

*'King's Leadership Academy in Warrington is a fantastic example of a school offering children the best start in life.'*

David Cameron, Prime Minister



# Parent Handbook

KING'S LEADERSHIP  
ACADEMY WARRINGTON



KING'S LEADERSHIP  
ACADEMY WARRINGTON

# OUR MISSION

To develop in each of our students the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become successful citizens in tomorrow's world

## INDEPENDENT LEARNERS

who understand their strengths, abilities and interests and are capable of utilising and applying critical and creative thinking to reason through and solve complex problems.

## INTELLECTUAL HABITS

such as fierce concentration, thoroughness, accuracy, reflection, strategic thinking and intellectual volition in all that they undertake.

## STRONG CHARACTERS

who develop clear established principles that, acted upon consistently, produce virtuous behaviours, compassionate acts and honest answers and decisions in facing up to life's challenges.

## SUCCESSFUL CITIZENS

who through communication and other relevant academic and social activities make a positive impact on the academy and, eventually, their community and the wider world.

KING'S LEADERSHIP ACADEMY – WHERE ASPIRATIONS BECOME REALITY



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### Contact Information

#### School Address

Hillock Lane  
Woolston  
Warrington  
WA1 4PF

#### Telephone:

01925 817939

#### General Email:

info@kingswarrington.com

#### Website

www.kingswarrington.com

### Child's Academic Tutor

Your child's Academic Tutor is your first point of contact with the Academy

### Child's Academic Leader

### Parent Portal Login Details

Username

Password

# Principal's Welcome

*'This is an academy based firmly on values and the promotion of strong leadership, of which the Principal and his team are excellent examples.'*

Ofsted 2014

## **Dear Parent,**

As Principal of King's Leadership Academy I am writing to welcome you to our vibrant learning community. King's was significantly oversubscribed again this year and has become a popular choice with both parents and pupils. Ofsted said that teaching at King's is "often outstanding" and that students are taught and expected to think for themselves. In light of this, please be assured that we will provide a safe and stimulating environment in which your child will be happy, make good friends and be challenged in their learning.

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At King's Leadership Academy we have all the features of an independent school within the state sector and as such we place the development of character and leadership at the heart of everything we do. We ask our students to ASPIRE to be more rather than to have more.

At King's we believe success comes from sustained effort and preparation, which is why it is very important for students, parents, and teachers to work closely together. With this in mind we provide you with 5 reports a year and allow you to track the progress of your son or daughter daily through our online 'Parent Portal'. The portal also allows you to communicate important information directly to the academy.

In addition, we offer information evenings during the year led by your child's Academic Tutor so that parents can speak directly to members of our teaching staff.

Starting secondary school can be a daunting time for a child and their family, at King's we will do everything possible to ensure that your child has a smooth transition from primary school. To assist you in this process, we have produced our 'Parent Handbook'. This booklet acts as a guide, covering the most commonly asked questions by parents and students. Contained within the pages you will find a wealth of information and an overview of the high standards and expectations at the academy.

As you read through the content you will see that we are committed to developing leadership in all our students through a range of enrichment activities and an extended Academy day. Many of the details in this booklet provide an insight into the vast range of opportunities your child will have at King's and outline our relentless mission to make every child successful.

At King's Leadership Academy our curriculum is highly personalised and has a strong focus on character education. King's was proud to be recognised as the first winners of the 'National Character Award'. We also recognise that the next generation of learners will access information in a different manner, to support this

each of our Year 7 students will be loaned a mobile learning device to assist their studies. Since lesson content is stored on these devices parents have an additional insight into the learning that their child experiences in the classroom.

In order to support our students personal and academic development, the academy provides every student with a tailored mentoring programme with focussed career and University trajectories which we call 'Flight Paths'. Throughout their journey with us you can be assured that the curriculum will meet their needs and help prepare them for whichever path they choose to follow in later life.

We hope that you find the information in this booklet useful. Please don't hesitate to contact us directly if you have any comments or suggestions regarding the content.

Best wishes,  
**Shane Ierston**



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# Academic Excellence

*'Integrity, respect and endeavour have become learnt behaviours, leading to a strong and intrinsic motivation to succeed.'* Ofsted 2014

## **Our Mission**

Providing a strong academic education is at the heart of what we do. King's Leadership Academy has immense strengths in all areas of the curriculum, and we are fortunate enough to be fully staffed by highly qualified teachers who are excited and passionate about their subjects. Our teachers possess the skills to inspire, motivate and lead our students to life-long success.

Our 'mission board' proudly states that King's Leadership Academy is a place where students' aspirations become reality. We believe that each and every one of our students has distinct potential and ensuring that they fulfil their potential is not only our challenge but our commitment to you as a parent. Aristotle once told his students that the pursuit of excellence had to become their way of life if they were to succeed. Occasionally achieving excellence was, for him, not enough. He wanted his students to strive for excellence each and every day of their lives. At King's we believe that this advice, given over two thousand years ago, still holds true today and is a good guide to the achievement of both academic and personal success. As an Academy we do not settle for anything but the best for each of our students.

## **Values Strengthen Character**

King's firmly believes in 'character education'. The values and attitudes we live by affect how we relate to other people and our environment; they predispose us to respond in particular ways to people and events and fashion our outlook on life. By framing our approach to educating our young people within a firm set of values we hope to help them discover more about themselves and become successful contributing citizens.

## **A Personalised Education**

We are determined that your child will leave us as rounded, confident and balanced young people who will be able to cope with the demands of further education, the demands of their future careers and ready to take their place as leaders in tomorrow's society. We are confident that your child will find lots to become involved in and enjoy. It is this capacity to engage at many different levels across various domains of learning, which is central to life at King's. We also accept that we now live in a rapidly changing world; a world in which young people have totally embraced the new technologies that presently surround them. With this in mind all of our young learners have access to hand held technologies.

## **Personalised Support**

King's is more than an Academy, King's is a community. Ask any student, parent, or teacher, "What do you love most about King's?" The answer you'll hear is: "King's is a family." As an Academy, we do not believe that a student's intelligence is fixed and that some are 'brighter' than others. We believe that all of our students can achieve excellence if they work hard enough and have the right personalised support. That is why our school day is slightly longer than other schools and that is why we only employ highly qualified teachers who are experts in their field. The Academy is known not only for its exceptional curriculum provision, but also for our uniquely warm, safe pastoral environment. The school is unpretentious and grounded in the strength of relationships that are the bedrock of all great communities.

## **Leadership is our Specialism**

We firmly believe at King's that to achieve excellence, the development of leadership and character are the cornerstones of both academic and cultural success. At every stage of your child's education we will develop their leadership skills and prepare them for life in the twenty first century. In choosing King's, you have not just selected a secondary school but a 'values led' education that will equip your child for a happy and successful life.

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# 20 Reasons for Choosing King's

## King's Leadership Academy

## General Trend in other Schools

1	King's has all the features of an independent school within the state sector	Most state funded schools are subject to central government control and do not experience the same freedom to innovate
2	The school was established on international research and traditional values	Schools in general are subject to control by local authorities
3	King's places the development of character, service and good citizenship at the heart of everything it does and recently became the national winner of The Character Award	Very few schools outside of the independent sector have character development at the heart of their curriculum programme
4	King's Leadership Academy is open from 7.45am until 5.00pm each day and offers over 31 hours of tuition each week	Schools usually offer 25 hours of tuition per week
5	King's is committed to developing leadership in all of our students through the delivery of a bespoke leadership curriculum endorsed and accredited through the Royal Chartered Management Institute	Many schools operate student leadership through school council and prefect systems without it being taught in a specific subject
6	King's is committed to developing business and entrepreneurial skills in all of our students.	Many schools now have fund raising days for charities but only a few use these days to encourage the development of entrepreneurial skills in their students
7	All students are given the opportunity to achieve excellence in three separate sciences: Chemistry, Biology and Physics	Only a very selective group of students are selected in Years 10 and 11 to do triple sciences
8	During the Foundation Programme (Y7 and Y8) each morning is dedicated to the Academic Arc, whilst the afternoon is dedicated to creative and enrichment activities through our unique Creative Arc	The majority of schools keep creativity confined within the National Curriculum subjects
9	King's offers a wide programme of enrichment including the largest state funded RAF Cadet group in the north west.	Most schools do not offer cadets and Duke of Edinburgh Award and associated enrichment.
10	There is a strong emphasis on traditional subjects throughout the school (Mathematics, English, Biology, Chemistry, Physics, Languages, Geography and History are compulsory to Year 11)	Few schools have these as compulsory subjects and have not fully adopted the new English Baccalaureate
11	The Chief Executive of the Great Schools Trust has over 25 years of Headship experience and was knighted for services to education. The Principal and Associate Principal were selected by the National College of School Leadership to be 'fast tracked' in to Headship	Only a very few schools have such a high calibre of school leadership

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## King's Leadership Academy

12 We recognise that the next generation of learners will access information in a different manner and all of our students have access to hand held devices to enhance their studies both in school and for home-learning.

13 King's offers a range of modern foreign languages.

14 There are homework support sessions everyday after school. These are compulsory for students who fail to hand in their homework on time that day or to the expected standard. Further, an online support service enables students to e-mail their teacher which questions linked to their home-learning

15 King's has its own leadership residential curriculum. All students follow an annual leadership residential programme aligned to Duke of Edinburgh Bronze to Gold Awards to further develop individual student leadership through the outdoor environment

16 All students are offered a focused career and university trajectory from Year 7 onwards. We call this the King's Flight Path

17 All students complete a character baccalaureate and life skills in Year 8.

18 King's School is aiming to achieve a minimum of 85% of its students reaching or exceeding the government's new performance indicators such as Ebacc

19 King's recruits high calibre professionals such as doctors, dentists, and successful city professionals to help mentor our students

20 Parents are provided with five written reports per year on their child's progress and are invited to a number of consultation evenings to discuss.

## General Trend in other Schools

Only a few schools nationwide have developed this initiative

Most schools only offer one language in Key Stage 3

Few schools have homework support sessions after school every day of the academic school year

It is mainly schools in the independent sector that concentrate on developing leadership qualities in their students through Duke of Edinburgh or Combined Cadet Forces

The majority of schools wait until Year 10 or 11 before introducing a careers programme

Few schools, if any, nationally offer this.

Few schools achieve these results nationally

Few schools seek to involve inspiring professionals in their mentoring programmes

Most schools only have one or two written progress reports per year

*"We cannot thank you enough for what you have done this year for our child. We feel incredibly lucky that she has secured a place at King's and have been delighted at the level of progress she has made in her school work. We could not be more impressed with the Academy."* Year 8 Parent

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# Governance

*'Governors are continuing to drive up standards in the academy.'*

Ofsted 2014

## Great Schools Trust

Great Schools Trust is a small non-profit making company that has been set up by a group of leading North West educators who are committed to delivering the advantages of an excellent independent school education to the children of this area without the heavy burden of school fees. The Chief Executive of the company, Sir Iain Hall, has over twenty five years successful experience of leading secondary schools and has spent the last 5 years researching excellent school practice and training school leaders internationally.

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## Chief Executive of Great Schools Trust

Sir Iain Hall

## Chair of Governors

Mr M Ireland

## Members

Mr C Scotland	Academic Standards and Curriculum
Mr P Andrews	Academic Standards and Curriculum
Mr D Carter	Finance & Staffing
Mrs Hillary Willcock	Finance & Staffing

## Parent Governors

Mrs N Drake	Academic Standards & Curriculum
Mr M Ireland	Academic Standards and Curriculum

## Staff Governors

Dr A Reay	Associate Principal
Mrs K Sharp	Vice Principal Designate

## Principal (Ex Officio)

Mr S Ierston  
The Clerk to the Governors can be contacted at:  
[clerk@kingswarrington.com](mailto:clerk@kingswarrington.com)

## School Address

King's Leadership Academy  
Hillock Lane, Woolston, Warrington WA1 4PF  
Tel: 01925 817939

Website [www.kingswarrington.com](http://www.kingswarrington.com)  
(with links to the parent portal)  
Email [info@kingswarrington.com](mailto:info@kingswarrington.com)



# Leadership and Staffing

*'Inspirational role models are in abundance.'*

Ofsted 2014

The Principal has a Senior Leadership Team to help run both the curriculum, pastoral and administration of the Academy. The Senior Leadership Team is responsible for a range of specific subjects, for developing their staff, for the effective use of cross-curricular work within the overall curriculum, and administrative and pastoral tasks. The management approach enables cross-curricular links to be more readily achieved and encourages teamwork across wide subject disciplines.

## Sponsor & Educational Advisor

Sir Iain Hall Chief Executive Great Schools Trust

## Senior Leadership Team

Mr S Ierston	Principal
Dr A Reay	Associate Principal
Mrs K Sharp	Assistant Vice Principal Teaching and Learning
Mr B Barker	Assistant Vice Principal Strategic Systems
Mrs E Davison	Bursar & Operations Mgr
Mr U Hussain	Assistant Principal/Director of Curriculum Innovation
Mrs N Burrows	Associate Leader/Director of Specialism
Mr T Scheuber-Rush	Associate Leader/Director of Sixth Form
Miss S Taylor	Associate Leader/Director of Team Around the Child

## Teaching Staff

Miss M Alexander	Practitioner of History
Miss S Allen	Practitioner of Drama
Miss R Ashley	Practitioner of Science
Miss L Batley	Practitioner of Geography
Mr R Birchall	Subject Lead Comp. Sci.
Mr M Bowden	Subject Lead for Drama/PPE
Mr R Bremner-Wright	Practitioner of English
Ms S Brett	Subject Lead PE and BTEC Lead
Miss J Campbell	Practitioner of Maths
Miss S Conway	Practitioner of English
Miss E Denton	Practitioner of Maths
Mrs F Cook	Subject Lead for Music
Miss L Dugmore	Practitioner of Science
Miss L France	Practitioner of MFL
Miss E Gallego	Subject Lead Maths
Mr M Garrity	Practitioner of PE
Mr B Golden	Practitioner of Science
Mr K Graham	Subject Lead for History and Sen Learning Coach
Miss R Hannah	Practitioner of English and Aspire Lead
Mr A Hawley	SENCO
Miss C Henderson	Deputy Lead for Maths
Mr A Hyatt	Practitioner of Maths
Miss G Jackson	Practitioner of PE and Dance Lead
Miss N Johnston	Practitioner of MFL and French Lead
Miss N Loft	Practitioner of Maths
Mrs E Logan	Geography Lead
Mr T Logan	Practitioner of PE
Miss L Martin	Practitioner of Geography
Mrs E McIntyre	Practitioner of Art
Miss G Moores	Practitioner of English
Mr T Morris	Practitioner of Science
Miss S Moss	Subject Lead English
Miss R Nophakhun	Practitioner of English and World of Work Lead
Miss A Purchon	Practitioner of English and Head of Achievement
Mr J Robinson	Practitioner of Maths
Miss J Rodriguez	Practitioner of MFL

Miss F Simms	Practitioner of MFL and Spanish Lead
Mrs M Southern	Assistant Lead English
Miss L Vernon	Practitioner of Chemistry
Mr A Wilson	Practitioner of Physics

