both awareness and appreciation of their environment by providing experiences which build upon their natural curiosity. The children are given a variety of contexts to explore in a scientific manner to develop their investigative skills in the following areas:

- scientific investigations in which they will learn to ask questions, predict and hypothesise, observe, measure and manipulate variables, interpret their results and evaluate scientific evidence;
- a study of life and living processes;
- a study of materials and their properties;
- the physical processes of electricity and magnetism, energy, forces, earth and space.

Science teaching takes many forms. It may be taught as subject based, or as an integral part of other subjects. A wide variety of materials and resources are available to support the children's learning.

Information Communication Technology (ICT)

In teaching Information and Communication Technology, our aim is to ensure that all pupils in all years have regular planned experiences of using computers and related devices. They use ICT tools to develop their ideas and record and amend their written and creative work. They also have the opportunity to use simple adventure and modelling programs as well as a digital camera and the use of the Internet.

Religious Education

Religious Education will be taught using the Northumberland Agreed Syllabus and will help to promote the spiritual, moral, social and cultural developments of all learners and prepare them for the opportunities, responsibilities and experiences of life. The aim of Religious Education at the Academy is to enable pupils to:

- Develop a knowledge and understanding of the nature of religion, religious beliefs, practice and experience.
- Explore the way that religious beliefs and experience shape life and conduct.
- Consider and engage with the Spiritual Dimension of life.
- Realise that there are many different religious beliefs held by different people and to respect people's rights to hold them.

Religious Education is given a high profile in the Academy and is taught creatively using a variety of interactive learning strategies to engage, excite and enthuse learners.

Parents have the right to withdraw their children from Religious Education lessons, and from Acts of Collective Worship. Parents who wish to withdraw their children should submit their request in writing, to the Executive Director who will discuss alternative arrangements for these children.

Design & Technology

Our children are encouraged to recognise and investigate the need for Design and Technology. Having considered these needs they will make, plan and appraise their design outcome. Children are encouraged to investigate and explore materials and to solve problems. They will develop a wide range of skills including those of planning, organising and constructing. Choosing and using appropriate equipment is a key aspect of Technology.

History

Pupils in the early years are encouraged to develop an awareness of the past by listening to well-known myths and legends, stories and eyewitness accounts of historical events, and fictional stories set in the past. This is developed by using artefacts, music, photographs and pictures, visiting buildings and sites, and also through visitors to school who bring a meaningful and realistic insight to children's experiences.

As pupils move into Key Stage 2, History is looked at from a variety of perspectives; political, economic, social, religious and cultural aspects. They are taught through study units, about important episodes and developments in Britain's past, and are also encouraged to investigate local history.

Geography

At Key Stage 1 all work is linked to the children's own experiences and capabilities. They are introduced to plans and maps in a simple way, helped to gain knowledge and understanding about their local area and then of countries further a field. They are encouraged to keep records of the weather, recognise landscape features, understand the different uses of houses and buildings and understand the value of their environment.

At Key Stage 2, map work and fieldwork techniques are taught and use of geographical vocabulary is developed. Physical Geography includes studying weather, landforms, rivers and animals, plants and soils. Human Geography covers population, settlement, transport systems and economic factors. Environmental issues are addressed in more detail.

Music

Music is an important part of our curriculum and we hope our children will grow to enjoy and appreciate it, and to participate with confidence in music making.

There will be opportunities for all children to take part in singing, learning notation and composing using a variety of musical instruments. Listening to and the appreciation of a wide selection of music are encouraged; classical, modern and music from other cultures and times is studied by listening to particular composers and performers. Instrumental tutors take children for individual/group lessons and there is a good emphasis on extra curricular music.

Art

Our children are provided with a wide and varied range of creative and artistic activities designed to assist the development of skills and constructive self-expression. Much of the work is linked to others areas of the curriculum. Activities include painting, drawing, modelling from various materials, working with balsa wood, textiles and needlework. Children also have the opportunity to study the work of artists.

