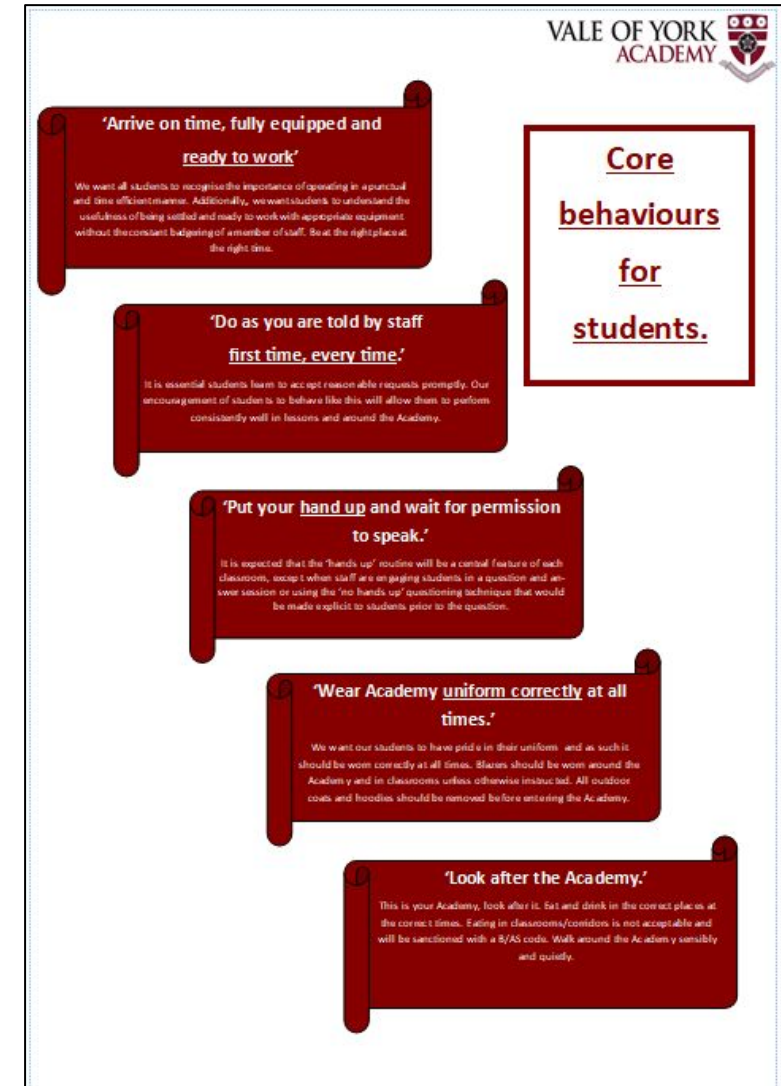


Core behaviours at VoY

- These behaviour expectations are displayed in every classroom
- It is a non-negotiable expectation that students follow these simple expectations
- They have been created to ensure students have the same experience in every classroom and it will help them become successful members of VoY



VALE OF YORK
ACADEMY

Core behaviours for students.

'Arrive on time, fully equipped and ready to work'
We want all students to recognise the importance of operating in a punctual and time efficient manner. Additionally, we want students to understand the usefulness of being suited and ready to work with appropriate equipment without the constant bickering of a member of staff. Be at the right place at the right time.

'Do as you are told by staff first time, every time.'
It is essential students learn to accept reasonable requests promptly. Our encouragement of student is to behave like this will allow them to perform consistently well in lessons and around the Academy.

'Put your hand up and wait for permission to speak.'
It is expected that the 'hands up' routine will be a central feature of each classroom, except when staff are engaging students in a question and answer session or using the 'no hands up' questioning technique that would be made explicit to students prior to the question.

'Wear Academy uniform correctly at all times.'
We want our students to have pride in their uniform and as such it should be worn correctly at all times. Blazers should be worn around the Academy and in classrooms unless otherwise instructed. All outdoor coats and hoodies should be removed before entering the Academy.

'Look after the Academy.'
This is your Academy, look after it. Eat and drink in the correct places at the correct times. Eating in classrooms/condos is not acceptable and will be sanctioned with a B/AS code. Walk around the Academy visibly and quietly.

