

# **Astrea Academy Woodfields**

**Family Handbook 2024-25**



## Welcome to Astrea Academy Woodfields

To help all scholars and parents to prepare for the year ahead, we have put together the information you will need in this booklet. We hope you will find it useful. If you have any queries or concerns, please do contact the academy where staff will be available to help on:

[Office@Astreawoodfields.org](mailto:Office@Astreawoodfields.org)



**Office@AstreaWoodfields.org**



**Weston Road, DN4 8ND**



**01302 312140**



**Astrea Academy Woodfields**



**@AAWoodfields**

# Our Vision & Values

To provide an exceptional, knowledge-rich educational experience, which ensures all scholars succeed.

★ ★ CURIOSITY ★ ★

★ ★ TENACITY ★ ★

★ ★ SCHOLARSHIP ★ ★

## Welcome to Astrea Academy Woodfields

Welcome to Astrea Academy Woodfields and thank you for considering us as your academy of choice. We have a unique approach to transforming the hearts and minds of young people so that they can go to university, or a real alternative, and live a great life.

As part of Astrea Academy Trust, we have used high quality research and the experiences of the best academies to develop an ambitious curriculum, strong routines, and a life-changing programme of personal development. We believe in traditional approaches to teaching, and we value scholarship. In recognition of this we refer to our young adults as 'scholars' to reflect the commitment that everyone makes to academic learning, here and beyond. We promote strong family values, manners, decency, hard work, and kindness. We do this by practicing routines that enable us to make the most use of our time. We are both warm and strict so that scholars know we care and can succeed within firm boundaries.

At Woodfields we are **curious**, **tenacious**, and **scholarly**. Every scholar will learn a classical musical instrument and will practice this daily at home. They will gain opportunities to play in orchestras and in world class musical venues. Scholars will complete an hour of homework a day and have the support at the academy to complete this. Every person in the academy learns poetry by heart and will recite this publicly every day at the start and end of academy. We all dine together as a family at lunchtime and serve each other food and tidy the table at the end of the meal. This is an extraordinary academy that believes in simplicity and old-fashioned values.

In our achievement-oriented culture, it is cool to be smart, and all scholars work hard to make the best of themselves. Working together we support every child to get that place at university and a top job.



## Meet the Principal

I would like to thank you for choosing Astrea Academy Woodfields and look forward to welcoming you to our wonderful academy. You have made an exceptionally excellent choice.

My Grandfather grew up down the road and knew a thing or two about curiosity, tenacity, and scholarship. He taught me that manners cost nothing and that challenging work and being kind get you places. I say what I do and do what I say. I grew up in Teesside under the shadow of the steel works, but by committing myself to my studies I was top in my year at academy and went to the University of Cambridge.



This gave me opportunity and choices that others who chose easier paths did not have. Every moment of my life has been about getting young people to university or a real alternative and living a great life. Achievement and results matter.

They are the passport to a better life and there is no shortcut to getting them, no matter what anyone else might tell you. We will celebrate successes, no matter how small, and provide many ways for everyone to earn recognition for real achievements. I expect every scholar that joins us to work hard in academy and study for at least an hour at home every day. Every contribution should be their best and they should give their full attention and commitment each second of every lesson. Our lesson time is so valuable that we go to extraordinary lengths to ensure that scholars do this. It can seem like we make mountains out of molehills, and sometimes we do just that because excellence is a habit. While we understand that there are trials and tribulations in the present, our eyes are set firmly on the long-term success and happiness of young people. Parents and carers who choose Woodfields also commit wholeheartedly to our ethos, policies, and practices by acceptance of their place here.

The scholars of Woodfields are the hardest working and most courteous young people in Doncaster. We have a traditional, and some would say, old-fashioned approach to discipline. The finest minds and top performers in art, sports, science, academia, and business all have the capacity to apply themselves to their respective fields. We expect hard work, courtesy, and rigor from our scholars. I have these expectations because of my fundamental belief in the ability of every young person to make the best of themselves. To hold back from this would be to their detriment and would not demonstrate my heartfelt devotion to them realising their potential. Some have told me that the academy and my approach is like Marmite; you love it, or you hate it. I would say you either choose success and choose us or you reject both.

Since my appointment in March 2023, I have taken strident and decisive action to improve the academy forever and for the better. We are now a centre of excellence for the arts thanks to our partnership with MISST and Lord Andrew Lloyd Webber. Our enthusiastic and committed staff now provide a unique enrichment offer which includes chances to perform in world famous venues and take part in ensembles, bands, shows and life-changing trips and visits. We have enviable sports facilities which include 4G pitches and a BMX track and enrichment opportunities for most interests.

Coming to Woodfields means that you gain a life-changing set of opportunities from our highly effective teaching, ambitious curriculum, unique enrichment, strict routines, and supportive staff. By choosing us you commit to getting to university or a real alternative. As Rudyard Kipling once wrote, "If you can fill the unforgiving minute with sixty seconds' worth of distance run, yours is the Earth and everything that's in it, and—which is more—your best is yet to come!"

yours faithfully,

David Scales

MSCi, MA (Cantab), MA (Teach First), NPQH

# Staff at Astrea Academy Woodfields

**Principal**

**David Scales**

**Vice Principal**

**Matt Lambert**

**Vice Principal**

**Matt Clark**

**Vice Principal**

**Vicky Smith**

**Senior Assistant Principal**

**Alistair Hartley**

**Assistant Principal**

**Alex Clifford**

**Assistant Principal**

**Richard Ayres**

**Assistant Principal**

**Matt Allison**

**Head of KS3**

**James Gittins**

**Head of KS4**

**Paul Roberts**

**Curriculum Leader – English**

**Marie Coffield**

**Curriculum Leader – Maths**

**Lee Sanders**

**Curriculum Leader – Science**

**Lucy Barraclough**

**Curriculum Leader – History**

**Jess Roe**

**Curriculum Leader – Geography**

**Alice Bowskill**

**Curriculum Leader – MFL**

**Sev Bouclier**

**Curriculum Leader – Technology**

**Andrea Duffield**

**Curriculum Leader – PE**

**Shane McClune**

**Curriculum Leader – RE/PSHE**

**Richard Ayres**

**Curriculum Leader – Performing Arts**

**Julie Atkins**

## Academy Day

Time	Activity	Location
08:00	Breakfast Club	Dining Hall
08:10	Academy Starts	Playground
08:25	FINAL ENTRY TO ACADEMY BEFORE LATE DETENTION APPLIES	
08:30	Morning Address	Playground
08:35	Morning Meeting (Y11 have revision)	Sports Hall
08:55	Period 1	Classrooms
09:50	Period 2	Classrooms
10:45	Breaktime	Dining Hall / Playground
11:05	Period 3	Classrooms
12:00	Period 4 / Family Lunch for Y7	Classrooms / Dining Hall
12:30	Period 4	Classrooms
13:00	Family Lunch / Period 4 for Y7	Dining Hall / Playground
13:30	Afternoon Break	Playground
13:40	Period 5	Classrooms
14:35	Astrea Reads	Classrooms
15:10	Scholar Site Exit and Enrichment Begins	Main Gate
16:40	Academy closes to scholars	

### Getting to the Academy

Scholars should walk, cycle, or take the bus to the academy where possible. This reduces pollution and congestion while increasing safety, health, and wellbeing.

### Walk

When walking we ask scholars to be aware of road traffic which we have worked to minimise so that their journey to the academy is as safe as possible.

### Cycling

Scholars who cycle should wear a helmet and use lights and reflectors when it is dark. Cyclists should follow the highway code and refrain from cycling on pavements. We have a fantastic bike hut where scholars can securely store their bicycles daily. Bicycles are parked at the owner's risk.

### E-Scooters

It is against the law to use a privately owned e-scooter. If you use an e-scooter illegally you could Face a Fine, get penalty points on your license and the e-scooter could be impounded. As such, e-scooters are not permitted onto the academy site and the use of these will be reported.

