Prospective parents/carers and interested others are welcome to visit the Academy at any time. Please contact the relevant campus to make an appointment.

Additional information to that contained in this prospectus is available on the Academy website or may be obtained on request. There may be a charge for the provision of certain information.

Access for the Disabled
All our sites have full disabled access. The campuses that have more than one floor have lift access to all floors.

The academy is committed to inclusion to prevent disabled children being treated less favourably than other pupils. The academy aims to be an accessible place for all people, whatever their age, ability, race, culture or gender. The Inclusion policy is available on request.
Mission, Aims & Values

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

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

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

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

The Governing Body

Sponsor Governors
- Rory Wilson (Chair)
- Carol Snelling (Vice Chair)
- John Brearley (Chair of Finance)
- David Ferguson
- John Hobrough
- Barry Miller
- Margaret Nicholson
- Peter Robinson

Community Governor
- Samuel Palombella

Executive Director Governor
- Andrew Day

Parent Governor
- Vacant

Staff Governor
- Sandra Brown

LA Governor
- Simon Reed

DfE Representative
- Stephen Mangan

The Chair and all members may be contacted via The Northumberland Church of England Academy.
Admissions Criteria

Admission of mainstream children with a disability
A request for a place in the mainstream elements of The Northumberland Church of England Academy for a child with a disability will be sympathetically considered; we must be sure that their additional needs can also be met in full.

Arrangements for the admission of children with disabilities begin prior to the pupil joining academy. In the first instance the family visits for a preliminary discussion. A review meeting is then arranged with the family, relevant staff and outside agencies to determine the child’s needs and implications for the academy’s provision for inclusion.

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

Attendance at the academy’s part time nursery provision does not guarantee admission to the academy for primary education. A separate application must be made for transfer from the nursery provision to reception. Where there are more applications than places then the oversubscription criteria outlined below apply.

The Academy from Reception

There are 210 places in Year R (Reception). In September 2013 these will be distributed among the following campuses as follows:

The Thomas Bewick Campus (Moorhouse Lane, Ashington) 30 learners
The Josephine Butler Campus (Academy Road, Ashington) 60 learners
The James Knott Campus (Norham Road, Ashington) 30 learners
The Grace Darling Campus (Newbiggin-by-the-Sea) 60 learners
The William Leech Campus (Lynemouth) 30 learners

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

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

Admission will normally be once a year on a full time basis in September if the child is aged four on the previous 31 August. However, parents are able, upon request in writing to the Executive Director, to have their child educated on a part-time basis until they reach compulsory school age (the term after they become five – starting on 1 September, 1 January or 1 April). A parent may also, on request to the Executive Director, defer the entry of a child so that the place is taken up at any time during the academic year in which the applicant applies (i.e. Reception year (Year R). However, this can be no later than the beginning of the term following the child’s fifth birthday; that is when the child reaches compulsory school age.

When a child’s fifth birthday falls in the summer term (1st April – 31st August), parents may request that entry is deferred until the beginning of year 1, but there can be no guarantee that a place will be available if the academy is oversubscribed and a new application for the school year must be submitted. In such cases, the academy is not obliged to admit children into a year group other than that of the child’s chronological age. In any specific year the academy trust may set a higher admission number than the agreed admission number for an applicable year group. Before setting an admission number higher than its agreed admission number, the academy trust will consult all relevant parties.

The academy is not obliged to admit children into a year group other than that of the child’s chronological age.
Process of Application
Arrangements for applications for places at the academy will be made in accordance with the local authority’s (LA) co-ordinated admission arrangements and will be made on the Common Application Form (CAF) provided and administered by the LA.
Admission to The Centre for Complex Learning Difficulties is by relevant statement of educational needs.

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

The admission of learners with a statement of special educational needs is dealt with by a separate procedure. Learners for whom a statement of special educational needs has been made in which The Northumberland Church of England Academy is named will be admitted.

