

Year 6

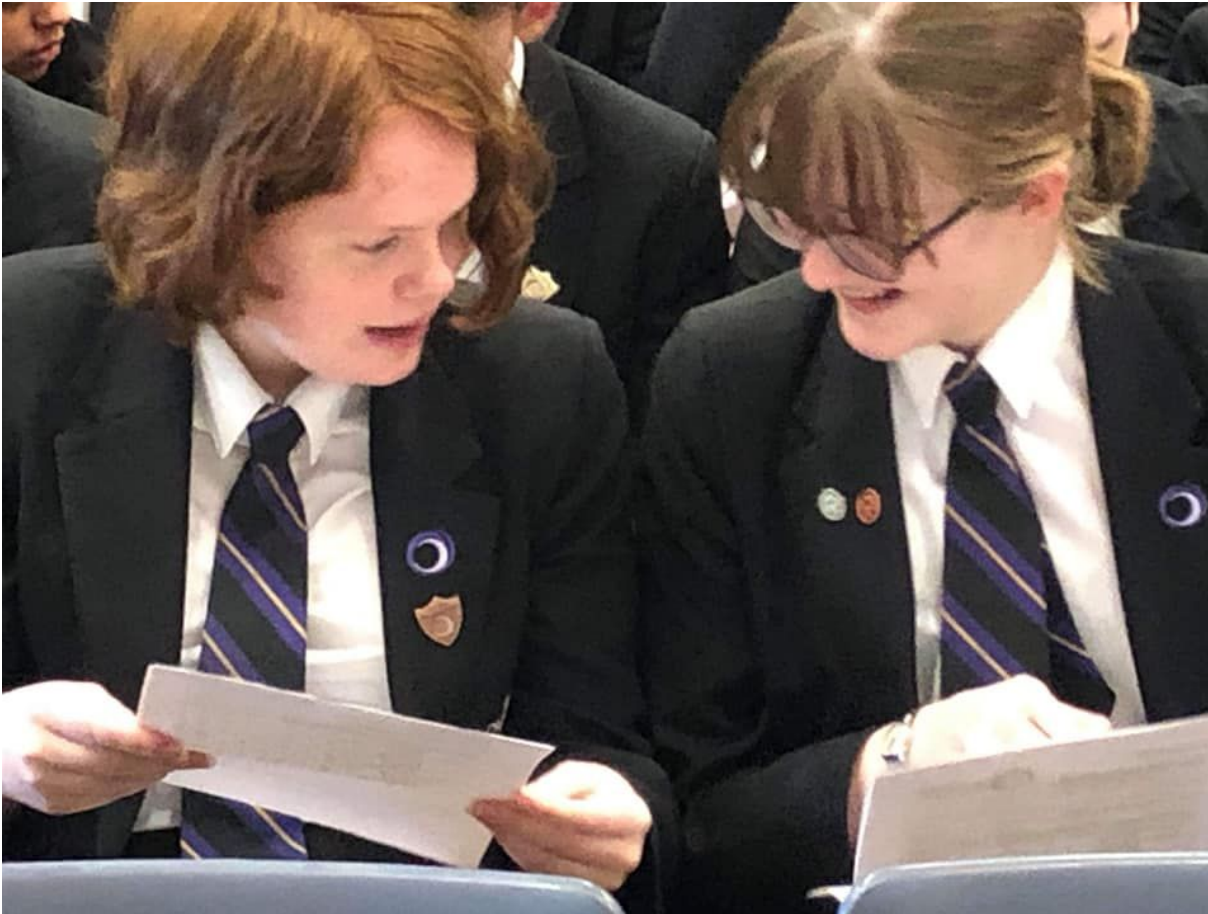
‘Open Evening’

September 2022

Seana Rice
Principal

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Students First: Raising Standards, Transforming Lives

Students First: raising standards and transforming lives

What is our purpose?