### Car

We recognise that a small number of parents live more than 2 miles from the academy and that in these rare cases, driving to the academy might be the only option. If this is the case, you should car share with other families where possible to reduce the traffic around the academy and reduce carbon emissions. We have an academy drop-off /pick-up location on Farnley Rd, next to the academy. We kindly request that parents do not drop the scholars off directly outside the Academy gate. Dangerous and discourteous driving will be reported.

### Bus

If travelling using the bus, please refer to the relevant public transport timetable. These are reviewed and updated periodically.

### **The Academy Day**

Scholars are welcomed at the Academy at 8:00am each morning for breakfast club. All scholars are expected to be present at 8:15am and are greeted by staff who give a warm welcome and support with any issues. There is also an opportunity to use the toilet or access breakfast club. Scholars line up from 8:25am to listen to our Morning Address which is an opportunity to hear from the Principal and prepare for the academy day. Following the morning address, scholars move onto our Morning Meeting then five fifty-five-minute lessons. We finish the day with our Astrea Reads programme.



## The Dining Room and Main Hall

Our Food Vision is to provide scholars with a healthy option of freshly made food, made all in house using locally sourced ingredients such as halal poultry, beef and lamb alongside daily delivered fruit and vegetables. We believe that we should feel just as proud of what we serve at the academy as we would in a restaurant. We also have a strong belief that all the scholars sit down and eat lunch together to enhance a social and family type environment. To achieve these goals, we have:

- Introduced an ever-changing seasonal menu on a three weekly rotating basis.
- Introduced a vast selection of herbs and spices that coincide perfectly with the fresh produce we use.
- Fresh fish that is filleted and prepared on site.
- Reduced the sugar content and turned to alternatives that taste just as good with a lower sugar content.
- Encouraged the uptake and value of the academy meal.
- Hired chefs with a wide range of knowledge and skills.
- Educated scholars about where the produce is from and how it is used in different things.
- Reduce food waste and introduce recycling.
- Developed a greater understanding of portion sizes and a balanced diet.
- Introduced the magic breakfast program to the academy.

Scholars will enter the food hall together to eat their lunch as a year group and will sit in an allocated seat whilst dining. It is important to the academy that scholars have a safe, peaceful, and social space in which to eat their lunch. Scholars are invited by the staff lead to head up to the food counter, and once all scholars at the table have finished eating, we ensure collective responsibility and as such the whole table will carefully tidy up.

A cashless till system is used so scholars can pay for their food safely and efficiently. Scholars will set up a 'fingerprint account' where they can add cash to their accounts through a machine within the dining room. This ensures that only the scholar can access their money. Scholars can either bring a packed lunch (this applies to Yr8 Co2029 to Yr11 Co2027 only), or they can bring money for lunch – we would suggest £3 maximum per day (lunchtime meal deal is £2.75). Scholars who are eligible for free academy meals will automatically have £2.75 per day added to their account.

Scholars from the Class of 2031 onwards will ALL eat in the Dining Hall and parents will be billed £13.75 per week. ALL scholars will eat the same meal if there are no dietary requirements, however alternative meals will be made for those with dietary requirements. This will ensure that all scholars learn family values, personal responsibility and celebrate the collective successes of the school. As a result, packed lunches are not permitted for the Class of 2031. We recommend that families apply for Free School Meals where relevant. We have a hardship fund available for those that apply.



## Curriculum

Our ambitious curriculum is academically rigorous and carefully constructed by subject specialists who have drawn from national and international expertise. The curriculum is sequenced in a way that ensures mastery by emphasising powerful knowledge that is delivered in small steps. Our scholars leave able to go to university or a real alternative and live a great life.

We offer a broad and balanced curriculum that includes a generous allocation of Art, Drama and Music as distinct specialisms at Key Stage 3. We believe in classical music for all and will lend a classical musical instrument to each scholar so that they can become proficient within three years. Modern foreign languages are given an additional importance as we want our scholars to become confident global citizens with all the academic advantages that this study provides.

Our scholars learn from specially prepared and accessible workbooks that function as a springboard for all classroom-based activities. Studies have shown that reading up to 10,000 words a day from a range of challenging texts improves academic outcomes and personal development which is why these workbooks emphasise and promote reading. Teachers all use predictable routines so that classrooms are safe and welcoming environments for learning. Scholars with additional needs are also supported by our wrap around hub provision.

This unique and exciting approach to education has led Woodfields to have national attention as the most improved academy in Doncaster and one of the most improved academies in the country.

### Key Curriculum Principles

1. Rich in powerful knowledge
2. High expectations for ALL
3. Reading, reading and a little bit more reading

## Reading

At Astrea, reading underpins everything that we do; we are aware that strength in reading is fundamental to academic success across the curriculum. The ability to read accurately, fluently and for pleasure is a right which we ensure that all scholars have access to. All scholars are expected to read for at least 20 minutes daily and are given time during the academy day to meet this expectation. As well as reading at academy, we expect scholars to read for pleasure at home.

The academy has a fantastically well-stocked library which is open at break time, lunchtime and after academy. We use SPARX Reader and the New Group Reading Test to track every scholar's reading success and will share information about your child's reading with you throughout the year.



## Morning Meetings

The Morning Meeting Programme is designed to provide scholars with the knowledge to help them develop academically, personally, and socially. Senior staff and pastoral leaders lead these full year group sessions at the start of the day so that all scholars are fully equipped and ready to learn. Scholars think deeply and ready themselves for the day ahead by reading, completing quizzes, discussing complex issues, and listening to presentations.

## Assemblies/Tutor Time

Assemblies and tutor time are part of standard routines each week. These are linked to the Morning Address and the Personal Development lessons. We have thought through the messages we want to deliver so that they are age appropriate and more impactful due to this internal coordination. At times we respond to events in society so that scholars gain an understanding of what is happening and why.

AM Apollo Programme 24/25					
	Monday	Tuesday	Wednesday	Thursday	Friday
CO 2031	Assembly Main Hall	Morning Meeting Main Hall	Morning Meeting-Main Hall	Knowledge Is Power Test Main Hall	Apollo: Attendance & Achievement in Focus
CO 2030	Morning Meeting Sports Hall	Assembly Sports Hall	Morning Meeting Sports Hall	Knowledge Is Power Test Sports Hall	Apollo: Attendance & Achievement in Focus
CO 2029	Morning Meeting Gym	Morning Meeting Gym	Assembly Gym	Knowledge Is Power Test Gym	Apollo: Attendance & Achievement in Focus
CO 2028	Morning Meeting Dining Hall	Morning Meeting Dining Hall:	Academic Study Skills	Assembly Dining Hall	Apollo: Attendance & Achievement in Focus
CO 2027	GCSE Intervention	GCSE Intervention	GCSE Intervention	GCSE Intervention	Assembly Main Hall

# Our Classroom Culture

## Learning is sacrosanct

All Astrea scholars deserve to explore the best of what has been thought and spoken. As staff who are unashamedly enthusiastic about our subjects, we know that the greatest gift we can give our scholars is our expertise. We believe joy and wonder is found in learning and we fiercely protect every scholar's right to access this.

## Equity of knowledge

We believe that it is our moral imperative to impart powerful knowledge to all of our scholars. Staff thoughtfully select knowledge which enables our scholars to understand and challenge the world around them. We maintain consistent expectations of all scholars because they have the right to access this powerful knowledge, regardless of barrier or starting place. It is the job of our staff to teach to the top and find ways to support all scholars to get there.

## Time is precious

We know that knowledge begets knowledge. With this in mind, the time in our classrooms is precious and both staff and scholars must treat it as such. We are always interested in taking the shortest path to learning and we deal with disruptions to learning consistently and seriously: learning time should never be wasted.

## True understanding is long-term

We understand learning to be a change in long-term memory. Staff sequence their teaching carefully and always consider their curriculums in the context of a through-academy education. Our staff are mindful of poor proxies for learning and regularly interrogate what has truly been understood and transferred to longer-term memory.