Physical Education

The Academy meets the Government requirements to deliver two hours of taught Physical Education each week through a planned programme of games, gymnastics, dance, swimming, athletics and outdoor activities.

We aim to help all children to experience a sense of achievement and enjoyment through physical activity. We develop their physical competence and emphasise the benefits of participation in physical activity at school and throughout life. We also aim to develop interpersonal skills of working together, with a partner or in a team.

PSHE

Cross-curricular dimensions are addressed in Personal and Social Education, Equal Opportunities, and Multi-Cultural Education. Cross-curricular themes also include Environmental Education, Health Education and Education for Citizenship. These issues will not be taught separately, but as an integral part of subjects across the whole curriculum.

Health and Sex and Relationships

Throughout the Academy emphasis is placed on self-respect and respect for others; building good relationships and making good relationship choices.

From a very early age emphasis is placed on good health and hygienic practices. These practices are further developed through topic work on the body and its functions. The aim of this is to provide the children with a broad and balanced view of "growing up". In the Academy, sex and relationships education is taught through the Science, PSHE and other curriculum areas as appropriate. Topics and teaching materials are carefully chosen to ensure that they are appropriate to the needs and ages of our learners. In Key Stage 1 children will be taught to find out about

themselves and develop their ideas about the stages of human development. In Key Stage 2 children will explore ideas about the processes of life, which include breathing, circulation, growth, puberty and reproduction. Staff will endeavour to answer children's questions truthfully and simply in an attempt to counteract myths and provide accurate information. The full policy is available on request.

The Academy complies with Section 241 of the Education Act 1993, which gives parents the right to withdraw their children from any or all parts of a school's programme of Sex Education, other than those elements, which are required by the National Curriculum Science Order.

Assessment of Pupils

Foundation Stage teachers assess pupils' progress in relation to the stepping stones and early learning goals. The Foundation Stage Profile is used throughout the year to record these assessments and provides a picture of the whole child at the end of the Foundation Stage.

Children's progress is monitored at regular intervals and targets are set for future learning. Pupils are involved in their own learning and assessment through the use of individual targets.

Formal testing takes place when the children are in Year 2 and Year 6 in accordance with the National Curriculum requirements. The children are tested using the optional SATs in Year 3, 4 and 5. And other non statutory assessments to ensure that progress is maintained.

Key Stage 3 Curriculum

There will be exciting changes to the curriculum in 2010/11. In the meantime, subjects offered at Key Stage 3 include: English, Maths, Science, History, Geography, RE, Art, Music, Drama, Design and Technology, Information Technology, PE, and Modern Foreign Languages.

The curriculum is further enriched by activity days. These special days are designed to enrich the experiences of the students and deal with issues of a global nature for example: Enterprise, Business and Technology Challenge Days.

As part of our emphasis on inclusion, provision for students with special needs continues to be offered in an imaginative way in all our classes and in the Learning Support area. The aim of this

programme is to move students back in to mainstream education having gained the core skills and self confidence from working in smaller groups.

Key Stage 4 Curriculum

The Key Stage 4 curriculum will develop further from 2010/11. In the meantime, we will endeavour to ensure that every student follows an individual pathway which can lead to the students completing GCSEs or equivalent from the wide selection available. These include core GCSEs in English, Maths, Science, Information Technology and RE. We also offer Learning Support options. Listed below is the full range of subjects on the curriculum.

GCSEs in English Language, English Literature, Maths, Science, PE, French, Spanish, D&T Food Technology, D&T Resistant Materials, D&T Graphic Products, D&T Textiles, Media Studies, Business Studies, Geography, Art & Design, Art Graphics, Drama, Music, Sociology, Psychology and History.

There are a range of vocational and occupational courses offered.