The criteria will be applied in the order in which they are set out below:
1. Children who are ‘looked after’ or were previously ‘looked after’ under the provision of the Children Act 1989 and School Admission Code February 2012.
2. Children living in the catchment area of the academy and who can provide firm evidence that this will be the case on the appropriate admission date. Distance will be measured in a straight line from the front door of the child’s home to the front gate/main entrance of the nearest campus of the academy.
3. Children on whose behalf evidence of exceptional medical need is presented. Evidence must be supported in a written statement by a professionally involved third party, for example, a doctor. The supporting evidence should be submitted at the time of application and should set out the particular reasons why the academy provision is the most suitable provision and the difficulties that would be caused by the child attending an alternative provision.
4. Children who already have a sibling at the academy. Sibling would include a brother or sister, a half brother or sister, a step brother or sister or the child of the parent/carer’s partner where the child for whom the school place is being sought is living at the same address. For children who live at two addresses the criteria apply to the address where the child spends the majority of their time. [*This criteria does not include older siblings who will be in the sixth form at the time of admission or younger siblings who are or will be in the nursery at the same time.]
5. Children living outwith the catchment area of the academy. Distance will be measured in a straight line from the front door of the child’s home to the front gate/main entrance of the nearest campus of the academy.

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

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

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

The external admission limit for Year 12, subject to learner course combination choices, will be 125 in 2012.
Over-subscription criteria
Priority will be given in the following order:
1. Children who are ‘looked after’ or were previously ‘looked after’ under the provision of the Children Act 1989 and School Admission Code February 2012.
2. Learners for whom places on appropriate courses are available
3. Learners living in the catchment area of the academy and who can provide firm evidence that this will be the case on the appropriate admission date.
4. Children on whose behalf evidence of exceptional medical need is presented. Evidence must be supported in a written statement by a professionally involved third party, for example, a doctor. The supporting evidence should be submitted at the time of application and should set out the particular reasons why the academy provision is the most suitable provision and the difficulties that would be caused by the learner attending an alternative provision.
5. Remaining places are offered on a geographical basis measuring distance in a straight line from the Academy (as defined above).

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

Casual Admissions Arrangements
If you wish to apply to year groups other than nursery or reception, or wish to apply in-year, you must request an application form from the Academy Registrar. If the academy year group is oversubscribed you will be placed on a waiting list as detailed above.
You may appeal against our decision not to offer you a place and must do so in writing to the Academy Registrar within 14 days of being notified that you have not been offered a place at The Northumberland Church of England Academy. An independent appeal panel will hear your appeal. A copy of the appeals procedure is available from The Northumberland Church of England Academy.

Transferring Primary Campus
The procedure for transferring campuses is the same as outlined above in the casual admissions arrangements.

Respect for All
Basic rules of conduct for acceptable behaviour have been drawn up. We place great importance on the manner in which learners conduct themselves in and out of the academy. We all follow the code of conduct:

- Show courtesy and respect to all
- Be positive in our attitude
- Protect and look after our environment
- Always be organised and ready to learn
- Always try our best

Partnership
Academies are accountable to their governors, the local community and especially to parents. At The Northumberland Church of England Academy we take this responsibility seriously and constantly seek ways in which to involve parents more fully in the life of the academy and the education of their children.
Home and The Northumberland Church of England Academy are partners in education. The support and co-operation of parents/carers is vital if we are to establish and maintain high standards of work, behaviour and dress. Furthermore, past evidence has strengthened our belief that the academic performance of learners is significantly improved when parents/carers actively support the academy in stimulating, encouraging and monitoring their children’s progress.

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

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

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

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

There will be annual parents’ evenings for learners in each secondary year group. Parents may request extra meetings through the relevant head of year.

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

There are a series of parent focus groups (PFGs) which will be randomly drawn from our parents/carers. These PFGs will meet on an informal basis to discuss issues and policies related to the progress of the academy.

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

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

**The Curriculum**

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

The primary curriculum, which includes the National Curriculum subjects and Religious Education, is organised, planned and taught in a cross-curricular, thematic approach following the National Curriculum programmes of study and meeting the attainment targets in the core and foundation subjects. The academy offers a broad, balanced, relevant and differentiated curriculum relevant to the needs of all our children, within the setting of a lively and stimulating environment. We strive to ensure that each individual has the opportunity to develop to his or her full potential. Children are encouraged to become self motivated, self-disciplined, independent learners.
The Foundation Stage Curriculum

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

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

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

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

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

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

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

The National Curriculum
Children in years 1 – 6 study all subjects in the National Curriculum. This includes Mathematics, English, Science, ICT (computer skills), History, Geography, Art, Music, Design Technology, Physical Education, Personal, Social and Health Education combined with Citizenship and also Religious Education. Children in years 3-6 are also taught French.

The academy places great emphasis on the development of the basic skills of literacy and numeracy. Across the academy, work within these areas of the curriculum may be subject based or developed as part of an overall topic or theme being covered by a class.

English – Language and Literacy
National Literacy Framework
The academy is committed to the literacy hour, which includes elements of reading and writing both as a class group and individual activities. The National Curriculum emphasizes the four modes of language – speaking, listening, reading and writing.

