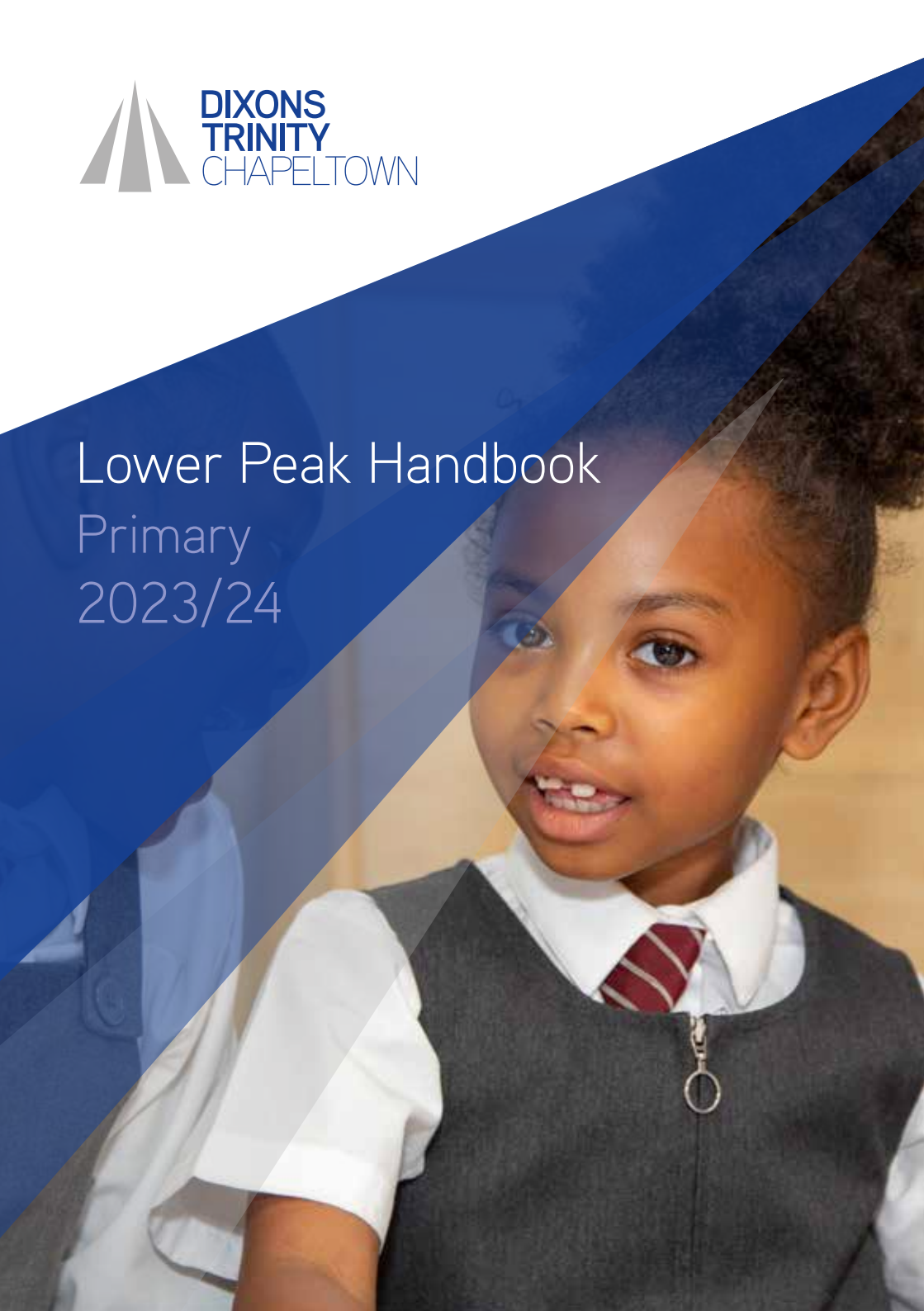


# Lower Peak Handbook

## Primary

### 2023/24







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# Welcome to Dixons Trinity Chapeltown

We guarantee that we will do whatever it takes to make sure that every student at Dixons Trinity Chapeltown achieves their full potential. We have extremely high expectations and, just as there are no shortcuts, there are no excuses.

At Dixons Trinity Chapeltown, we all have a sentence that states the lasting impression we want to leave on the world. Our academy sentence is: “The academy ensured that all students succeeded at university, or a real alternative, thrived in a top job and had a great life.”

In order to achieve our mission, Dixons Trinity Chapeltown focuses on three key drivers: **Mastery**, which is the urge to get better and better at something that matters; **Autonomy**, or our desire to direct our own lives; and **Purpose**, which is our yearning to do what we do in the service of something larger than ourselves.

Our practice is thoroughly rooted in this approach and in the following three core values:

## 1. Hard work

We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

## 2. Trust

We are honest. We do what we say we'll do and do not make excuses. We are loyal and have the courage to do the right thing.

## 3. Fairness

We play by the rules. We are respectful, polite and courteous at all times. We don't take advantage of others and helping a member of our team is helping ourselves.

At Dixons Trinity Chapeltown, we have created an impressive culture of success through the operation of strict routines and protocols, an unwavering focus on results, and by offering the very best teaching and support. Students learn, behave and are well mannered. Teachers teach with skill and rigour, showing great courtesy. Staff and students enjoy what they do together.

Working with parents and presenting young people with common expectations at home and at the academy will be the key to our success. Therefore, this booklet is an essential document in helping you understand our standards and approach, so we can ensure that your child gets the most out of the opportunities we will provide. We rely on your interest in what your child is doing each school day; on your support and encouragement for their work; and on your attendance at consultation evenings and academy events. Together, we will make a success of your child's education.

Finally, although we will always do our best to provide an outstanding all-round education, we cannot be perfect and occasionally we will get things wrong. So, if you have any reason for concern, please do not hesitate to contact the academy; you will always find someone who is able and willing to help.

**Angelique O'Garra**  
**Head of Primary**



From the moment a student arrives at Dixons Trinity Chapeltown, we ask them to live these values: hard work, trust and fairness.



# CRITICAL QUESTIONS

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## Why do we exist?

To challenge educational and social disadvantage in the North.

## How do we behave?

Work hard - determined to get things done

Be good - behave with integrity and honesty

Be nice - show humility and be a positive team player

## What do we do?

We establish high-performing non-faith academies which maximise attainment, value diversity, develop character and build cultural capital.

## How will we succeed?

Academic rigour

Aligned autonomy - finding the optimal balance between consistency and self-determination

Talent first



# The peaks

Dixons Trinity Chapeltown is an all-through school serving students aged four to sixteen located in the heart of Chapeltown. During their twelve years with us, students move through four distinctive key phases described below. In each phase, students are supported to meet, and exceed, age-related expectations whilst preparing for the next stage in their education.

## **Base camp – curious students**

### **EYFS, Year 1**

Students are supported to become inquisitive thinkers in order to understand themselves and engage with the world around them.

This peak marks the start of formal education; it is the foundation of our students' academic careers. Oracy and reading are a key focus throughout base camp - we ensure our students become confident storytellers by immersing them in numerous high-quality texts and introduce them to ambitious vocabulary. Talk is at the heart of the classroom - routines and expectations are introduced and developed, including 'talk partners', 'full sentence answers', 'talk tasks' and 'word of the week'. Students learn to read through a rigorous systematic phonics programme, taught daily, with a high emphasis on developing a deep and long-lasting love of reading. Foundation knowledge is developed and remembered across a breadth of subjects providing the first steps towards mastery in each area. Lessons are taught through a carefully planned balance of teacher-led and child-initiated learning with a view to developing the independence needed for the next stage in their education. Base camp has a strong focus on providing experiences to supplement the academic curriculum including the completion of summits. These formative years underpin all future learning by supporting students' personal, social and emotional wellbeing whilst harnessing their curiosity for learning.