## Learning Support Staff

Miss S Aldridge	Senior House Leader
Mrs S Lawrence	Senior House Leader
Mrs L Cawley	House Leader
Miss J Goode	House Leader
Mr D Heavey	House Leader
Ms J Clarke	House Leader
Miss K Taylor	Teaching Scholar
Mr M Holcz	Teaching Scholar
Mrs K Iddon	Teaching Scholar
Ms N Kelly	Teaching Scholar
Mr P Walker	Science Technician
Mrs J Denton	Science Technician

## Specialist 'Creative Arc' Staff

Mr J Hudson	Personal Dev Coach
Miss L Ellis	Personal Dev Coach
Prof I Combes	Maitre d'Armes
Sensei N McCaffrey	Ju-Jitsu Black Belt Instructor
Mr R Walsh	Personal Dev Coach

## Administration

Mrs S Taylor	Office and Exams Manager
Vacancy	Network Manager
Ms C Hutton	Attendance Officer
Mrs N Nicholls	Data Manager
Miss C Waring	Admin/Receptionist
Mrs G Woods	Receptionist

## Catering

Dr K Brown	King's Chef
Catering Team	

## Site Maintenance

Mr L Wright	Site Manager
Mr A Humphries	Facilities Manager
Cleaning Team	

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# Our Educational Beliefs

*‘Teachers use their strong subject knowledge, creativity and skills to ensure that students make good progress in a wide variety of ways.’ Ofsted 2014*

Education at King’s Leadership Academy is about having high expectations of our students and helping them to develop high expectations of themselves. Discovering that vital spark which makes each child different from every other is key to our approach to education. Our mission is to:

***develop in each of our students the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become successful citizens in tomorrow’s world.***

## Our Beliefs

Our beliefs centre around identifying, nurturing and developing potential and hidden talent in every single one of our students. Your child, supported and guided on his or her uniquely tailored and challenging ‘flight path’ throughout school life, will become accustomed to the academy motto of ‘Credimus’, Latin for ‘we believe’. Our philosophy is based on the following premises:

- **A firm belief that all young people can learn** Our students will succeed if we believe in them and can transfer that belief to them. Hence our motto – Credimus – ‘we believe’.
- **High quality teaching matters** We firmly believe it is not so much *what* is taught, but *how* it is taught and we seek to recruit highly qualified staff who can demonstrate passion, enthusiasm and imagination in communicating with young people. We want to ensure that every single

child in our classes is engaged, excited and challenged by the learning experience at all times. We know that learning is too important to be spoilt by mediocre delivery and our staff must be relentless in their focus on the needs of individuals. We expect all staff to deliver lessons in line with Ofsted’s ‘outstanding’ criteria at all times.

- **Expectations matter** The academy has a strong ethos of ‘high expectations’ and ‘no excuses’. We have high expectations of ourselves as educators and accept no excuses for our own lack of performance. By accepting these ideals for ourselves we continually model them so that the concepts become firmly embedded in the daily life of our students.
- **One singular approach will not work for all students** If they cannot learn from the way we teach then we must alter our teaching to fit with the way they learn.
- **Some students will need to take longer than others to achieve that success** Success is not time limited. It does not matter if it takes two, three, four or even more times as long as they are successful.
- **Some students will need greater support to achieve that success** All students will need support at some time on their educational journey. However, it is important that we understand where support

is most needed and ensure that it is in place at the time of need. We have a ‘four wave’ intervention strategy which we use to ensure that all students maximise their potential.

- **Uncorrected learning errors are responsible for most young people’s learning difficulties** We assess our students five times each academic year. Our assessments are not solely designed to discover what our students know but also what they don’t know. After each assessment we have a week set aside in which we ensure that any ‘gaps’ in knowledge are filled and all errors or misconceptions are corrected. We call this ‘gap analysis’ teaching. We do not move on until each student achieves ‘mastery’.
  - **Strong routines enhance mastery** Young people thrive in structured environments. We have introduced a series of academy specific routines which, if we all constantly adhere to, will help our students succeed.
  - **Students work harder if praised effectively** To enable our students to become more ‘mastery-orientated’ we focus on their efforts and not their abilities. We praise them for their efforts and not their intelligence. The key ingredient in creating ‘mastery-orientated’ students is for us to value effort as it is only sustained effort over time that will lead to outstanding achievement.
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# Our Values

“Teaching character not only benefits children at school - it also plays a vital role in ensuring these young people leave school prepared.”

Nicky Morgan, Secretary of State for Education, March 2015.

## Our Values

At King’s we place great emphasis on the building of strong character traits in all of our students. We firmly believe that strength of character is the fundamental cornerstone of academic success. We use the word ‘**ASPIRE**’ as an acronym to encapsulate our values. Each of the letters stand for one or more ‘character’ qualities that we wish to see our students develop whilst at King’s.

### A for Aspiration and Achievement

**ASPIRATION:** We want our students to develop a real ambition or a dream in life.

**ACHIEVEMENT:** This is each step that they take on that journey to achieve their ambition.

### S for Self-awareness

**SELF-AWARENESS** is the first step towards self-confidence and self-belief. Our students are helped to understand their strengths and where they need to improve to achieve their ambition in life.

### P for Professionalism

**PROFESSIONALISM** is about self-pride. It is about encouraging our students to act correctly in all that they do. It is not about what they do but more about how they do it.

### I for Integrity

**INTEGRITY** is about being honest and truthful at all times. It is also about being true to your beliefs and upholding them at all times.



### R for Respect

In King’s our respect code covers three specific behaviours. They are:

**Respect for ourselves:** Work hard, play hard, keep to the code, achieve well.

**Respect for others:** Value our differences and friendship will grow.

**Respect for our environment:** We only have one planet and it has limited resources. We need to look after it.

### E for Endeavour

**ENDEAVOUR** means to make every effort and work hard. Our students will be helped to understand that only sustained effort, working conscientiously and trying their best at all times will lead them to achieving their dreams.

### ASPIRE Values

**ASPIRE** is at the heart of King’s. We feel it is such an important part of the Academy that we devote the first 3 days of study within the new academic year to **ASPIRE**. Further, our values are not just discussed in **ASPIRE** time with Academic Tutors but are an integral part of every lesson taught at King’s. Students will hear their Maths teacher refer to how they can endeavour to solve a difficult maths challenge, or their History teacher ask which of the **ASPIRE** values a King or historical leader has shown. Your child will study a famous leader every week by focusing on their **ASPIRE** values and researching how leaders demonstrated these during their lifetime. As a King’s student, we also encourage all students to endeavour to use the 7 **ASPIRE** values in their own language when responding to written and spoken tasks.

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# Academic Support

*“Staff and students know each other well and enjoy excellent working relationships.”*

Department for Education Consultant DfE - 2012

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Academic Leaders and Tutors operate within a house system that is particularly vigorous and lively. Each house has its own team spirit and its members develop a strong sense of loyalty to it. Students remain in the same house throughout their school careers and are encouraged to take on increasing levels of responsibility as Captains, Vice Captains, Parliament representatives, numeracy and literacy mentors. Senior students help to organise whole school events and take a leading part in the thriving programme of inter-house competitions, which are an enjoyable part of house life. Here there are many opportunities for students to discover new strengths and interests, to enjoy themselves and to win recognition in inter-house competitions, for example in sports, debating, English and maths, or to help with the renowned projects associated with the Battle of Hastings, Space Programme, King’s Olympics and Swimming Gala. Academic tutors support students in terms of their academic progress and for any major pastoral issues that may arise. Having an equal blend of students from Years 7 and 8 acts as a further source of advice, support and leadership for younger students.

## **The Horizontal Tutor System**

All students are placed in a Horizontal Tutor Group, meaning an equal proportion of students from the same year groups are placed in the one tutor group. To ensure that your child will become quickly at ease with life at King’s, every Year 7 is assigned a ‘mentor’ from Year 8 who are there to be a friend and a point of advice and support. Academic Tutors will continue to meet regularly as progress mentors during daily Aspire time. In addition to this, students meet with their Academic Tutor regularly each year to review progress to date and to set targets to take their learning to the next level. By the time students complete Year 11, they will have received lots of guidance and support in moving on to their next stage in their learning journey.

## **The Academic Tutor**

Every student at King’s Leadership Academy is supported by an Academic Tutor, who oversees their entire journey through the school, discussing their academic progress, strengths and areas for development at frequent intervals, helping them to choose a rich, rewarding life outside the classroom, and taking a particular interest in all

they do. Academic Tutors report to parents regularly, and are always available for informal consultation. Parents will hopefully feel secure that one teacher knows their son or daughter thoroughly, and has the task of helping him or her to become a confident, balanced, successful individual. Students in each group represent one of four Houses, named after famous Royal Dynasties. Further, each tutor group is led by an Academic Leader, a member of the Senior Leadership Team, adding a further layer of expertise, monitoring and support. The 5 Houses at King’s are:

**Hanover House, Normandy House,  
Tudor House, Windsor House, York House.**

*“Our school is great and has helped me become more organised in life. We believe in ourselves more than we did when we started and this has helped improve our grades so much. We believe in everyone and that everyone can do their best in life.”*

Year 8 student

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## Academic Support *continued*

### Academic Tutor Time

Academic Tutor time takes place for 25 minutes each day from 8.35-9.00am. The role of the Academic Tutors is central to the smooth running of Academy routines but also for the best possible and widest education and care of students.

Academic Tutors will:

- take a register by 8.40am. Students who are absent are then followed up by the Participation Coordinator from 8.45am
- meet with students individually to monitor and track their academic progress
- check daily that their 'Uniform and Appearance' is correct to ensure the highest of standards are maintained
- check their Planner is signed during their 'standards monitoring' Aspire session and that any communication between the Academy and home is recognised and responded to
- lead a reflection and discussion based on the Aspire theme, leader of the week and thought of the day
- utilise this time for the delivery of Personal, Social and Health Education (PSHE)

### ASPIRE

At King's, we strive not just to give our students a standard academic education but to give them an all-round education, to prepare them for the outside world after they leave King's as well as the responsibilities and realities of adult life and includes key aspects of Citizenship and Personal,

Social and Health Education (PSHE), and at King's, it is a compulsory non-examined programme for all students. Aspire aims to give students the knowledge, skills and understanding they need to lead happy, healthy, confident and independent lives. Aspire is a five-year structured programme of weekly discussions at which students consider with their Academic Tutor both practical and sensitive issues. Academic Tutors across every year group deliver the Aspire programme weekly for 1 hour, with Public Speaking delivered every week to students in Years 7 & 8 through a 1 hour lesson of Public Speaking, Philosophy & Ethics (PPE).

### ASPIRE Values

By constantly applying this value set in our students, we codify the behaviours that we would wish to see them develop and create a positive climate for their learning and eventual success. Our Aspire values are constantly referred to throughout the daily routine to allow students to reflect on their character progress. This award is given by students themselves through our praise focused 'Shout Out' assemblies.

### Assembly

A whole House assembly takes place once per week which is led by the Principal and senior staff. Houses also meet for formal assemblies with their Academic Leader and Tutors. These assemblies focus on the Aspire values and are student led wherever possible. Assemblies are



intended to be reflective and thought-provoking rather than faith based; we do, however, celebrate Christmas in the traditional fashion and remember those who have given their lives for their country in a solemn act of remembrance in November.

In order to maintain these high standards for your child, we maintain a flexible approach to Academic Tutor Groups and reserve the right, if it is considered in the best interests of students, to facilitate movement between the different groups.

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# 2017/18 Academic Tutor Groups

## Hanover House

Academic Leader: Mr T Scheuber-Rush  
(Director of Sixth Form)



House Leader: Ms J Goode

Hanover House is named after the Hanover dynasty, the family of monarchs who reigned in England from 1714-1901.

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Hanover House 'Leader Mascot' is William Wilberforce, born in Hull on 24th August 1759. Upon completion of his studies at Cambridge University he became a politician. Although Wilberforce campaigned for

many social issues he is best remembered for his active participation in getting parliament to outlaw the slave trade. He died in 1833 just 3 days before Parliament passed the Slavery Abolition Act.

## Normandy House

Academic Leader: Mr B Barker (Assistant Principal/Director of Quality Systems)



House Leader: Mrs S Lawrence

Normandy House is named after the Norman dynasty who reigned in England from 1066 -1154.



Normandy House 'Leader Mascot' is Sir Winston Churchill, born in 1874. He was a legendary orator and writer but is best remembered as the tenacious and forthright war leader during

World War II. His ability to motivate a nation and the way he instilled mutual respect throughout a troubled country, led to triumph against a terrible foe.

## Windsor House

Academic Leader: Ms S Taylor (Director of Team Around the Child) Senior Teacher



House Leader: Ms S Aldridge

Windsor House is named after the Windsor dynasty who have reigned in the United Kingdom since 1917.



Windsor House 'Leader Mascot' is Queen Elizabeth II. The Queen is Head of State of the UK and 15 other Commonwealth realms. The elder daughter of King George VI and Queen Elizabeth, she was born in 1926 and became Queen at the age of 25,

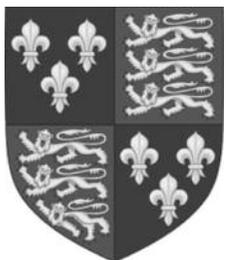
and has reigned through more than five decades of enormous social change and development.

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# 2017/18 Academic Tutor Groups

## Tudor House

Academic Leader: Mrs N Burrows  
(Director of Specialism)



House Leader: Mr D Heavey

Tudor House is named after the Tudor dynasty, the family of monarchs who reigned in England from 1485-1603.

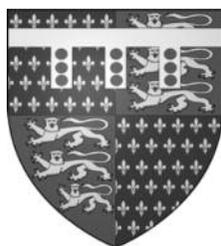


Tudor House 'Leader Mascot' is Helen Sharman. She was the first British astronaut and, at 27, the fifth youngest person to be launched into space on the 18th May 1991. After responding to a radio advertisement that captured

her attention; 'Astronaut wanted, no experience necessary', she was subjected to a strict selection process, and eventually chosen ahead of 13,000 other people to fly to the MIR space station, 250 miles above earth. She studied chemistry at the University of Sheffield, and gained a PHD from University of London.

## York House

Academic Leader: Mrs K Sharp (Assistant Vice  
Principal/Director of Innovation)



House Leader: Ms L Cawley

York House is named after the York dynasty, the family of monarchs who reigned in England from 1461-1485.



York House 'Leader Mascot' is Emmeline Pankhurst. She was born in Manchester in 1858 to parents who believed radical changes were needed to the way the Government ran the country. A bright child, she

followed her mother to suffrage meetings. The positive influence of her parents, and their respect for all citizens, no doubt led to Emmeline's proactive attitude towards gaining the right to vote for women.