Core behaviours at VoY

‘Arrive on time, fully equipped and ready to work’

We want all students to recognise the importance of operating in a punctual and time efficient manner. Additionally, we want students to understand the usefulness of being settled and ready to work with appropriate equipment without the constant badgering of a member of staff. Be at the right place at the right time.

Core behaviours at VoY

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Core behaviours at VoY

‘Look after the Academy.’

This is your Academy, look after it. Eat and drink in the correct places at the correct times. Eating in classrooms/corridors is not acceptable and will be sanctioned with a B/AS code. Walk around the Academy sensibly and quietly.

Rewards

- This poster is displayed in every classroom
- It allows students to keep focussed on how they will be rewarded at VoY
- We want students to enjoy their time at school and we want students to be enthusiastic about their learning
- If they make the right choices day in day out – they will benefit

Student rewards

<p>Ongoing departmental reward system</p>	<p>Each department has their own stamp. Stamps are given to students for excellent contributions, effort or work in line with Academy policy. Stamps may also be given around the Academy as a reward where students have made a positive contribution. Students should be receiving at least 3 stamps per lesson but no more than 5 unless under exceptional circumstances.</p>																		
<p>Form tutor stamps</p>	<p>Daily – Students will receive up to 4 stamps per day for the following:</p> <ul style="list-style-type: none"> • Punctuality to form • Present every day • Correct uniform • Fully equipped <p>Weekly – Students will receive a further 2 stamps per week for the following:</p> <ul style="list-style-type: none"> • 100% attendance 																		
<p>Ongoing certificates/prizes</p>	<table border="1" data-bbox="2127 753 2415 906"> <thead> <tr> <th>Reward</th> <th>Stamp Number</th> </tr> </thead> <tbody> <tr> <td>Small Chocolate Bar & Bronze Certificate</td> <td>600</td> </tr> <tr> <td>Tutor Postcard</td> <td>1200</td> </tr> <tr> <td>Large Chocolate Bar</td> <td>1800</td> </tr> <tr> <td>Progress Leader Postcard & Silver Certificate</td> <td>2500</td> </tr> <tr> <td>£10 Shopping Voucher</td> <td>3500</td> </tr> <tr> <td>Senior Leader Phone Call & Gold Certificate</td> <td>4000</td> </tr> <tr> <td>£20 Shopping Voucher</td> <td>4500</td> </tr> <tr> <td>Friends4 Phone Call & Platinum Certificate</td> <td>5000</td> </tr> </tbody> </table> <p>Students will be informed of rewards and will be given a slip to trade for the appropriate reward with their PL.</p>	Reward	Stamp Number	Small Chocolate Bar & Bronze Certificate	600	Tutor Postcard	1200	Large Chocolate Bar	1800	Progress Leader Postcard & Silver Certificate	2500	£10 Shopping Voucher	3500	Senior Leader Phone Call & Gold Certificate	4000	£20 Shopping Voucher	4500	Friends4 Phone Call & Platinum Certificate	5000
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<p>SLT involvement</p>	<p>Students can be referred to SLT for praise as appropriate throughout the half term. SLT will visit forms to award stamps. Referrals can be made for Principal praise for special recognition as appropriate.</p>																		
<p>The major awards ceremony</p>	<p>Awards to include:</p> <ul style="list-style-type: none"> • Subject nominations for progress/attainment • Special attainment/effort prizes • Extra-curricular commitment • 100% attendance and punctuality 																		

Rewards

<p>Ongoing departmental reward system</p>	<p>Each department has their own stamp.</p> <p>Stamps are given to students for excellent contributions, effort or work in line with Academy policy.</p> <p>Stamps may also be given around the Academy as a reward where students have made a positive contribution.</p> <p>Students <i>should</i> be receiving at least 3 stamps per lesson but no more than 5 unless under exceptional circumstances.</p>
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- Everybody has the opportunity to earn stamps in every lesson
- Planners must be open at the correct week for staff to be able to give stamps