## **Lower peak – confident students**

### **Year 2, Year 3, Year 4**

Students are supported to develop resilience and make meaningful connections in their learning in order to build academic fluency.

During lower peak, developing intrinsic motivation is an increasing focus and begins to underpin student learning. lower peak marks a pivotal stage in our students' education as they apply previous learning and demonstrate our driver of purpose through using and linking the knowledge they have gained. Reading and oracy are a key focus as students interact with classic literature through the process of storytelling, and progressing to being confident writers. In family dining, all students deliver 'appreciations' and engage in meaningful conversations. Students continue their journey through an ambitious, formal and progressive curriculum with the introduction of teaching from subject specialists. Teaching from these subject specialists enables students to develop and retain detailed knowledge and become coherent, critical and creative thinkers. We ensure that all students are speaking in accurate sentences using subject specific vocabulary. By the end of lower peak, students will be confident, articulate and fluent learners with a grounded understanding of the world around them.

## **Middle peak – independent students**

### **Year 5, Year 6, Year 7, Year 8**

Students are supported to be responsible learners and develop subject knowledge to make informed decisions about their future.



This peak marks an important transition for our primary students as they truly begin to develop and demonstrate our driver of autonomy. Reading remains a key focus as students develop the fluency to be more self-directed in their enjoyment of a wide range of texts from different cultures, genres and time-periods. The introduction of 'dream team' 'PDS seminars' and 'stretch' projects further serve to elevate oracy. The co-curriculum model is established, with a range of electives for students to choose from, to add greater breadth and depth to the formal curriculum. Students in years 5 and 6 will experience an increase in teaching from subject specialists as well as continuing to have support from their class teacher. Year 7 and 8 marks the beginning of secondary education where students bring and build on the wealth of knowledge learnt and retained at the beginning of this peak. During this phase, students will develop a greater sense of responsibility and independence both at school and home.

### **Upper peak – expert students** **Year 9, Year 10, Year 11**

Students are supported to become subject specialists and critical academics in readiness for further education and having a great life.

In this peak, students will continue to study a rich and broad curriculum, underpinned by rigorous academic reading whilst deepening their understanding of chosen subjects. Reading for enjoyment and fulfilment supports both their academic and personal development and allows students to access the best of what has been thought and written. In this phase, students manipulate both the linguistic and physical aspects of oracy to suit a variety of different contexts and purposes; they become fluent, confident and articulate speakers. Co-curricular electives remain an important part of their life at the academy and all summits will be achieved by the end of Year 11. The driver of purpose is manifested through student leadership as students from upper peak support their younger peers in a variety of ways through paired reading and tutoring to mentoring and guidance. By the end of this phase, students will be prepared to sit both high tariff GCSE and vocational qualifications and have mastered the knowledge and skills of each subject domain in readiness for study at A-Level and beyond.



# Term and holiday dates 2023/24

**2023 Term 1** Wednesday 30 August (Year 7 only) / Thursday 31 August (all) to Friday 20 October 2023

Holiday – Saturday 21 October to Sunday 5 November

**2023 Term 2** Monday 6 November to Friday 22 December 2023

Holiday – Saturday 23 December to Sunday 7 January 2024

**2024 Term 3** Monday 8 January to Friday 9 February 2024

Holiday – Saturday 10 February to Sunday 18 February 2024

**2024 Term 4** Monday 19 February to Thursday 28 March 2024

Holiday – Friday 29 March to Sunday 14 April 2024

**2024 Term 5** Monday 15 April to Friday 24 May 2024

Holiday – Saturday 25 May to Sunday 2 June 2024

**2024 Term 6** Monday 3 June to Thursday 18 July 2024

Holiday – Friday 19 July 2024 onwards

## **Additional holidays not included above**

Monday 28 August 2023 – bank holiday

Tuesday 29 August 2023 – closed following Carnival Monday

6 May 2024 – bank holiday

Monday 17 June 2024 – possibly Eid

(To be confirmed closer to the time)

## **Staff data and planning days**

Wednesday 23 August 2023 – new staff only

Thursday 24 August 2023

Friday 25 August 2023

Thursday 16 November 2023

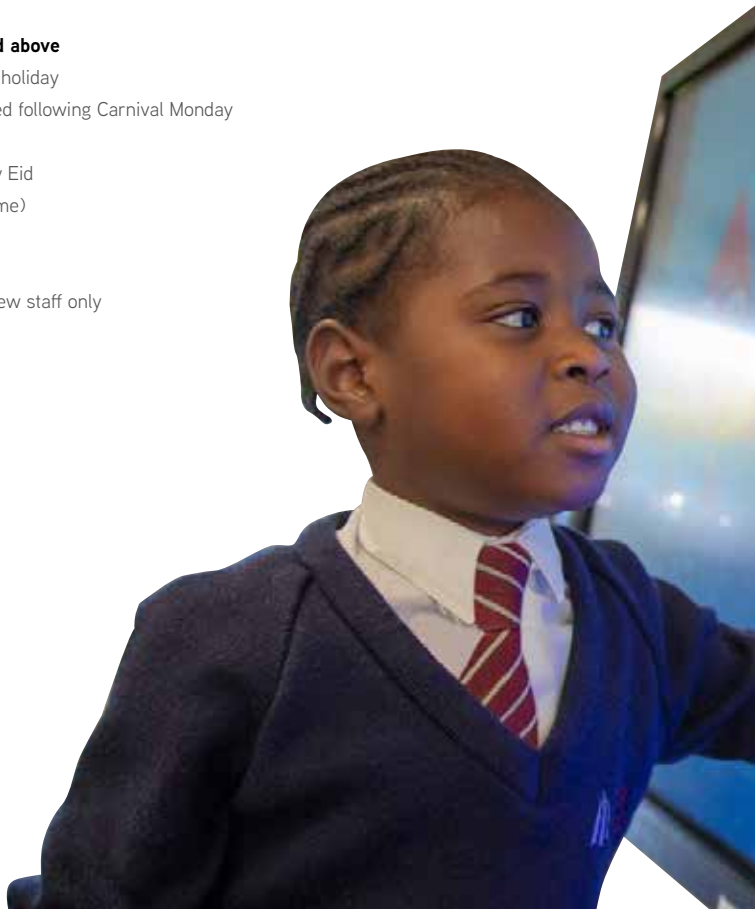
Friday 17 November 2023

Friday 9 February 2024

Thursday 7 March 2024

Friday 8 March 2024

Thursday 18 July 2024





# Key staff

## Senior leadership team

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Jason Patterson BA (Hons)	Executive Principal
Emma Hickey BA (Hons) MA	Head of Secondary
Angelique O'Garro BA (Hons)	Head of Primary
Lucy Rundle BA (Hons)	Vice Principal Primary
Laura Jay BSc (Hons)	Vice Principal Primary
Sophie Moore BA (Hons)	Assistant Vice Principal Primary
Alice Monaghan BSc (Hons)	Assistant Vice Principal Primary / Primary Maths Lead
Adam Clough LLB (Hons)	Vice Principal Secondary / Teacher of French
James Rand BA (Hons)	Vice Principal Secondary / Teacher of History
John Heads BA (Hons)	Vice Principal Secondary / Teacher of PE
Shireen Wheeler BA (Hons)	Assistant Vice Principal Secondary / Teacher of Art
Jevon Smithen BA (Hons)	Assistant Vice Principal Secondary / Teacher of PE
Stephen Fowkes BA (Hons)	Assistant Vice Principal/DSL All-through
Carolyn Bate BSc (Hons)_	Assistant Vice Principal Secondary / Teacher of Maths
Rebecca Foreman BSc (Hons)	Assistant Vice Principal Secondary / Teacher of Geography
James Dyke BA (Hons)	Trust Assistant Vice Principal English
Steve Ablett BA (Hons)	Trust Assistant Vice Principal History
Simon Palmer BA (Hons)	Trust Assistant Vice Principal Science