## Common approach

As we believe that all our scholars deserve the absolute best educational opportunities, we think that it is important that our staff follow a common approach to classroom culture. To emphasise that learning is sacrosanct, Astrea children are addressed as scholars.

We know that learning looks different across our curriculum and at various times during a scholar's journey. Consequently, we do not insist on a 'one-size-fits-all' approach to teaching. Instead, we expect all staff to engage in relevant, recent pedagogical research and to use it to shape their practice in ways that best serve their scholars' needs.

## What does this look like in practice?

Teachers favour the use of booklets over PowerPoints (for example) as a teaching resource. Booklets are printed, stapled resource that contains all the content, tasks, and questions for all lessons within a topic. These take the place of PowerPoints or textbooks for content delivery as they are, effectively, an in-house, bespoke textbook that we have made. Teachers use a visualiser to teach from the booklets.

Homework is set centrally every half term so that scholars have clarity over the tasks they are expected to complete each night. All scholars have two tasks to complete Monday-Thursday which are checked the next morning. We expect scholars to always try their best with their homework so that their teachers can see how they are able to apply the knowledge they are learning in class.

# The Astrea Way: Principles of Teaching

Drawing on the cognitive science of how scholars learn, *Rosenshine's Principles of Instruction*, *Lemov's Teach Like a Champion (TLAC)* and other evidence-informed professional knowledge about highly-effective practice, our vision for great teaching – ‘*The Astrea Way*’ – is based on the principles below.

These principles are not specified practices for individual lessons but **will typically be found in the most successful sequences of lessons across all our academies**. These context-free principles allow teachers of different subjects in distinct phases to adopt a **common language**, engage in dialogue and develop a shared understanding about ‘what work is in the classroom so that scholars’ curriculum entitlement can best be achieved. Teachers will enact these principles in their own contexts so that the specific techniques adopted are highly attuned to subject distinctiveness.

## 1. The curriculum is a progression model.

The distinct nature of each subject informs the decisions made about what to teach, when and how to teach it. All teachers in every lesson are clear about: ‘*Why this? Why now?*’ Scholars are given the ‘Big Picture,’ and prior knowledge is stimulated by connecting the learning for the current lesson to previously learnt material. Links to relevant and prerequisite knowledge are made explicit. Activating prior knowledge helps scholars to focus on the ‘Velcro’ knowledge that they need to stick new knowledge to and recalling things from memory makes this knowledge more memorable in the future. Lesson planning is driven by rigorous learning objectives that define with precision what scholars will know and be able to do, to ensure knowledge-rich and mastery teaching and learning. Teachers make the learning objectives clear to scholars through accessible explanations and through regular reviews of progress.

## 2. A strong classroom culture allows scholars to thrive.

A classroom culture of high behavioural and academic expectations is essential in creating an atmosphere in which scholars will thrive and flourish. We believe that using the TLAC ‘Warm-Strict’ approach allows us to build positive professional relationships with scholars whilst ensuring that learning is prioritised. Scholars will work purposely and calmly; when required they work independently and, as a default in lessons, in silence unless otherwise directed by the teacher. Polite, respectful behaviour is expected of all scholars and staff. The use of clear instructions, consistent routines, and the effective use of academy policies for behaviour and reward all help to establish and maintain positive, trustful relationships and build a culture of hard work, kindness, and an aspiration for excellence.

## 3. Explaining and modelling enables scholars to know what success looks like.

Teachers will use a rich repertoire of techniques, using the principles of explicit direct instruction, to explain content, concepts and processes and closely guide scholars’ learning. Regular use of worked examples and modelling helps demonstrate what success looks like and ensures scholars understand the steps needed to achieve success for themselves. Live modelling is enhanced using a visualiser. Over time, scholars move from fully worked examples and models, to co-constructed and partially worked examples and onto independent practice (backwards fading).

## 4. Sequencing and scaffolding support scholars’ access to learning.

Teachers sequence the content and learning tasks in lessons and use scaffolds to make tasks accessible to all. Teachers use the principles of explicit direct instruction to deliver the intended curriculum in an efficient way, respecting cognitive load theory, and the limits on working memory. New learning builds on prior learning; it is introduced in small steps and is sympathetic to the demands of working memory. The structured help enables scholars to eventually work on their own; teachers know when to remove scaffolds and adapt their approach so that scholars move towards more independent practice when they are ready.

**5. Regular practice prepares scholars for success.**

Scholars develop fluency and confidence in their learning through engaging in regular, repeated practice. Teachers closely supervise and monitor scholars' performance during regular guided practice, and they provide opportunities for scholars to practise independently. Guided practice motivates scholars through high success rates and minimises misconceptions forming. Independent practice ensures scholars draw on their long-term memory and apply their learning.

**6. Frequent retrieval practice secures scholars' fluency.**

A key aspect of securing pupils' ability to store and retrieve information from their long-term memory is regular, low-stakes, retrieval practice. All scholars engage frequently in a variety of forms of retrieval both inside and outside lessons, such as quizzing, creating diagrams, knowledge maps or summaries from memory; these have a high threshold of success and are easily checked for accuracy, so gaps are identified and addressed. Lessons routinely begin with a 'Do Now' spaced retrieval activity. Daily, weekly, and monthly reviews of prior learning allow for spaced retrieval practice and improves scholars' storage and retrieval strength, builds well-connected schemata, and reduces cognitive load when applying learning.

**7. Responsive teaching relies on regular checks of scholars' understanding.**

Teachers use a range of methods to check for understanding and provide feedback, responding by adapting teaching to support and extend scholars' thinking. It is important to use 'census' checking for understanding techniques as much as possible e.g., Show Me (using MWBs), rather than just relying on 'sampling' techniques that do not check the understanding of all scholars. The responses of all scholars are checked to gauge when and if scholars are ready to move on. Questioning techniques are used to elicit evidence of how well scholars are learning, to track and probe thinking and pinpoint misconceptions and misunderstandings.

**8. Teachers provide feedback that moves learning forward.**

Feedback secures scholars' learning by supporting their understanding of how to improve, closing the gap between where they are and where the teacher wants them to be. Feedback that moves learning forward is both efficient and effective: it is clear, timely, focused, and actionable and should result in more work for the scholars than the teacher. A variety of techniques are used to provide feedback, including live marking and whole-class feedback, which reduces teacher workload and supports a timelier feedback and improvement cycle.

**9. Assessing scholar learning at the end of a lesson allows teachers to respond accordingly.**

Teachers should know by the end of each lesson how much of the intended curriculum has been learnt. Scholars should be able to explain clearly what they have learned in the lesson/sequence of lessons, not what they did. At the end of the lesson, the key learning from the lesson should be reviewed using techniques such as TLAC Show Me, Call and Response, Cold Calling, No opt Out, Exit Ticket - allowing the teacher to assess how much of the content the scholars have understood. This also helps to strengthen memory and support more fluent recall. This information feeds into planning for future lessons. Lesson conclusions are also used to make links to prior and future learning.

**10. Teachers meet the needs of all scholars, providing both access and challenge.**

Highly responsive teaching, as outlined in the principles above, ensures that the needs of all scholars are appropriately met, including those with SEND and vulnerable scholars. Good teaching for SEND scholars is good teaching for all scholars. The deployment of additional support and intervention is well focused and results in the elimination of attainment gaps. Teachers know their scholars' support plans and use agreed strategies to meet their needs and ensure the curriculum is for all. All teachers take responsibility for promoting and helping improve scholars' literacy and numeracy skills.



# Curriculum Structure

## Key Stage 3

We offer a three-year Key Stage 3 which includes study of English, Maths, Science, Geography, History, Spanish, Drama, Music, Technology, Information Technology, Physical Education, Religious Education and Personal Development. Scholars are streamed into groups by ability.

Please find an example of the curriculum allocation below for Year 7.