Key Stage 5 Curriculum

At post-16 we recognise that students have different desires or designs. Some have clear ideas on careers they wish to follow at 17 or 18 whilst others have plans to move onto Higher Education. In order to meet these different demands we offer different pathways which lead to Advanced Levels or vocational/occupational qualifications. All students are expected to take advantage of the optional enrichment courses available.

Collective Worship

Collective worship plays an important and central part in the day-to-day life of the Academy. Collective worship provides an opportunity for an Academy community to reflect on important issues and reinforces a sense of group and community identity; it is organised in a variety of groupings and may take place in the classroom or hall, outside or off site. All acts of collective worship are planned carefully to cater for the age group involved.

Parents retain the right to request that their child be withdrawn from RE or assembly. Such requests should be made in writing to the Executive Director. The Academy has its own chaplain.

Careers

Students at The Northumberland Church of England Academy are encouraged to think constructively about the career opportunities available to them. As students move into Year 10 they are given more specific guidance.

Learners gain a great deal from their work experience and are provided with a wide range of information in the form of careers literature, discussions with teachers and the Connexions organisation representatives and talks by representatives from, among others, commerce, industry and Further and Higher education.

Special Needs

The Academy has the additional benefits of a Learning Support department which provides individual help and classroom support for children with learning difficulties. It is important to recognise that children who experience education, social and/or behavioural difficulties require individual help. Wherever and whenever it is appropriate, children with learning difficulties are integrated into mainstream lessons. Their progress is carefully monitored.

Learning Support

Learning Support works with students who are experiencing learning difficulties. Following the Academy's philosophy of inclusion and integration, the majority of support is provided within the mainstream classes. However, a small number of students in Key Stage 3, who have profound difficulties, may be taught in withdrawal groups for a small number of lessons during the Academy week.

For students in Key Stage 4, the Learning Support team will develop and deliver a modified curriculum that helps students who have learning difficulties to develop their basic skills and achieve success in as many GCSE subjects as possible.

The Learning Support Unit (LSU)

In response to the DCSF drive towards Social Inclusion and national concerns regarding the exclusion of students from schools, the LSU is the centre that supports students in Key Stage 3 and 4 who experience emotional and behavioural difficulties that disrupt their own and others' education. The students remain in the Academy and, for a fixed period, are taught in a quiet, controlled setting.

The students follow the mainstream curriculum, receive counselling and are helped to develop strategies that enable them to manage their own behaviour. At the end of this 'Internal Support Period' the students return to their mainstream classes and are closely monitored by the centre's staff to ensure continued success.

The Centre

The Centre department caters for the needs of pupils with Severe Learning Difficulties, Profound and Multiple Learning Difficulties and autism. Teaching groups remain largely class-based for most of the week, however, pupils are mixed in appropriate age groups for some of their activities, e.g. P.E., Music and module based activities.

The department is supported by a range of specialist agencies that help us to maximise the learning opportunities for all of our pupils. These include speech and language therapists, physiotherapists and occupational therapists. Once a term we hold Multi-Disciplinary meetings. The meetings are held in the Academy and include the Medical Officer, physiotherapist, speech therapist, paediatric dietician, Academy nurse, community nurses and the Special Educational Needs Director. The aim of the meetings is to foster a team approach to meeting children's needs. Parents are informed if their child is to be discussed at the meeting and asked for their input.

Specialist agencies and support from other professionals comes in many different forms, including:

- 1:1 individual work with pupils
- Small group work
- Joint planning with teachers and support staff, e.g. for speech and language groups
- Specialist advice regarding individualised programmes, e.g. physio routines
- Advice for IEPs
- Advice to parents
- Input to Multidisciplinary Team meetings
- Leading in-service training for school staff, e.g. Makaton sessions

Parents and carers are regarded very much as part of the team. Often parents and carers can feel isolated from the school because their children travel to school by taxi. With this in mind, we strive

to offer as many different ways of contact as possible, including encouraging parents to come into the Academy.