## Academic Tutors

### Hanover

Mr A Wilson  
Miss S Conway  
Miss L Vernon

Mr T Logan  
Miss L Batley

### Normandy

Ms E Gallego  
Miss L Dugmore  
Miss G Jackson

Miss R Hannah  
Mr A Hyatt

### Windsor

Miss G Moores  
Mr T Morris  
Miss S Allen

Mr M Garrity  
Miss M Alexander

### Tudor

Miss C Henderson  
Mr K Graham  
Miss E Denton

Miss L France  
Miss R Nophakhun  
Miss F Simms

### York

Miss L Martin  
Mr M Bowden  
Mr R Bremner Wright

Miss N Loft  
Mr J Robinson

### Heads of Achievement

Year 7 – Miss A Purchon  
Year 8 – Mr U Hussain  
Year 9 – Mrs K Sharp  
Year 10 – Mr B Barker  
Year 11 – Miss S Taylor  
6th Form – Mr T Scheuber-Rush

# Term Dates

September 2018 - August 2019

	First Half			Second Half	
	Start	Finish		Start	Finish
<b>Autumn Term</b>	Year 7, 11 & 12 Weds 5 Sep 2018 Year 8, 9 and 10 Thurs 6 Sep 2018	Friday 19 October 2018	<b>Half-Term Break</b>	Monday 29 October 2018	Wednesday 19 December 2018
			<b>Christmas Break</b>		
<b>Spring Term</b>	Wednesday 2 January 2019	Friday 15 February 2019	<b>Half-Term Break</b>	Monday 25 February 2019	Friday 5 April 2019
			<b>Easter Break</b>		
<b>Summer Term</b>	Tuesday 23 April 2019	Friday 24 May 2019	<b>Half-Term Break</b>	Monday 3 June 2019	Wednesday 17 July 2019

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## Other Useful Dates

### INSET: The school will be closed to students on:

- Monday 3rd and Tuesday 4th September 2018
- Thursday 18th July Summer School starts

Year 7 Brathay Residential: Thursday 4th - Friday 5th October 2018

Year 8 Brathay Residential: Wednesday 13th - Friday 15th February 2019

Good Friday: Friday 19th April 2019

Easter Monday: Monday 22nd April 2019

May Bank Holiday: Monday 6th May 2019

# Academy Day

## Monday-Thursday

7.45am:	Academy opens to students
8.25am:	Students to be in school by this time
8.30am:	Student Leader of Day dismisses student body
8.35am:	ASPIRE
9.00am:	Period 1
10.00am:	Period 2
11.00am:	Morning break
11.15am:	Period 3
12.15pm:	Period 4
1.15pm:	Lunch
2.00pm:	Period 5
3.00pm:	Period 6
4.00pm*:	Students Escorted to main gate by period 6 teacher and dismissed
4.00-5.00pm:	After School Enrichment Programme

## Friday

7.45am:	Academy opens to students
8.25am:	Students to be in school by this time
8.30am:	Student Leader of Day dismisses student body
8.35am:	ASPIRE
9.00am:	Period 1
10.00am:	Period 2
11.00am:	Morning break
11.15am:	Period 3
12.15pm:	Lunch
1.00pm:	Period 4
2.00pm:	Students Escorted to main gate by Academic Tutor and dismissed
2.00-3.00pm:	After School Enrichment Programme

### Daily Structure

The structure of the day is outlined above. The school day commences at 8.25am and finishes at 4.00pm Monday to Thursday. On Fridays, the school day finishes at 2.00pm allowing staff to review the week and plan for the following week. Every Wednesday afternoon is dedicated to whole school enrichment from 2.00-4.00pm. Within this

time frame, students will enjoy a 30 hour teaching week.

Students may arrive each morning from 7.45am. A range of after school clubs also take place from 4.00-5.00pm Monday to Thursday, from 2.00-3.00pm Friday and Saturday Morning Academy's and PE fixtures.

### Lunch Arrangements

Lunchtime lasts for 45 minutes from 1.15 - 2.00pm Monday to Thursday, and from 12.15pm - 1.00pm on Friday. A family dining arrangement enables all students to sit in their house groups for lunch along with their Academic Tutor and Leader.

# Our Curriculum

*“Lessons in the academy are based around thought-provoking questions or hypotheses.”*

Ofsted 2014

## Our Principles

King’s Leadership Academy’s principle led approach to producing well rounded, responsible, confident and contributing students is to provide a broad, balanced curriculum that is delivered through three related and inter-connecting arcs which together produce an integrated, aspirational and comprehensive experience for all of our students. In summary, our approach is centred around 7 key principles:

### 1. Every child has a right to a high quality education

Children who attend King’s Leadership Academy have a fundamental right to a high quality education. The quality of education will not depend on the nature of its catchment area.

### 2. A total belief that every child can succeed

Every child, irrespective of its starting points in life, has potential. King’s Leadership Academy is committed to ensuring that each student’s potential is fulfilled.

### 3. No excuses are acceptable

Some children have a more advantaged start to life than others. There is a plethora of evidence that social class, home environment and ethnicity can affect the starting points of our young children. Social equity is one of our principal drivers as we seek to ensure the intellectual, social and emotional success of each of our

students. We firmly challenge those who seek to make excuses or blame the attitude and performance of their students for their own poor performance.

### 4. High expectations are essential

Children will not succeed unless we have high expectations of both our students and our teachers. We ensure that an ethos of high expectations permeates the day-to-day life of the Academy.

### 5. High quality teaching and learning our essential prerequisites if our students are to succeed

Children will not fulfil their potential unless they are able to access high quality teaching. King’s Leadership Academy adopts strategies to ensure that all teaching is of the highest possible quality. Good to outstanding teaching is the benchmark of our school.

### 6. Character development is an essential prerequisite if our students are to succeed

Children who attend King’s Leadership Academy have an entitlement to a character development



programme which permeates the life of the school. This programme ensures that our children will become successful learners, confident and responsible citizens as well as effective contributors to our society.

### 7. We are accountable for the success of every child

King’s Leadership Academy takes personal responsibility for ensuring that each child in the school succeeds. We adopt strategies and processes that ensure that there is a framework of accountability for all that the school undertakes.

# Our Approach

*“Students achieve well across academic subjects and a very creative curriculum. Their oracy and confidence in public speaking are strong.”*

Ofsted 2014

As an 'Independent School' we not only draw on good practice found both nationally and internationally, but seek to establish 'next' practice through our innovative curriculum provision and delivery.

## Key Stages

The National Curriculum (NC) is divided into Key Stages which cover a number of years. During the first three years at most schools (Years 7 to 9) students follow Key Stage 3. During Year 9 students would then decide on a range of subjects they wish to study at Key Stage 4 in Years 10 and 11. At King's we firmly believe that in order for students to fulfil their true potential, students should progress through the Key Stages via their ability, not age. Consequently, we operate a unique 'waved' approach to key stage progression, whereby students may complete Key Stage 3 by the end of Year 8, and begin Key Stage 4 at the start of Year 9. Given our aspirational progress targets of 1 full Grade Point per year, we are confident that most of our students will begin Key Stage 4 in Year 9.

## Provision in Years 7 & 8

The Academic Arc is allocated 20 study hours per week which includes a 1 hour ASPIRE session with an Academic Tutor and a 1 hour lesson of Public Speaking, Philosophy & Ethics (PPE). This 20 hour provision excludes the delivery of daily reading and mentoring sessions, each of 25 minutes which includes the delivery of a House assembly. The Creative Arc is allocated 8 hours of study each week which includes a weekly lesson (each of 1

hour) in Leadership, Art, Drama or Music, Spanish conversation, computing, 2 weekly lessons of Physical Education, and themed enrichment lessons. At the end of Learning Cycle 5, a range of curriculum and pastoral super learning days focuses on different aspects of project based learning, including our unique Historical Reenactments, Space Programme/astronaut visit and excursions to Oxford and Cambridge University.

## The structure of the Y7 & Y8 academy week

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning session	Academic Arc (20 hours)				
Afternoon session	Creative Arc (8 hours)				Staff training
After School Enrichment /support session	Curriculum enrichment / additional support (up to 4 hours)				

## Provision from Year 9

As students begin their Senior (GCSE) programme of study from Year 9, 25 study hours per week are devoted to the Academic Arc. The remaining 3 hours are devoted to Leadership (1 hour) and enrichment (2 hours). Leadership is accredited by a professional body, the Chartered Management Institute (CMI). This 28 hour week excludes the delivery of a weekly 1 hour Aspire session, which includes the delivery of Personal, Social & Health Education (PSHE) and academic/career mentoring. At the end of Learning Cycle 5, a range of curriculum and pastoral super learning days focuses on different aspects of project based

learning aligned to the GCSE curriculum and world of work programme.

## Delivery

King's delivers a broad and balanced education which not only prepares students for public examinations but also gives them the confidence to achieve success in their adult lives. We believe that education should open doors, not close them by premature specialisation. Up to the age of 16 therefore, every student receives a broad education in both Arts and Sciences. All students are taught in small sets – no more than 24 and usually fewer – thanks to our maximum year group size of 120. In order that every youngster can progress at an appropriate pace, classes are streamed by general ability within the Academic Arc and are mixed ability within the Creative and Leadership Arc.

## Aspire Targets

Since September 2014, National Curriculum Levels have been phased out. At King's, Academic Targets are therefore arranged in nine numbered 'Grade Points'. Grade Point 1 represents the easiest level and Grade Point 9 the hardest. King's students will start on Grade Point 1, 2 or 3 depending upon the results of their induction assessments. All students are expected to progress by 1 Grade Point each year, leading to the attainment of 5 full Grade Points from the start of their Foundation Programme in September of Year 7 to the end of their Senior Programme in July of Year 11.

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# The Academic Arc

*“The curriculum is innovative and promotes achievements beyond academic measures.”*

Ofsted 2014

## The Academic Arc

The Academic Arc, delivered during periods 1-4 each day in the foundation programme and periods 1-6 in the senior programme, provides students with an inspiring academic experience which is student-centred and stimulating. We have adopted a pioneering, global and independent approach to how we teach. The issue is not so much what is taught, but how it is taught and our excellent staff are recruited for their passion, their enthusiasm and their imagination in communicating with children to ensure that every single child in their class is engaged, excited and challenged by the learning experience at all times. Amongst the many pedagogical approaches, independent study, group work, problem solving and research are all key learning strategies. To achieve mastery in all of our students we believe in offering depth through our Academic Arc provision. For example, in both the Foundation and Senior Programmes, our students study the subjects defined within the English Baccalaureate: English, Mathematics, Science, History, Geography and Modern Foreign Languages. In Year 9, students also study English Literature and the three separate sciences. We also feel it is very important to provide students with a degree of autonomy so that they can tailor their studies and play to their individual strengths.

### Foundation Programme

From Year 7 students are placed in sets by ability

in Mathematics, English, Science, Humanities and Languages until the end of their ‘foundation’ phase in Year 8. The ‘Step Ahead’ programme also provides students with specific learning difficulties with the benefit of being taught in very small groups within a class and are assigned to one of our qualified and experienced tutors for educational support and English and Maths teaching.

### Senior Programme

Students entering Year 9 will begin their GCSE programme of study leading to between 9 - 11 GCSEs. All students take the core subjects of Mathematics, English, Science, a foreign language and PE. Students must also choose between the humanities subjects of Geography and History, although options to study both are available. Up to 2 further focus subjects are then chosen by the students, allowing individual aptitudes to be developed around the academic core.

### Progress Waves

At King’s we make every effort to tailor the learning programmes and support that our students need to maximise their potential through the use of four ‘waves of progression’. On entry students will be assigned to one of these four waves:

- **Wave 1** will be for students whose functional literacy and numeracy fall below their chronological age. Some students who are on

the SEN register may spend some time in this wave in order that they may access a greater proportion of one-to-one support.

- **Wave 2b** will be for students who are considered to be functionally literate and numerate but deemed to have underachieved in their Key Stage 2 SATs.
- **Wave 2a** will be for students who are functionally literate and numerate and have reached national norms in terms of their Key Stage 2 performance.
- **Wave 3** is for those students deemed ‘gifted’ in terms of their Key Stage 2 outcomes.

All faculties ensure classroom organisation, teaching materials, teaching style and differentiation are such that all students, including those with additional needs, can learn effectively. King’s employs a team of highly qualified Teaching Scholars, whose role is to support the teaching and learning of students, where applicable, in the classroom. Although they may be in the lesson to support a named student, it may be considered more beneficial for them to ‘float’ in the class by working with other students. If you have a student who is not on the additional needs register or is not receiving support that you feel is required, please speak to a member of the Senior Leadership Team.

# The Creative Arc

*'...students have made great strides in their personal development since joining the Academy. They are rightly proud of their academy and feel that they are a part of a family rather than a school.'*

Ofsted 2014

## The Creative component

Creativity through Performing Arts, Physical Education and cultural and professional enrichment stimulates and broadens student's minds at King's.

## Performing Arts

Performing Arts is at the very heart of the King's community and all students follow courses in music, art and drama. Drama and music at King's also enable students to work with the very best practitioners in modern theatre and peripatetic teaching. We endeavour to produce creative and innovative theatre which is exciting, powerful and dynamic. Indeed, the annual school productions are highlights of the King's calendar.

## Sport & Physical Education

King's' approach to sport is in line with the school's central belief that education is concerned with the whole human being and that every student has the capacity to achieve something worthwhile. The main objective of the games programme is to identify and develop skills in every student, because achievement in one area so often proves to be the key to the will to succeed in school life as a whole. We are extremely proud of our sporting provision. We pride ourselves on being the only school nationally to offer Sword Fencing, Swimming, Martial Arts, & Lacrosse as a core activity for all students. In addition to these core activities, students may choose from the following PE



enrichment activities: Cricket, Dance, Fitness, Football, Netball, Rowing, Rugby Union, Softball and Table Tennis. Physical education is also aligned to a number of annual leadership and professional awards in swimming and life-saving, sword fencing and martial arts. Our professional staff includes a Sensei in Martial Arts and one of the country's leading coaches in Sword Fencing, all of which combine to deliver exciting and cutting edge practical learning experiences.

Outstanding performers in any sport are given every help and encouragement. If necessary, we may, after consultation with the student's parents and teachers, arrange for a degree of flexibility in his or her timetable to allow for special coaching. For example, King's employs a specialist coach in Rowing and students are given time out of their afternoon timetables to train and compete.

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## The Creative Arc *continued*

### Personalised Enrichment

King's also offers a substantial academic, creative and cultural enrichment programme every Wednesday afternoon and after school daily. More than 50 courses are offered at any one time each Wednesday, including a huge range of Sporting related programmes, Conversational Spanish, Creative Writing, Debate Society, Digital Literacy & Web Design, Robotixx, Eco Club, Film & Media Production, Mandarin, Literary Society, STEM, Mensa and much more. In weekly PPE lessons (public speaking, philosophy & ethics), leaders in the fields of literacy are used to help students develop both confidence and presentational skills in their weekly lessons. Our unique link with NASA provides students with the opportunity to meet a real life Astronaut and take part in a space programme whilst our strong partnerships with Cambridge, Birmingham and Sheffield universities enable all students to experience life at a top class university first hand. All of this is delivered wherever possible through the assistance of Digital Media, with every student issued with the latest tablet device.

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Throughout enrichment, extension activities are provided to stretch the more able, including the REACH programme for students identified as Gifted and Talented. For example, early entry (age not stage) examination is a feature of the Academy's work and is supported through this programme with the opportunity for students to use the school facilities to complete coursework, undertake research and use online resources. Where students are making limited progress in certain subjects and at risk of not making 1 Grade Point of progress per year, additional study support classes and booster sessions are also provided during this time.

### King's Combined Cadet Force

The aim of the Combined Cadet Force is to provide a framework through which young people develop the qualities of team work, self-reliance, resourcefulness, leadership and responsibility. It also aims to engender a sense of public service and provides opportunities to take part in military training together with outdoor activities, including the Duke of Edinburgh Award and leadership qualifications accredited by the Institute of Leadership & Management. All students at King's will have the opportunity to apply for a place on the CCF which has a specialism in Air Power provided by the Royal Air Force. Every year, the cadet force expands with 24 new places, with all participants being able to enjoy regular flying & gliding opportunities at RAF Woodvale, going on camps, whilst taking part in all kinds of action, adventure and sports one full afternoon per week.