### Y7 Curriculum Allocation Per Fortnight

English (8 lessons)  
Mathematics (8 lessons)  
Science (6 lessons)  
History (4 lessons)  
Geography (4 lessons)  
Spanish (4 lessons)  
Art and Design (2 lessons)  
Religious Education (2 lessons)  
Physical Education (3 lessons)  
Personal Development (2 lessons)  
Music (2 lessons)  
Drama (2 lessons)  
Technology (2 lessons)  
Information Technology (1 lesson)

**Total: 50 lessons**

## Key Stage 4

While our Key Stage 4 offer is subject to change, scholars currently study eight GCSEs including Mathematics, Combined Science, English Literature, English Language, Religious Education, Personal Development, Physical Education, History or Geography, Spanish and one subject that they wish to study in more detail.

### Typical Y10 Curriculum Allocation Per Fortnight

English (9 lessons)  
Mathematics (8 Lessons)  
Science (10 Lessons)  
Religious Education (2 Lessons)  
Personal Development (1 Lesson)  
Physical Education (2 Lessons)  
History or Geography (6 Lessons)  
Spanish (6 Lessons)  
Option Choice (6 Lessons)

**Total: 50 lessons**

# Assessment

## Key stage 3

In January and June, scholars will sit written assessments in each subject. For each of these assessments, scholars will be given a percentage score. This score will be reported to parents through a formal report which parents will receive three times throughout the academic year. Further information regarding assessment will be issued prior to the first assessments in January.

Scholars will be assessed in their reading ability three times per year and a current 'reading age' will be produced.

## Key Stage 4

In year 10, scholars will sit two full mock assessments in each subject. For each of these assessments, scholars will be given a current grade. This grade will be reported to parents through a formal report which parents will receive three times throughout the academic year. Further information regarding assessment will be issued prior to the first assessment. Scholars will be assessed in their reading ability three times per year and a current 'reading age' will be produced.

In year 11, scholars will sit two full mock assessments in each subject ahead of their official exams in May and June.

## Homework

Homework plays an important part in scholars' education. It enables scholars to develop fluency and confidence in their learning through engaging in regular, repeated practice. As parent/carer you are expected to provide a supportive environment for scholars to complete their homework every day and ensure that this is completed.

At Key Stage 3 scholars complete the following homework:

### 1. 100% booklet (Knowledge Organiser)/Homework booklet

At the beginning of every half term, scholars are issued with a Knowledge Organiser and the accompanying Homework booklet (100% booklet). The Knowledge Organiser contains the 'powerful knowledge' that scholars need to succeed in every subject.

Every day all scholars complete at least 30 minutes of self-quizzing from their Knowledge Organisers on a subject rota basis.

### 2. Sparks

In addition to the daily homework, scholars are required to complete a weekly Sparks quiz online for Maths and English. There are videos and worked examples to help and there is a homework club to give support in academy. The homework is only complete when the scholar achieves 100%. Sparks homework is set to match scholars' ability. It is a personalised homework that is proven to boost scholars' grades.

### 3. Seneca

Seneca is an online platform that supports revision using techniques that enhance recall and understanding. It is another form of personalised homework where parents can monitor their child's progress.



## Personal Development

Our PSHCE curriculum aims to provide all scholars with access to well-sequenced, high-quality lessons which are tailored to meet the needs of our diverse community.

The PSHCE curriculum focuses on four key strands:

Health and Wellbeing

Sex and relationships

Wider World including CEIAG (Careers Education, Information and Guidance)

Citizenship.

These themes are knowledge rich, engaging and afford scholars the opportunity to debate in a safe environment, with clear ground rules promoting respect and compassion.

We encourage our scholars to be enterprising and support them in making effective transitions, informed decisions, positive learning, and career choices and in achieving economic wellbeing. In addition, we seek to ensure all scholars have the knowledge, skills, and attributes to keep themselves healthy, safe, and prepared for life and work as a citizen in modern Britain.

In essence, PSHCE aims to empower our scholars with the ability to make good choices, report concerns with confidence and lead happy, successful lives.

PSHCE (Personal, Social, Health, Citizenship and Economic education) is taught within the umbrella of Personal Development and compliments the wider programme of assemblies, morning meetings, enrichment opportunities, character education and drop-down events.

PSHCE has parity with other academic subjects by providing dedicated timetabled lessons to allow sufficient time for discussion and reflection.

## Curriculum Map

	Aut 1	Aut 2	Sp1	Sp2	Sum 1	Sum 2
7	<b>Staying Safe and Managing Change</b> Transition to secondary school, managing emotions and personal safety in and outside school.	<b>Health and Puberty</b> Healthy and unhealthy lifestyles, vaping, smoking, healthy routines, hygiene, puberty, unwanted contact and FGM.	<b>Building Healthy Relationships</b> Self-worth, romance and friendships (including online). Boundaries and consent.	<b>Diversity</b> Diversity, prejudice, stereotyping and bullying. Protected Characteristics and the Equality Act 2010.	<b>Digital Literacy</b> Online safety, digital literacy, media reliability, safer gaming and gambling hooks.	<b>Self-Awareness</b> Job families, skills, qualities and working as part of a team.
8	<b>Drugs and Alcohol</b> Vaping, smoking, energy drinks, caffeine, alcohol, counter/ prescription drugs and county lines.	<b>Emotional and Physical Health</b> Mental health, healthy and unhealthy coping strategies, digital resilience and body image.	<b>Identity and Relationships</b> Protected characteristics, gender and sexual orientation, stereotypes, sexting and consent.	<b>Labour Market Information</b> Professional behaviour, health and safety, LMI. Action planning.	<b>Citizenship</b> What is democracy? Parliament and Government, the law and how laws are made. Local government.	<b>Financial Decision Making</b> Budgeting, saving and borrowing and making financial choices.
9	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, risky behaviours (ASB), substance misuse and gang exploitation.	<b>Respectful Relationships</b> Different families, positive relationships, parenting, conflict resolution and relationship changes. Protected Characteristics Revisited	<b>Opportunity Awareness</b> Decision-making, work motivation and challenging stereotypes.	<b>Intimate Relationships</b> Relationship and sex education including consent, contraception, the risks of STIs and attitudes to pornography.	<b>Employability Skills</b> Rights and responsibilities, first impressions, managing your online presence.	<b>Healthy Lifestyles and Summer Safety</b> Diet and exercise. Vaccinations. Safety including, sun safety, water and railway safety.
10	<b>Mental Health</b> Looking after your wellbeing, impact of drugs and alcohol, managing pressure and benefits of sleep.	<b>Securing a job</b> Applying for a job, interview techniques, action planning for the future.	<b>Healthy Relationships</b> Relationships, consent, sexual harassment, sexual pleasure and challenges, including the impact of the media and pornography.	<b>Citizenship</b> Rights and responsibilities of ordinary citizens. Jury service, magistrates and special constables.	<b>Respectful Britain</b> Multi-cultural Britain, Equality Act and promoting tolerance. Gangs, hate crime and challenging extremism. Protected Characteristics and Equality Act 2010	<b>Keeping finances secure</b> Gambling, debt, cybercrime, fraud and the importance of keeping your details safe online.
11	<b>Building for the future</b> Self-efficacy, stress management, mental health and future opportunities.	<b>Post 16 Transitions</b> Writing CVs, different types of employment and apprenticeships.	<b>Families and Relationships</b> Parenting and family conflicts. Different long-term commitments, marriage and forced	<b>Self-Examination and Sexual Health</b> Sexual health and self-examination. Pregnancy outcomes. Routes to	<b>Being independent</b> Being ready for progression, rights and responsibilities and active citizenship.	
	<b>Theme</b>	Health & Wellbeing	Relationships	Wider World Inc CEIAG	Citizenship	6

### CEIAG

We have a comprehensive and varied careers programme which every scholar is entitled to access. The basis of our careers programme is that we want scholars to make well-informed and realistic decisions about their choices at academy and beyond. Our aim is for scholars to raise aspirations, develop broader understanding of the world of work and to develop their self-opportunities awareness to make decisions, review plans and cope with change.