Rewards

<p>Form tutor stamps</p>	<p>Daily — Students will receive up to 4 stamps per day for the following:</p> <ul style="list-style-type: none"> ◆ Punctuality to form ◆ Present every day ◆ Correct uniform ◆ Fully equipped <p>Weekly — Students will receive a further 2 stamps per week for the following:</p> <ul style="list-style-type: none"> ◆ 100% attendance ◆ No codes all week
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- Students will get up to 4 stamps every day just for attending morning form time

Rewards

Ongoing certificates/Prizes	Reward	Stamp Number
	Small Chocolate Bar & Bronze Certificate	600
	Tutor Postcard	1200
	Large Chocolate Bar	1800
	Progress Leader Postcard & Silver Certificate	2500
	£10 Shopping Voucher	3500
	Senior Leader Phone Call & Gold Certificate	4000
	£20 Shopping Voucher	4500
	Principal Phone Call & Platinum Certificate	5000
	Students will be informed of rewards and will be given a slip to trade for the appropriate reward with their PL.	

- Once students reach each reward boundary, form tutors will give you a signed slip identifying which reward is needed and they will take this to their Progress Leader who will be able to reward them

Rewards

<p>Postcards</p>	<p>Each half term, all subject areas will nominate a student per year group to be rewarded with a postcard sent home.</p> <p>Largely based on stamps, hard-working students, excellent work etc...</p> <p>Personalised written comment from the teacher issuing.</p>
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- Postcards being sent home are a wonderful way to show how well students are progressing at VoY
- Multiple subjects can nominate the same person so they could get more than one!

Rewards

SLT involvement	<p>Students can be referred to SLT for praise as appropriate throughout the half term.</p> <p>SLT will visit forms to award stamps.</p> <p>Referrals can be made for Principal praise for special recognition as appropriate.</p>
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- When members of SLT are walking around lessons, they can give stamps for working well
- Students could also be chosen to see their SLT link or the Principal for recognition for going above and beyond

Rewards

<p style="text-align: center;">The major awards ceremony</p>	<p>Awards to include:</p> <ul style="list-style-type: none"> ◆ Subject nominations for progress/attainment ◆ Special attainment/effort prizes ◆ Extra-curricular commitment ◆ 100% attendance and punctuality
---	---

- This ceremony takes place at the end of the year and recognises all the hard work that has happened all year
- Attendance at this ceremony is a special recognition that students are displaying amazing attitudes every day and in every lesson at VoY

Sanctions – Verbal warning

<p>Phase 1—Verbal warning</p> <p>Appropriate amount of take-up time</p>	<p>Verbal warning</p> <p>First misdemeanour directly after a period of ‘settling to work’.</p> <p>Not recorded.</p> <p>Planner not taken.</p> <p>Intended to encourage students to work without disrupting the lesson.</p> <p><i>‘This is your verbal warning because...’</i></p>
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- A verbal warning is a reminder that students are doing something that is stopping learning from happening
- It is a quick reset for behaviour in the classroom
- Students will be told why they are receiving this warning

Sanctions – First written comment

<p>Phase 2—First written code</p> <p>Appropriate amount of take-up time</p>	<p>Continuing to disrupt after a period of take up time given.</p> <p>First written comment—code and staff initials.</p> <p><i>'This is your first written comment because...'</i></p>
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- If students choose to continue displaying poor behaviour, they will be given a second warning and this will be written in the planner
- They will be told why they are receiving this warning

Sanctions – Second written comment

<p>Phase 3—Second written code</p> <p>Appropriate amount of take-up time</p>	<p>Further disruption to learning after take up time given.</p> <p>Second written comment and moved to another part of the classroom (ideally closer to staff).</p> <p><i>'This is your second written comment because...'</i></p>
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- At this point, there is now continuing disruption to learning in the classroom
- Students will be given a second written comment in the planner and a simple request will be made for them to move to a different seat – this is for their benefit. It will enable to teacher to give them some more focussed support in the classroom
- This is the last stage before being moved out of the classroom – we want students to stay in class and make the right choices!
- They will be told why they are receiving this warning