Speaking and Listening
Value is placed on the use of the spoken word and the children are encouraged to speak confidently and to express their thoughts clearly. They are also encouraged to listen attentively and to understand what others are saying. Opportunities are deliberately created to exercise these essential skills and much of this work takes place across all areas of the curriculum. Some children may require special help in this area.
Reading
The academy places a high priority on the teaching of reading as this is the key to progress in most curriculum areas. Children are encouraged to choose quality books from a variety of sources, to give them a broad and varied vocabulary. You are strongly encouraged to become actively involved in the home-academy Reading Scheme. Parental involvement is VITAL in this area. Throughout a child’s school career parents’ support in reading is highly valued, even when learners are fluent readers, in extending their experiences and encouraging the use of libraries.

The teaching of reading is introduced throughout primary using a comprehensive reading, writing and spelling scheme called Read Write Inc. This is an intensive programme which is taught every day and will enable children to quickly become confident readers. Progress is monitored closely and assessed every six weeks. This is supplemented by:

- the use of a wide variety of reading schemes;
- reading regularly to the children from a wide variety of literature;
- valuing and using the children’s own writing as a reading source;
- the provision of a carefully selected range of reading materials suited to the age, ability and interests of the child;
- giving opportunities for silent, sustained reading each day as well as the opportunities for paired and group reading;
- encouraging the involvement of parents in sharing the pleasure of reading to, and with, their child at home;

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

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

Maths
Mathematics is taught daily in all classes. We follow the National Numeracy Strategy, which concentrates on the repetition of basic skills to ensure that children become numerate. Great emphasis will be placed on the development of mental strategies.
A systematic approach is adopted to give each child an understanding of the principles of mathematics. Children are introduced to the knowledge and understanding of mathematical skills throughout the school in a carefully graded way to ensure continuity and progression in line with the requirements of the National Numeracy Strategy.
Mathematics is taught in the following ways:

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

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

- scientific investigations in which they will learn to ask questions, predict and hypothesise, observe, measure and manipulate variables, interpret their results and evaluate scientific evidence;
- a study of life and living processes;
- a study of materials and their properties;
- the physical processes of electricity and magnetism, energy, forces, earth and space.
Science teaching takes many forms. It may be taught as subject based, or as an integral part of other subjects. A wide variety of materials and resources are available to support the children’s learning.

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

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

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

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

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

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

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

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

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

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

**Music**
Music is an important part of our curriculum and we hope our children will grow to enjoy and appreciate it, and to participate with confidence in music making.
There will be opportunities for all children to take part in singing, learning notation and composing using a variety of musical instruments. Listening to and the appreciation of a wide selection of music are encouraged; classical, modern and music from other cultures and times is studied by listening to particular composers and performers. Instrumental tutors take children for individual/group lessons and there is a good emphasis on extra curricular music.

**Art**

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

**Physical Education**

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

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

**Personal, Social and Health Education (PSHE)**

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

**Health and Sex and Relationships**

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

From a very early age emphasis is placed on good health and hygienic practices. These practices are further developed through topic work on the body and its functions. The aim of this is to provide the children with a broad and balanced view of “growing up”. In the academy, sex and relationships education is taught through the Science, PSHE and other curriculum areas as appropriate. Topics and teaching materials are carefully chosen to ensure that they are appropriate to the needs and ages of our learners. In Key Stage 1 children will be taught to find out about themselves and develop their ideas about the stages of human development. In Key Stage 2 children will explore ideas about the processes of life, which include breathing, circulation, growth, puberty and reproduction. Staff will endeavour to answer children’s questions truthfully and simply in an attempt to counteract myths and provide accurate information. The full policy is available on request.

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

**Assessment of Learners**

Foundation stage teachers assess learners’ progress in relation to the stepping stones and early learning goals. The foundation stage profile is used throughout the year to record these assessments and provides a picture of the whole child at the end of the foundation stage.

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

Formal testing takes place when the children are in Year 2 and Year 6 in accordance with the National Curriculum requirements. The children are tested using the optional SATs in Year 3, 4 and 5 and other non-statutory assessments to ensure that progress is maintained.
Key Stage 3 Curriculum
Students also study single subjects which include English, Maths, Science, History, Geography, RE, Art, Music, Drama, Design and Technology, Information Technology, PE, and Modern Foreign Languages.