### Electives

Astrea Academy Woodfields is committed to developing the whole child and our curriculum has been shaped around this belief. We believe our scholars are entitled to a curriculum which offers them chances to do things they might have never done before.

Electives sit within the personal development curriculum and provide scholars with an incredibly broad range of activities that would not be possible to deliver in a normal after-academic setting. As electives are during the academy day as well as the end of the academy day, all scholars have the opportunity to take part - no matter their circumstances.

The activities change each term to give scholars more choice and experiences. Electives give staff the opportunity to share their varied skills and expertise.

These high-quality enrichment opportunities include a rich programme of sporting activities and community-based service. Trips, fixtures, and extra-curricular opportunities are also available outside of the curriculum.



## Clubs

Alongside our elective provision, we also run a wide variety of enrichment activities at lunchtime and after academy. The timetable for clubs' changes year on year and may also differ from term to term, but in the past, it has included the following:

- Creative Writing
- SUFC Football Club
- Reading Club
- Cricket
- Badminton
- Music Jam
- IT club
- Basketball

Scholars will have the opportunity to attend these clubs leading to representation of the academy via competitions and fixtures. An example of the extra-curricular provision on offer at AAW can be seen below.

Half term 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Club</b> Time Staff Lead Location	<b>Lunch Club</b> Lunch A/B MRA Central 16	<b>Lunch Club</b> Lunch A/B MRA Central 16	<b>Lunch Club</b> Lunch A/B MRA Central 16	<b>Lunch Club</b> Lunch A/B MRA Central 16	<b>Lunch Club</b> Lunch A/B MRA Central 16
<b>Club</b> Time Staff Lead Location	<b>Homework Club</b> 2:50-3:35pm MRA Central 16	<b>Homework Club</b> 2:50-3:35pm MRA Central 16	<b>Homework Club</b> 2:50-3:35pm MRA Central 16	<b>Homework Club</b> 2:50-3:35pm MRA Central 16	<b>Homework Club</b> 2:50-3:35pm MRA Central 16
<b>Club</b> Time Staff Lead Location	<b>Sparx</b> 2:50-3:40pm Maths team Upper 13	<b>SUFC Girls Get Active</b> 2:50-4:15pm GCL/SUFC Sports hall	<b>iDEA Club</b> 2:50-4pm JNO Upper 10	<b>Creative Writing</b> 2:50-4pm IAH/RPA Central 5	<b>Netball</b> 2:50-3:50pm GCL/AHN Sports hall
<b>Club</b> Time Staff Lead Location	<b>Spanish Homework Club</b> 2:50-3:50pm DPO Central 3		<b>Film Club</b> 2:50-4pm WHE Central 6	<b>KS3 Football</b> 2:50-4:30pm TPQ/KKI Astro	<b>KS4 Football</b> 2:50-4pm POS Astro
<b>Club</b> Time Staff Lead Location	<b>School Newspaper</b> 2:50-4pm RDUPDO Library		<b>Geology Club</b> 2:50-3:40pm SRI Lower 4	<b>Basketball</b> 2:50-4:30pm LPE/AHN Sports hall	
<b>Club</b> Time Staff Lead Location	<b>Boxing</b> 2:50-4:30pm IJE Activity Studio	<b>Full Astrea PE kit MUST be worn for PE clubs</b>			
<b>Club</b> Time Staff Lead Location	<b>Badminton</b> 2:50-4pm AHN/ZNO Sports hall				
<b>Club</b> Time Staff Lead Location	<b>Music</b> 2:50-4pm APA Lower 15				
<b>Club</b> Time Staff Lead Location	<b>Art Masters</b> 2:50-3:40pm LAR Lower 12				

## Assembly Calendar

The assembly calendar is planned carefully to ensure that scholars can develop their knowledge and understanding of relevant national, local, and current topics. Each assembly links to one of our core values.

Year group	Assembly Weekday	Location
7	TBC	Main hall
8	TBC	Main Hall
9	TBC	Main Hall
10	TBC	Main hall
11	TBC	Main hall

### Astrea Academy Woodfields Assembly Calendar 24-245

Half Term	Week Commencing	Assembly Theme	Staff Lead	Core Values link
1	02/09/2024	Woodfields 24-25	DSC	British Values, vision and ambition
	09/09/2024	Safeguarding at Woodfields, personal and E-safety	SJO	The wider world, British Values, Health and Wellbeing
	16/09/2024	Morrisby Careers Library	Lyndsey Tugby-Andrew	The wider world, CEIAG
	23/09/2024	Scholar Council 2024-25	RAS/JGI/PRO	Independence and aspirations, behaviour, culture and context, SMSC
	30/09/2024	IT STOPS NOW Campaign	RAS	The wider world, British Values, behaviour, culture and context, Protected characteristics
	07/10/2024	Does racism still exist in the UK?- Black History Month	History Dept	The wider world, British Values, behaviour, culture and context, Protected characteristics
	14/10/2024	Restart a Heart	JGI	Health and wellbeing
	21/10/2024	Rewards Assemblies	Pastoral/SLT	Independence and aspirations, behaviour, culture and context, SMSC
	02/09/2024	Woodfields 24-25	DSC	British Values, vision and ambition
Half Term				
2	04/11/2024	Personal safety- leading to Bon Fire Night	MCL	SMSC, behaviour, culture and context, RSE
	11/11/2024	Why it is important to remember those lost during WWI and WWII	History Dept	British Values, SMSC, The wider world
	18/11/2024	Anti-bullying week	AYL/PYL'S	SMSC, behaviour, culture and context, the wider world

	25/11/2024	National Scholarship Month	VSM	Behaviour, culture and context, the wider world, SMSC, British values
	02/12/2024	IT STOPS NOW	RAS	The wider world, British values
	09/12/2024	RESPECT- how we behave matters	PRO (KS4). JGI (KS3)	Behaviour, culture and context, the wider world, SMSC, British values
	16/12/2024	Rewards Assemblies	Pastoral/SLT	Behaviour, culture and context, the wider world, SMSC, British values
Christmas Holidays				
3	06/01/2025	Attendance matters-Where are we, what next?	ACL	Health and wellbeing, SMSC, Character education
	13/01/2025	Skill Builder framework- what is it and how do I develop it?	Lyndsey Tugby-Andrew	The wider world, CEIAG
	20/01/2025	The Holocaust: what happened and why. Why should it never be repeated?	History Dept	The wider world, SMSC, British values
	27/01/2025	IT STOPS NOW:	RAS	The wider world, SMSC, British values
	03/02/2025	Children's Mental Health Week, strategies to access support for mental health, healthy coping strategies	PRO.	The wider world, Health and Wellbeing
	10/02/2025	Rewards Assemblies	Pastoral/SLT	Behaviour, culture and context, the wider world, SMSC, British values
Half Term				
4	24/02/2025	What are apprenticeships?	Lyndsey Tugby-Andrew	The wider world, CEIAG
	03/03/2025	Why is reading important? World Book Day 6th March	CAJ	The wider world, SMSC, British values
	10/03/2025	IT STOPS NOW	RAS	The wider world
	24/03/2025	Rewards Assemblies	Pastoral/SLT	SMSC, The wider world
Easter Holidays				
5	14/04/2025	Active April- impact of increasing your exercise and movement and how this benefit you and your community	SMC	The wider world, SMSC, British values



	21/04/2025	IT STOPS NOW	RAS	British Values, SMSC, The wider world, Behaviour culture and context
	28/04/2025	What is school culture and what part do you play?	MLA	British Values, SMSC, The wider world, Behaviour culture and context
	05/05/2025	How do I become a better scholar?	VSM	QofE, the Wider world, SMSC
	12/05/2025	Local and community History Month (May) Educate students on their local history	History Dept	British Values, SMSC, The wider world
	19/05/2025	Rewards Assemblies	Pastoral/SLT	British Values, SMSC, The wider world
Half Term				
6	02/06/2025	The impact of Attendance	ACL	Culture and Context
	09/06/2025	How I can contribute to Sports day	SMC	CEIAG, behaviour, culture and context, health and wellbeing
	16/06/2025	Plastic Free Month- how can we get involved, what is the impact of this?	ABO	The Wider world, SMSC, Behaviour, culture and context
	23/06/2025	Behaviour and Culture	MLA	behaviour, culture and context
	30/06/2025	Summer Safeguarding	SJO	Safeguarding, Culture
	07/07/2025	How will I keep myself safe this summer?	JGI/PRO	The wider world, Health and Wellbeing, behaviour, culture and context
	14/07/2025	Rewards Assemblies	Pastoral/SLT	behaviour, culture and context, the wider world, SMSC

# Behaviour and Rewards

## **Our Expectations**

Our staff are warm, welcoming, and friendly. They are enthusiastic about working with young people, particularly the most vulnerable, and have a genuine commitment to improving the life chances of all children. Every routine that has been put in place with the most vulnerable child in mind. We practice these routines and always explain what we do and why. The pastoral support at Woodfields is the most generous allocation in Doncaster.