- To raise standards for all students by sustaining and ever improve achievement whilst developing the whole child.
- To continue to strive for excellence, moving us towards becoming 'world class'. We are not complacent.
- To fulfil our moral purpose by engaging and collaborating with other schools to help improve the life-chances of all young people; locally, nationally and globally.

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As parents you need us...

- To ensure your children have their life-chances enhanced
- To create outstanding progress and outstanding attainment for your children
- To maintain the highest of standards to allow teachers to teach, support staff to enhance, and children to learn
- To continually invest in our fantastic teachers' professional development
- To have teachers feel good about what difference they are making, be valued by the community and proud to work here in our amazing academy

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Year 11 Prom - Gisborough Hall



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Year 11 Leavers' Breakfast



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Headline Figures 2022

Basics at 4+ and 5+

86% 9-4 in both E & M

National 2019 - 65%

64.2% 9-5 in both E & M

National 2019 - 43%

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Headline Figures 2022

English language

2022 84% 9-4 (A*-C) (National 77%)

2022 73% 9-5 (A*-B)

English literature

2022 89% 9-4 (A*-C) (National 78%)

2022 75% 9-5 (A*-B)

Maths

2022 89% 9-4 (A*-C) (National 74%)

2022 69% 9-5 (A*-B)

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Ambitious and Inclusive

Our Intrinsic Curriculum
– builds our inclusive caring culture and ethos

We believe in safety, respect and responsibility

- Attitudes to Learning
- Positive Behaviour
- Habits of Study
- Learning Routines
- Ethic of Accuracy
- High Expectations
- Shared Values
 - Kindness
 - Tolerance
 - Inclusivity
 - Safety
 - Respect
 - Responsibility

Our Enhancement Curriculum – fosters personal development and social understanding

We believe education supports personal growth

- Mentoring
- Assemblies
- Careers
- PSHE
- SMSC
- Mental Wellbeing
- Relationship and Sex Education
- Health education
- Emerging Issues
- Commemoration
- Celebration
- Remembrance

Our Academic Curriculum – sequences knowledge, understanding and skills to aid learning

We believe in a rich broad and balanced provision

- 25 lessons per week
- Cross curricular links
- Cross cutting themes
- Catch up & Intervention
- Revision masterclasses
- Reading
- Extended Learning
- On-line learning programs e.g. Heggarty, Educake, Accelerated Reader etc.

Our Elective Curriculum
– offers enriching opportunities & experiences

We believe in education beyond the classroom

- After School Programme
- Trips & Visits
- Academy Representation
- Pledges
- Student Voice
- Events & Performances
- Competitions & Quizzing
- Student Ambassadors
- Anti-bullying Ambassadors
- Mental Wellbeing Champions
- Charity Work
- Praise
- Graduation
- Coming soon 2021
OUTWOOD HONOURS PROGRAMME

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Our knowledge-rich curriculum

- Broad and balanced
- A great Year 7,8 and 9 experience
- Flexible and personalised across KS4
- Our KS4 Guided Pathway promote best possible outcomes for you
- Opportunity to boost grades in core subjects through Guided Pathway time
- Additional study opportunities after school

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Full English Baccalaureate (Full EBacc)

GCSE English or English Literature

GCSE Maths

GCSE Science × 2 or × 3

Humanities – GCSE History or Geography

Language – GCSE French or Spanish

GCSE grades at 5+

The full EBacc is highly valued by the universities widely
regarded as the top universities

(Russell Group)

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*“The main thing is to
keep the main thing
the main thing”*

Stephen Covey

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Students First: raising standards and transforming lives



Our school day

Tutor time	8.25 - 8.45 a.m.
Period 1	8.45 - 9.45 a.m.
Period 2/Break	9.45 - 11.00 a.m.
Period 3	11.00 a.m. - 12.00 noon
Period 4/Lunch	12.00 - 1.30 p.m.
Period 5	1.30 - 2.30 p.m.
Enrichment (optional)	2.30 - 3.30 p.m.