# The Leadership Arc

*“The only real training for leadership is leadership.”*

Antony Jay

## The Leadership Arc

It is a fundamental aim of King's that we place as much emphasis on both leadership and character development as we do on academic success.

Good leaders are people who have a good vision of where they are going in life, are articulate in that they have the ability to communicate and align people with that vision and the confidence to take people with them. They also display both integrity and humility. At the heart of the academy therefore is the firm belief that we must aim to create moments when our students can see and believe in themselves as never before and to translate such moments into lessons for everyday life. In order to unlock leadership potential in our young people, leadership is delivered through five components: theoretical leadership, practical leadership, enterprise, service and professionalism.

## Leadership Delivery

### Foundation Programme

Leadership is delivered as part of all students' core curriculum in two ways. Firstly, leadership theory is delivered by King's Academic Tutors through novel and exciting leadership packages written by our educational partner, TFL Education, and endorsed and accredited by the Royal Chartered Management Institute (CMI). The CMI is the only chartered professional body in the UK dedicated to promoting the highest standards in management and leadership

excellence. As part of the King's drive on literacy, students also complete 5 essays on leadership every year and undertake a weekly home learning task on a famous leader. Every week, and within our House structure, students also have a daily ASPIRE session with their Academic Tutor, which focuses on a particular leadership trait, famous leadership quote and the work of a famous leader. Secondly, the practical application of leadership is delivered through a weekly lesson in Public Speaking, through a raft of leadership courses delivered through the creative arc and through discovery and adventure within unfamiliar, outdoor based environments provided through our unique partnership with the Brathay Leadership Trust and other leading outdoor education providers including the Armed Forces. Students can also promote their learning with other schools nationally, through the King's Student Leadership Day, and internationally, as we combine our work with other schools globally as part of our lead school status within the World Leadership Academy.

### Senior Programme

From Year 9 all students begin their Duke of Edinburgh (DofE) Award. Students continue to study Leadership theory as part of their core curriculum through the 21 unit 'Being a Good Leader' programme. Leadership programmes of study from Year 10 onwards are then accredited by the Chartered Management Institute. Students



will now gain professional awards from Year 10 to 13, through the Key Skills for Success Programme in Year 10-11 and then through the CMI's Professional Awards in Team Leading and First Line Management. This provides our students with a leadership trajectory from Years 7 through to 13. For practical leadership development, students will continue to undertake annual leadership residentials through the Brathay Leadership Trust, with the aim to have completed DofE Bronze by the end of Year 9, DofE Silver by end of Year 11, and either the Gold Award, John Muir Award or National Citizen Service by the end of Year 13.

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## The Leadership Arc *continued*

*“Without exception, the standard has been exemplary. The attention to detail, the continuous feedback, constructive criticism, advice and ability to keep my son ‘on track’ and always ready for the following semester has been superb.”*

Year 8 Parent

### The Professional Component

Throughout the foundation programme in Years 7 & 8, students have opportunities to begin discovering who they are and what possibilities lie ahead for them. Our outward-looking approach and our belief that we can and must change the world we live in is also reflected in our ambitious and extensive ‘Flight path’ programme. Learning how to set and achieve goals, finding the perfect university match, life planning and self-discovery are part of this highly individualised, custom, student-focused experience which begins in Year 7. Working in partnership with prestigious national universities, including Oxford and Cambridge, we will equip your child with the experience, skills and qualifications necessary to achieve their goals. In addition, once per fortnight, King’s hosts an external speaker from business and enterprise sectors as part of our ‘World of Work’ programme.

The Professional Arc is also designed to allow our students to spend ‘internship’ time in a professional setting from Year 10 onwards thus further increasing their personal aspiration and ambition and giving them a greater understanding of the wider world. Each student is also allocated a professional mentor drawn from the world of business and commerce. The professional mentor will meet with the student

on a regular basis and assist them with their annual enterprise project.

### The Enterprise Component

A major aspect of the enterprise curriculum is the development of 5 essential attributes of Business and Enterprise. We summarise these traits in the acronym DRIVE:

- **D – Determination**
- **R – Risk Taking**
- **I – Inspiration**
- **V – Vision**
- **E – Effective Teamwork**

All students develop these 5 essential traits through their normal programmes of study, yet through the formation of strong partnerships with industry in the local area, students will undertake a variety of curriculum enhancements that aim to broaden horizons, raise ambitions and make the curriculum come alive within the world of work and enterprise. For example, each year students develop their entrepreneurial and project management skills through an ‘enterprise project’. These projects raise money for local or national charities whilst our students are taught how to lead, manage and evaluate the success of each project.

### The Service Component

All students are expected to take a leading role in a number of school programmes each year. This includes school productions, concerts, sports galas and events. As a values-led academy our educational programmes and structures help our young people develop their leadership skills on a daily basis by creating scenarios where our students readily accept positions of responsibility and experience their first taste of leadership.

Examples of such experiences are listed below:

- Homework monitors who collect homework on arrival in lessons
- Leader of the day who checks on all other leader duties and is responsible for an orderly line up each morning and afternoon
- Team leaders who check the uniform of individual team members during line-ups
- Sports Leaders who are responsible for the distribution and collection of equipment at breaks and lunchtime
- Individual Sport Captains
- Classroom Greeters who meet visitors when necessary
- Lead Learners who lead learning teams in our classrooms
- Members of the Student Parliament who act as a ‘voice’ for the student body

# Leadership Residential Curriculum

Adventure and challenge are inextricably linked within the King's Leadership Programme. Your child will have many opportunities to attend a leadership residential at the Brathay Centre located in the heart of the Lake District, offering thrilling outdoor and indoor adventure activities, with secure and controlled residential accommodation. King's Leadership Academy's residential programme uses the outdoors as a medium for learning, allowing students to:

- Develop independence through self-confidence, self-direction and self-knowledge
- Sharpen their reflective and critical-thinking skills
- Enhance their appreciation of, and respect for, the natural environment
- Discover personal strengths
- Learn how to be effective leaders and cooperative team members
- Gain highly valued Duke of Edinburgh Awards

Through experiential learning of the outdoors, students hone their leadership and team-building skills while learning about themselves, about others and about the world around them. The expectation is that students will return having faced challenges, risks and adventure in the outdoors and be able to apply the learning to everyday life.

## Leadership Residentials

The leadership programme is mandatory in Years 7 through to 13, and becomes increasingly challenging as each year progresses. Specific objectives are set for each course, as students prepare for their senior expedition through the Duke of Edinburgh Gold Award – a 5-day national/international adventurous expedition that includes three days of monitored solitude. All outdoor education instructors are affiliated through our leadership partners, The Brathay Leadership Trust.

The cost of each leadership residential includes travel, meals and accommodation. On return to King's, students will then build upon these practical experiences by undertaking their classroom based leadership programme through our 'Learning to Lead' curriculum where they will gain certification through the Chartered Management Institute as part of our unique status as a World Leadership Academy.



YEAR	LOCATION	DURATION	LEADERSHIP
7	BRATHAY, LAKE DISTRICT	36 HOURS	Level 1: PERSONAL LEADERSHIP
8	BRATHAY, LAKE DISTRICT	2 NIGHTS, 3 DAYS	Level 2: ACTION CENTRED LEADERSHIP
9	LOCAL TRAINING AREA	2 NIGHTS, 3 DAYS	Level 3: DUKE OF EDINBURGH BRONZE (Effective team leader)
10-11	NATIONAL EXPEDITION	3 NIGHTS, 4 DAYS	Level 4: DUKE OF EDINBURGH SILVER (Situational leadership)
12-13	INTERNATIONAL EXPEDITION	6 NIGHTS, 7 DAYS	Level 5: DUKE OF EDINBURGH GOLD (Transformational leadership)

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# King's Gifted and Talented Programme

At King's Leadership Academy we define 'gifted' as having a unique ability in one or more of the subjects taught in our Academic Arc; whilst 'talented' is defined as having a unique talent in one or more of the subjects taught in the Creative Arc. We encourage all of our students to take part in our 'REACH' programme and have carefully tailored the programme to meet the personalised learning needs of each of our students. This is achievable at King's because we are committed to being a 'small school where everybody counts' and we want all students to reach for the stars!

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## ***What does 'Reach' stand for?***

### ***Research, Explore, Analyse, Create and Hypothesise***

We encourage all of our students to use the library and internet to thoroughly research the topic they are learning; explore the new knowledge or ideas that they find; analyse their findings; create their own ideas and produce a hypothesis which relates to their new thinking. By following this methodology we enrich, extend and accelerate our gifted students. The 'Reach' programme permeates our entire curriculum as:

- We encourage enrichment, extension and acceleration in our Academic Arc through deeper immersion in each subject and breadth through the introduction of such extra-curricular studies as critical thinking, chess and philosophy.

- We encourage enrichment, extension and acceleration in our Creative Arc through deeper immersion on each subject and breadth through the introduction of such extra-curricular studies as digital creative media, photo-shop and digital music composition. Our after school provision also enables our most talented students within physical education, the arts and performing arts to receive additional tuition.

Whilst we recognise national programmes for Gifted and Talented students, we believe all our students to be gifted and talented in many different ways. We ensure that everybody has access to excellence and that whilst there are many students who are identified as Gifted and Talented, the REACH learning for all students is given equal priority. As with all students, stretching and challenging tasks are provided in all lessons, as well as extra-curricular classes and workshops. Their progress is monitored after every learning cycle.



# The King's Passport

*"..a key objective for the school and one that I believe clearly differentiates 'Kings' from the standard comprehensive /high school. The projects completed, real business introductions, school trips and experiences offered is a credit to school and reflected in the student's abilities after 12 months."*

Year 8 Parent

As part of the ASPIRE experience, all King's students have an entitlement to a character development programme which permeates the life of the school. This programme ensures that all of our students become successful learners, confident and responsible citizens as well as effective contributors to our society through the participation in a diverse range of experiences every year, covering all facets of school life (music, drama and sport), the local community (charities, community service), and the extended community (cultural, historic and international visits and residential). To help students monitor this journey, they are issued with a King's Passport. The passport is designed for students to reflect on the wider key skills that the experience has provided which is essential for when they come to 'sell' themselves in an interview for a top university or profession. An example of some of the experiences that all students have had the opportunity to take part in 2017-2018 include:

- A visit to Oxford University and Warwick Castle
- A visit to a world Museum
- A leadership residential at the Brathay Leadership Trust, Lake District
- A Charity experience supporting the local community
- A literary experience led by a visiting author
- A World of Work programme of visiting business speakers

- A 7 day 'Project Week' experience including a range of academic and cultural super learning days
- Certification in professional awards of Sword Fencing and Ju-Jitsu
- Certification in leadership awards through the Chartered Management Institute

We are also very proud of the opportunities for students to participate in a wide variety of dramatic and musical performances throughout the year. Every child also has the opportunity to take up a musical instrument including the violin, flute, trombone and piano.

## Costs of Visits

The Academy seeks to ensure that the costs of any visit are kept to a minimum and will look to subsidise visits wherever possible. However, in order that these visits can take place a letter is always sent home well in advance of the visit asking for a parental contribution to be made. If there are genuine financial difficulties we would ask that you contact your child's Academic Tutor to discuss the matter further.



# Learning Cycles

Young people thrive in an orderly atmosphere where they know exactly what is expected of them and where the boundaries are. This applies not just to helping them modify their behaviour but also to the way they learn. Prior to transfer to secondary school the majority of students in primary schools were taught by just one teacher who, in the imaginative primary school, skilfully wove together the discrete national curriculum programmes. Moving to secondary school students are presented with discrete subjects, each with their own curriculum and attainment targets thus separating the curriculum in to a series of well protected silos. During the Foundation Programme at King's we are trying to open these silos without losing the excitement of studying individual subjects. Our two year curriculum is based on ten 'lines of enquiry' which guide the Learning Plans of each subject area. Consistency in our approach helps to maximise their success. To this end all students at King's follow five **Learning Cycles** in all Academic Arc subjects throughout the year.

*'In lessons...expectations were consistently high and there was a wonderful climate for learning in every classroom. Planning is robust, use of hypothesising appropriate and tasks challenging...there is a high level of student engagement in every part of each lesson. Students are committed to learning and really enjoy working with each other and with staff.'* Independent Education Advisor 2013

## Summary of Learning Cycle Model

During their time at King's each of our young people will follow up to 35 Learning Cycles in each subject with each new module building upon the knowledge, skills and attributes of the previous module. Put simply, a Learning Cycle is not a stand-alone programme of study. It is an important part of a five year learning journey that will take your child from the end of their primary education to graduation at GCSE. Each subject's 'Learning Plan' details the programme of study for the next 7 weeks, setting out the knowledge, skills and understanding that students will be taught each lesson, over the course of the learning cycle. Learning Plans are downloaded onto student's iPads and placed into their exercise books in order to refer to the learning objectives and outcomes each lesson.