## Leadership group

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Kristina Lamb-George BA (Hons)	Head of English
Tom Protheroe BSc (Hons)	Head of Mathematics
Fred Groom BSc (Hons)	Head of Science
Matthew Nicholson BSc (Hons)	Head of P.E.
Emily Stevenson BA (Hons)	Head of R.E.
Nicholas Page BA (Hons)	Head of French
Laura Fisher BSc (Hons) MA	HoY Y11 / Head of Computing
Liz Lumsdon BM, MM	Head of Creative Arts
Ricky Badwal BSc (Hons)	HoY 10 / Teacher of P.E.
Maariya Akudi BSc (Hons)	HoY9 / Teacher of English
Jonathon Ainsley BSc (Hons)	HoY Y8 / Teacher of Maths
Jacob Brown BSc (Hons)	HoY Y7 / Teacher of Science
Kelsie Hill BA (Hons)	Primary SENCO
Iram Ellahi	Secondary SENCO / Head of Mountain Rescue
Tara Evans BA (Hons) MSC	Primary English Lead
Hannah Dale BA (Hons)	Lower Peak Phase Lead
Katie Youlton BA (Hons)	Base Camp Phase Lead

## Teaching staff

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Matilda Grindley BA (Hons)	Personal Development Co-ordinator / Teacher of French
Sam Silcock BSc (Hons)	Assistant Head of Maths / Expeditions Pioneer
Kamaldeep Plahe BSc (Hons)	Assistant Head of Science

## Teaching staff

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Daniel Grabinar BA (Hons)	Teacher of Maths
Anton Smith BSc (Hons)	Teacher of Maths
Saarah Iqbal BA (Hons)	Teacher of English
Kelly Sloan BA (Hons)	Teacher of English / English Pioneer
Iona Chetwode Clark BA (Hons)	Teacher of English / English Pioneer
Barbara Millar BA (Hons)	Teacher of French / EDI Pioneer
Myriame Lazar BA (Hons)	Teacher of French
Sarah Strain BSc (Hons)	Teacher of Science
Sonia Martins BA (Hons)	Teacher of Music
Moshin Rehman BEng (Hons)	Teacher of Computing / Business
Emily Stephens BA (Hons)	Teacher of P.E.
Charli Nicol BA (Hons)	Teacher of P.E.
Lucy Wright BSC (Hons)	Teacher of Geography
Caitlin Ashton BA (Hons)	EYFS Lead Teacher
Lakieshia Stapleton BA (Hons)	Primary Class Teacher
Faye Wheatley BA (Hons)	Primary Class Teacher
Megan Smart BA (Hons)	Primary Class Teacher
Beth Morris BA (Hons)	Primary Class Teacher
Lois Hancock BA (Hons)	Primary Class Teacher
Jasmine Hussain BA (Hons)	Primary Class Teacher
Leanne White BSc (Hons)	Primary Class Teacher
Amy Summers BA (Hons)	Primary Class Teacher
Jemma Kirby BSc (Hons)	Primary Class Teacher
Clare Eames BA (Hons)	Primary Class Teacher
Seyram Dzokoto	Primary Class Teacher
Sophie Haigh BA (Hons)	Graduate Co-Teacher
John Tindale BA (Hons)	Graduate Co-Teacher
Maxine Johnson BA (Hons)	Graduate Co-Teacher
Louise Simpson	Co-Teacher / HLTA
Imana Cosstick-Crumbie	EYFS Practitioner
Salma Rehman	Co-Teacher / HLTA
Edward Mensah	Co-Teacher / HLTA
Ellie Patterson	Co-Teacher / HLTA
Diluni Piumika	Teaching Assistant

## Mountain rescue / learning support

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Tara Lawrence BA (Hons)	Mountain Rescue Mentor
Rani Riyah Khan BA (Hons)	Mountain Rescue Mentor
Lynne Thomas	Mountain Rescue Mentor
Aileen Anderson BA (Hons)	Primary Mountain Rescue Mentor
Charlotte Minnikin	Primary Pastoral Mentor



## Associate staff

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Fran Worsnop	Operations and Business Manager
Stephanie Elmer BA (Hons)	PA and HR Administrator
Alicia Sweeney	Admissions and Admin Manager
Emma Varley	Data and Exams Manager
Muhammad Hamid BBA MSc	Attendance and Behaviour Manager
Tia Kennedy BA (Hons)	Administrator
Syeda Begum	Administrator
Alarna Nelson-James	Receptionist
Lovella Chapman	Receptionist
Nathanael Harling BSc (Hons)	Librarian
Waddah Mobayed BSc (Hons)	Science Technician
Chanelle Frederick BA (Hons)	Art Technician
Paul Drabble	Chef Manager
Sanjay Singh	Head Chef
Prahlad Singh	Catering Assistant
Mariza Luemba	Catering Assistant
Marvennie Browne	Catering Assistant
Nayloe Lopes De Jesus Carvalho	Catering Assistant
Rebecca Driffield	Catering Assistant
Tisgereda Adhanom	Catering Assistant
Yodit Subhato	Catering Assistant
Mamfatou Jatta	Catering Assistant
Cheryl James-Leslie	Cleaner
Melissa Ossitt	Cleaner
Diane Webbe	Cleaner
Gift Asare Appiah	Cleaner
Stella Aigbe	Cleaner
Robert Miller	Cleaner
Jayne Carpenter	Cleaner
Ramou Konteh	Cleaner
Patrick Edwards	Cleaner
Rob Kent	Assistant Campus Manager
Mickey Bergin	Site Assistant
Connor Shanks	Site Assistant



# The academy week

At Dixons Trinity Chapeltown, we operate a longer working day. With an extended academy day, students have more time in the classroom to acquire skills, knowledge and understanding, as well as more opportunities to participate in a wide range of co-curricular electives. There are no shortcuts to success.

## Example timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08.00 - 08.25	<b>Breakfast Club</b>	<b>Breakfast Club</b>	<b>Breakfast Club</b>	<b>Breakfast Club</b>	<b>Breakfast Club</b>
08.45 - 09.15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
Period 1 09.15 - 10.05	Mathematics Mastery	Mathematics Mastery	Mathematics Mastery	Mathematics Mastery	Mathematics Mastery
10.05 - 10.20	<b>Break/ snack</b>	<b>Break/ snack</b>	<b>Break/ snack</b>	<b>Break/ snack</b>	<b>Break/ snack</b>
Period 2 10.20 - 11.10	English	English	English	English	English
Period 3 11.10 - 11.40	Phonics / Reading	Phonics / Reading	Phonics / Reading	Phonics / Reading	Phonics / Reading
11.40 - 12.10	<b>Family Dining</b>	<b>Family Dining</b>	<b>Family Dining</b>	<b>Family Dining</b>	<b>Family Dining</b>
12.10 - 12.40	<b>Lunchtime play</b>	<b>Lunchtime play</b>	<b>Lunchtime play</b>	<b>Lunchtime play</b>	<b>Lunchtime play</b>
Period 4 12.40 - 13.00	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
Period 5 13.00 - 13.45	Values Assembly DEAR	Spelling Arithmetic	Humanities	Singing Assembly DEAR	Spelling Arithmetic
Period 6 13.45 - 14.30	Specialist Lesson Art	Specialist Lesson Computing	Spelling Arithmetic	Specialist Lesson French	SEMH / Stretch
Period 7 14.30 - 15.15	RE / PDS	Specialist Lesson PE	Science	Specialist Lesson Music	Celebration Assembly DEAR
15.10 - 15.20	Hometime preparation / story time	Hometime preparation / story time	Hometime preparation / story time	Hometime preparation / story time	Hometime preparation / story time

- All students must arrive at the academy between 8.30am and 8.40am to be ready for lessons to begin at 8.45am
- DEAR = Drop Everything And Read
- Breakfast Club arrival is from 8.00am to 8.15am



# Mastery

Mastery is the urge to get better and better at something that matters. This key driver will help ensure that we set and maintain the highest standards of achievement, progress, learning and teaching.