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Tutor Time

- Year group tutor groups
- Tutor groups are named after countries
- Tutor groups form 4 continents: Africa, Asia, Americas, and Europe.
- Focus on peer mentoring, attendance, competition, well-being, reading etc

Tutor Time Weekly Overview						
	SLT Link	Monday	Tuesday	Wednesday	Thursday	Friday
Oceania	J Farris		Notices	In the News	Assembly	Literacy & Reading
Africa	B Roberts		Notices	Assembly	In the News	Literacy & Reading
Asia	G Prescott		Assembly	Notices	In the News	Literacy & Reading
Americas	S Rose		Notices	In the News	Literacy & Reading	Assembly

You can find all resources for each week in:
Q: Staff Portal/In the News/Assembly/SLT

Assemblies – Student Voice with Miss Presley (Years 7-10 only)

Project – In the News - A life without plastic?

Selflessness

When you're being selfless, you're **thinking of other people before yourself**. Selfless is the opposite of selfish. If you're selfless, you think less about yourself, and more about others — you're generous and kind.

selflessness
noun
concern more with the needs and wishes of others than with one's own

Purposeful Reading

Related learners are successful learners!

**READING FOR
6 MINUTES A DAY
REDUCES STRESS
BY 68%**

Looking after yourself:

Resilience

Watch the video and have a discussion with your table and Tutor about this topic:

<https://www.youtube.com/watch?v=zeu9X88g8DE>

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Positive Discipline for Learning

Be Safe, Be Respectful, Be Responsible

A consistent approach to
classroom behaviour and
academy expectations



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Be safe
Be responsible
Be respectful

Warm - Strict



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Graduation Ceremonies



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Teaching Excellence



Raising your achievement first and foremost rests in what happens in the classroom.

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A relentless focus on learning

**Placing the right to learn,
undisturbed by others, is
at the heart of our
school.**

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What does it mean to be safe in the academy?

Our 'norms' include...

Outwood Safety **CHOICES**:

C	Concerns should be reported to an adult immediately
H	Help others when they need it
O	Offer support to others
I	Instructions from adults should be followed immediately, at all times
C	Careful and sensible movement around the building
E	Ensure that you always keep yourself and others free from danger
S	Stay in permitted areas only

What does it mean to be **respectful** in the academy?

Our 'norms' include...

Be phenomenal and remember...

S	Smile
P	Please
E	Excuse Me
T	Thank you
S	Sir or Miss



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What does it mean to be **respectful** in the academy?

Our 'norms' include...



STAR

- Sit up and listen carefully**
- Track the teacher**
- Ask and answer questions**
- Respect others**

 Students First
OUTWOOD
GRANGE ACADEMIES TRUST

mission of OGAT

What does it mean to be **responsible** in the academy?

Our 'norms' include...

Outwood basics for learning **A B C D E F**

A

Accept that your actions are your choice

B

Be on time, every time

C

Come to school fully equipped for learning

D

Do all classwork and homework to the best of your ability

E

Ensure that you keep hands, feet and unkind words to yourself

F

Follow all instructions, first time

Graduation Ceremonies



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What happens if a student is not being safe, respectful or responsible?

- We will help and support.
- If a student is not safe, respectful or responsible, adults in the academy will let them know how they are getting it wrong and give them the chance to change their behaviour.
- In our classrooms we ensure that you are able to learn without distraction from low-level disruptive behaviour.

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We want our students to:

WORK HARD & BE NICE TO PEOPLE



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Our systems

- Feeling safe, immediate action on bullying,
- Praising Stars© and Intervention, with three Parents' Evenings per year
- Praising Stars© - for Year 7, 8 and 9 a progress assessment against Age Related Expectation, an effort grade & homework concern
- Praising Stars© - for KS4 a predicted & effort grade & homework concern
- Effort grades > Y9 Graduation > Y9 outward bound
- Non-teaching Learning Managers
- Daily learning conversations
- Feedback on your learning
- Regular weekly tracking by senior leaders

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Student Voice



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Pledges and Honours

Have you made a Pledge?