### Autum/Winter

Learning Cycle One	BREAKDOWN	DATES
New staff 28/29 Aug	Monday 10th September to Friday 2nd November	
	<b>Total Length = 7 weeks</b>	
	INSET (GST Mon 3rd; KLAU Tue 4th)	3/9 - 4/9
	3 Day ASPIRE Induction Yr7 & 12	5/9 - 7/9
	3 Day ASPIRE Induction Yr8 -11	7/9 - 8/9
	Teaching weeks 1-5	10/9 - 12/10
	Assessment Week	15/10 - 19/10
	GAP Teaching Week	29/10 - 2/11
	Student October Holiday	22/10 - 28/10
	Y7 Brathay	4/10 - 5/10
	House consultation evening (all years)	Thursday 11/10 2-7pm (Wk5)
	Open Morning 6th Form	29/9
	Open Morning Yr 6	8/10

Learning Cycle Two	BREAKDOWN	DATES
	Monday 5th November to Friday 5th January	
	<b>Total Length = 7.2 weeks</b>	
	Teaching Weeks 1-5	5/11 - 7/12
	Assessment Week	10/12 - 14/12
	GAP Teaching Week	17/12 - 4/1
	Student Christmas Holiday	20/12 - 1/1
	Christmas Concert, Fair/Markets & Production	Week beginning 3/12
	Year 11&12 GCSE consultation evening	Tuesday 13th Nov 2.30-7.30pm (Wk 2)
	Year 7 and 8 consultation day	Monday 3rd Dec 12pm - 7pm (Wk 6)

### Winter/Spring

Learning Cycle Three	BREAKDOWN	DATES
	Monday 7th January to Friday 1st March	
	<b>Total Length = 7 weeks</b>	
	Teaching Weeks 1-5	7/01 - 8/2
	Assessment Week	11/02 - 15/2
	Student February Spring Holiday	18/02 - 24/2
	Gap Teaching Week	25/02 - 1/3
	Year 11 GCSE information evening	Mon 25th Feb (6.30-7.30pm) GAP WEEK
	Year 10 En/Ma/Sci information evening	18/1
	Y8 Brathay	13/2 - 15/2

Learning Cycle Four	BREAKDOWN	DATES
	Monday 4th March to Friday 3rd May	
	<b>Total Length = 6.8 weeks</b>	
	Teaching Weeks 1-5	4/3 - 5/4
	Student Easter Holiday	8/4 - 22/4
	Assessment Week	23/4 - 26/4
	GAP Teaching Week	29/4 - 3/5
	Year 9, 10 consultation evening	Wed 1st May 12-7pm (week 6)
	Year 12 event (UCAS; Careers; Personal Statements)	Mon 25th March 6pm-7.30pm (Wk 4)
	Possible twilight for yr12 careers above	

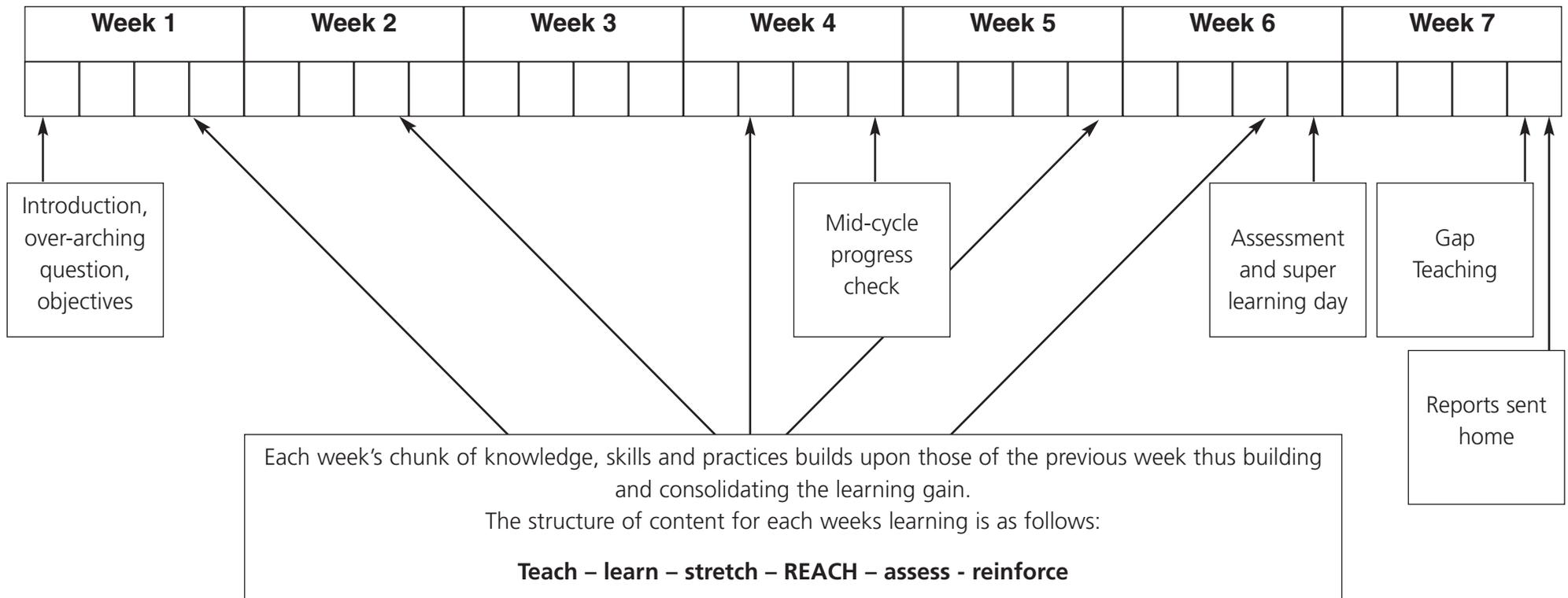
### Summer

Learning Cycle Five	BREAKDOWN	DATES
	Tuesday 7th May to Friday 5th July	
	<b>Total Length = 7.8 weeks</b>	
	Teaching weeks	7/5 - 21/6
	Student Summer Half Term	27/5 - 2/6
	Assesment Week	24/6 - 28/6
	Gap Teaching Week	1/7 - 5/7
	Annual Review and project week	8/7 - 17/7
	Beautiful work evening	Thursday 11th July Project week) 2pm -7.30pm

Results Day
Thursday 22nd August 2019

## Learning Cycles *continued*

We firmly believe that when students have a thorough understanding of what they are learning NOW, and how this fits into both previous and future learning, they are more likely to fully grasp the context and big picture, and their learning will be accelerated. This is known as the Accelerated Learning Cycle. Each learning cycle includes a series of standard procedures:



# Enquiry Based Learning

*“Leaders, managers and governors’ relentless drive to provide a high quality education for young people is becoming a reality.”*

Ofsted 2014

At the start of each Learning Cycle we set our students a ‘challenging question’ in every subject, led by the overarching question from History. This produces lateral cohesion and interconnectivity across the Foundation Programme which places the expected learning in a common context and challenges students thinking. Each subject area adjusts the overarching question to suit their learning. For instance, the first overarching question of the Foundation Programme is:

*‘How did we arrive at where we are today?’*

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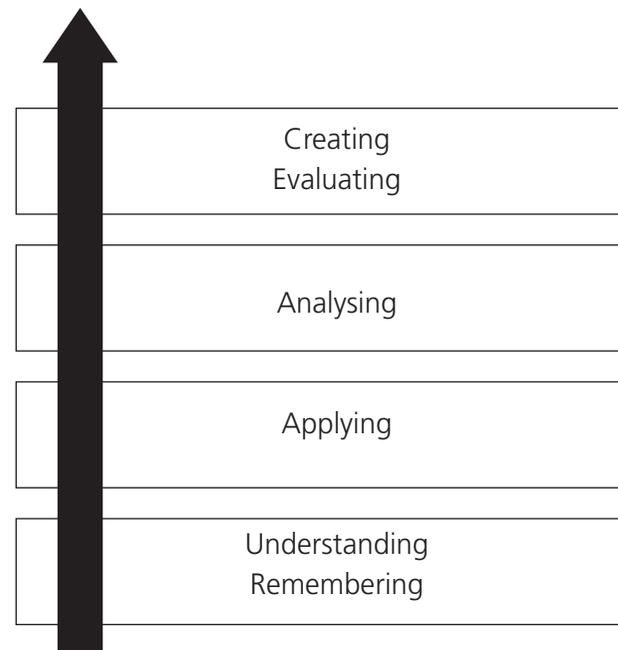
Each subject area for Year 7 Learning Cycle 1, over the seven week learning module, produces a time line from the early beginnings of the subject through to the present day. The second overarching question of the programme is:

*‘What makes a successful invasion?’*

Whilst history examines the success of the Norman invasion, geography examines the challenges of terrains on successful invasions; science investigates the invasion of ‘alien’ species into the British countryside; mathematics examines maps and distances; English examines the concept of ‘persuade or invade’ and French uses, as a source, the language that will be needed to assist in whole academy role play of the ‘Battle of Hastings’. Students will then be taught along Subject Specific Challenging

Questions and weekly Lines of Enquiry which will create lateral links throughout the whole curriculum. The purpose of this approach is to deepen the way students process their learning by constantly challenging their own thinking through our hypothesis based approach.

This is further reinforced by the requirement for students to respond to each weekly line of enquiry with higher levels of thinking. To do this, every lesson at King’s is taught within the context of Bloom’s ‘Thinking’ Taxonomy with lesson outcomes aligned to national curriculum equivalents at a progressively increasing level of challenge each week.



## Project Based Learning

Students and staff take part in 2 Super Learning Days at the end of each Learning Cycle. The normal timetable is suspended and students participate in a wide variety of activities. This involves creative activities, problem-solving tasks, leadership programmes, research projects and more. For example, at the end of Learning Cycle 1 and linked to the challenging question, the History Department lead a live re-enactment of the Battle of Hastings. In Learning Cycle 2 and 4, the Maths and Science departments lead a space and astronomy programme culminating with a visit by an astronaut from NASA.



# Enquiry Based Learning *continued*

## EXAMPLE OF YEAR 7 ENQUIRY BASED LEARNING

### PLACING OUR STUDIES IN CONTEXT THROUGH CHALLENGING QUESTIONS

	Overarching Challenging Question From History		Subject Related Interconnection			
		History	English	Mathematics	Science	Geography
1	<b>Why are we where we are today?</b>	An examination of the major events that have shaped our history	An examination of how the English language and literature has changed	How we have built up our present knowledge of mathematics	How we have built up our present knowledge of science?	How we have built up our present knowledge of geography
2	<b>What makes a successful invasion?</b>	An examination of the Roman, Viking and Norman invasions	How different languages and literature have influenced the English language	An examination of population densities' sizes of armies, distances marched to battle etc.	An examination of the 'alien' species that have invaded Great Britain	How terrain can affect both invasions and invasion strategies
3	<b>How has society been influenced in the past?</b>	An examination of the changes to English life after the Norman invasion. How William gained control; the influence of the church	Does persuasion have to involve deception? How historical characters have used persuasion to influence behaviours	How did proportion and number skills help William to gain and keep control of England? How land was divided and structures set up	How does energy influence the future of society? Importance of energy, energy transfer, electricity, nuclear fuels and energy shortages	How living conditions have been determined by location and climate
4	<b>How life has changed in Great Britain?</b>	How life has changed from medieval times through the agricultural and industrial revolutions to the present day	How has the reporting of news changed over the centuries? An examination of methods of reporting major and minor news stories	How 'living space' has changed since medieval times. An examination of population and housing density from castles to home ownership	How science has changed our lives; modern medicine, transport and life styles.	How changes in life expectancy and population demographics are changing our society in terms of health and wealth
5	<b>What makes a good leader?</b>	An examination of the success of English monarchs	What makes a good communicator?	What makes a good mathematician? How we use our mathematical skills in everyday life	What makes a good scientist? How we use science in our everyday lives	What makes a good geographer? How we use geography in our everyday lives

# Assessment

*“Every pupil knows his/her quantitative learning targets in every subject. Furthermore each knows his/her Aspire qualitative targets pervading everything which is done.”*

Independent Education Advisor 2013

## Gap Analysis Assessment

Each subject in the Academic Arc has five Learning Plans in the Foundation and Senior Programme. Each of these Learning Plans has two assessment points. The first assessment point, at the end of the third week of study, is an informal assessment where our students are given informal feedback on their progress using an ‘assessment for learning’ pro-forma and an individual interview to discuss their progress. At the end of the sixth week of the module a formal assessment takes place. Each teacher sets an end of Learning Module assessment paper in line with the ‘assessment framework’ that goes with the learning plan, building synoptically over the year. The assessment paper is constructed in such a fashion that not only assesses each student’s understanding of the module’s objectives but also exposes individual errors, misunderstandings and misconceptions.

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## Gap Teaching

Schools usually use assessment processes to measure the learning progress of their students. However, assessment at King’s goes further. If each of our students is to maximise his/her potential then it becomes essential that we also concentrate on finding out what a student does not know or does not understand. We already know how much progress they must make to maximise their potential and, if this is to be achieved, then these errors must be corrected before they become deep rooted. The week

following the assessment is designated ‘gap analysis’ week. This is a specific period of time in which students are regrouped according to their specific errors and that part of the subject is re-taught until mastery is achieved. Only through ‘gap analysis’ teaching will we ensure that all of our students achieve their full potential. Following this, each student’s ‘current cumulative progress’ for each subject is then ascertained. This information is summarised as both a King’s Grade Point and effort grade for each subject and is sent home to parents as a report. A consultation evening for parents/carers is then held at regular intervals.

## Progress Check Points

Each student’s test outcome is then compared to his/her target grade and a ‘traffic light’ system is used to highlight progress.

**Green** indicates above target

**Yellow** indicates on target

**Red** indicates below target

Students graded as red immediately have a personal interview with their academic or subject tutor and additional support is put in to place to bring the student’s progress back to on target.

## Plotting Academic Progress

At the end of each Learning Cycle, all students plot their outcome (On, Above or Below Target) for all subjects within the academic arc (see example below)

Each Learning Cycle displays a student’s position and progress over the year can be seen. King’s Grade Point Target is shown for each subject at the bottom of the table. This is an end of year target.

A student’s personal progress chart is also their home screen on their iPad so they can focus on areas of mastery and areas of development for the learning cycle ahead.

		YEAR 8 STUDENT TRACKER					NAME:	
		KING'S LEADERSHIP ACADEMIC WARRINGTON				KING'S LEADERSHIP ACADEMIC WARRINGTON		
Subject		English	Maths	Science	MFL	Geography	History	LC Attendance
L C 1	Above On Below	O	B	A				
L C 2	Above On Below	A	O	O				
L C 3	Above On Below	A	O	A				
L C 4	Above On Below	O	O	A				
KGP Target end of year 8		2	2	2	2	2	2	Projected Att. % 97%

# Home-Learning

Home-Learning is an important part of life at King's and all students are expected to complete a minimum of 1 hour per night. Learning Plans signpost the Assessment procedures including the home-learning, which will be set for 1 hour each week for subjects within the Academic Arc (English, Maths, Science, French, Geography, History & Aspire).

The day that home-learning is due in will be different for each of the 7 disciplines but will remain constant throughout the year.

Home-learning is checked for punctuality and quality in the lesson, and students whose home-learning does not meet our expectations will be required to stay until 4.30pm on the subject's designated day.

King's also provides a unique home-learning support service with staff being available on-line to help with any general questions and queries via e-mail. Students will not be given the answers to their home-learning, but will be signposted to relevant resources and websites that will help them complete their work successfully. Staff will always endeavour to reply to student emails within 48 hours of receipt.

*"The use of technology is exciting, forward thinking, most effective and leads to a high level of independence. Good use is made of this by almost every student when undertaking homework as they are able to email their teachers for guidance every day until 6.30pm."*

Independent Education Advisor 2013

Students record Home-learning in their E-Planner via their iPad.

Planners are checked weekly by Academic Tutors to ensure students are receiving home-learning on a regular basis.

Week Beginning:					
Day	Home Learning	Reminders	Day	Home Learning	Reminders
Monday		eg: home learning due in, CQ reflections...	Thursday		
Tuesday			Friday		
Wednesday			<b>Step ahead Reach:</b> Times Learned /improved <b>Enrichment taken part in:</b> Positive: Room for improvement:		
		<b>Weekly reflection:</b>			
Signed (Parent/Guardian): .....			Date: .....		

## Student Planner and Student Handbook

Students are given a student planner at the beginning of the academic year in which they are able to record information including homework, involvement in activities, progress grades, notes, and achievements. The Planner is an important document which all students in King's are expected to use and value. It is a vital means of recording homework and achievement and a means by which staff and parents can communicate.

If problems arise then we would ask you to contact your child's Academic Tutor or write any comments in the Planner's weekly notes section. Academic Tutors will check regularly that the Student Planners are being used correctly. If, for any reason, a student loses their planner, they will be expected to pay the full cost for a replacement immediately.

The handbook contains all key information for students at King's such as routines, policies, reading logs and support.

# Home Communication

At King's, we believe that it is absolutely vital for parents/carers to be provided with a multitude of opportunities to take an active interest in the learning that their child is experiencing. As such, we believe that our home communication package is unique.

**Learning Plans:** Learning Plans are available at the start of each learning cycle for parents and students to access from home via our website and Parent Portal. These are written for English, Maths, Science, French, History, Geography, Art and PPE (Public Speaking, Philosophy and Ethics). By following the Learning Plan, parents can supplement the work being done in the Academy through further enrichment activities or independent study detailed on the plans.