## Teaching and learning

At Dixons Trinity Chapeltown, our mission is simple: we want all children to succeed at university, or a real alternative, thrive in a top job and have a great life.

We achieve this mission through an unwavering focus on results, and by offering the very best teaching and support. Our practice is thoroughly rooted in our three core values: hard work, trust and fairness.

At Dixons Trinity Chapeltown, we build a partnership between parents, students, and teachers that puts learning first. We help our students to value learning by activating them as owners of their own learning.

Our teachers have real respect for their learners as people with ideas of their own. They are passionate about teaching and learning, and able to present challenging learning tasks. Their expertise allows them to 'read' their classrooms and to be more responsive to learners. They are extremely flexible and take every opportunity to maximise learning. They are great seekers and users of feedback.

In our classrooms, we value knowledge, skills and understanding. We insist on good learning habits day-in and day-out with high expectations for all.

## Curriculum

Dixons Trinity Chapeltown values the core knowledge needed to climb the mountain to university: reading, writing and numeracy. These will be at the centre of our curriculum throughout the primary phase, and particularly in Base Camp.

There are four key principles underpinning the design of the academy's curriculum:

- All students have access to a broad, balanced and coherent all through curriculum that supports learning.
- A strong core ensures that basic skills are embedded at an early stage so that students are able to access the whole curriculum.
- A curriculum which is knowledge rich and focuses on the EBacc and other high value qualifications.
- An extended curriculum ensures all students have access to catch-up, extension and enrichment.

To raise the profile of English across the curriculum, to support students with their learning and to raise standards, there are three 'literacy' expectations of all students at all times:

- 1. Reading book in their possession (reading)**
- 2. Speak in full sentences (speaking)**
- 3. Track the speaker/s (listening)**

Dixons Trinity Chapeltown places a high emphasis on reading for pleasure which is why there is also a dedicated time each day to read independently, called DEAR (Drop Everything And Read) sessions.





At Dixons Trinity Chapeltown, we enjoy what we do together because we remain positive and never give up.



## **English**

English involves students learning the skills of reading, writing, speaking and listening, spelling and handwriting. Through mastering all these disciplines, students will become confident and literate learners. Through careful planning, teachers ensure students learn how to write a range of different texts, from imaginative stories to factual reports. During their school life at Dixons Trinity Chapeltown, students will have the opportunity to perform, learning vital speaking and listening skills will complement this. Our duty is to develop students who are confident readers, writers, speakers and listeners, and value these life skills and strive to improve them.

Whilst in base camp and Year 2, students are taught reading through Read Write Inc. phonics which is a structured programme to teach the skills of reading to students in small groups, supporting all individual needs. This program is the rapid teaching and learning of sounds and blending, whereby teachers focus on what students needs to learn next so that mastery of fluent word reading can be achieved. Once students move into Year 3 and 4, they have daily Reading Reconsidered lessons which is a whole class approach to teaching students to read and comprehend a text. Reading is more than just comprehending a text, through Reading Reconsidered lessons our students learn to endure the power of reading.

Throughout base camp and lower peak, students learn to write through Talk for Writing whereby they learn a story map and use this as a basis to generate their own writing. The Talk for Writing process is based upon acquiring skills for oral composition along with turning phonics knowledge into transcription. Once both of these skills are embedded, it supports students to become fluent storytellers and storywriters.

## **Mathematics**

The 'mastery approach' to teaching maths is the underlying principle of Mathematics Mastery. Instead of only learning mathematical procedures by rote, students build a deep understanding of concepts which enables them to apply their learning in different situations. Our maths curriculum is cumulative- each school year begins with a focus on the concepts and skills that have the most connections, these are then applied and connected throughout the year to consolidate learning. The Mathematics Mastery approach has three key principles: deep understanding, mathematical thinking and mathematical language. Along with these key principles, problem solving sits at the heart of our mathematics curriculum. Students use concrete manipulatives and visual tools to solve problems as well as learning to calculate mentally. Talk is at the centre of the maths curriculum; students learn to confidently use mathematical vocabulary which supports them to be able to explain and prove their calculations.

## **Modern foreign languages**

Students will be taught French by a specialist teacher from Year 1 in order to master a modern foreign language early in their school career. French is a vitally important world language and is the second most widely taught language after English. Effective primary phase language teaching, taught by subject specialists, will lay the foundations for successful language learning, focusing on the development of transferable skills, development of cultural awareness and understanding, and on language awareness.



### **Computing**

Our students learn how to communicate ideas with a variety of technologies in order to prepare them for a successful life in the 21st Century. Students have opportunities to programme robots; use laptops and iPads; take photos with digital cameras; and record their voices with microphones. Students are also taught the importance of e-safety and how to keep safe on the internet. Computing will be taught by subject specialist teachers from Year 1.

### **Music**

Music plays a big part in our curriculum. We have weekly whole class singing assemblies. Students have music lessons led by a specialist music teacher and in lower peak they begin to learn how to master playing a musical instrument. Students take part in performances throughout lower peak, demonstrating their musical skills. We look forward to showcasing our work to parents in our productions and 'Showcases'.

### **Personal development studies (PDS)**

We are committed to ensuring that our students develop into young adults with the knowledge, understanding and skills to make informed decisions in their future life. We have designed personal development studies (PDS) around DfE Guidance for personal, social and health education (PSHE) and relationships and sex education (RSE). Through personal and social development activities, students learn how to care for themselves, one another and their environment. Throughout the primary phase, students will become confident and develop a positive self-image. Students will be able to model good behaviour when working alone and in small groups. Students will also learn how to understand their feelings.

### **Science**

Science helps students to understand the world in which they live. Students are given opportunities to ask

and answer their own scientific questions, carry out experiments and test their ideas.

### **Humanities**

Through geography lessons, students learn about local, national and global environments, including different communities. History lessons help students to discover their personal history as well as studying events from the past. Humanities also covers religious education; all primary students will visit a variety of places of worship during their time in the primary phase, this is in line with the Leeds syllabus for religious education.

### **Physical education**

Students are taught the importance of being fit and healthy. Our students learn how to make healthy food choices and engage in PE in order to develop their balance, coordination and gross motor skills. PE lessons are taught by subject specialist qualified teachers from lower peak. All students learn how to swim with specialist swimming lessons in lower peak.

### **Art and design**

Through quality provision and a wide range of resources, students learn how to paint, draw, craft and model. Students learn about artists, sculptors and designers. Essentially, students also learn how to evaluate and improve their work. Art is taught by subject specialist qualified teachers from Year 1.

All of our subjects encompass the teaching of spiritual, moral, social and cultural education (SMSC). SMSC is at the heart of our curriculum and is central to the development and growth of students as people.

### **Stretch**

Students in lower peak have the opportunity to speak publicly and present to the class about a subject close to them. Stretch develops students' autonomy, oracy and confidence.