The Ten Outwood Pledges...

- 1 Regularly attend an after Academy activity
- 2 Represent the Academy in a sporting, cultural or academic event
- 3 Take part in outward bound or other residential programme
- 4 Attend a national sporting, cultural or academic event
- 5 Take part in an Academy production or event
- 6 Take part in a formal presentation to an audience
- 7 Be actively involved in an international experience
- 8 Be actively involved in a community experience
- 9 Participate in a fund raising event in the Academy
- 10 Help with the sustainability of the Academy



Bronze
3 Pledges



Silver
7 Pledges



Gold
10 Pledges



Enrichment



Enhancement



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A Transformative Praise Culture for our Students



Learning Star

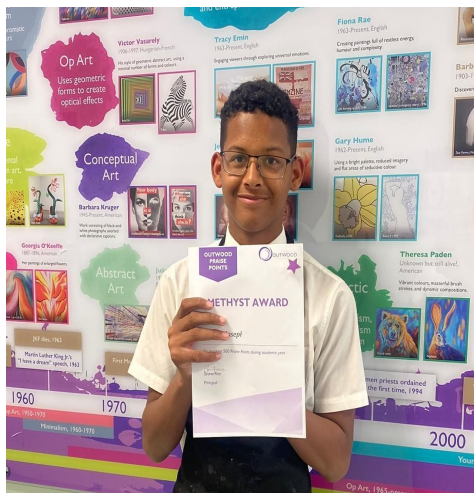


**RANDOM ACTS
OF KINDNESS**



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A Transformative Praise Culture for our Students



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Graduation Ceremony



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Graduation Outward Bound Activities



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A Transformative Praise Culture for our Students



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Working with local Primaries



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Chair of Local Academy Council Patricia Taylor



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Work hard and challenge yourself...



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Be an inspiration to others...



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Standards & Partnership

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Attendance

ATTENDANCE MATTERS



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What uniform will be provided?

- **Blazer**
- **Tie**
- **Shirt x 2**
- **A Pair Trousers or Skirt**
- **Black socks – please buy!**
- **Black shoes – please buy!**
- **Academy polo shirt**
- **Academy rugby top**
- **Black shorts**
- **Black sports socks**
- **Football boots – please buy!**

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It's about equity



It's about life-chances



It's about 'no excuses'



it's about putting ...

STUDENTS FIRST,

Raising Standards, Transforming Lives

SEND at OABydales

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Staff Introductions

Benita Shaw - SENDCo

- Ensures that Quality First Teaching is being delivered to all students and provides training for all staff to ensure that the provision of education for all SEND students is appropriate;
- Coordinates SEND interventions for students and monitors impact;
- Liaises with all staff to secure successful outcomes for SEND students;
- Responsible for the monitoring of SEND students' progress;
- Line manager for the Teaching Assistant team to ensure the needs of students are met through academic support.

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Staff Introductions

Katie Gates - Inclusion Coordinator

- Responsible for the day-to-day administration of SEND under the direction of the SENCO including writing One Page Profiles, completing SEND and EHCP reviews, organising SEND assessments and liaising with external agencies.
- Allocates TA support and other interventions to students based on need
- Responsible for the monitoring of other vulnerable groups such as Children in Care, Pupil Premium, Children with a social worker.
- Line manager for the Learning Manager team to ensure the needs of all students are met through pastoral support.

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Admission Process

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EHCP - Education, Health and Care Plan

If your child has an EHCP and you name OABYdales as your preferred school, the Local Authority SEND team will contact us in November/December time for an initial Consultation.

They will provide a copy of your child's EHCP and will notify us of their SEND funding range. We will review the documentation and say whether we feel the academy can meet the needs of your child.