Sanctions – Safety net

<p>Phase 4—Safety net</p>	<p>Persistent undermining of the Academy expectations.</p> <p>Third written comment and moving to another room.</p> <p>To be treated with consistent severity and discuss possible impact of not being in the appropriate lesson.</p> <p>Detention is issued for 3 codes—detentions@voy.hslt.academy</p> <p><i>'This is your third written comment because...'</i></p>
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- At this point, the teacher has tried everything in the classroom to try and engage students in their learning and now they have to move to a different classroom – this is a serious sanction.
- Students will receive a third written comment and ‘On call’ will come and move them to a different classroom. They will also be given work to continue
- They will also be given a detention for 3 codes
- They will be told why they are receiving this warning

Sanctions - Seclusion

Phase 5—Seclusion	Seclusion.
<p>Failure to comply with expectations in seclusion will lead to:</p> <ol style="list-style-type: none"> 1. Verbal warning 2. 1st written warning = Stay until 4.15pm 3. 2nd written warning = Phone call home 4. 3rd written warning = Suspension 5. Refusal to go into seclusion will be an immediate suspension 	<p>5 successful periods to be served before return to lessons.</p> <p>Appropriate work to be set for students to complete to engage throughout the day.</p>

- If students are removed to or placed into seclusion this is the most severe sanction we can issue in school
- They will go straight to seclusion and they must be successful in order to return to mainstream lessons
- Progress Leaders/Pastoral leaders will visit students in seclusion to discuss the reason they are in there

Sanctions - Suspension

<p>Phase 6—Suspension</p>	<p>Length of suspension to be determined by PL/SLT.</p> <p>Following all suspensions a reintegration meeting must take place between PL/SLT and parents/carers.</p> <p>A period of time in seclusion will follow before a return to mainstream lessons.</p>
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- A suspension is used as the last resort and means there have been serious behavioural issues on display
- Students will be provided with work to complete (often online) and will be expected to bring it back as part of your reintegration
- A reintegration meeting will take place in school on the morning of the students return to school with parents/carers – this will be with a Progress Leader or SLT
- Students will then have to be successful in seclusion before they return to mainstream lessons

Planners

- This is key communication between home and school
- It allows you to get in contact with us
- Planners must be brought every day
- If students forget their planner twice in one half term, they will be placed into seclusion for the day
- The planner needs to be on the desk and open at the correct week in **EVERY** lesson

Mobile Phones

- We know that they all have one!
- The rule is simple: They are not allowed to be used on the school premises
- If a phone is **seen** or **heard** it will be confiscated. They will be able to collect it from reception at the end of the day
- If a phone is confiscated 3 times in a half term, a parent or carer will have to come and collect it – no exceptions. If a bus pass is on the phone then they need to make sure the phone is kept away in their bag
- This is a non-negotiable expectation

Pastoral care

- We have a great pastoral team who can help support your child in a variety of ways
- There is in class support from teaching assistant
- We have 2 pastoral manager who works with students in small groups and one on one
- We have a behaviour manager who is out and about every lesson in classes offering support where necessary
- We have a the Progress Leaders who work with a variety of students
- All form tutors are available to speak to as part of their on-going support of your child at school

Safeguarding concerns

- We have a robust safeguarding policy with staff who are able to address these concerns quickly
- If you have any concerns about your own child or anything else, please get in contact with school as soon as possible
- Where possible, we will call parents and carers as soon as possible if any concerns have been raised in school to fully discuss them with you

Teaching and Learning

Adaptive Teaching

“Within the practice of effective adaptive teaching, all learners experience the same high expectations set out by the teacher, with differing layers of support, to help them make good progress and achieve well over time.”

Stretch and Challenge

DIRT - Directed Reflection and Improvement Time

Teaching and Learning

Learning Modes:

These are a set of shared expectations on how pupils are to conduct themselves in different aspects of learning in a classroom.

- Independent Silent Study
- Quiet Partners
- Polite Group Work
- Respectful Whole Class

Independent Silent Study

– Silence is ‘golden’



- In every lesson there will be a period of time you will be expected to work in silence
- A positive opportunity for you to do your best work and demonstrate what you can do
- You work on your own NOT interacting with others

Why?