# The summits

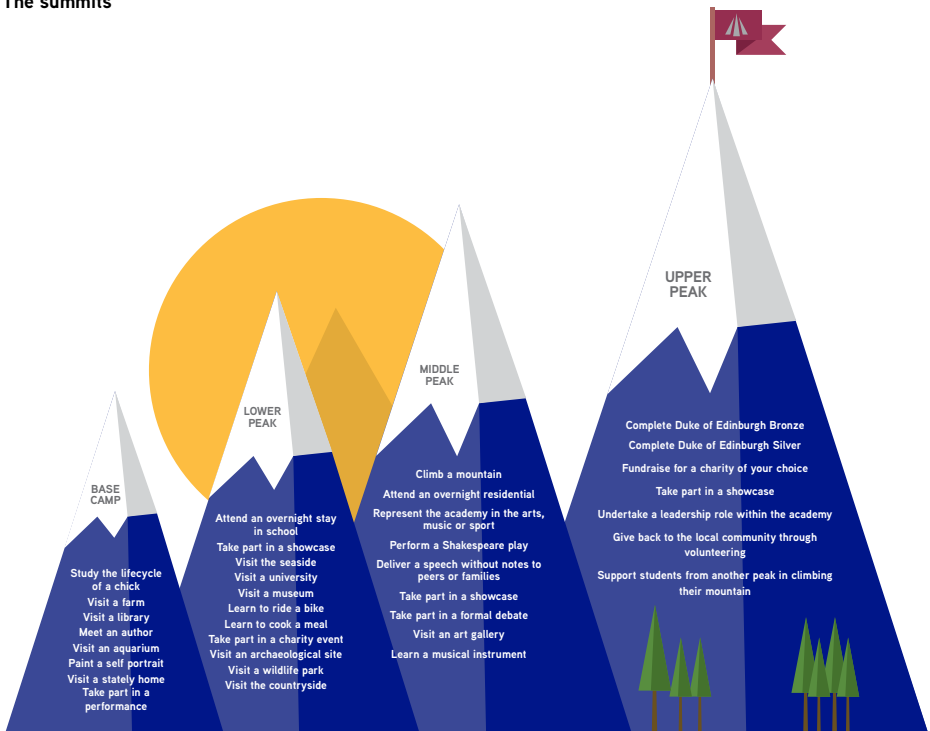
The summits are one of our distinctive features at Dixons Trinity Chapeltown and enhance and enrich the academic curriculum. They provide each student with a sense of purpose so they become well-rounded individuals who will thrive at university, in the professional world of work and ultimately, in life.

Throughout the course of their time at the academy, students will pledge to meet each of the following summits, which will enable them to gain confidence, learn new skills, develop a sense of pride, exercise leadership, meet new people and increase their sense of responsibility and commitment.

The summits provide students with the opportunity to commit to the wider life of the academy and, therefore, immerse themselves fully in our culture from reception through to Year 11. They are also important milestones for each child and create valuable experiences which support their learning in other areas.

In our achievement-oriented culture, it is cool to be smart, and all students work hard to climb the mountain to university or a real alternative.

## The summits



# Learning is a lifelong journey in which we all play a crucial part in the development of the whole child.

## Educational visits (expeditions)

Throughout lower peak there are a wide variety of educational visits for all the students. These range from local visits within lesson time to nearby places of interest, to residential activities further afield, including visiting a seaside, a wildlife park and a museum.

Parents will always be given reasonable advance notice of visits. All primary expeditions are compulsory. If a visit takes place within the normal academy day and within a 1 mile radius of the academy, parents will consent to this on the enrolment form, then we will inform parents / carers of the visit by text or in the fortnightly newflash.

## Homework

The purpose of homework within the primary phase is:

- to develop an effective partnership between the school and parents / carers in helping to raise the achievement of students
- to reinforce and consolidate skills, particularly in literacy and numeracy
- to encourage students, as they get older, to develop the confidence and self-discipline needed to study on their own

## Types of homework

Students should complete 10 minutes **DEAR** (reading) every night. This is the most important homework a primary child can do in order to be fluent and to enjoy their reading.

**Knowledge organisers** are used for homework revision from reception. Knowledge organisers are the essential knowledge students are learning at school across the curriculum. Please read these knowledge organisers



with your child and ask them to share their learning with you. You may wish to elaborate on the knowledge with relevant home experiences to provide a context for the knowledge.

## How to support with your child's homework

It is important that you encourage your child to read challenging books as they progress through lower peak. Alongside reading, your child should be revising from their knowledge organiser book. This book contains the key knowledge your child needs the practise in order to succeed in each subject.

Students will be set weekly activities on Learning With Parents for you to engage together in practising the maths they have been learning in school. Students are also expected to engage with Times Tables Rock Stars, an online platform to build their times tables fluency.





# Autonomy

Autonomy is the desire to direct our own lives. This key driver will help ensure we create a warm, strict and joyful school culture. We will teach students about how to learn, not just what to learn.

From the first day at Dixons Trinity Chapeltown, your child will be expected to pick up and keep our six learning habits which we believe every student has the ability to demonstrate. In doing so, each student will thrive at our school and will have the skills they need to be successful at university and have a great life.

We have high expectations and accept no excuses. Whilst sometimes this may be challenging, we expect our students to live by our learning habits, 100% of the time. If they do this, their hard work will be recognised. However, if any of the Learning Habits are not met, students and families will be supported to meet these expectations.

## Learning habits

**Here are the 6 habits that we will insist on, day-in and day-out:**

### Positive response

Students are expected to respond positively to all members of staff and their peers. We all make mistakes and students are encouraged and supported to check themselves, make a positive choice and correct their behaviour. Students will always be treated fairly and restorative conversations will be held between to ensure a positive relationship is continued and they learn from their mistakes.

### Uniform

We will insist on perfect uniform: not nearly perfect but perfect. This is because we want children at Dixons Trinity Chapeltown to be proud and have high expectations of themselves. Evidence suggests that untidy uniforms, lead to poor behaviour and poor learning habits for many students. Whereas a smart, perfect uniform has a positive impact on behaviour and learning.

### Homework

Reading every day, regular Times Table Rockstars practice, completing Learning with Parents activities and using knowledge organisers to learn and remember key knowledge is essential to your child's progress and attainment. All reading books must be in your child's bag everyday so that they can be changed regularly supporting the progress of your child. As they move further up the school, we will insist on all homework being completed on time and to a good standard, neatly and with pride.

### On-task

We will insist on focused learning in class. When a teacher has carefully planned a lesson and other students are trying so hard, it would be unfair for a child to cause a distraction from learning, for themselves or others. Students are always encouraged and supported to check themselves, make the right choices and correct their behaviour.

### Punctuality

We want to ensure every student has the best start to their day therefore we insist on punctuality to school. Every student should arrive in school on time. A student will be considered late if they do not arrive by 8:45am. Please support us and your child by keeping to bed-times and preparation time in the morning before school. A consistent bed-time and morning routine sets children up for success. A positive start has an impact on the rest of the day.

### Equipment

Every day, we ask our students to come prepared with the following equipment: bookbag, reading bookmark, reading books, Knowledge Organiser, spelling book and planner (year 4 onwards). Helping your child to be



responsible for their own equipment and come to school prepared will set them up for a successful day. We want to work with families to prepare our students for life after school, giving them tools to climb their mountain to university or a real alternative. Reminding your child to check they have their equipment every morning before they leave for school is a great way to help.

### **Earned autonomy**

Autonomy is earned and can be quite a tricky concept for primary students to truly understand; we use 'Earned Autonomy' to support lower and middle peak students to understand how they can earn independence as they move through the academy.

When students demonstrate role model behaviours alongside our learning habits, they earn autonomy and are trusted to do tasks independently. We call this 'Earned Autonomy'. We have broken down these behaviours into stages called: bronze, silver, gold and sapphire. When a student consistently demonstrates these behaviours, they will be recognised by achieving that level (a badge to symbolize the level) and in return earn more autonomy around the academy. The badge acts a visual reminder for our students, demonstrating that it is cool to be smart, it is cool to work hard and encourage them to strive to earn autonomy.