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

As part of our emphasis on inclusion, provision for learners with special needs continues to be offered in an imaginative way in all our classes and in the Learning Support area. The aim of this programme is to move learners back in to mainstream education having gained the core skills and self confidence from working in smaller groups.

Key Stage 4 Curriculum
The Key Stage 4 curriculum will be continuously reviewed and developed. We will endeavour to ensure that every learner follows an individual pathway which can lead to the learners completing GCSEs or equivalent from the wide selection available. These include core GCSEs in English, Maths and Science. We offer pathways to learners based on their prior attainment including EBacc, TechBacc. and Life Skills routes.

There are a range of vocational and occupational courses offered. Every learner and parent/carer will be offered individual advice on the best option for them.

Key Stage 5 Curriculum
At post-16 we recognise that learners have different desires or designs. Some have clear ideas on careers they wish to follow at 17 or 18, whilst others have plans to move onto Higher Education. In order to meet these different demands we offer different pathways which lead to advanced levels or vocational/occupational qualifications. All learners are expected to take advantage of the optional enrichment courses available.

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

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

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

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

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

Learning Support
Learning Support works with learners who are experiencing learning difficulties. Following the academy’s philosophy of inclusion and integration, the majority of support is provided within the mainstream classes. However, a small number of learners in Key Stage 3, who have profound difficulties, may be taught in withdrawal groups for a small number of lessons during the academy week.
For learners in Key Stage 4, the Learning Support team will develop and deliver a modified curriculum that helps learners who have learning difficulties to develop their basic skills and achieve success in as many GCSE subjects as possible.

**The Learning Support Unit (LSU)**

In response to the DfE drive towards social inclusion and national concerns regarding the exclusion of learners from schools, the LSU is the centre that supports learners in Key Stage 3 and 4 who experience emotional and behavioural difficulties that disrupt their own and others’ education. The learners remain in the academy and, for a fixed period, are taught in a quiet, controlled setting. The learners follow the mainstream curriculum, receive counselling and are helped to develop strategies that enable them to manage their own behaviour. At the end of this ‘Internal Support Period’ the learners return to their mainstream classes and are closely monitored by the centre’s staff to ensure continued success.

**The Centre**

The Centre caters for the needs of learners with severe learning difficulties, profound and multiple learning difficulties and autism. Teaching groups remain largely class-based for most of the week, however, learners are mixed in appropriate age groups for some of their activities, e.g. PE, music and module based activities.

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

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

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

Parents and carers are regarded very much as part of the team. Often parents and carers can feel isolated from the school because their children travel to school by taxi. With this in mind, we strive to offer as many different ways of contact as possible, including encouraging parents to come into the academy.

We offer an individualised curriculum for each child. This is set out in each child’s Individual Education Plan (IEP). These are updated annually with targets being set and evaluated termly. We offer each child a curriculum drawn from National Curriculum core subjects and an essential curriculum that covers all aspects of personal and social education. In addition we offer a sensory curriculum which supports the needs of our children with profound and multiple learning disabilities. We use a ‘topic’ approach to deliver the National Curriculum foundation subjects with the themes being differentiated to take account of the range of needs in The Centre.

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

- 1:1 work
- Small group work
- Whole class work
- Within The Centre
- Within The Centre with mainstream peers
- Within mainstream classes

Children will be supported as necessary by staff from The Centre.
Curriculum Enrichment
The Northumberland Church of England Academy will look to improve the quality of its educational provision by introducing programmes and challenges which will stimulate learners and encourage them to reach their full potential.

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

Extra-Curricular Activities
We believe that extra-curricular activities make a vital contribution to the all round development of the learners. We offer a variety of activities throughout the year, some lasting all year, others for short 6 week sessions. Some activities (mainly sporting) take place at the end of the school day, others take place during the school day at lunchtimes. All children are given the opportunity to take part in extra-curricular activities throughout the academy. Further details will be posted to parents/carers and appear on our website.

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

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

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

Education Beyond the Classroom

Holiday Academies
Holiday Academies are run in the October and February half terms, over Easter and during the summer holiday period. These are staffed by qualified teachers and instructors and offer a wide variety of activities. These are likely to include drama, dance, art, football, enterprise and circus skills as well as ICT based activities. There are also likely to be subject based, catch-up modules through these holiday academies and especially leading up to examination time.