*Establishes the expectation that pupils need to **focus upon your work***

*Cultivates pupils personal **resilience and self-control***

*Creates a **calm ordered environment** so that:*

- *Tailored support and challenge can be given*
- *Pupils to apply or reflect upon learning*
- *Necessary assessment and evaluation can happen*

Quiet Partners



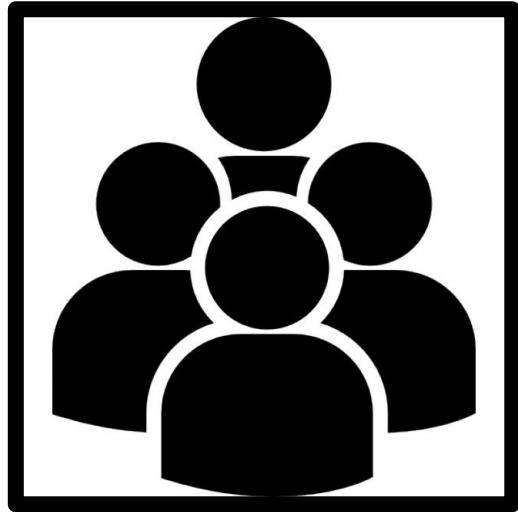
- Talking quietly with shoulder partners only.
- Your volume should not go above whispered/low voices.
- You could use this for sharing ideas, asking for help, testing out what you think.

Why?

Because the other students in your class are an **excellent source of information** and also a great place to find feedback on what you think!

You need to share in **quiet voices** as it is important **not to distract** the learning of others.

Polite Collaboration

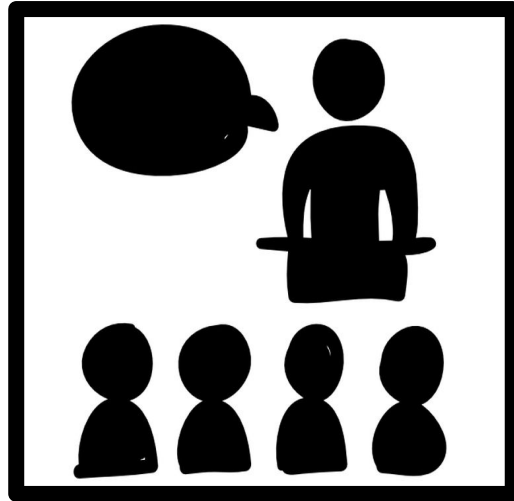


- Talking quietly in groups.
- There should not be raised voices or everyone speaking at once.
- You should take turns to ensure everyone is heard.
- Do not attempt to communicate with anyone outside of your group.

Why?

Group work, **collaborating** with others and **sharing ideas** is a vital part of learning at times. This is only true if you do it in a **fair** and **orderly way** and if you are **not disturbing** other groups or students.

Respectful Whole Class



You need to be sitting silently and thinking about your lesson.

Focus and respect. Do not interrupt the teacher or those who have been asked to speak.

Be prepared to give your opinion on what the teacher or your classmate has said.

- You could note down any new ideas you hear.

Why?

When a **teacher is talking** it is to give you a task or information and you need to catch everything! And, when a teacher asks others to speak it is **to help you!** They are asking for ideas that will hopefully **help you learn** or to spark new opinions in you.

If you are not listening this will not happen.