### **Our 3 core values are hard work, trust and fairness.**

We have high expectations and accept no excuses. Whilst sometimes this may be challenging, we expect our students to live by our values 100% of the time. If they do this, their hard work will be recognised.

Students who demonstrate good learning habits and display our values are recognised daily through verbal recognition. Every Friday, we choose a student from each class who has lived our values and demonstrated good learning habits. They will receive a certificate in our celebration assembly and parents are warmly invited to attend. As a Dixons school, we are proud of our academy and have 3 simple values that we live by every day. Dixons students behave well and responsibly at all times.

### **House system**

Each student will be assigned to a house as they move into Lower Peak (Year 2) and will remain in the same house throughout the duration of their time at Dixons Trinity Chapeltown. Their school tie and PE kit will reflect the colour of each house.

The four houses are named after notoriously difficult mountains to ascend. They are located in Europe (Pelvoux), South America (Acongagua), Africa (Tafelberg) and Asia (Makalu). During the primary phase, students will take part in inter-house competitions and events. The house system provides students with a sense of tradition, provides leadership opportunities and an increased feeling of identity, self-esteem and belonging.

### **Individual needs – mountain rescue**

The academy encourages high aspirations, high motivation and high achievement for all. This vision applies equally to students with any kind of special educational need or individual need. Our philosophy is to educate students as



far as possible within the provision of the academy, which includes a strong teaching model and early intervention with extra teaching and individual attention for students who are finding it challenging and require additional support to reach the expected standards. Additional support for students is provided under the direction of the mountain rescue department which houses our special educational needs disability co-ordinator, family support team, pastoral mentors and the designated safeguarding team.

The mountain rescue department is for all students – be they have a physical disability, dyslexia, dyspraxia, have learning or social and emotional difficulties, or for students who need extra advice and support in order to make accelerated progress.

Our experienced team will always be there to help and support the students. Should you require any assistance or have any queries regarding the academy's provision for your child, please contact the mountain rescue department who will arrange to meet with you.

### **Daily attendance**

Absence is monitored very carefully at the academy. Every day missed is a learning opportunity wasted.

It is essential that students arrive at the academy in plenty of time to organise themselves for the start of their day. When a student is absent from the academy with no advance notice (e.g. due to illness), parents must telephone the academy that same morning, and each subsequent morning, to inform us of the reason for absence **before 8.30am**. It is possible to leave messages on the voicemail at any time prior to 8.30am.

During the school day, all visitors must report to the academy office. Students who arrive late, after 8.40am, need to report to the academy office. We record student's punctuality and attendance and recognise this accordingly. We take punctuality seriously as, if a child is just 5 minutes late into class at the start of the day, this can affect them for the rest of the morning.

If a student has repeated absence or poor punctuality, parents will be invited in to school for an attendance meeting.

Please note that only emergency appointments for dentists, opticians and doctors should be during school hours. Routine appointments must be made out of school hours. When it is known in advance that an absence is to be requested for such emergency appointments, a leave of absence form must be completed. This can be requested from reception.

## **Dropping off and collecting students**

Students attending free breakfast club need to arrive between 8am and 8.15am. Please note that our free breakfast club doors close at 8.15am. Dropping your child off at 8.30am will support them to complete reading quizzes prior to the school day and any interventions to set them up for the academy day. If you arrive after this time, you will need to wait with your child until they can access their classroom, from 8.30am. Collection is at 3.50pm (2pm on Fridays) and will be from classroom doors.

For our reception students, the academy is legally obliged to obtain written confirmation of the names of all adults who will collect students from school.

We are not permitted to allow an adult to collect a child unless we have **permission** from the child's parents. Please telephone the academy office if you are sending someone else to collect your child. For health and safety reasons, students in base camp and lower peak must be collected by an adult, and if they are being collected by a sibling they must be over 14 years old and parents / carers must request this, provide signed consent. All students must be collected at the correct time.

## **Leave of absence**

Holidays during term time are no longer permitted as they can seriously hinder academic progress and attainment. If there is an emergency situation, you would need to book a meeting with the head of primary to discuss any prolonged absence. Any extended absence from the academy will be counted as unauthorised and can lead to a fixed penalty notice from the Local Authority. In order to avoid personal opinion and to ensure complete fairness for all, we refer all planned leave of absence to the authority. Any unauthorised absence over five days may result in a fine and could lead to your child losing their place at Dixons.

## **Religious leave of absence**

The academy community does grant the statutory leave of absence of up to two days, in order that students can observe important religious festivals. Requests for such leave of absence are obtainable directly from reception in the form of a letter with a reply slip, which parents need to complete and return.

## **Appointments**

Parents have a duty to ensure their child of compulsory school age receives suitable full time education. Parents should let us know of any foreseen absences from school (e.g. hospital appointments) in advance. Please

try to make routine dental and non-emergency medical appointments after school or during the holidays.

## **Illnesses during school time**

If your child becomes ill during the day, or has any serious accident at school, we will inform you or the emergency contact as soon as possible. If we are unable to contact anyone and it is necessary for your child to go to hospital, they will be accompanied by a responsible adult. We have trained first aiders in the academy who can deal with minor injuries. If your child bumps their head, you will be notified. If you would like more information, details of any incidents will be kept in the accident book.

We have trained first aiders in the academy who can deal with minor injuries. If your child bumps their head, you will be notified. If you would like more information, details of any incidents will be kept in the accident book.

## **Existing conditions**

If your child has been diagnosed with an allergy or medical condition, please complete the medical form in your welcome pack. Please let us know of any major illnesses or conditions suffered by your child (e.g. allergies, asthma, convulsions, diabetes, etc.) as soon as the illness is diagnosed.

## **Academy uniform**

Our academy has a uniform that all students are expected to wear. There is an emphasis on being clean, tidy and presentable. All uniform needs to be clearly labelled with the student's full name. We encourage students to take responsibility for their own uniform; Dixons staff cannot take responsibility for lost uniform. Lost property will be returned if named and, if not, kept in the primary lost property box.

## Compulsory Uniform

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Slate grey trousers / shorts / skirt / pinafore  
White collared shirt / blouse (plain with no detail)  
Academy jumper / cardigan  
Slate grey / black / navy socks  
Black / slate grey tights  
Plain black shoes (no embellishments) or plain black trainers with no obvious branding)  
Plain and natural hair  
Plain black / navy hair accessory or academy scrunchy  
Dixons Trinity Chapeltown school bag  
School tie

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## PE Kit

Academy shorts  
Academy tracksuit bottoms Academy PE top academy tracksuit top  
Plain black pumps / appropriate sports trainers

In our achievement-oriented culture, it is cool to be smart, and all students work hard to climb the mountain to university or a real alternative.

You will receive information about PE days during the first weeks of school. Students should come into school wearing their PE kit on their designated PE day.

Students will also need a warm, waterproof coat in wintry weather. Reception class students will need a pair of outdoor wellington boots

### Shoes

- Shoes must be sensible and entirely plain black, (not dark brown), laces must be fastened and be plain black. All shoes should be flat. Patent leather is permitted. Trainers are acceptable but only if they are plain black with no obvious branding.
- Plain boots are permitted in winter but must be entirely black and flat with no additional design as above e.g. no fur, patterns, gems.

### Hair

- Hair must be appropriate to a place of work, i.e. no unusual styles or colours, shavings or patterns. Hair

must have a natural hairline with

- Hair must not have a severe change of gradient
- Weaves are permitted as long as they match the natural hair colour. No hair dye is allowed.
- Long hair must be tied back for health and safety reasons. Hair bands, bobbles and clips should be plain black or navy, no other hair ornament is permitted.

**No jewellery is permitted** other than one plain watch.

We welcome your cooperation in maintaining the smart and professional appearance of the academy students.