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

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

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

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

Music, Media, Drama & Art
All four of these subject areas are developing strong and active after school and lunch time programmes, using the latest technology as well as traditional equipment.
Pastoral Organisation

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

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

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

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

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

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

Each week learners in years 1 and 2 should expect to receive approximately 1 hour of homework; learners in years 3 and 4 approximately 1 hour 30 minutes of homework; learners in years 5 and 6 approximately 2 hours of homework; learners in years 7 and 8 approximately 2 hour 30 minutes of homework; learners in year 9 approximately 3 hours of homework; learners in years 10 and 11 should expect to receive 3 hour 30 minutes. Learners in Years 12 and 13 are expected to devote approximately five hours per week outside lessons to each subject. Learners are encouraged in addition, to read as widely as possible around their chosen subjects to broaden their knowledge and understanding.

Behaviour and Sanctions

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

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

The academy uses reward systems to encourage good behaviour and positive attitudes to work. Where there is no positive response, sanctions such as withdrawal of privileges or loss of break time will be put into effect. Parents will be involved at an early stage if behaviour gives cause for concern. A full copy of the Positive Behaviour Management Policy is available upon request.
Secondary
We need your support if we are to be successful in setting high standards of work, behaviour and dress. Learners are encouraged at all times to respect others and the environment in which they work. It is our aim to develop in all our children a sense of genuine purpose, a healthy spirit of competition combined with an understanding of the need for cooperation and tolerance.

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

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

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

Sanctions include:
Detention, internal exclusion, community service, temporary exclusion, permanent exclusion.

Banned items
Mobile phones, MP3s etc should not be brought to the academy.
Chewing gum is banned from The Northumberland Church of England Academy.
All weapons or potential weapons are banned, as is alcohol and smoking along with any equipment associated with this activity.

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

Key Stage 2/3 Transition
The advantage of The Northumberland Church of England Academy is that learners, when they move from key stages, are still being educated within the same organisation. However, to help us when learners are in Year 6, we have a series of visits to meet the learners by staff from the secondary site. In July, all the learners take part in an induction day to meet their teachers and experience the secondary provision of The Northumberland Church of England Academy.

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

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

Procedure: Achievement/Under Achievement
We track learner progress every six weeks and grades are formally given for attainment, effort and progress. We assess learner learning in lessons in a wide variety of continuous methods each lesson to ensure that maximum progress is being made. This progress is monitored by curriculum leaders, Form and class teachers, primary leaders and heads of year. Achievement and success are celebrated regularly with rewards, commendations, awards in assemblies and awards evenings. Under-achievement is addressed through the pastoral and academic structures to ensure that each learner has access to a personalised learning programme that meets their needs. Mentoring and intervention are put in place to maximise success.

We prefer, of course, to respond positively to learners’ achievements. A system operates to reward good work and effort.

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

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

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

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

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

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

All staff carry an ID card. In addition our practice at the reception and our electronic Visitor Management System ensures that only authorised personnel are allowed access. Visitors are required to bring photo-ID.

There is also a staff rota in place which ensures staff presence throughout the premises at times of significant learner movement. We maintain a good working relationship with the police through a community police officer who is attached to the academy. We are always looking to improve our systems to achieve;

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

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

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

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

The Northumberland Church of England Academy items are available from the academy uniform supplier.

### Girls

#### Nursery
Optional red sweatshirt with academy logo

#### Reception to Year 4
Red sweatshirt/cardigan with academy logo  
Black trousers/skirt  
Red and white summer dress (optional from Easter to October half term)  
White polo shirt with academy logo  
Black tights or white socks  
Black sand shoes (no trainers)

#### PE Kit
Black shorts  
White shirt with academy logo  
Matching tracksuit top (optional)

#### Years 5 and 6
Red V-neck jumper with academy logo  
Academy Years 5 and 6 tie  
White shirt/blouse  
Black trousers/skirt  
Black/flesh coloured tights/white socks  
Black shoes (no trainers)

#### PE Kit
Black tracksuit bottoms/shorts  
White shirt with academy logo  
Matching tracksuit top (optional)

#### Years 7 and 8
Black V-neck jumper with academy logo  
Academy Years 7 and 8 tie  
White shirt/blouse  
Black trousers/skirt  
Black or flesh coloured tights  
Black leather shoes (no trainers)

#### PE Kit
Black tracksuit bottoms/shorts  
White shirt with academy logo  
Matching tracksuit top (optional)

#### Years 9 to 11
Black jacket with academy logo  
Academy Years 9 to 11 tie  
White shirt/blouse  
Black trousers/skirt  
Black or flesh coloured tights  
Black leather shoes (no trainers)