We will return our responses to the Local Authority and we always ask them to share these with parents and carers.

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SEN Support (K)

If your child is on the SEN register at their primary school, you will apply for a place via the usual Admissions Process. We will liaise with their primary school to ensure we understand your child's needs. We will meet with their Y6 teachers and will also get copies of their SEN file.

If your primary school feel your child needs additional support with the transition to secondary school, they will highlight this to us and we will invite your child to additional transition sessions between March and June, before transition week in July.

SEN Awareness - some schools have a third SEND status called SEN Awareness. This usually means your child is not on the SEND register but has some need that teachers should be aware of. If this is the case for your child, the admissions process is the same for those on SEN Support.

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SEND Provision

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One Page Profiles & SEND reviews

Once we have received information from primary schools and have the SEND files transferred to us then, we will start to write a One Page Profile for your child. This will include a description of their needs and any recommended strategies for teachers to implement in the lessons. These strategies help to ensure that your child has access to Quality First Teaching from their subject specialist teachers within the classroom.

In Half Term 1 when your child starts OABYdales, we will be in touch with you to carry out their first SEND review. This is when we will show you their One Page Profile to ensure it includes everything it should. We will also set some targets for your child to work towards.

We will invite you to two more SEND reviews each academic year (spring & summer terms), where we review the targets and set new ones, as well as update the profile as required.

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EHCP reviews

If your child has an EHCP, one of the three SEND reviews per year will be your child's annual EHCP review.

EHCPs tend to include long term targets so we will ensure your child's One Page Profile includes shorter term targets to help them towards their EHCP targets.

You will have two further SEND reviews a year (one per term) and these reviews follow the same process as SEN Support reviews.

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Access Arrangements

Due to their SEND needs, some students require support in exams, known as Access Arrangements. This can include 25% extra time, a reader, a laptop, a scribe, a prompter or rest breaks. There are other arrangements for very specific needs or disabilities.

We will suggest trial access arrangements on your child's One Page Profile. When your child is in Y9 or Y10 (depending on when their first formal exams are), we will organise an assessment to see if they qualify for any formal access arrangements. If they do, we will apply to the exam board to secure this for their exams.

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Staff training

All teaching staff receive annual Quality First Teaching (teaching and support strategies) training sessions delivered by the SENDCo. Any new members of staff will receive tailored training, which encompasses previous QFT training in addition to the current year's training. Staff receive regular updates and training based on specific learning needs of students and have the opportunity to share best practice and discuss the practical application of learning regarding current SEND students. This allows staff to become experts in specific SEND areas, and additionally experts in supporting our students with these SEND needs. Staff are trained in accessing and using the OPPs of students, which include tailored interventions specific to each student's needs and to the student themselves.

The SENDCo and SLT complete regular learning walks, which monitor the quality of lessons and provision for SEND students. The sharing of feedback provides staff with information to further improve and build upon their practice.

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Additional support for specific SEND needs

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Dyslexia and Specific Learning Difficulties

- Lexia intervention (a computer based program which promotes fluency in phonological processing, spelling, grammar and inference skills);
- Ruth Miskin Read, Write, Inc Fast Track Tutoring (for those with reading accuracy difficulties)
- Spellzone intervention (a computer based program designed to improve fluency in spelling);
- English/Literacy Tutor group intervention (additional support in writing skills in English, delivered by an English subject specialist);
- Accelerated Reader intervention (additional support in AR lessons with specialist staff and/or after school enrichments targeting reading and comprehension skills);
- Access to homework club with adult support;
- Support from the academy's Specialist Teaching Services teacher;
- Exam Access Arrangements;
- TA support in lessons;
- 121 intervention outside of lessons.