Homework and Google Classroom

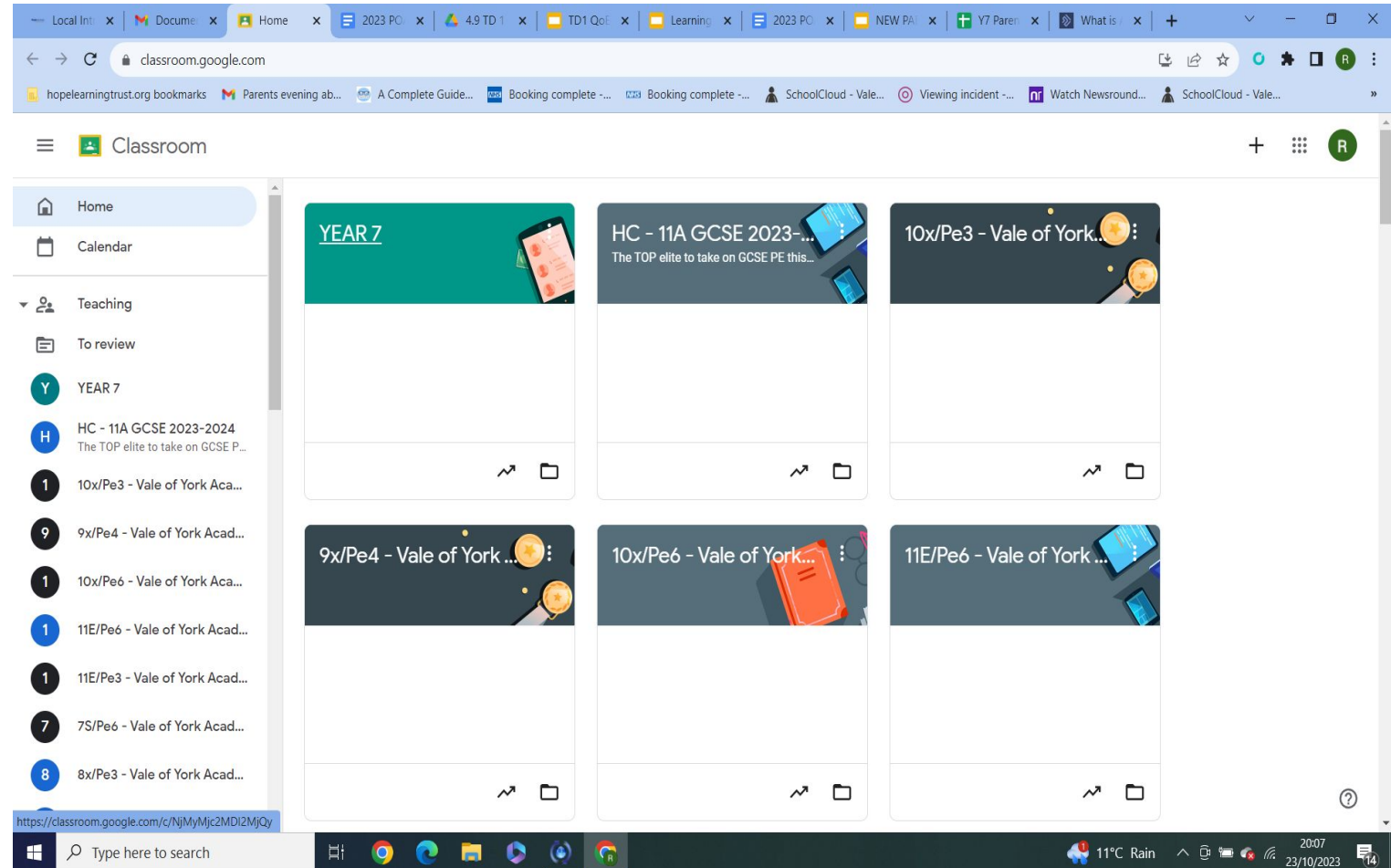
Recorded in planner

Core, Humanities and Languages - Weekly

1 Hour a Week Subjects - Fortnightly

Posted on Google Classroom

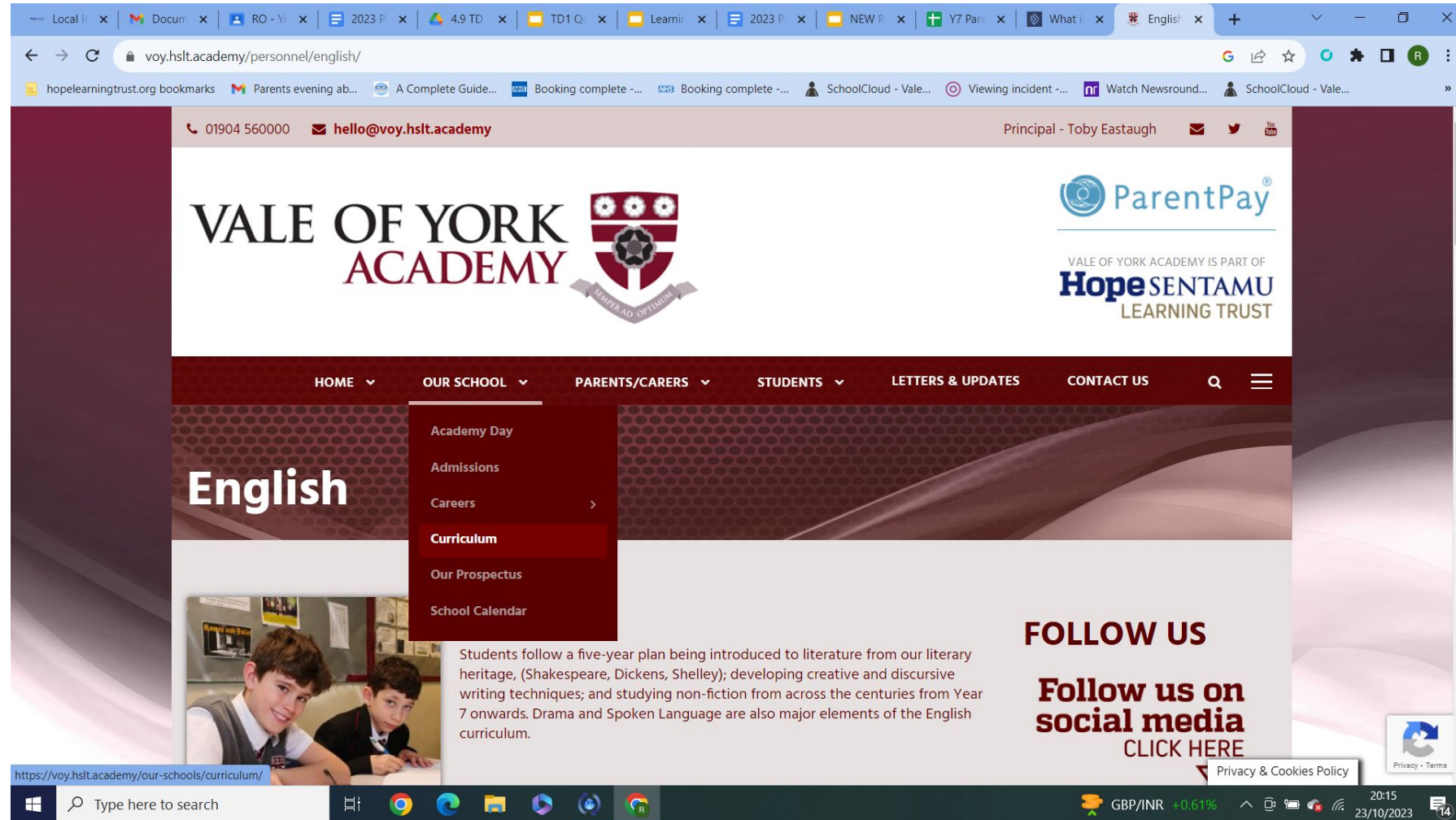
Shadow Curriculum



What Are The Pupils Learning?

Please the curriculum section on our Website

Here you will find 'Learning Journeys', these are a quick reference guide for what topics are being taught when in each subject.



The screenshot shows the website for Vale of York Academy. The page is titled "English" and features a navigation menu with options: HOME, OUR SCHOOL, PARENTS/CARERS, STUDENTS, LETTERS & UPDATES, and CONTACT US. The "OUR SCHOOL" menu is open, showing a list of links: Academy Day, Admissions, Careers, Curriculum (highlighted), Our Prospectus, and School Calendar. Below the navigation, there is a section titled "English" with a photograph of two boys in school uniforms. To the right of the photo, there is a text block: "Students follow a five-year plan being introduced to literature from our literary heritage, (Shakespeare, Dickens, Shelley); developing creative and discursive writing techniques; and studying non-fiction from across the centuries from Year 7 onwards. Drama and Spoken Language are also major elements of the English curriculum." In the top right corner, there is a "ParentPay" logo and the text "VALE OF YORK ACADEMY IS PART OF Hope SENTAMU LEARNING TRUST". At the bottom right, there is a "FOLLOW US" section with the text "Follow us on social media CLICK HERE" and a "Privacy & Cookies Policy" link. The browser's address bar shows the URL "https://voy.hsllt.academy/our-schools/curriculum/".