**Progress Reports:** At the end of each Learning Cycle and following formal assessments in each subject within the Academic Arc, parents receive a report on their child's progress which provides details of their current attainment against end of year and Aspire targets. The report includes a break down of their ATL count. We also grade students on their progress within each of the Aspire values to provide you with the fullest possible picture of your child's progress 5 times per year. Finally, grades of 1-4 ensure an indicator of effort is also given to parents within each subject:

1. Excellent/Outstanding
2. Good

3. Room for Improvement

4. Cause for Concern

All students transfer their progress grades into their e-planners and exercise books so they too can see how well they are doing. All students also have progress meetings with their Academic Tutor to review their overall progress and achievements, and set personalised targets for improvement for the learning cycle ahead.

**Parent/Carer Consultation:** In addition to a Progress Report 5 times per year, Year 7 parents will meet with their child's Academic Tutor in October to discuss settling in, target grades and next steps for the year ahead. Parents/Carers will be invited to a subject review evening in the year where they have the opportunity to discuss in more detail specific subject progress with their teachers. We believe that these meetings are really important, as teacher, parents and students need to know where each child is at NOW, not where they could be at by the end of the year.

Dates of the Parent Conferences will be available on the King's Website.

In addition, all parents/carers are given secure access to the King's Parent Portal, enabling you to view the current progress of your child online and also view important information linked to our attendance and behaviour targets.

**Target Setting:** Forward planning is a key

feature of progress review evenings. Following each of the five consultation events, parents can work with their child to set a series of Academic and Aspire targets based on their current attainment. This goal setting framework then becomes a discussion tool the next day during a mentoring session between your child and their Academic Tutor.

**Kings ASPIRE Target Setting**

Each Learning Cycle you will have the opportunity at or after Student review and Parents evenings to review your progress and agree on targets for the next Semester. You will discuss these with your parents and academic tutors and should review and check them regularly to ensure you achieve them.

**My Targets from this Learning Cycle**

What I am pleased about:

What I have enjoyed about King's:

Concerns or questions I have:

My Targets		How I will achieve it
Academic target 1		
Academic target 2		
My ASPIRE target		

Signed..... Date.....

**My Targets for Next Learning Cycle**

What I achieved from my last Learning Cycle's Targets:

What I am pleased about:

What I have enjoyed about King's:

Concerns or questions I have:

# Literacy

Language is power! It empowers, enables and enriches the individual. The acquisition of literacy skills enables the individual to express him/herself creatively and imaginatively, to communicate effectively and participate fully in a democratic society. Literacy is therefore at the core of King's and is an essential tool for success.

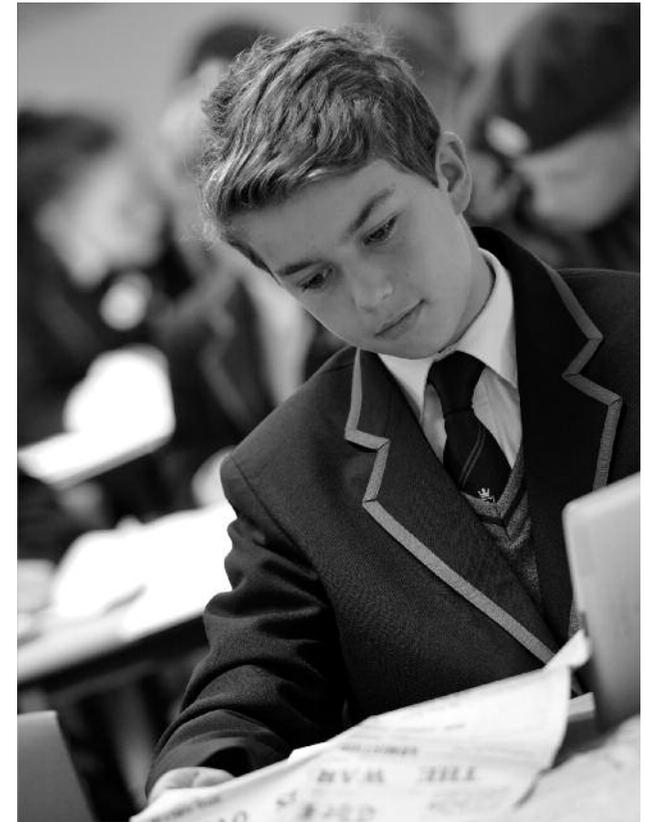
To do this:

- All students have their reading ages tested prior to entry and then again at regular intervals every year.
- All students keep a reading log which is monitored weekly by both Academic Tutors and parents.
- All iPads have free access to a wealth of reading books, including classic novels.
- Additional time and resources are given to all students with low reading ages. A detailed action plan is also put in place, which includes reading recovery and addresses literacy concerns across the full range of abilities.
- A daily 'power' word is sent out to all students via their iPads for them to research and use during their lessons and within written work.
- A weekly literacy focus is used throughout the academy and in all subjects.
- A weekly period of silent reading is incorporated into mentoring time.
- Students will read at least one book for pleasure each learning cycle and will submit a review on the King's Literature Blog.

## Literacy Intervention

At King's we have an academy wide target that all of our students will have a reading age equal to, if not exceeding, their chronological age by the end of Year 8. Where students may require extra support in their Literacy learning we have created a formalised programme in order to develop specific Literacy skills. These have been created to target three areas:

- Lexia. This is an IT programme that focuses on students' reading ability. It is designed to impact on and increase students' reading ages. With regular and specific activities being completed, in timetabled sessions, students are able to heighten their skills and gain confidence within their own reading.
- Phonics. This is an exciting and dynamic approach to Literacy support. Again, we timetable regular sessions so that students who require this support are fully catered for, to help them achieve their potential. Each session will provide a range of activities designed specifically to develop skills in phonics, handwriting, motor skills and sequencing. This is a fast paced and effective programme that encourages students to develop all areas of literacy learning.
- Spelling and handwriting. Once again, we offer regular, timetabled sessions where students complete packs that focus on phonic patterns and groupings of letters, in order to improve



spelling. We also believe that the size and shape of handwriting should be consistent and so specific handwriting apps are used to ensure this.

- Students whose reading skills fall significantly below their chronological age take part in the Paired Reading Programme. These are three 20 minute sessions each week where students read age appropriate books to an advanced reader (a 'Reader Leader') in the Senior Programme.

*"The attention to language acquisition, listening and public speaking is outstanding."*

Department for Education Consultant DfE - 2012

# E-learning

*'The school's work to keep students safe and secure is outstanding.'*

Ofsted 2014

The society in which our students are expected to succeed is significantly different from that of even a decade ago. Revolutionary changes in technology, the demands of the global marketplace and significant social, political and environmental issues dramatically affect what they must now know and be able to do if they are to be successful when they leave us. Being a student at King's will be exciting challenging and fulfilling as students have access to the latest tablet devices for both academy and home use. These devices develop students independent learning skills and allows them to have more control over how and when they work. Students also use their iPads to complete home-learning, and for absent students, to continue learning from home, as presentations from staff and pre-reading are sent out the night before.

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Every classroom at King's is equipped with Apple TV and every student and member of staff has access to the latest tablet device. To use the King's IT network, all students and parents must agree and sign our ICT Usage Contract. Students who break the Contract will have their network account disabled and iPad confiscated.

## **Username and Password**

On joining King's students are issued with an Apple account for access to the network system. Students are not allowed to sign out of the account to use the system with a personal

username or password. If students do this, they will need to be signed back in by a senior member of staff and will risk having their iPad confiscated.

## **Computer Games**

Computer games are not allowed to be brought into or played in the Academy. This includes web-based games on the Internet.

## **E-mail**

The Academy is keen to ensure that we communicate with parents as quickly and effectively as possible. We hope that you are able to provide an up to date e-mail address for us that will facilitate this form of communication. It will allow us to send important reminders and e-mail alerts as well as up to the minute copies of the fortnightly King's Newsletter.

## **Social Networking Guidance**

The widespread availability and use of mobile technology and social networking applications brings opportunities to understand, engage and communicate with audiences in new ways. Whilst we embrace these technologies our Mobile Phone and e-Safety Policies do not permit students to access these sites during the school day. Please be aware that Facebook is targeted at older teenagers and adults. They have a no under 13 registration policy and recommend parental guidance for 13 to 16 year olds.

Their privacy policy and guidance for parents can be found at:

[https://www.facebook.com/note.php?note\\_id=%20322194465300](https://www.facebook.com/note.php?note_id=%20322194465300)

Use of mobile technologies and social media sites does on occasion lead to incidents of "cyber bullying". Whilst we have a zero tolerance to bullying, by adopting the recommended no use of mobile phones/social networking sites on school premises, bullying issues linked to use of this media outside of the school day will not be dealt with unless it is directly impacting on students' relationships in school. It is the responsibility of parents/carers to monitor their child's mobile phone/social networking site usage.



## E-learning *continued*

### Internet safety

You can make a huge difference if you talk to your children about their Internet use, let them know you are there to guide them, and pass on essential safety advice. For the great majority of children, their use of the Internet will be perfectly safe and enjoyable. But nothing in life is 100% safe, all the time, and the Internet is no different. Just like in the real world, we need to take sensible precautions on the Internet to protect our families from harm.

- 1 **Talk to your child** about their Internet use and take an interest. Your involvement is the best way of keeping them safe.
- 2 Pass on the safety advice **in this handbook** – talk over the advice given.
- 3 **Be positive!** The Internet is a fantastic resource for learning, entertainment and communication. Just like in the real world, you need to take a few **sensible precautions**.
- 4 Let your child know **they can come to you** if something they don't like happens online.
- 5 **Try not to overreact!** This could simply make your child secretive about their Internet use and close down lines of communication between you.
- 6 Remember that all the safety advice here also applies to **going online with a mobile phone**.

- 7 If you decide to use software to filter or **monitor information** from the Internet, talk this over with your child. Any **ground rules** you agree will be much more effective. King's supports parents with this by ensuring there are sessions/assemblies about Internet Safety and Cyber Bullying (please refer to the Sharp Programme, page 43).

### Online Safety Tips

- **Remember, everyone you meet online is a stranger**, even though they might seem like a friend.
- **Always use a nickname when you log on** and never give out any personal details that would allow someone you meet online to contact you. This means full name, home or school address, telephone number, personal email or mobile number.
- **Never arrange to meet up alone with someone you make friends with online**, but if you are going to anyway, take an adult you trust and meet in a public place.
- **Try to have your online conversations in public**; people are less likely to hassle you if other people can see them doing it.



- **Accepting emails or opening files from people you don't really know, can get you into trouble** – they may contain viruses, nasty messages or annoying links to stuff you don't want to see.
- **Talk to an adult you know well** and ask for help if you're worried or upset about anything you've seen or been sent online.

*“Parents, staff and students are unanimously positive about the safety of students. Students spoke highly of the care which the school takes and all agreed that there were no incidents of bullying or of cyber bullying despite the wholesale use of iPad technology.”*

Department for Education Consultant DfE - 2012

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# Pastoral Care

*'Attendance has been consistently high and there have been no exclusions this year.'*

Ofsted 2014

We believe that the pastoral care your child receives is incredibly important and underpins every other aspect of life at King's. Our dedicated Academic Tutors through a robust house network completes the pastoral provision and ensures full integration of students. Strong house identity, team spirit and lasting friendships are the firm foundations of a very happy community.

Students' aspirations are nurtured throughout their time at the school; we know when to challenge and when to support our students to help them become the best that they can be. In this regard, we also recognise that parents are critical members of the support team. Thus, we keep parents updated about the progress and achievements of their children 5 times during the academic year and welcome them to attend school events.

## Attendance

*"Attendance of 98% and punctuality of 99% are outstanding".*

Department for Education Consultant DfE - 2012

The academy has a very strong stance on attendance and regular attendance at King's is expected. Children cannot succeed if they are absent from lessons and it is a legal obligation for parents to ensure that their child attends every day. It is vital that your child aims for 100% attendance. The reasons for this are obvious: students learn best and receive most from school

when they are actually there and it is important to avoid missing valuable lesson time and falling behind. Employers also place great emphasis on consistent attendance, and good punctuality and attendance are important features of student's Progress Reports every Learning Cycle.

Attendance is also highlighted regularly in the King's newsletter and is featured on the Aspire Contract. 100% attendance is also a key feature of our regular praise assemblies. Students falling below 97% are placed on the Academy's improved attendance strategy, initially led by the Academic Tutor, to improve attendance by putting support measures in place. The Parent Portal also provides current records of your child's attendance.

## Absence

Registers are completed electronically daily both morning (8.40am) and afternoon (midday) in accordance with the instructions given by the Department for Education. If your child is ill and unable to attend the Academy, please contact us by telephone as soon as possible. When your child is absent please encourage them to use the online Learning Plans or email their Academic Tutor to keep up to date with any work they are missing. Should your child need to be absent for a long period, the Academy will ensure that work is provided. It is important that they attempt to catch up on the work missed. However, medical evidence must be provided.

Unless the Academy has already been notified every morning of absence, parents will receive a telephone call from the Academy requesting a reason for absence. Truancy from school or failure to provide a reason for absence will result in the Academy coding the absence as unauthorised. This in turn could lead to the issue of fixed penalty notices if attendance falls below an acceptable level.

A written explanation for every absence is necessary upon a student's return to school and all students have a return to school interview with their Academic Tutor, or when absence is prolonged, with their Academic Leader. Students can only be absent in times of serious illness, the academy adheres strictly to the guidance from the Health Protection Agency, which is available for download online from our website or by request. As a supportive measure, students who miss time off will also be required to catch-up during holidays (summer school) which is a compulsory measure. Not attending summer school will mean that your child cannot graduate into the following year. The purpose of this measure is to ensure pupils make as much progress as possible and not fall behind. Not meeting our standard of 97% can also result in pupils missing trips and activities in order to catch up on work missed. Good attendance is the key to good success.

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## Pastoral Care *continued*

### **Holidays during term time**

Parents must not take students on holiday during term time. Unfortunately, this is breaking the law and the Academy cannot legally grant permission for this. Amendments to the 2006 regulations from the Department for Education (which came into effect from September 2013) remove references to family holidays and extended leave. "Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances". Please note 'exceptional circumstances' do NOT include a situation where parents choose to take students out of school to fit in with their work related holiday dates. Please refer to the DfE "Amendments to School Attendance Regulations" for further details.

Parents do not have the right or entitlement to expect term-time leave to be granted, research has shown that the cost savings on holidays are massively outweighed by the financial losses in future careers the child may experience by not reaching the grades necessary to attend a top University. As educators, we have noticed a startling correlation between children who miss time during the academic year and the negative impact this has down the line on their progress, sometimes many years later. Only under very exceptional circumstances can a child be allowed authorised absence during term time. If this is the case you should contact the Principal by letter

giving at least 4 weeks' notice. Fixed penalty notices may be issued if this procedure is not followed.

Please understand that we take this hard stance because we care passionately about the life chances of each of our students and regret any inconvenience this may cause families.

### **Punctuality**

Your child is expected to be in the Academy by no later than 8.20am each morning. After this time, your child is late and will have to enter the Academy by main reception where s/he will need to sign the late register. If a student is late, for whatever reason, they must make this time up, if they are repeatedly late further action may be taken.