We offer an individualised curriculum for each child. This is set out in each child's Individual Education Plan (IEP). These are updated annually with targets being set and evaluated termly. We offer each child a curriculum drawn from National Curriculum core subjects and an essential curriculum that covers all aspects of Personal and Social Education. In addition we offer a sensory curriculum which supports the needs of our children with Profound and Multiple Learning disabilities. We use a 'topic' approach to deliver the National Curriculum foundation subjects with the themes being differentiated to take account of the range of needs in the department.

Teaching objectives are focused and are based on assessments made by teachers and other professionals. They are presented in small steps so that the pupils experience success. Programmes of work are delivered through a range of educational experiences and activities. Teaching and learning may take place in a range of situations, including:

- 1:1 work
- Small group work
- Whole class work
- Within the department
- Within the department with mainstream peers
- Within mainstream classes

Children will be supported as necessary by staff from the department.

Curriculum Enrichment

The Northumberland Church of England Academy will look to improve the quality of its educational provision by introducing programmes and challenges which will stimulate students and encourage them to reach their full potential.

Gifted and Talented

At the Academy every endeavour is made to meet the individual needs of all children, including the very able. Those pupils with special ability whether academic, creative or sporting are encouraged to make the most of these skills through a special programme which identifies their specific strengths and sets targets to provide them with the challenge they require.

Extra-Curricular Activities

We believe that extra-curricular activities make a vital contribution to the all round development of the pupils. We offer a variety of activities throughout the year, some lasting all year, others for short six week sessions. Some activities (mainly sporting) take place at the end of the school day, others take place during the school day at lunchtimes. All children are given the opportunity to take part in extra-curricular activities throughout the Academy. Further details will be posted to parents/carers and appear on our website.

Involvement in the Community - we, at The Northumberland Church of England Academy, feel that it is important that young people develop a wider sense of responsibilities and so encourage their involvement with the community. This involves charity work and work with younger children. In Key Stage 4 students will be expected to undertake community based work.

Extra Lessons - revision and master classes are offered in a wide range of GCSE subjects and at Advanced Level.

Peripatetic Music - a variety of musical instruments can be learnt at The Northumberland Church of England Academy.

Education Beyond the Classroom

Holiday Academies

Holiday Academies will be run in the October and February half terms, over Easter and during the summer holiday period. These are staffed by qualified teachers and instructors and offer a wide variety of activities. These are likely to include Drama, Dance, Art, Football, Enterprise and Circus Skills as well as ICT based activities. There are also likely to be subject based catch up modules through these Holiday Academies and especially leading up to examination time.

Work Related Learning

In Key Stage 4 students will benefit considerably from participation in work experience programmes. Apart from the time actually spent in work, a considerable amount of time goes into preparation and evaluation. Strong links have been developed with a variety of local industries and businesses as a direct result of these programmes.

Educational Visits

These include theatre and museum trips, visits to related organisations like Homes for the Aged, art exhibitions, field trips, sports meetings etc.

Under the provision of the 1988 Education Act, schools cannot make a charge for any visit or activity which takes place during school time. Parents are advised that any contribution is voluntary and that no student may be excluded because parents have not contributed. However, if insufficient contributions are received, the visit will be cancelled.

Sport

Our facilities provide ample opportunity for activities at lunchtime and after lessons. Sports include football, badminton, basketball, hockey, athletics, cricket, tennis, netball, dance and rounders.

Music, Media, Drama & Art

All three of these subject areas are developing strong and active after-school and lunchtime programmes, using the latest technology as well as traditional equipment.

Pastoral Organisation

Primary

The class teacher under the guidance and control of the Primary Manager exercises this.

Supervision of children during breaks is carried out by teachers and teaching assistants. At lunchtimes supervisory assistants under the guidance and control of the Primary Manager care for children.

If you are concerned about the progress or welfare of your child it is advisable to make an appointment to see either your child's class teacher or the site Primary Manager. It is always best to make an appointment in order for time to be put aside for a discussion without interruption. If the class teacher has a worry about your child they will usually try to contact you at the end of the school day. Class teachers will also make contact with parents to report positively how pleased they are with their child's attitude and effort in school.