While we are warm and friendly, we are strict. We say what we do and do what we say. Scholars are expected to sit up with their backs straight and look directly at the teacher while they are talking with no interruptions. They walk from lesson to lesson in silence, on the left and in a straight line. At breaktime they are allowed to socialise in small groups. In and out of academy they are expected to be polite, courteous, and respectful. Bullying is exceptionally rare, and when it does happen it is dealt with quickly. Children love the safety of our approach and appreciate how this helps them to learn and benefit from disruption free classrooms.

While we have sky high expectations of all children, we also expect 100% commitment from the parent/carer that choose Woodfields for their child. By accepting an academy place, you also accept our policies, ethos and procedures and must support the academy for your child's benefit. This form of collaboration ensures that all children can succeed.

## **Managing Behaviour**

As soon as you become Woodfields scholar, we expect that you will meet our exceptionally high standards. To support you we will explain all our expectations and routines. We will not only teach you how to follow these expectations but also tell you why they are essential to allow everyone in our academy community to flourish.

We provide ongoing support to allow everyone to meet our high expectations by continually narrating our expectations, practicing our routines, teaching how to behave through our behaviour curriculum and modelling courtesy. We are exceptionally warm in our approach, and we recognise achievements. We are also strict and will issue sanctions when scholars do not meet our grand expectations. Staff members are your child's first boss, the kindest and best boss they will ever have, but they are in charge and will train them to be as successful in the classroom as they will be in the workplace. We issue these sanctions because we care.

Without these sanctions and boundaries, children do not understand that their behaviour needs to be modified or that their behaviour is problematic. Sometimes children need this support to realise their potential. The lowest level of sanction is a demerit. This is a reminder that scholars have not met a basic expectation.

Demerits are given for any behaviour that is not acceptable such as being a second late, top buttons not being done up, any action that distracts from learning or talking in a corridor. While one demerit does not lead to a detention, any further disruption within the day leads to escalating lengths of detention.

We expect disruption free learning in every classroom. If a scholar is not looking at the teacher or makes a noise, they are stopping the other scholars from learning. This is never tolerated. In the first instance they are given a verbal warning which should function as a reminder for the scholar that disruption is not acceptable. If there is further disruption from that scholar, then they are issued with a 30-minute detention. If scholars still do not change their behaviour, they are removed from the lesson and issued with a 60-minute detention on the same day. This happens as often as necessary to get scholars to university or a real alternative and live a great life.

Scholars are supported through regular dialogue each week via our vulnerable learners network meeting where interventions are discussed with pastoral, SEND and safeguarding colleagues to ensure nobody is left behind.



### **Electronic Devices**

Mobile phones and other electronic devices (such as smart watches) are banned items and are not permitted in the academy. We will confiscate any item that is seen, heard, or used on the academy site and reserve the right to conduct searches should these not be given to the member of staff that requests it. We confiscate these devices for collection between 15:00-16:00 by the parent/carer on the following day in the first instance, however we confiscate for longer periods of time depending on the recurrence of the issue.

If scholars need to contact home or if home needs to contact a scholar, this can be organised through our pastoral team or from reception. You are responsible for your child's safety on the journey to or from academy. For this reason, we strongly recommend that if a phone is to be brought to the academy, then it is switched off and put in the scholar's bag. The academy accepts no responsibility for the safety or security of any electronic device that is brought into the academy.

### **Attendance**

Ensuring your child attends academy every day is vital for them to achieve their potential. Every second at an academy is crucial to personal and academic development and there is plenty of research to suggest that strong attendance is linked to getting better grades and living a better life. We look forward to rewarding scholars who achieve 100% attendance and run regular celebration events each half term. Scholars will have the opportunity to earn certificates and badges in recognition of their resilience.



We therefore expect parents to fulfil their legal obligation and ensure that every scholar arrives at the academy on time every day. To support scholars, we offer a breakfast club that runs from 8:00am each morning. This means that our scholars can make the best start to the day and get the most out of their lessons. Attendance is closely monitored, and our pastoral team will be in regular contact with parents to support your child to be in academy. We do this because we know that regular attendance means they will learn more and live a better life. It is important to recognise that parents have a legal obligation to send their children to academy and you risk getting a fine if you do not fulfil this obligation. Scholars who are late have same day detentions and those that are absent can expect a phone call and knock on the door from our friendly pastoral staff to understand the reasons for absence and encourage better attendance.

We look forward to collaborating with you to ensure that your child attends academy regularly, ensuring they achieve well and attend a top university or a real alternative.

### **Rewards**

Scholars should display courtesy, curiosity, tenacity, and scholarship at all times. Those that work hard, make strong progress, and achieve highly earn praise and rewards for their efforts.

Merits are awarded throughout the academy day for meeting these high expectations. Each lesson scholars receive merits for going beyond in the classroom. One deserving scholar is awarded a golden ticket to recognise that they are excelled above all others.

Every week form tutors celebrate the success of individuals within their form. On Friday staff make praise phone calls sharing the scholars' achievements with their family. Appreciation is also celebrated at our Morning Address by the Principal. We send weekly texts home for scholars who do not receive demerits and have no days off.

# Uniform

We have a uniform policy that all scholars are expected to follow. The emphasis is on scholars being clean, tidy, and presentable. These standards help us prepare scholars for the world of work so that they understand how to get a top job and get promoted. The uniform policy also plays a crucial role in establishing a sense of identity, pride, and belonging within our educational community. It promotes equality and acts as a social level so that scholars can focus on their studies rather than their appearance or material possessions.

In the current financial climate, we understand that purchasing uniform can be costly. That is why we will provide all our free academy meals eligible scholars with all items of uniform daywear, outerwear, and PE kit for free. Non-free academy meals scholars will each receive a £50 voucher to reduce the cost of the full bundle of uniform daywear, outerwear, and PE Kit.










The full uniform list is found on the academy website.


All scholars are expected to fully adhere to the following uniform expectations:

- **All scholars** are expected to wear **AAW navy blue blazers**. This must be always worn unless permitted not to wear it by the Principal.
- **White long sleeve or short sleeve shirt** with formal collar. This can be purchased from any retailer.
- **Shirts** must be always tucked in, and scholars must have a top button fastened.
- **Ties** must be always fully fastened.
- **Optional burgundy V-neck sweaters** can be worn. This does not require an AAW logo.
- **Blazer sleeves** must not be rolled up and there must be no modifications to AAW items.
- **All scholars** must wear **mid-grey trousers** or the **optional tartan skirt**.
- **The trousers** should be full length, mid-grey, and tailored fit.
- **No leggings, jeans, tight fitted trousers, or skirts** (other than AAW Tartan skirt) allowed.
- **Optional tartan skirts** can be worn. This must be purchased through the academy or our approved retailer and must not be modified or rolled up.
- **All scholars** must wear **shoes** that are black, leather or leather style that can be polished.
- **No high heels, no trainers, no trainer-style shoes**, are allowed. The style should be traditional and professional, avoiding the appearance of a trainer. (Please see our shoe guide for further info)
- **Plain black socks** or **plain black tights** only. No white, coloured or patterned socks are permitted.
- All new Y7 scholars (Class of 2031) will be **provided with a coat, bag, and water bottle**.
- Class of 2031 scholars must wear their **AAW issued coats** rather than any other.
- Class of 2031 scholars must bring their **AAW issued bag**.
- Class of 2031 scholars must bring their **AAW issued water bottle**.