### **Medical visits**

Medical treatment which is not urgent should, whenever possible, be made outside of school hours. Occasionally students will need to leave the Academy during the day for an urgent visit to the doctor, hospital or dentist. They must bring a note from you to show their Academic Tutor in advance and explain to the member of staff who is teaching them at the time that they need to leave. At the correct time students should excuse themselves from their lesson and go to Reception where they must sign out. When they return they must sign back in and go straight to their current

lesson. King's requests that as far as possible medical and dental appointments are made out of school hours. These appointments will still impact your child's attendance as they are not in school to learn.

### **Home Contact details**

In light of the above, it is essential that we are able to contact parents at the earliest opportunity. Please ensure that all contact details are correct including emergency phone numbers and e-mail addresses. Students are in effect a Health and Safety risk if we are unable to contact parents should an emergency arise.



# Praise and Rewards

*'Students are taught to be leaders. They exhibit maturity beyond their years; they are polite, well mannered, considerate and caring. This is because of the academy's core values.'*

Ofsted 2014

## House Point Criteria

House Points can be awarded for:

- Outstanding effort
- Representing the Academy
- Attending an extra lesson or revision class
- Showing the ASPIRE values
- A full cycle's attendance and punctuality
- Progress/achievement
- Participation in extra-curricular activities
- Setting a good example
- Effort and ASPIRE scores of 1 in Progress Reviews

In addition, further awards for positive behaviour include:

- Verbal praise
- Merits
- Praise postcards home
- A mention to your Academic Tutor, teacher or SLT
- Leadership responsibility
- Reward assemblies
- Note in planner
- Phone calls home

## Positive referrals in Class

Over the past year we have introduced a new reward policy at King's where students are rewarded for their endeavours both in and outside of the classroom. The system involves collecting of monarchs, which can be saved over time and spent in the school's rewards auctions. The students can earn and lose monarchs in a variety of ways.

Firstly inside of the classroom students are scored on their attitude to learning each lesson. Each score matches to a specific number of monarchs that are added electronically to the students balance weekly. In addition, students earn paper monarchs for exemplary pieces of work or homework.

Attitude to learning score	Corresponding monarchs
Outstanding	20
Good	5
Poor	-20
Unacceptable	-40

Outside of the classroom students receive monarchs for leadership within the school community. This can be by showing professionalism in their meal choices, being leader of the day, a strong classroom greeter, or representing the school in a sports team. Finally the students are taxed on their incoming monarchs each week based on their attendance for that week.

## Tracking

The system provides students with an electronic bank style account from which they receive weekly statements which allows them to keep track of their behaviour.

## LC5 Statement Auction

Each learning cycle the students have the opportunity to spend their monarchs during an auction event. Students' use their iPads to bid on a range of lots varying from teacher homeworks, sub-house films, subway lunches and beauty makeovers.

*We believe that students achieve well through constant encouragement and well deserved praise.*

Graham K			Normandy Harlech Year 8	
Prior savings	Earnings		Deductions	
	Monarchs	3	Auction spending	0
	3 x ATL 1s	15	1 x ATL 3s	-3
	Bonus Monarchs	5	0 ATL 4s	0
	FFAK Monarchs	4		
313	Total Earnings	20	Total Deductions	0
			Tax Rate	0
			Taxed Earnings	20
			<b>Final Balance</b>	<b>333</b>

# Professionalism

The Academy can only flourish successfully in an atmosphere of trust, mutual understanding and good order. We expect the highest standards from our students and encourage them to be professional at all times.

## Classroom Behaviour

The following strategies are used in the King's classroom when a student's behaviour adversely affects the learning environment. It is designed to assist implementation of the 'Academy Routines' and is separate to the formalised rewards systems which we operate. There will be times when

extreme behaviour 'fast tracks' the normal process below or triggers intervention from a senior member of staff.

Parents are advised that as part of our Behaviour Policy, the Academy has the legal authority to issue no-notice detentions to students. Where an after-school detention has been set (incident 3 or higher for example), the Academy will make every attempt to ensure sufficient notice is provided to parents/carers. It should be noted that under education law however, the Academy is not

legally required to inform parents/carers of a detention, nor is it required to have their permission to keep a child in detention. Recurrence of sanctions will often require parents to attend a meeting to discuss the next course of action.

The Academy also operates a 'Restart' programme for level 4/5 incidents which may be used as a preventative measure to avoid a fixed term exclusion. Students will work in isolation with a member of the senior staff for a set period of time and parents will be notified by phone call and letter. Should behaviour be serious enough, the Principal may decide to issue an exclusion (fixed term or permanent). Exclusion from the Academy is used in exceptional circumstances, where all other remedies have failed, or to deal with a particularly serious incident. Such exclusions are carried out in line with DfE guidance. A re-integration meeting will take place on the child's return to school with parents and the student, led by their Academic Leader. Occasionally there may arise the need to investigate an incident which will require us to interview students and ask them to write a statement to clarify their involvement. At such times, and in accordance with current national practice, we reserve the right to search and interview students without parental permission, although we would always seek to inform parents at the earliest opportunity.

*"Students' behaviour around school, in the playground and dining room was excellent. Relationships between staff and students, and between students themselves was always respectful, appropriate and warm."*

Department for Education Consultant DfE - 2012

<b>ATL Classroom Sanction Procedure</b>			
Warning	What?	What?	How?
1 <sup>st</sup> Warning	Name on board or initial on sheet	AR	Choice to move seats (20 mins)
2 <sup>nd</sup> Warning	Name circled (on board or sheet)	ⓐR	q ATL3 (loss of 20 monarchs in total) q Refer to departmental tracker for consequence.
3 <sup>rd</sup> Warning	Line through name (on board or on sheet)	ⓐR	q ATL3 (loss of 20 monarchs in total) q 1 hour detention with subject teacher. (Detention part of department tracking to be overridden but phone call/ report followed.)
4 <sup>th</sup> Warning	Cross through name (on board or on sheet)	ⓐR	q ATL4 (loss of 40 monarchs in total) q 1 hour detention with subject teacher and 2 hour Friday. (Detention part of department tracking to be overridden but phone call/ report followed.) HL or LP to remove student.

Building on the why, what & how sessions...

## The King’s Charter

King’s has worked hard at devising well-reasoned structures that will guide young people to developing the traits of calmness, self-responsibility and a determination to succeed. Each routine is carefully explained to the students, modelled and practised until the behaviour becomes a positive habit. The King’s Charter ensures the smooth running of the Academy and fosters good working relations between staff and students. If a student breaks any of the rules, then they are given an appropriate sanction. Students are taught that behaviour is a choice which can bring positive or negative consequences: good behaviour is expected and rewarded, and poor behaviour is sanctioned. Students breaking the rules regarding punctuality, uniform and appearance, behaviour, or use of facilities will be dealt with either by a subject or Academic Tutor in the first instance. There may be occasions when behaviour is serious enough to necessitate the referral to a Senior Leader. Incidents of unacceptable behaviour are recorded on SIMS. The types of behaviour for each level are found in the Behaviour Policy. We also apply the same Code of Conduct whilst travelling to and from Kings. Sanctions will apply in the same way when Academy rules are broken, whether on the buses or walking to and from school.

*A full copy of the King’s Charter can be provided on request.*

## King’s Routines

At King’s we use the word ‘routine’ to describe any activity that all staff ensure students follow when in school. Our routines cover such things as entry to class; starting a lesson; answering questions and leaving at the end of the lesson. We do not consider our routines to be draconian in nature. They are often seen as fun by the students but they do encourage a sense of recognition and belonging as well as building the character of our students.

They also produce a ‘rhythm’ to the life of the school and demonstrate our high expectations of the students. Examples of such structures (routines) are illustrated in the following table.

Routines	Rationale
Reading silently upon arrival	Improving your reading is a really important skill and study starts as soon as you arrive at school
Lining up in the yard	Encourages collegiality, demonstrates self-discipline and respect for student leaders
Responding well to student leaders checking uniform	Encourages professionalism, self-respect and self-discipline
Shouting ASPIRE during the line up	Focusses student on aspiration and values
Walking in silence to the classroom	Encourages self-discipline and readiness to learn
Shaking hands with teacher on entry	Strengthens the bond between the teacher and the student
Placing bags and coats away and standing silently behind their chair	Encourages self-discipline and a quick start to the lesson
Reciting the mantra	Focuses attention on reason for being in the classroom
Handing in homework on time to staff in lessons	Homework is meant to be completed at home and ready to hand in
The ‘do now’	An immediate exercise completed in silence at the start of each lesson to set a positive climate for learning
Hands up to answer questions	Shows respect for other learners by not shouting out
Shaking hands on exit	Further ‘adult – child’ bonding

# Working in Partnership

Our aim is to underpin all that our students do with a system of support and encouragement. Parents are encouraged to feel a vital part of the Academy, and that they are welcome whenever it is convenient to discuss their child's future with us, and to share their concerns.

We rely on the commitment and support of all parents to make this partnership work. We often run events to support this partnership and are always open to new ideas and feedback so please contact us whenever you feel the need to.

## Partnership Agreement

At King's we know how important it is to build partnerships with parents. That is why all students sign the ASPIRE contract during our unique 'tie ceremony', a public forum held during week 2 of Year 7 in front of parents, carers, students and staff. Furthermore, the contract is then countersigned by parents/carers and the student's Academic Tutor.

## KING'S LEADERSHIP ACADEMY CONTRACT

### *Aspire at King's*

At King's School we firmly believe that strength of character is the fundamental cornerstone of academic success. Each letter of the word ASPIRE represents the qualities that we wish to see you develop.

*Aspiration as in having a real ambition and dream in life and Achievement of your goals through high expectations and sustained effort.*

*Self-awareness as in developing a full understanding of yourself.*

*Professionalism as in self-pride and acting correctly in all that you do.*

*Integrity as in being honest and truthful at all times.*

*Respect for yourself as an ambitious learner, your peers and environment.*

*Endeavour as in your ability to work hard and achieve your dreams.*

At King's we firmly believe in each of these qualities. Our motto is **'Credimus',** Latin for **'we believe'.**

The image shows a document titled 'ASPIRE' with three sections for signing. The first section is for students, listing five bullet points: 'Follow the 'ASPIRE' code', 'Follow all classroom routines quickly and quietly', 'Attend King's everyday', 'Work hard as a young leader', and 'Not bring the Academy's name into disrepute'. Below this are lines for 'Signed' and 'Date'. The second section is for parents, stating 'Support our child and help them become a successful student at King's Leadership Academy', with lines for 'Signed' and 'Date'. The third section is for academic tutors, stating 'Work hard on your behalf, and to help you develop the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become a successful citizen in tomorrow's world.', with lines for 'Signed' and 'Date'.

## Outside Services, Agencies and Professionals

Here at King's we are committed to a whole-school approach for teaching and learning to benefit and support every individual learner and their needs.

We are committed to the safety and well-being of our pupils. We understand that Partnership working is a key aspect of the 21st century schools agenda; whenever necessary King's will work with outside services to co-ordinate multi-

agency working systematically enough to ensure that if there are issues or barriers for our pupils, they are supported in the most effective and timely way.

This also supports our work to maintain the high standards around pupil behaviour, attendance and as a result their academic achievement. We have well-established links to other local agencies engaged in the protection, safeguarding and well-being of our pupils, as part of our wider strategy to keeping them safe.

King's have good links with Cheshire Police (The Safer Schools Partnership) who work with us around areas relating to attendance, behaviour, good citizenship, internet and personal safety. As a result supporting our pupils within the school and in the local community.

In addition to this, King's have introduced The SHARP System (Student Help Advice Reporting Page System) which allows young people to report any incidents which occur within the school and local community anonymously and without fear. Aside from the reporting tool SHARP delivers educational content to raise awareness on a wide range of subjects including: Bullying, Health, Community Issues and Hate Crime.

The SHARP System promotes inclusion, safeguarding, e-safety and provides additional opportunities for students to report their concerns (please see website for further information).

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# Uniform & Appearance

## Rationale for School Uniform

King's has its own, specially selected uniform and PE kit (available through our online shop), so that students will feel part of the school community. Items of clothing have been chosen carefully so that they are not unduly expensive, but are exceptionally smart. It is the policy of King's that uniform is to be worn by all students. We have high expectations of all students and personal presentation is important as a leader in the world of work.

## Uniform Standards

All items of clothing must be clearly marked with your child's name.

## Day Uniform

**Blazer** King's Blazer with wine trim and logo.

**Shirt** Plain white with tidy stiff collar (long sleeve design is mandatory with no patterns or trademarks).

**Tie** King's tie knotted close to the collar with the King's emblem showing. The length of the tie must extend to the trouser belt, short ties are not permitted.

**Pullover** King's pullover only, grey with wine collar stripe.

**Boys Trousers** Dark charcoal and of sensible style. Denim, cords or cotton trousers may not be worn.

**Boys Socks** Plain and Black.

**Girls Skirt** Dark charcoal, box pleated worn to knee length. Skirts above knee length are not permitted. Trousers are permitted during inclement weather. Please refer to guidance for boys above, only plain straight legs styles are allowed.

**Girls Socks** Black tights (not sheer); if socks are preferred they must be black in colour and worn to knee height, trainer socks are not permitted.

**Shoes** Black polished and lace tied shoes of a plain style. Trainers, suede shoes, boots, shoes with coloured stitching or pump type shoes are not permitted.

## Physical Education Uniform

**Indoor Sports:** King's Tracksuit; King's black short sleeved polo shirt, plain black shorts, plain black sports trainers (lace tied), plain white sport socks, King's drawstring bag.

**Outdoor Sports:** King's Tracksuit; King's long sleeved outdoor top; thick football type black socks; shin pads and plain black football boots and trainers, King's drawstring bag. Pumps, plimsolls or high-tops are not acceptable for P.E. lessons since they do not provide adequate ankle support.

## Other Uniform Items

**School Coat** Plain dark sober anorak style to cover blazer. Hoodies are not permitted.

**Stationery** King's pencil case, 2 black King's pens, 2 King's pencils, ruler, protractor, eraser, tipex is not permitted.

## Additional Guidance Section

Travelling to and from school full uniform must be worn, this demonstrates pride in the school.

## School bags

A King's bag is compulsory. There are only 2 styles of bag which are permitted, all of which are King's branded: Rucksack and holdall. Handbag / fashion style bags are not permitted.

## PE Additional Information

Regardless of illness or injury, students are expected to bring full P.E. kit to all lessons in order to participate in a variety of leadership roles.

## Hair and Makeup

Students are expected to wear hair in a neat and acceptable style. Girls' hair should be tied up. Hair must be of one colour and natural in appearance. Hair styles (including shaved heads of less than grade 3) judged to be extreme by the Principal are not permitted. Make-up, including coloured nail varnish, lip gloss and fake tan, is not to be worn. Hair fashion accessories are also not to be worn. False nails or other such accessories are not acceptable. If hair bands are worn they should be black only. At King's School we expect the highest standards in everything we do, this includes appearance.