Secondary

The pastoral system is organised by year group and key stage. The form tutor and the year head are the first point of contact for any parent. These members of staff will make contact with home as necessary and track and monitor attendance and punctuality.

Homework

Research demonstrates that students who get regular homework are more successful. In secondary, all students get homework set every night.

Homework will be set throughout the Academy, from foundation stage onwards. In these early years it is likely to include parents/carers being asked to read with their child(ren).

Specifically, for Year 7 and 8 this is two subjects, 30-40 minutes per subject. Years 9-11 get between 1 and 2 hours a night from 2/3 subjects. There will also be coursework during Years 10-11. Students are given a homework timetable in September. There will always be facilities for students in the Academy for those who wish to stay after school and work.

Behaviour and Sanctions

Primary

At Northumberland Church of England Academy we believe that we should set high standards of behaviour and expect positive attitudes and contributions from the pupils towards the life and work of the Academy.

We aim to:

- Foster the conditions and atmosphere necessary for effective learning.
- Develop positive attitudes to school work and promote academic success.
- Encourage positive and caring attitudes to all members of the community.
- Set high standards of personal appearance and cleanliness within the school.

The Academy uses reward systems to encourage good behaviour and positive attitudes to work. Where there is no positive response, sanctions such as withdrawal of privileges or loss of break time will be put into effect. Parents will be involved at an early stage if behaviour gives cause for concern. A full copy of the Positive Behaviour Management Policy is available upon request

Secondary

We need your support if we are to be successful in setting high standards of work, behaviour and dress. Students are encouraged at all times to respect others and the environment in which they work. It is our aim to develop in all our children a sense of genuine purpose, a healthy spirit of competition combined with an understanding of the need for co-operation and tolerance.

Specific Academy rules are regularly brought to the attention of students in assembly and by their tutors. The code of conduct for students can be found in the homework diary. Minor infringements of academy discipline are dealt with by teachers as and when the need arises. Cases of serious misconduct will be dealt with by senior staff. Parents will be involved in such cases and positive collaboration between home and the Academy is almost always effective.

We have a clear discipline policy and encourage parental support in this matter. Where students misbehave, detentions may be given. If students in the secondary element of the Academy are to be given longer detentions the teacher will write the information in the child's diary and give parents 24 hours notice.

Students are expected to behave well outside The Northumberland Church of England Academy, particularly when they are representing the Academy at various functions, events or visits. Parents will be contacted and students punished if they show poor behaviour outside of school. The Home/Academy Agreement covers behaviour when students are moving to and from the Academy.

Sanctions include:

Detention, internal exclusion, community service, temporary exclusion, permanent exclusion.

Banned items

Mobile phones, MP3s etc should not be brought to the Academy. Chewing gum is banned from The Northumberland Church of

England Academy.

All weapons or potential weapons are banned, as is alcohol and smoking along with any equipment associated with this activity.

The Academy behaviour policy is available on the website or by contacting the Academy.

Key Stage 2/3 Transition

The advantage of The Northumberland Church of England Academy is that students when they move from key stages are still being educated within the same organisation. However to help us, when students are in Year 6, we have a series of visits to meet the students by staff from the secondary site. In July, all the students take part in an induction day to meet their teachers and experience the secondary provision of The Northumberland Church of England Academy.

In addition to this, there are opportunities through the year to experience aspects of the secondary provision of the Academy.

Year 6 Student Interviews

Before entry into Year 7 all Year 6 students with their parents are invited for a short interview with a senior member of staff. These interviews enable us to continue the partnership with parents. These are information gathering meetings and help in allaying any fears that students or parents may have before the start of term in September.