There is also a dress code for PE lessons that all scholars are expected to follow:

- **All Scholars** must wear their **AAW PE t-shirt**
- The **¼ zip jumper** is **optional** for scholars to wear depending on the weather or activities taking place.
- **All scholars** must wear **plain black shorts, plain black tracksuit bottoms** or **plain black sports leggings**. These **must be plain** and **not have any large logos** on.
- Scholars can **choose their preference** between shorts, tracksuit bottoms or sports leggings depending on the weather, or the activity being undertaken.
- **All scholars** must change into **trainer socks** or **football socks** depending on their preference and on the activity being undertaken.
- **All scholars** must have a **change of footwear** for all activities.
- This will either be **trainers, football boots or bare foot**.
- Scholars will not be allowed to participate in PE lessons whilst wearing academy shoes.

Uniform Item	Purchasing Information										
<p>ACADEMY dark blue blazer</p> 	<p>Y7 first blazer is free – Please visit Cliffs (Newplan Solutions) in Doncaster before September</p>										
<p>ACADEMY tie- please note that different year groups have different ties so please specify the year group of your child when ordering a tie.</p> <table><tr><td>Co2031</td><td>Co2030</td><td>Co2029</td><td>Co2028</td><td>Co2027</td></tr><tr><td>Navy/Gold</td><td>Navy/Green</td><td>Navy/Blue</td><td>Navy/Red</td><td>Navy/Silver</td></tr></table> 	Co2031	Co2030	Co2029	Co2028	Co2027	Navy/Gold	Navy/Green	Navy/Blue	Navy/Red	Navy/Silver	<p>£5.50 – available to purchase from the academy</p>
Co2031	Co2030	Co2029	Co2028	Co2027							
Navy/Gold	Navy/Green	Navy/Blue	Navy/Red	Navy/Silver							
<p>ACADEMY bag – These are available to buy, Year 7 must use an Astrea Academy Woodfields bag, this will be provided. Please visit Cliffs (Newplan Solutions) in Doncaster before September</p>	<p>Year 7 will receive a free academy bag. Please visit Cliffs (Newplan Solutions) in Doncaster before September. Other scholars can purchase this for £20 from the academy</p>										
<p>White long or short sleeved academy shirt (not a polo shirt)</p> 	<p>Any good supermarket / department store</p>										
<p>Black academy shoes (not boots or trainers)</p> <table><tr><td><p>Acceptable</p></td><td><p>Unacceptable</p></td></tr></table>		<p>Acceptable</p> 	<p>Unacceptable</p> 								
<p>Acceptable</p> 	<p>Unacceptable</p> 										

Plain dark grey tailored trousers or dark grey tailored shorts ONLY	Any good supermarket / department store
Dark grey or black socks or tights	
<p>Optional items: ACADEMY burgundy V-neck tank top ACADEMY burgundy V-neck jumper</p> 	Please visit Cliffs (Newplan Solutions) in Doncaster before September
<p style="text-align: center;"><u>NOTES</u></p> <p>All <u>religious headwear</u> should be black, navy blue, dark grey or burgundy and contain no embellishments.</p> <p><u>Belts</u> should be black or navy blue and made from leather/leather look material with a plain buckle.</p> <p>Leggings underneath skirts are not permitted.</p> <p>Incorrect or missing uniform will result in a day within Reset Base.</p>	

## PE Kit

When scholars have PE or a sport elective, they are allowed to wear the PE kit for the academy day. However, if scholars arrive at the academy in their PE kit when they do not have PE or a sport elective scholars will remain in RS for the day, or until parent/carer can bring in the correct uniform for them to wear.

PE kit can be purchased from Cliffs (Newplan Solutions) in Doncaster before September

Uniform Item	Purchasing Information
ACADEMY navy track pant, leggings, or shorts	Available to purchase from <a href="#">Home   Schoolwear Solutions   School and Sportswear</a>
ACADEMY Polo T-Shirt or ¼ zip jumper	
Sports trainers	
<u>Additional essential information:</u> Long hair should be tied up, watches need to be removed Appropriate religious headwear should be worn and secured correctly. When scholars have PE (practical) or a sport elective, scholars can attend the academy in their PE kit	

If scholars do not have their PE kit, they will receive a negative (-2) behaviour point. Scholars should have a note from a parent if they are unable to take part in PE. Involvement within the lesson will still be required from scholars but this may be in a coach/assistant role.

### **Accessories and other non-uniform**

Scholars are not permitted to wear jewellery of any type. A wristwatch may be worn but this is not to be a smartwatch of any kind, all other items are not permitted. Below is a list to inform parents of additional uniform expectations, this list is not exhaustive.

- Hair should be of natural colour with no patterns, lines, or extensions.
- Hair bobbles should be burgundy, navy blue, dark grey or black.
- Make up should not be visible, fake tan should look natural.
- Eyelash extension/fake eyelashes are not permitted.
- False or painted nails are not permitted.
- No caps or hats unless religious headwear
- Facial piercings are not permitted. This includes translucent piercings.

Scholars will remain in the Reset Base until the uniform breach is rectified.

Equipment required to access lessons.

In senior academy all scholars have been issued with the following equipment to prepare them in advance of the academic year ahead.

- Scholar planner
- Reading book
- 1 x pencil case with the following contents:
  - 2 x black or blue writing pens
  - 1 x red pen
  - 1 x pencil
  - 1 x highlighter
- A ruler
- A rubber
- A bag (Astrea Academy Woodfields bag in Y7)

Year 7's must only have an Astrea Academy Woodfields branded bag.

Failure to bring this equipment will result in a negative point (-1) issued by the scholar's tutor (so negatives are not repeatedly issued). Scholars will then be given equipment from their tutor (which they are to return) so they are prepared for the day. Scholars are required to buy their own bag and bring it to the academy every day.

If any equipment is lost or damaged, it is the responsibility of scholars, parent/carer to replace this equipment.

The Principal will make all final decisions on uniform, whether it is deemed acceptable and in line with the expectations we have of all our scholars.

## Special Educational Needs

As part of our relentless commitment to excellence every day, all our scholars experience quality first teaching expertly delivered within the classroom by subject specialists. At the heart of our quality first teaching offer is invisible intervention. This invisible intervention ensures the additional support required to meet the needs of our learners with special educational needs, is embedded within our core curriculum offer, through common approaches to classroom culture. This ensures all scholars can succeed while feeling a sense of belonging to Astrea.

All our teachers are experienced teachers of SEND and work closely with all stake holders involved in the continuous support and care of each individual child. As a result, need is met in the classroom; however, some scholars will be in receipt of targeted or specialist interventions which are tailored to suit their individual needs. Should your child be in receipt of such support, we will be in contact with you regularly to review this.

Scholar progress is at the heart of our curriculum. While we maintain consistently high expectations of all scholars. Our planning, teaching and assessment considers the varied abilities and interests of all our learners. Therefore, progress is measured at regular intervals throughout the year to inform future planning and provision. It is at these assessment intervals when scholars would be directed to a targeted or specialist intervention should it be required.

The Academy SENCO is Mr Matthew Allison who can be contacted by emailing [office@astreawoodfields.org](mailto:office@astreawoodfields.org) or by phoning main reception and requesting a call back.

## Attendance

All scholars are expected to attend academy every day and parents have a legal obligation to ensure this happens. This is because the relationship between regular attendance and attainment is clearer than ever. In addition, scholars can make friends and develop their social skills when they attend regularly whilst also having the opportunity to take part in a wide range of extracurricular activities. Whilst occasional sickness is unavoidable, it is of key importance that the attendance of every scholar is kept above 97%. Failure to do so could result in the Local Authority issuing a Fixed Penalty fine and/or a summons to appear at Magistrates' Court. However, we are aware there may be exceptional circumstances for a child to miss their education.