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## Jewellery

With the exception of a personal watch, jewellery (including studs, rings, earrings or any other body/facial piercings) are not permitted. This is because of the potential risk from accidental damage when wearing such items, students wearing jewellery will have their items confiscated. We will do our best to assist your child in safeguarding their property. However, the school does not take any responsibility for the loss of or damage to personal possessions brought on to site. Large amounts of money or items of value (including personal audio equipment [such as MP3 players, expensive phones], electronic games) are best left at home. Such items will be confiscated by staff if they are visible in lessons or on corridors without a teacher's permission. Under these circumstances a receipt will be issued and the property can then be collected by parents from the registrar at the school reception.

## Mobile Phones

We advise that students do not bring mobile phones into school. However, we do recognise that some parents may wish their child to have a mobile phone with them as they travel to and from King's. Any mobile phones brought in must be both switched off and put away whilst on the premises. We do not take any responsibility for loss of or damage to mobile phones. Inappropriate use of phones in school will result in confiscation without notice (under these circumstances a receipt will be issued and the property can then be collected by parents from the Registrar at the school reception). Should you need to contact your child in an emergency,

please use the main school number which is available on our website.

## Religious Dress

The School recognises that some students may wish to wear distinctive garments for religious reasons. However, the school reserves the right to determine the religious garments that will be allowed after consultation with representatives of parents/carers and local leaders of the relevant religious groups. No dress will be allowed that covers any part of the face from forehead to neck in the interests of safety. It is vital that the school staff can recognise at all times who is in school. Should parents/carers require their child to wear a specifically religious garment or symbol, they should contact the School who, after consultation, will contact the parent/carer with a decision. Current guidelines permit the following:

- Religious head covering may be worn but must be plain, as well as of an agreed colour to be fixed upon by the School. In most cases, the standard colour would include black or white, although exceptions may be made in consultation with the school.

## Outdoor Wear in Classrooms

Coats and other outdoor wear should not be worn in classrooms. Storage facilities will be available to students and should be used at all times.

## Other

Chewing gum, sweets and fizzy drinks, including sports/energy drinks, are not permitted. We strongly advise that students arrive at school



every morning with a full water bottle which can be replenished at break times.

## Sanctions

Students who do not conform to the school's uniform and appearance policy will be subject to the school's assertive discipline procedures.

## Complaints

If a parent or carer is dissatisfied with the response made by the School regarding the wearing of school uniform he / she may make a complaint in accordance with the School's Complaints Policy.

Requests for long term changes to uniform must be put in writing and sent to the Principal.

## Monitoring, Evaluation and Review

Great Schools Trust will review this policy at least every two years and assess its implementation and effectiveness.

*The Principal reserves the right to make the final decision on what is or what is not appropriate.*

### IMPORTANT: Insurance Notice

We recommend that parents/carers make their own arrangements for insurance of bags, clothing, watches, mobile phones, iPads, pens, bicycles etc. - usually by an extension of your home insurance. Please never allow your child to bring anything expensive or of sentimental value into school, particularly pens, watches, jewellery or large sums of money. Students should report anything lost to staff immediately.

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# Medical Treatment Including First Aid

## Provision for Students with Medical Needs

- Students with medical needs entering the Academy from local primary schools will usually be identified through discussions with the Year 6 teacher. Such information will be checked with the parent to ensure appropriate records are kept and appropriate provision can be made.
- Parents are requested to approach the Academy with any information that they feel King's will need to care for individual students. The parent will be required to complete a Medical Statement form to identify any medical needs. This may require endorsement from the student's General Practitioner.
- Parents are responsible for informing the Academy of medical issues that arise during the student's time at King's.

## Medicines in the School

- Relevant Academic Tutors and Leaders should be informed of any medication brought into the Academy at any time.
- Information regarding any prescribed medication should be made available to the student's Academic Tutor.
- In the event of any special form of administration of medication being required, the parent must contact the Academy so that arrangements can be made for this to occur.
- Written permission must be obtained from

parents for the administration of prescribed medication in the Academy.

## First Aid

The First Aid representative for King's (School Registrar) has responsibility for:

- administering all prescribed medication and accurately recording that it has taken place;
- administering any non-prescription medication in exceptional circumstances which he/she is authorised to administer or oversee;
- ensuring the safe storage of medication; and
- providing staff with guidance on medical conditions and how they may affect the education of individual students.

## Procedures

### Illness in the School

- The Academy has a strict policy that no medication or treatment will be given orally or externally unless permission has been given by the parent. Parents will be contacted depending upon the nature of the medical problem.
- In more serious cases, where hospital attention is deemed necessary, the Academy will contact parents, who will be expected to take their child to hospital.
- In an emergency, an ambulance will be called and the parent contacted by the Academy. In the absence of a parent, a member of staff will accompany the student to the hospital



- and remain there until the parent arrives.
- If a parent cannot be contacted, the Academy will act in loco parentis and give permission for any emergency treatment.

# Academy Dining

King's works very hard to maintain the quality and variety of meals with every effort being made to respond to students' requests. King's is very fortunate to have secured the services and expertise of a 'Roux scholarship' semi-finalist as its principle on site Chef and catering manager.

The Dining Hall is open during break between 11.00am and 11.15am. Lunchtime lasts for 45 minutes from 1.15pm-2.00pm Monday to Thursday, and from 12.15pm-1.00pm on Friday. The school restaurant is situated in the main hall and provides a healthy range of foods and caters for students with specific dietary needs. Students can bring a packed lunch into school or purchase school dinners from as little as £1.50 per day. Students must order lunches at least 1 day in advance and all payments are made on-line through our parent portal system. At King's we pride ourselves on upholding strong family values, with all students eating their lunch together as a House, and with their Academic Tutor in our 'Family dining' environment. Students are only allowed outside once their table has finished eating, their table has been cleared away and cleaned and members of staff are on duty and supervision is evident and sufficient.

Please find below a range of sample menus for various times during the day.

## **Breaktime (Sample Menu)**

Cake Slices  
Fresh fruit  
Yoghurt pots

## **Lunch (Sample Menu)**

Dish of the Day  
Selection of vegetables  
Baked Potato with fillings  
Range of freshly made sandwiches/baguettes/Panini's  
Selection of healthy biscuits & cakes  
Selection of fruit

## **Packed Lunches**

If you wish your child to bring a packed lunch then this is to be eaten in the Main Dining Hall. No food or drink can be taken out of the Dining Hall and eaten elsewhere during lunch time. Only water and healthy fruit juices may be brought on site as refreshments for break and lunch. Please try to give your child a healthy variety each day and encourage them to eat fruit rather than sweets. The lunch break does not allow your child to go home for lunch and they must stay in the Academy site so we can supervise them.



## **Free School Meals**

Application forms and further details can be obtained via the Local Authority website. All applications are treated in the strictest confidence. Please claim if you are eligible and if you are unsure don't hesitate to contact the Principal or Vice Principal for confidential advice and guidance.

## **Cashless Dining Hall System**

The Dining Hall operates a cashless system whereby meals are paid for with credits using a new biometric system. Money can be credited to accounts using the online portal. Payment by cheque should be given to the Academy Registrar and be made payable to Great Schools Trust.

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## Appendix A: Routines at King's

At King's we firmly believe that structure liberates learning and enhances academic progress. This is the advice we give our students.

The routines outlined below are designed to produce a tension free school in which everyone knows exactly what is expected of them and how we expect our students to behave.

### The night before

Check what home-learning is due in for the next few days and check your planner to confirm when you need to complete it:

- Complete all of your home-learning which is due for the following day.
- Mark it off in your planner.
- Check your timetable for the following day and ensure your bag is packed with the correct equipment (PE Kit, pencil case, calculator, reading book, etc.) for your lessons and extended school activities.
- Get your uniform ready so you can quickly put it on in the morning.
- Ensure you have your keys in one place ready for the morning.
- Set your alarm to give yourself more than enough time to get to school on time.
- Read for at least 20 minutes before bed.
- Remember to enter a summary of your reading into your reading log in the student handbook.

### Getting ready for School

- Double check you have everything for your lessons and extended school activities.
- Eat a healthy breakfast that will help your learning
- Ensure you drink at least one glass of water before you leave.

- Bring a full bottle of water using your King's Water Bottle.
- Remember to remind your parent/carer what time you will be home.
- Ensure your lunch is organised. Do you need to bring it with you?
- You should aim to be at school for 8.20am at the very latest. This will ensure you are on time in the event of delays and that you are in the hall for silent reading by 8.25 am.
- Check your uniform is perfect before leaving.

### Arriving at School

- Always greet staff politely.
- Make eye contact.
- Shake hands if the member of staff offers their hand.
- Say good morning politely.
- Politely answer any questions they ask.

### Coming into School

- You can arrive at school any time after 7.45am.
- Always check your uniform as you reach the school gates.
- Politely greet the member of staff on duty.
- If you have brought your mobile phone, turn it off and place it in your bag. It must not be used or seen during the school day.
- When you arrive, go straight to the main hall and silently read on your iPad and keep up to date with current affairs through the daily e-newspaper.
- You must be in school no later than 8.25am.
- Follow the instructions of the student 'Leader of the Day' from 8.25am.

### Lesson Transitions

- Walk on the left.
- Speak quietly; Corridor volume only.
- Walk in single file.
- Walk calmly and purposefully to your next lesson using the most direct route.
- Do not eat or drink in between lessons or go to the toilet.
- Follow the instructions of the Greeter.

### Arriving at your classroom

- Line up in silence.
- When your teacher greets you, respond to the greeting with a smile, eye contact and his / her name. Your teacher may ask an 'entry question' based on prior learning.
- Go to your assigned seat, stand by your chair, get your equipment out and start working on your Do Now activity once the King's mantra has been said.

### At the start of the lesson

You should complete the following five tasks in the first 5 minutes of the lesson:

- I am on time, in correct uniform and ready to learn
- I have my planner open and my equipment on my desk and am sitting in the correct seat.
- I know what the progress objectives for the lesson are.
- I have copied down any home learning in my planner.
- I am doing the do now activity.

If you arrive late for a lesson you must knock on the door and wait for the teacher to let you in. Apologise for being late, explain why and then take your seat to start working as quickly as possible.

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# Appendix A: Routines at King's

## During the lesson

- You must remember that you need to meet the success criteria by the end of the lesson.
- If at any time you are not sure what to do raise your hand.
- When you are asked a question try your hardest to answer it.
- If a teacher asks you to do something then carry out that request as quickly as possible and without dissent.
- When a teacher is talking give him / her your full attention by 'tracking' them at all times.

You must not leave a lesson without the teacher's permission. If you do have to leave the lesson then your teacher will give you an 'exit pass'.

## The Aspire Call

When your teacher says 'ASPIRE' he / she would like you to:

- A Ask questions, especially if you do not understand the work.
- S Sit up straight in your seat.
- P Pay attention (listen).
- I Show 'interest' by nodding your head if you understand.
- R Reflect on what you have learned so far.
- E Make 'eye contact' with who ever is speaking.

## Rewards and consequences

Hard work, good behaviour and making a positive contribution to the school will always be rewarded:

- You will gain a Monarch as a reward for demonstrating behaviour above and beyond the ASPIRE code.
- You may be awarded several Monarchs for exceptional performance and be given a 1 in the register for recognition of being an outstanding learner.

- If you fail to follow the ASPIRE code in class you will be given a reminder of how we expect you to behave. Your name will be placed on the board as a warning.  
A second incident will lead to your name being circled and a 3 on the register. You will have an essay to complete that evening. Further incidents will see you going through the levels on the classroom behaviour policy
- Two detentions in a week will mean a detention on the Friday afternoon.
- Three detentions or a Level 4-5 incident may mean a Saturday morning detention.

## Visitors to lessons

At King's we have many visitors who will wish to see how good you are and how hard you are working. We expect all visitors to knock on classroom doors and wait until they are invited to come in:

- A 'Greeter' is nominated in advance for each day.
- If you are the nominated Greeter, you should go to the classroom door, open it and introduce yourself.
- You should then tell the visitor who your teacher is and what you are learning in the lesson. You should inform them of your university and career aspirations, your King's GP targets and attendance.
- You should ask the visitor if they have any questions then invite the visitor in to the classroom.

## At the end of the lesson

- Lessons do not end until you leave the classroom
- You must keep working until your teacher asks you to stop.
- This is the signal to pack away your equipment.
- When packed away you should place your chair under the table and stand behind it in silence.
- The teacher will then indicate the order that you

will leave the room.

- When you leave the room please do so quietly and following the instructions of the greeter.
- You may be given an 'exit ticket' question by the teacher based on what you have studied that lesson.

## Break and lunchtime routines

Unless you are working with a teacher you should go outside and enjoy your break.

The exception to this rule is when you are eating your break snack or lunch in the school dining hall. This is the only place where you should eat food.

When you are playing outside you must:

- Always be considerate of others.
- Look after our environment.
- Keep it litter free.
- Follow the no contact rule.

When the bell rings, you must line up in your class/group in silence. The Greeter of the day will check uniform standards before the Leader of the Day gives the instructions to move to the next lesson in a professional manner.

## At the end of the day

When you are going home you must remember that you still represent King's Leadership Academy and all that we stand for:

- Make sure that your uniform looks smart at all times.
- Go home quietly and do not disturb your neighbours.
- Do not drop any litter on the way home.
- Be proud of our school and all that we stand for.

# AT KING'S WE ASPIRE

At King's we believe that education is not just about academic success. We believe that it is also about developing excellent character qualities in our students. We believe that in developing these qualities you will become a much better person; a person who can balance academic success with personal and social responsibility; a person who understands the need to be truthful and honest; a person who will work hard and never give up; a person who fully understands his or her own strengths and areas for development and, eventually, a leader within our future society.

Because we believe in all of these things we have adopted 'Credimus' as our motto. Credimus is Latin for 'we believe'.

We believe in your ability to succeed; to become an excellent, fair minded person who is a credit to the school, their family and our community. Why? Because we believe in you.

## What our 'Characteristics' mean

ASPIRATION	ACHIEVEMENT	SELF-AWARENESS	PROFESSIONALISM	INTEGRITY	RESPECT	ENDEAVOUR
High expectations	Completion of tasks	Knowing your strengths	Acting in the correct manner	Telling the truth	Being courteous	Being hard working
Enterprise	Becoming successful	Knowing your challenges	Maintaining high work standards	Being honest	Being considerate	Making sufficient effort
Being enthusiastic	Becoming a leader	Showing humility	Maintaining high dress standards	Being honourable	Being a good citizen	Being conscientious

## What our 'Characteristics' do NOT mean

ASPIRATION	ACHIEVEMENT	SELF-AWARENESS	PROFESSIONALISM	INTEGRITY	RESPECT	ENDEAVOUR
Lacking ambition	Not completing tasks	Not being honest about yourself	Not acting in the correct manner	Being dishonest	Being disrespectful	Not trying hard enough
Lacking drive	Not trying to be successful	Not recognising where your weaknesses are	Not being proud of your school or its uniform	Lack of pride in yourself	Not caring about others	Giving up easily

## CREDIMUS

*“Teaching character not only benefits children at school - it also plays a vital role in ensuring these young people leave school prepared”* Nicky Morgan, Secretary of State for Education, March 2015.

*“King’s Leadership Academy is leading the character charge and I hope other schools can learn from its success”*

Nicky Morgan, Secretary of State for Education, March 2015.





KING'S LEADERSHIP  
ACADEMY WARRINGTON

CREDIMUS

E DUCATING  
E MPOWERING  
E QUIPPING

TOMORROW'S LEADERS