### **Lunchtime**

Family dining is a crucial part of academy life. We expect all students to eat the healthy meal provided by the academy at lunchtime.

In 'family dining', students learn how to set the table, serve one another and socialise politely in the academy dining room. Students eat delicious and nutritious meals. There are vegetables and salads to accompany the meal, followed by dessert or fresh fruit. The students sit in small groups with an accompanying adult. Students all have a role to play: from collecting plates and cutlery to helping to pour water and, when they are older, serve the food.

'Family dining' is highly successful in promoting social skills and contributes to the family nature of the academy. The adults act as role models to the students and encourage students to chat with each other.

### **Free school meals**

All students in EYFS, Year 1 and Year 2 are currently entitled to free school meals.

You could also be entitled to support towards the cost of uniform and school expeditions. To benefit from this entitlement, you must fill in a free school meals and school clothing allowance form. The school receives extra money for students who are eligible for free school meals; this amounts to an extra £6000 per child

over their time at primary school. This extra funding can have a significant impact on student's learning, so please check your entitlement.

### **Snacks**

Students will be provided with a snack during the morning and afternoon. Please inform us if your child has any allergies. Water will be available to all students should they need it during the day and students need to bring a named water bottle into school.

### **MCAS**

MCAS (My Child At School) contains an online payment system for schools. It's simple, safe and convenient and your child no longer needs to carry cash into school. It allows parents to pay quickly and securely for school meals, trips and activities, uniforms, music lessons and fees.

### **What are the benefits to parents and students?**

- MCAS is easy-to-use and will offer you the freedom to make online payments whenever and wherever you like, 24hrs a day 7 days a week.
- The technology used is of the highest internet security available ensuring that your money will reach school safely – offering you peace of mind.
- Payments can be made by credit or debit card.
- Your children won't have to worry about losing money at school again.



- Full payment histories and statements are available to you securely online at any time.
- Your children won't have to worry about losing money at school again.
- MCAS will soon be announcing a SmartPhone App to make payments even more convenient.

**What are the benefits to our school?**

When parents use MCAS, the benefit to school is huge. You will help us to reduce workloads for all staff, creating more time to lend to educational support and the smooth running of the school. Using MCAS also ensures that all financial transactions are safe and secure - helping us to remove costs associated with us having to manage cash securely on the school premises.

# Purpose

Purpose is doing something that matters, doing it well, and doing it in the service of something larger than ourselves.

This key driver will help us to establish a genuine 3-way partnership between families, students and staff. A shared sense of purpose will ensure that Dixons Trinity Academy becomes a truly outstanding school and that we make a success of your child's education.

## Contact with families

Parents play a crucial role in ensuring their child achieves at the highest level, meets their targets and makes the most of their opportunities at the academy. We provide regular data for parents to ensure they have the latest information on their child's progress.

Parents are given regular information on their child's progress. We expect 100% attendance at Parent Feedback Meetings. We have up to two parent feedback meetings every year.

Other ways the academy may communicate with you:

**Texting service:** used to pass information to parents about important issues such as corrections and school closures in bad weather – these do not cost you any money.

Please ensure that you update the academy with any changes of mobile number or e-mail address.

**Academy website:** you will find up to date information regarding the academy, including policies, and term dates as well as a link to MCAS.

**Newsflash:** our online Newsflash is sent to parents every two weeks. Newsflash includes a list of upcoming events for parents to be aware of. Newsflash is also posted on our website

**Letters:** letters are regularly sent home with the children. If there is a reply slip, please can you ensure this is returned within 48 hours. Whole school letters are also posted on the academy website, as well as being issued to students to take home.

**End of day:** your child's teacher is available for brief updates at the end of the school day. They will ensure that they communicate with you about anything of importance that has happened during each day.

## Contact

Whilst we endeavour to respond to any queries or enquiries as soon as possible, the academy does operate a 48 hour response policy. In addition, informal coffee mornings are hosted by the senior leadership team every term. If you would like to arrange an appointment with a member of the senior leadership team, please speak to one of our administrators located in reception.

## Lost property

When students come to the academy we do request that all their possessions, including clothing, should be named, in order to facilitate returning found articles. All lost property should be handed in to class teachers. If a student loses any item he / she should ask their teacher in the first instance. Please, in order for primary students to take responsibility for their own uniform and belongings, ensure that all of your child's clothing and personal belongings are clearly named.







## Year 4-6 recognition and sanctions

As your child moves to the end of lower peak (Year 4) or into middle peak (Year 5), there is a different mechanism of recognition and sanction compared to Years R to 3. This will set students up fully for life in at the academy, particularly when they move to Year 7, and ensures consistency in our approach as your child nears their final years in our primary phase. This means that there is no planet system in place from Year 4 upwards.

The table below provides clarity to our approach to supporting students to be intrinsically motivated: we do the right thing because it is the right thing to do. The academy's drivers of mastery, autonomy and purpose underpin our culture of intrinsic motivation. However, we recognise that for primary students, a layer of underpinning mechanisms will set them up to be successful students in Year 7:

<b>Mechanism to support intrinsic motivation of students</b>	<b>Description</b>
Assembly	Students will appreciate each other and members of staff during Family Dining. Two claps after three also recognises students for demonstrating our values.
Verbal recognition and class cheers	A positively framed sentence given to students with reference to learning habits / values / drivers. Classes have the autonomy to decide on their own class cheer.
House points	During lessons, students can earn house points by displaying our values and drivers. These points link to their house (Aconcagua, Pelvoux, Makalu and Tafelberg) and are added up at the end of the week. The winning house is read out in assembly.
Student of the week	Certificates get awarded in weekly assemblies. From September 2022, parents / carers of recipients will be invited to weekly assemblies when their child gets recognised as Student of the Week.
Class mascot	This is taken home by the Student of the Week for the weekend.
Notes Home	Any adult in the academy can give a Note Home for demonstrating values / drivers / learning habits
SLT recognition postcard home	These will be issued by members of SLT and posted home to families for students who work extra hard to demonstrate our values. We recognise the journey of the student rather than the end piece of work.
End of year celebration assembly	Students' work will be celebrated at the end of the academic year.

Our system of sanction is very simple, and we continue to count on the support from our families as we introduce this to Year 4 and Year 5 students.

The evidence from the UK and abroad suggests that the sanction must be immediate (a detention three days later doesn't work with children) and it must be specific to the problem. We don't want to punish anyone. We believe that children should control themselves; it is not our job to control them. If anyone doesn't want a correction they simply stick to the rules (they don't answer back, wear the wrong uniform, fail to do satisfactory homework, go off-task in lesson, arrive late or forget their equipment). Our system is so simple and fair that students should not get a correction in the first place.

If a correction (30 minute reflection / detention) is issued (see below), the class teacher will inform you at the end of the day. If a correction is issued in the morning, the student will sit the correction on that day during lunchtime

play. If the correction is issued in the afternoon, the correction will take place the following day during lunchtime play. If a student receives 3 corrections in one week, the 3rd correction will be an after-school correction (3.20-4.10pm). You will receive a text message informing you of this, so you know to pick up 30 minutes later than normal.

The correction provides time for students and staff to have a detailed restorative conversation with the student where they reflect on what happened and what discuss they can do differently next time.

If your child fails to attend a correction (or presents with more serious behaviour) then they will have crossed our 'red line' (see below).