General Issues

Procedure: Achievement/Under Achievement

We track student progress every six weeks and grades are formally given for attainment, effort and progress. We assess student learning in lessons in a wide variety of continuous methods to ensure that maximum progress is being made. This progress is monitored by Curriculum Leaders, Form and class teachers, Primary Managers and Heads of Year. Achievement and success are celebrated regularly with rewards, commendations, awards in assemblies and awards evenings. Under achievement is addressed through the pastoral and academic structures to ensure that each student has access to a personalised learning programme that meets their needs. Mentoring and intervention are put in place to maximize success.

We much prefer, of course, responding positively to students' achievements. A system operates to reward good work and effort.

Equality & Inclusion

The Northumberland Church of England Academy is an inclusive Academy. Everyone is made to feel welcome and valued.

Anti-Bullying

Every student has a right to learn and to feel safe, happy and secure in their learning environment. Any action by another student to impede this, results in immediate intervention by the pastoral team, class teacher or subject teacher. This is followed up to ensure that there has been an improvement in the situation. We have zero tolerance to bullying and expect parents/carers and students to notify us immediately if there is a problem.

The Northumberland Church of England Academy is committed to promoting a caring and safe environment in which we can all learn. Bullying stops this, so bullying will not be tolerated. We define bullying as the continual attempt to make someone's life a misery. Persistent bullies run the risk of permanent exclusion.

Complaints

The Northumberland Church of England Academy has a clear complaints procedure which is regularly published in the newsletter. A full copy of the policy is available from the Academy on request. The named person to whom complaints should be addressed in the first instance is Eddie Scott who is based on the Josephine Butler campus.

Charging and Remissions

A full copy of our policy is available on request. The Governors policy meets the requirements of the 1988 Education Reform Act.

Academy Security

The aims of our systems are not simply to satisfy the relevant legislations but to exceed them. Safety of our students, staff and the premises is taken very seriously at The Northumberland Church of England Academy.

All staff carry an ID card. In addition our practice at the reception

and our electronic Visitor Management System ensures that only authorized personnel are allowed access. Visitors are expected to bring photo-ID.

There is also a staff rota in place which ensures staff presence throughout the premises at times of significant pupil movement. We maintain a good working relationship with the police through a community Police Officer who is attached to the Academy.

We are always looking to improve our systems to achieve:

- a safe place of work
- safe systems of work
- a safe learning environment
- a safe working environment

Sharp objects and any other item which may be considered a weapon are banned and we reserve the right to search students accordingly. If such items are found it is likely to lead to a permanent exclusion. The same applies to drugs and cigarettes.

Uniform

All students from Reception to Year 11 are expected to wear uniform. A student not wearing complete uniform must bring an explanatory note from home. An unexplained lack of uniform may result in a child/student being sent home to change, wear items supplied by the Academy staff or being educated in isolation from his/her peers.

The Academy uniform has been designed to be neat, hard wearing and as economical as possible. All children are expected to take pride in themselves and their Academy.

The Northumberland Church of England Academy items are available from the Academy uniform supplier. Items with a * (** indicates 2) are supplied free to starters in September 2009.

Girls

Nursery

Optional red sweatshirt with Academy logo*

Reception to Year 6

Red sweatshirt with Academy logo*

Black trousers/skirt

White polo shirt with Academy logo**

Black tights or white socks

Black shoes (no trainers)
PE Kit
Black shorts*
White shirt with Academy logo*

Years 7 and 8

Black V-neck jumper with Academy logo**
Academy Years 7 and 8 tie*
White shirt/blouse
Black trousers/skirt
Black or flesh coloured tights
Black shoes (no trainers)
PE Kit:
Black tracksuit bottoms*/shorts
White shirt with Academy logo*
Option to wear matching tracksuit top

Years 9 to 11

Black jacket with Academy logo*
Academy Years 9 to 11 tie*
White shirt/blouse
Black trousers/skirt
Black or flesh coloured tights
Black shoes (no trainers)
PE Kit:
Black tracksuit bottoms*/shorts
White shirt with Academy logo*
Option to wear matching tracksuit top