#### PE Kit
Black tracksuit bottoms/shorts  
White shirt with academy logo  
Matching tracksuit top (optional)

### Sixth Form
Following discussion with the sixth form the following dress code was agreed for female learners.

Black, grey or pinstripe suit (skirt or trousers)  
Any colour shirt or blouse  
Smart shoes

Smart black, grey or pinstripe skirt/trousers.  
Any colour blouse or shirt  
Any colour cardigan or jumper  
Smart shoes
Boys

Nursery
Optional red sweatshirt with academy logo

Reception to Year 4
Red sweatshirt with academy logo
Black trousers
White polo shirt with academy logo
Black short summer trousers
Black sand shoes (no trainers)

PE kit
Black shorts
White shirt with academy logo
Matching tracksuit top (optional)

Years 5 and 6
Red V-neck jumper with academy logo
Academy Years 5 and 6 tie
White shirt
Black trousers
Black shoes (no trainers)

PE Kit
Black tracksuit bottoms/shorts
White shirt with academy logo
Matching tracksuit top (optional)

Years 7 and 8
Black V-neck jumper with academy logo
Academy Years 7 and 8 tie
White shirt
Black trousers
Black leather shoes (no trainers)

PE Kit
Black tracksuit bottoms/shorts
White shirt with academy logo
Matching tracksuit top (optional)

Years 9 to 11
Black jacket with academy logo
Academy Years 9 to 11 tie
White shirt
Black trousers
Black leather shoes (no trainers)

PE Kit
Black tracksuit bottoms/shorts
White shirt with academy logo
Matching tracksuit top (optional)

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

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

Additional Notes on Uniform
• Headscarves may be worn for religious reasons and should be plain navy blue, black or white.
• Outdoor coats must be plain navy blue or black. Multi-colours or coats with writing and emblems on them are not allowed.
• We do not allow sweatshirts with hoods.
• Girls’ ski trousers, legging and tracksuit bottoms are not acceptable.
• Jewellery is not permitted except one ear-stud in each ear and watches
• Denim is not allowed, neither are corduroy skirts or trousers.
• If there is any doubt, please contact the academy before purchasing an item of academy clothing.
Breaks
All primary age children must remain on site throughout the school day apart from those who have a lunch pass to go home at lunchtime.

Learners will remain on site throughout the school day apart from those who have a lunch pass to go home at lunchtime.

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

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

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

• Where it is important that parent/carers are advised individually, a personally addressed letter is posted out to all the parent/carers. It is therefore important that all contact details for your child are kept up to date.

• Where it is a matter of informing parent/carers of more general information or advising them of the various activities that learners are involved in at various levels through the school – this information is communicated through the individual campus newsletter.

The Secondary Academy day

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Before 8.40</td>
<td>Arrive at academy</td>
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<tr>
<td>08.45 – 08.55</td>
<td>Registration</td>
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<tr>
<td>08.55 – 09.55</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>09.55 – 10.55</td>
<td>Lesson 2</td>
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<tr>
<td>10.55 – 11.15</td>
<td>Break</td>
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<tr>
<td>11.15 – 12.15</td>
<td>Lesson 3</td>
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<tr>
<td>12.15 – 13.15</td>
<td>Lesson 4</td>
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<tr>
<td>13.15 – 14.00</td>
<td>Lunch</td>
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<tr>
<td>14.00 – 15.00</td>
<td>Lesson 5</td>
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<tr>
<td>15.00 – 15.20</td>
<td>Tutor time/assembly</td>
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<tr>
<td>15.20</td>
<td>School ends</td>
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The Primary Academy day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>08.50</td>
<td>Arrive at academy</td>
</tr>
<tr>
<td>08.55</td>
<td>Academy day begins</td>
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<tr>
<td>12.00 – 13.00</td>
<td>Lunch – Key Stage 1 learners</td>
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<tr>
<td>12.15 – 13.00</td>
<td>Lunch – Key Stage 2 learners</td>
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<tr>
<td>15.00</td>
<td>Academy day ends</td>
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The Centre Academy Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>08.45</td>
<td>Academy day begins for Secondary learners</td>
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<tr>
<td>09.00</td>
<td>Academy day begins for Primary learners</td>
</tr>
<tr>
<td>12.00 – 13.00</td>
<td>Lunch – Primary learners</td>
</tr>
<tr>
<td>12.15 – 13.15</td>
<td>Lunch – Secondary learners</td>
</tr>
<tr>
<td>15.00</td>
<td>Academy day ends for Primary learners</td>
</tr>
<tr>
<td>15.10</td>
<td>Academy day ends for Secondary learners</td>
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