Mechanism to support students to correct behaviour	Description
Lifeguarding	A non-verbal signal such as hand signals and pictures.
Verbal reminder	A positively framed verbal reminder to be clear about expectations.
P in student planner	The student's planner will be removed from the desk if a verbal reminder for following the learning habits has not corrected unwanted behaviour.
Correction	<ul style="list-style-type: none"> <li>2 P codes in student planner in one lesson</li> </ul>
Instant correction	<ul style="list-style-type: none"> <li>Inappropriate language over heard by a member of staff</li> <li>Persistent defiance (this could also warrant an internal / external exclusion depending on severity)</li> <li>Misuse of school equipment</li> <li>Throwing equipment, including books, disrespectfully</li> <li>Hurting other students deliberately</li> </ul> <p>Any other behaviour deemed serious enough by the class teachers to warrant an immediate correction. Examples can be found on the academy website under Document Library.</p>
Red Line (internal exclusion)	<ul style="list-style-type: none"> <li>Students will spend up a day out of class completing work and completing breaktimes when a member of staff has a serious concern about a student's behaviour who has failed to respond to instruction and the behaviour has developed into something more serious or when a student has not responded to being given a correction.</li> <li>This will also be issued when a student has seriously challenged the dignity of a member of staff or another student.</li> </ul> <p>Any other behaviour deemed serious enough by the senior leadership team to warrant a red line. Examples can be found on the academy website under Document Library.</p>



### **Media, film and photographs**

From time to time the academy receives requests from the media to take photographs and / or films of academy events and activities. In the majority of cases most parents are happy for their children to be photographed providing that appropriate safeguards are implemented which, of course, are always observed by us. Photos and images of our students remain anonymous and students are referred to as “academy students”.

If you do not wish your child to be photographed or filmed, for public relations purposes, please contact the principal. In the event that we do not hear from you, we will assume that we have your permission.

If you have any queries in respect of this issue please call the academy.

### **Medical**

#### **Illness and allergies**

If your child becomes ill during the day, or has any serious accident at school, we will inform you or the emergency contact as soon as possible. If we are unable to contact anyone and it is necessary for your child to go to hospital, they will be accompanied by a responsible adult.

We have trained first aiders in the academy who can deal with minor injuries. If your child bumps their head, we will send you a text message or call you. You will also receive a head bump note, which your child will bring home. If you would like more information, details of any incidents will be kept in the accident book.

#### **Existing conditions**

If your child has been diagnosed with an allergy or

medical condition, please complete the medical form in your welcome pack. Please let us know of any major illnesses or conditions suffered by your child (e.g. allergies, asthma, convulsions, diabetes, etc.) as soon as the illness is diagnosed.

### **Medicines**

We have a number of first aiders on site who are qualified and able to administer some medication. To ensure all medicines are correctly stored, and correct documentation is received, we politely ask the following:

- All medicines and the correct medicine spoon must be handed into the school office (which opens from 7.30am) in the morning.
- The ‘prescribed medication consent’ form must be completed and signed by a parent / carer.
- Medicine should be fully labelled with your child’s full name, class and date of birth.

Medicines must be collected from the main office and taken home each evening

### **Personal money**

There is no need for students to bring personal money into the academy.

### **School travel plan**

Given the locality of the families we serve, children are encouraged, where possible, to walk or cycle to school. Bike racks are available for students to store their bikes. Students should enter, and exit, the school through the main entrance situated on Leopold Street. Please respect all parking regulations, and staff who are managing traffic, on Leopold Street. We are taking steps and measures to make the road safer and respectfully ask you to assist us by not illegally



The academy ensured that all students succeeded at university, or a real alternative, thrived in a top job and had a great life.

parking and being considerate of the neighbourhood surrounding the school. Please do not double park across the road or block any driveway.

#### **Car parking**

In the interests of the safety of children and to minimise impact on the local community, parents are allowed to bring their cars onto the academy grounds either in the morning or at the end of the school day. When dropping students off or picking them up in the afternoon, please ensure you follow the correct procedure for entering and exiting through the automated gates. Be respectful of the community and ensure you park safely and sensibly. This includes not parking on the yellow lines or double parking and therefore blocking in residents or other families.

#### **Causes for concern**

1. Any parent who has any concerns about any aspect of the academy, be it curriculum based, pastoral or administrative, is encouraged to contact the academy at the earliest possible opportunity to register their concern.
2. All such instances will be recorded.
3. Where there is a cause for concern, details will be

forwarded to the appropriate senior member of staff for their urgent attention and investigation.

4. Parents will be kept fully informed of the situation and the final outcome.

#### **Please note:**

1. In the case of any serious or urgent matter, should any parent wish to come into the academy to directly discuss any concerns they may have, the academy will endeavour to have a senior member of staff available.
2. Should this not be possible, full details will be taken and forwarded to the appropriate senior member of staff without delay.

#### **Leaving the academy**

If, for any reason, you have to withdraw your child from the academy, we require the information in writing to the Head of Primary at least one month before the leaving date.

We also need to know which school your child is transferring to as this enables the leaving procedures to be put in place and necessary documents drawn up.

**Home - academy agreement**

The Dixons Difference is our relentless focus on student achievement, led by highly committed and highly professional staff. By creating a can-do, independent culture with an emphasis on self-discipline, we prepare our learners for future success in an ever-changing world. Our academies put students at their heart and work in close partnership with parents. We value diversity and cultivate happy schools, based on strong relationships, mutual respect, integrity and honesty.

**Dixons Trinity Chapeltown will ensure that:**

- we provide a safe and supportive environment for students to enjoy learning and achieve their full potential
- we provide a consistently high standard of teaching
- students have the best possible education by providing a suitable curriculum and individual support
- we set challenging targets for student to aspire to and review them regularly
- we provide parents / carers with regular reports and opportunity for discussion about their child's progress
- we provide reading books to inspire a love of reading
- we contact home if there are concerns about students' behaviour, progress or attendance
- we provide a wide variety of expeditions and experiences

**Parents / Carers will ensure that:**

- your child attends every day, on time by 8.40am, unless they are ill. If your child is ill, you ring the school between 7.30am and 8.30am to report your child's absence
- you support the academy by collecting your child on time at the end of the academy day
- your child does not take extended family trips or holidays during term-time

- you support the academy's policies and regulations on behaviour and uniform including providing a PE kit and no jewellery
- you provide a suitable environment for your child to work at home
- your child completes their homework on time and to the highest standard
- you read with your child every day
- your child takes part in family dining
- you support your child in participating in extra-curricular activities
- you ensure your child takes part in all expeditions
- you attend all parent feedback meetings
- you provide medical evidence / documentation where appropriate
- your contact details are up-to-date and you let reception know if your contact details change
- you pay for the replacement of any books or equipment your child loses or damages

**Students will ensure that they:**

- work hard and expect to learn in every lesson and around the academy
- attend regularly, arrive on time and wear the correct uniform
- behave responsibly both at the academy and travelling to and from the academy
- read every evening and complete any tasks set to the highest standard
- treat all adults and students with respect
- be polite at all times
- respect the academy building and equipment and leave all rooms tidy after using them
- do not undermine the safety of others
- take letters and messages home and deliver them to their parents / carers
- take an active part in the academy life by pledging to meet the summits

Failure to keep to the agreement will result in disciplinary action and ultimately a loss of place at Dixons.

Student name: .....

Student signature: ..... Date: .....

Parent / carer signature: ..... Date: .....

Head of Primary signature: ..... Date: .....



# TRAIN TO TEACH WITH DIXONS

We are looking for people who have a strong desire to inspire and transform the lives of young people.

Located in Dixons Teaching Institute, home of Bradford Research School, our School Direct programme offers you:

- school based training in our successful, aspirational and dynamic academies
- placements where you will train to teach with students who learn and behave exceptionally well
- an innovative and high quality programme based on current educational research
- bespoke subject knowledge development
- coaching that helps you to make faster progress
- tremendous support from our academies and Dixons Teaching Institute
- fantastic employment opportunities within Dixons Academies Trust

Join us in changing the lives of young people in Bradford and Leeds.

\*Primary and secondary places are available and you may be eligible for a bursary



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