Sixth Form

Following discussion with the Sixth Form it was agreed that the following dress code for female students would be adhered to:

Black, grey or pinstripe suit (skirt or trousers)
Any colour shirt or blouse
Smart shoes
or
Smart black, grey or pinstripe skirt/trousers.
Any colour blouse or shirt
Any colour cardigan or jumper
Smart shoes

Boys

Nursery

Optional red sweatshirt with Academy logo*

Reception to Year 6

Red sweatshirt with Academy logo*
Black trousers
White polo shirt with Academy logo**
Black shoes (no trainers)
PE Kit:
Black shorts*
White shirt with Academy logo*
Black sand shoes (no trainers)

Years 7 and 8

Black V-neck jumper with Academy logo**
Academy Years 7 and 8 tie*
White shirt
Black trousers
Black shoes (no trainers)
PE Kit:
Black tracksuit bottoms*/shorts
White shirt with Academy logo*
Option to wear matching tracksuit top

Years 9 to 11

Black jacket with Academy logo*
Academy Years 9 to 11 tie*
White shirt
Black trousers
Black shoes (no trainers)
PE Kit:
Black tracksuit bottoms*/shorts
White shirt with Academy logo*
Option to wear matching tracksuit top

Sixth Form

Following discussion with the Sixth Form it was agreed that the following dress code for male students would be adhered to.

Black, grey or pinstripe suit
Any colour shirt and tie
Smart shoes (No trainers).
or

Black, grey or pinstripe suit trousers
Any colour shirt and tie
A smart jumper or cardigan with any colour shirt.
Smart shoes (No trainers).

Additional Notes on Uniform

- Headscarves may be worn for religious reasons and should be plain navy blue, black or white.
- Outdoor coats must be plain navy blue or black. Multi-colours or coats with writing and emblems on them are not allowed.
- We do not allow sweatshirts with hoods.
- Girls' ski trousers, leggings and tracksuit bottoms are not acceptable.
- Jewellery is not permitted except ear-studs and watches.
- Denim is not allowed, neither are corduroy skirts or trousers.
- If there is any doubt, please contact the Academy before purchasing an item of Academy clothing.

Breaks

All primary age children must remain on site throughout the school day apart from those who have a Lunch Pass to go home at lunchtime.

Students in Years 7-9 will remain on site throughout the school day apart from those who have a Lunch Pass to go home at lunchtime.

Students in Key Stages 4 and 5 may gain permission to go off site at lunchtime only from the Principal Director.

Communication

We feel that it is important to keep parents/carers up-to-date on what is happening within the academy.

We value the opinions and views of parents/carers and consult them through half-termly Parent Focus Groups – a cross-section of parents/carers meet with the Executive Director and discuss key issues affecting our students education and well-being. The composition of this group changes with every meeting.

Parent Councils will also be established comprising of elected representatives from each Academy campus.

The outcome of both these types of meetings are fed back to the Academy-wide audience of parents/carers via several methods:

- Where it is important that parents/carers are advised individually, a personally addressed letter is posted out to all the parents/carers. It is therefore important that all contact details for your child are kept up-to-date.
- Where it is a matter of informing parents/carers of more general information or advising them of the various activities that students are involved in at various levels through the school – this information is communicated through the weekly newsletter.

The newsletter is despatched via the students themselves and is also posted online at: www.ncea.org.uk

The Secondary Academy day

Before 8.40	Arrive at Academy
08.45 – 08.55	Registration
08.55 – 09.55	Lesson 1
09.55 – 10.55	Lesson 2
10.55 – 11.15	Break
11.15 – 12.15	Lesson 3
12.15 – 13.15	Lesson 4
13.15 – 14.00	Lunch
14.00 – 15.00	Lesson 5
15.00 – 15.20	Tutor Time/Assembly
15.20	School ends

The Primary Academy day

08.50	Arrive at Academy
08.55	Academy Day Begins
15.00	Academy Day ends