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Dyscalculia

- Numicon intervention (a paper-based program personalised to individuals, based on baseline assessments which outline areas of weakness in numeracy of the student);
- Times Tables Rockstars (a computer based program which improves students' multiplication skills and speed, which is linked to whole academy praise - including class competitions, year group competitions and league tables);
- Numeracy Tutor group intervention (additional support in numeracy skills in maths, delivered by a maths subject specialist);
- Support from the academy's Specialist Teaching Services teacher;
- Access to homework club with adult support;
- Exam Access Arrangements;
- TA support in lessons;
- I2I intervention outside of lessons.

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Dyspraxia

- Practical resources, such as: specialist pen grips, slope writing boards etc;
- Exam Access Arrangements;
- Support from the academy's Specialist Teaching Services teacher;
- Handwriting intervention (tailored intervention to support students to make progress in the areas of writing they struggle with);
- Support from local Occupational Therapy and Physiotherapy teams;
- Access to homework club with adult support;
- TA support in lessons;
- 121 intervention outside of lessons.

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Moderate Learning Difficulties

- Director Support for specific subjects delivered;
- Literacy and/or numeracy interventions (depending on need, e.g. Numicon, Times Tables Rock Stars, Accelerated Reader, Reciprocal Reading, Literacy Tutor Group, Numeracy Tutor Group, Handwriting, Spellzone, Lexia, etc.)
- Personalised curriculum e.g. entry level maths and English in Y10/11
- Exam Access Arrangements;
- Support from the academy's Specialist Teaching Services teacher;
- Access to homework club with adult support;
- TA support in lessons;
- 121 intervention outside of lessons.

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Autistic Spectrum Disorders (inc. Aspergers Syndrome)

- Social skills interventions, Understanding emotions interventions
- Time out passes/opportunity to speak to a designated/trusted adult;
- The use of practical resources, such as: fidget toys;
- Director Support for specific subjects delivered;
- Exam Access Arrangements;
- Access to homework club with adult support;
- TA intervention in lessons is students have a Teaching Assistant allocated;
- 121 intervention outside of lessons;
- Emotional and social behaviour ACE (Academy Conduct and Expectations) interventions tailored to support student's individual needs and areas of improvement.

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Speech & Language Difficulties

- Director Support for specific subjects delivered;
- Exam Access Arrangements;
- TA intervention in lessons;
- 121 intervention outside of lessons;
- Access to homework club with adult support;
- Support from Speech and Language Therapy team;
- Literacy interventions (depending on need, e.g. Accelerated Reader, Reciprocal Reading, Literacy Tutor Group, Spellzone, Lexia, etc.)

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Physical Difficulties

- Physical resources to support comfort in lessons, including: specific seating types/chairs; support cushions; slope writing boards; pen grips, etc;
- Support from TAs or trained support staff with items such as: feeding tubes, physical movement and transportation of equipment around the building;
- Lift pass/access;
- Early passes for lesson change over, break/lunch, or end of day;
- Resources to support access in physical lessons, such as PE: e.g. a cushioned stairway to access trampolining;
- Support from local Occupational Therapy and Physiotherapy teams;
- Exam Access Arrangements;
- Visual Impairments: coloured overlays, cream exercise books;
- Hearing Impairments: roger pens, reader pens, support from teacher of the deaf.

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Social, Emotional and Mental Health

- Enhanced Pastoral Support
- Aspire to Believe (counselling)
- School nurse
- Personalised Learning Centre
- PLC Intervention Programme
- PASS assessment & interventions
- External agency support

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Local Authority SEND team

If ever we feel a student requires additional support over and above our local offer, we will liaise with the local authority SEND team to secure additional support. This is usually via a referral to the Resource and Support Panel whereby we can secure;

- Support from an Educational Psychologist
- Additional funding for support
- Outreach support and guidance
- Specialist Teaching Support (learning or ASD)
- Access to Additional Provision sites

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We hope this has provided you with an overview of SEND provision at OABydales.

If you have any additional questions please contact us via email

Benita Shaw - b.shaw@bydales.outwood.com

Katie Gates - k.gates@bydales.outwood.com

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