Progression in Geography

The Journey Starts

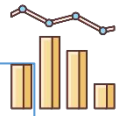
Students begin their journey with an introduction to Geography.

Learning about the oceans, continents and how to read OS maps.

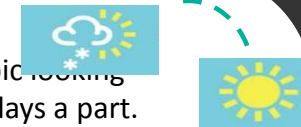


Year 7
Term 1

Students learn how to create and read climate graphs.



Weather and Climate is our first knowledge topic looking how the weather is formed and how location plays a part.



Now we know where things are we can now learn about what they are like.

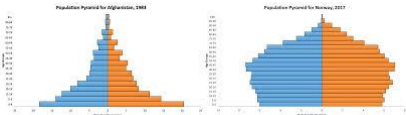
Term 2



Ecosystems is topic number two studying tropical rainforests, hot deserts and the tundra.



Topic three is population – how many people are there in the world and where is our population growing or shrinking.



Students learn how to create and use population pyramids.

Term 3



Settlement comes fourth looking at where does the global population live and why.

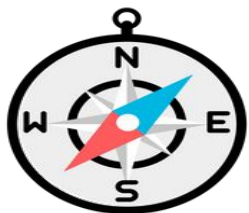
Students learn to map megacities.



Climate Change is unit 5 looking at the causes, effects and responses to this issue.



The end of the year finishes with a field trip to investigate whether Helmsley is a large village or small town.



Year 7 CORE PE – Learning Journey

Year 7 PE



Rugby League

Badminton Singles

Gymnastics

Fitness

Trampolining



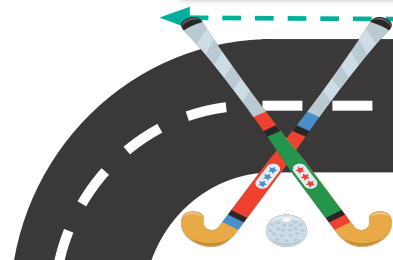
Netball



End point grade (Feb)

Order of sports covered will depend on facilities available and this order will be planned out for each class individually.

All students (boys and girls) will cover the same curriculum and will have the opportunity to stay after school at clubs in these sports.



Hockey



Football



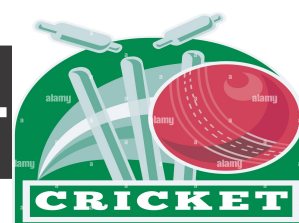
Basketball



Tennis and Rounders



Athletics



Cricket



Orienteering



Dance

End point grade (July)



2 hours per week

Supporting you and your family

Please reference the Support Section of Website

- Food Hamper Project
- Preloved Uniform Shop

Contact us @ help@voy.hsit.academy

Attendance

Attendance and punctuality expectations

- The best way students can be successful at VoY is to be here every day
- There is an expectation that all students will have **at least** 95% attendance across the year
- Please contact school immediately if your child is off due to illness
- You can expect to get phone calls and home visits if attendance starts to drop below 95% - this is supportive. We want the students in school
- Term time holidays will not be authorised
- Students should be in school for 8.40am at the latest to be classed as on time and ready for learning
- Students will be sanctioned for persistent lateness
- To encourage students to have the best attendance, they will be rewarded throughout the year

Attendance and punctuality rewards and sanctions

- Students will be rewarded for their excellent attendance at VoY.
- Everyone who has 95% and above will be eligible for a variety of reward events that will happen throughout the year.
- 98% and above will be eligible for end of half term rewards.
- 100% attendance will be eligible for special rewards that will be drawn throughout the year.
- Most improved attendance will also be rewarded – we want to recognise efforts to improve!
- Punctuality to school is important – students need to be here for 8.40am to be able to get to form on time.