Attendance is a key focus for the academy. Each scholar's attendance will be monitored every week by the Attendance Manager, Academic Year Leads, Pastoral Year Leads, and the Assistant Principal for Attendance Mr. Clifford. Where attendance issues are identified, parents and scholars will be spoken to and/or invited into the academy for meetings to look at how we can plan together to improve attendance and break down barriers. We work closely with our families to ensure we do all we can to support them to attend academy regularly.

## Punctuality

Being punctual is a habit which scholars will need for the rest of their lives. As such we have high standards, and all scholars must be on site by 08:15 so they can make their way to their lines. Persistent lateness can result in a significant amount of learning time being lost, resulting in gaps in learning and can also indicate a safeguarding concern. Scholars who arrive after 08:30 will be given a 30-minute lunch time detention.

## Unplanned absence - illness

It is an expectation of the academy that parent/carer will notify the academy on the first day of an unplanned absence for example, if their child is unable to attend due to ill health by 8.30am.

Parent/carer notify the academy of their child's absence unless agreed otherwise.

Telephone Calls to the Academy 01302 312140 - Option 1

Messages to the attendance team via MCAS

Email to the attendance team via [office@astreawoodfields.org](mailto:office@astreawoodfields.org)

Absence due to illness will be authorised unless the academy has a genuine concern about the authenticity of the illness. If the authenticity of the illness is in doubt, the academy may ask parents to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily. If the academy is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorised, and parent/carer will be notified of this in advance.

The academy will contact parents on a daily basis if they fail to inform the academy of an absence. The academy must be notified of the reason for a child's absence in order to safeguard the child. Absence is monitored carefully at the academy. The academy will make home visits to those scholars who are not in academy.

## Leave of absence during term time

The law says that parents **do not** have the right to take their child out of academy for holidays during term time. If you take your child on holiday during term-time this will be recorded as unauthorised absence. This will likely result in a Fixed Penalty Notice.

For extreme circumstances only, to apply for a scholar leave of absence, parents should complete a Term Time Leave Request Form which can be accessed on the Academy website or collected from reception. Forms must be fully completed, and evidence provided then returned to the academy office for consideration by the Assistant Principal & Associate Principal.

## Planned absences – medical appointments

The academy strongly discourages medical and dental appointments being made during academy hours. This results in lost learning and will create gaps in learning. In extremely rare cases, where this is not possible, the scholar should be out of academy to attend their appointment only. It is expected that parent/carer inform the academy of the appointment as soon as possible; failure to do this will result in an unauthorised absence.



# ATTEND<sub>2</sub> ACHIEVE

Get better grades by attending school every day. Your target is 97% (less than 7 days absence).

**WIN BIG**  
as a member of the 100% Club!



## Did you know?

Students who miss less than 3% of school are far more likely to achieve 5 GCSEs graded 9-5, including English and maths.





# Safeguarding

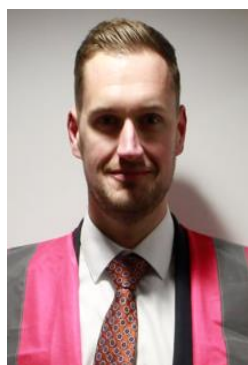
Astrea Academy Woodfields is committed to safeguarding and promoting the welfare of its scholars and expects all staff volunteers and members of the Academy community to share this commitment.

We are fully committed to ensuring that consistent and effective safeguarding procedures are in place to support families, scholars, and staff within the Academy. All concerns are passed through the Safeguarding Team in line with our Astrea Academy Woodfields Safeguarding Policy 2023-24 and Keeping Children Safe in Education 2023 Guidance.

## Meet Our Safeguarding Team



**DSL**  
**S Jowett**  
**Designated Safeguarding Lead**



**DDSL**  
**A Clifford**  
**Assistant Principal**



**DDSL**  
**J Balazs**  
**Head of Outreach**



**DDSL**  
**J Renshaw**  
**Pastoral Year Lead**



**DDSL**  
**H Sowden**  
**Pastoral Year Lead**

## Medical Requirements

Any medical information that the academy needs to be aware of should be disclosed on the forms which are part of the admissions pack.

Any medical information that the academy needs to be aware of that arises throughout the academic year should be passed through the central office, either in person, by phone or by email.

The lead first aid for the academy is Mrs Toop.

## My Child at School App (MCAS)

The MCAS app allows two-way communication between the Academy and parents through your smartphone free of charge. For example, the academy will be able to send (and receive) messages; share important Academy news and updates; share key dates which can be added to your personal calendar and provide live attendance information for your child and details of upcoming events, clubs, and trips.

To access/download the MCAS app, please go to <https://www.mychildatschool.com/> and click "reset password" and enter the email you have given to the Academy. Then follow the instruction in the email to set a new password and log in. Then you can use either the website to view you child's information or you can use the App by going to your app store and searching for "Mychildatschool".

Please ensure you complete the parental consent section. This will help us to support your child more effectively.

Please note – until your child is on roll at the academy, no information will be live through the App. The App will automatically go live in September if parents have already downloaded it.

## Mobile Phones

Mobile phone use is not permitted on the academy site at any time. Mobile phones should not be seen or heard. Whilst it is understood that parents may wish their child to have a phone with them, in this case they should be turned off and remain in the scholar's bag at all times. Should a mobile phone be seen or heard, it will be confiscated, negative points will be issued and only parents can collect the phone.

Astrea Academy Woodfields will not take responsibility for the loss or damage caused to mobile phones.

## Personal Property

Parents and scholars should be mindful of the appropriateness of the items that are brought into the academy. Astrea Academy Woodfields will not take responsibility for the loss or damage, however caused, to items of individual property.

## Academy Website

[www.astreawoodfields.org](http://www.astreawoodfields.org)

The website is updated periodically, please keep an eye on it for events, letters and general communication.

## How to Contact the Academy

It is important that parents and carers know how to contact the academy. Here are the ways that you can contact us. We will always try our best to call or email back as soon as possible, but please allow up to 72 hours for a response. [If there is an urgent matter, please specify this in the communication].

Due to the nature of running a busy academy, it is unlikely that meetings will be able to happen the same day if parents attend academy without prior notice. Please use the channels below to arrange any phone calls or meetings with staff.

To contact our safeguarding team, please email [safeguarding@astreawoodfields.org](mailto:safeguarding@astreawoodfields.org) or call 01302 312140 and ask to speak to one of the safeguarding team.

You can visit us in person by dropping into our Main Office, which is open from 8.00am until 4.30pm.

The Main Office can be called on 01302 312140. The lines are open from 8.00am until 4.30pm. During busy times (usually first thing in the morning, during lunch and at the end of the academy day) the office staff may be supporting scholars, and you may need to leave a message. Voice messages are listened to regularly.

Emails can be sent to [office@astreawoodfields.org](mailto:office@astreawoodfields.org) – the Operations Team, monitor this email account and will pass the email onto the relevant member of staff. Please do not send urgent messages through this service.

## How the Academy will Contact Families

Emails will be sent to the email address you have supplied. This is our preferred method of communication. Text Messages will be sent from MCAS (it will be different for attendance messages). Any urgent matters will be communicated by a phone call – if we cannot get hold of you, after 3 attempts we will leave a voice message or send a text message.

Academy reports are sent 3 times per year to include a scholar's latest academic results and/or latest attitude to learning grade.

Tutor Scholar Review Evenings are held in September. This is an opportunity for parents to come into an academy to meet with their child's form tutor to review progress, attendance, and attitudes to learning. Each year group has a dedicated Scholar Review Evening (Y11 has two evenings), which is where parents can meet with subject teachers for an allocated time. These are held using academy cloud (online meetings) to ensure that as many parents can attend as possible.