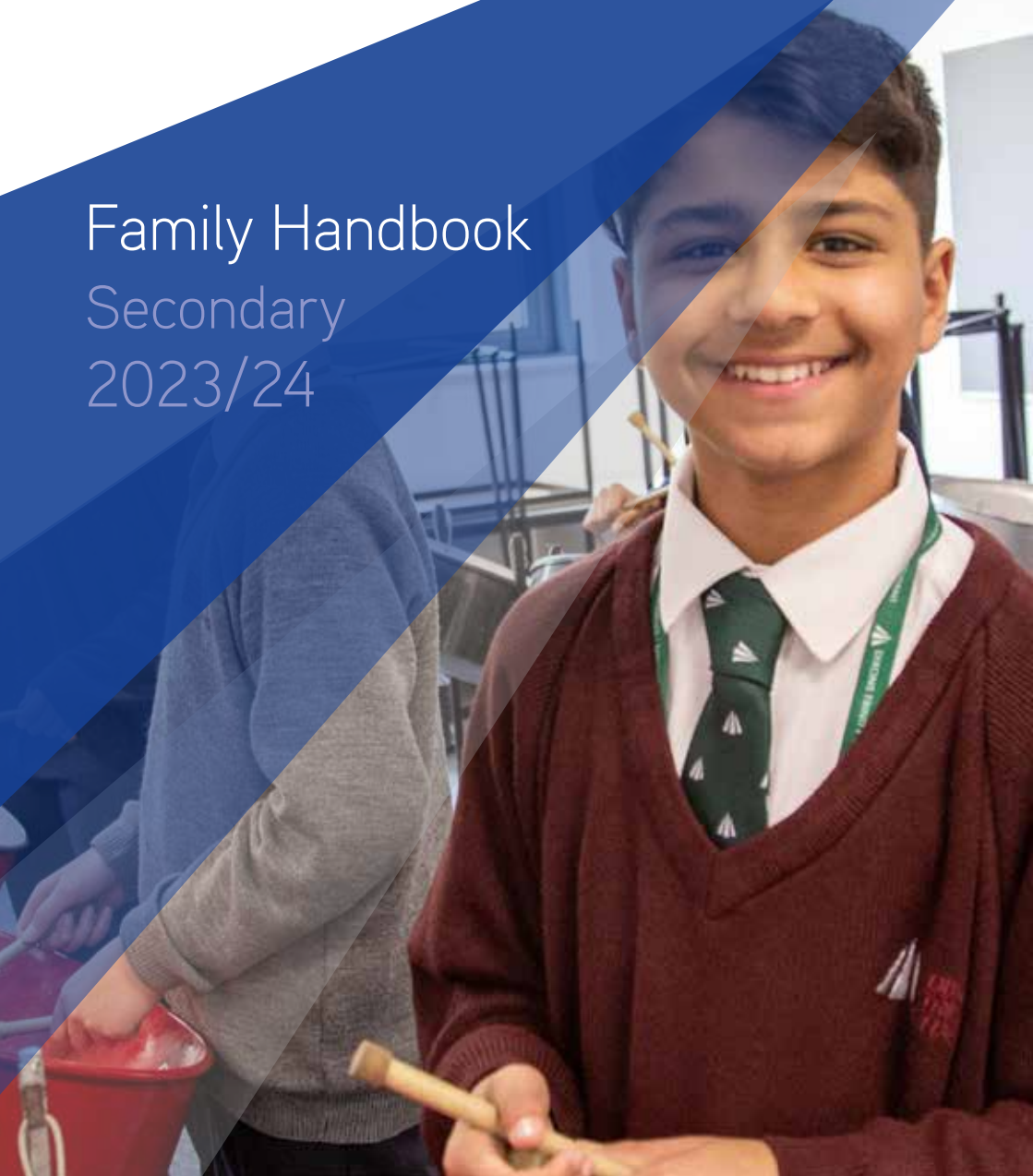


# Family Handbook

## Secondary

### 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.

**Emma Hickey**

**Head of Secondary**





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

# Dixons Academies

Our mission is to challenge educational and social disadvantage in the North.

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

By the age of 18, we want every student to have the choice of university or a high quality apprenticeship. To achieve this, Dixons academies share a set of **six core principles**:

## **High expectations of all**

Our academies have high expectations for all students, and our governors set ambitious targets for academic achievement and conduct that make no excuses based on the students' backgrounds. Students, parents, teachers and staff create and reinforce a culture of achievement and support through formal and informal recognition and consequences for academic performance and behaviour. There are no shortcuts, and we do not make excuses. All students are expected to make outstanding progress that will enable them to succeed in further or higher education and in the world of work.

## **Empowered to lead**

Our principals are empowered to lead their academies, and they do so primarily in the best interests of their students and their school. They also work in partnership with other principals for the good of the group as a whole. They articulate their own culture, values and vision for learning around our shared core principles. We empower our people in every area and at every level of the organisation, and hold them accountable for their outcomes. We develop a strong culture of student leadership in all our academies.

## **Relentless focus on learning**

Students and their learning are at the heart of every Dixons academy. We prioritise student learning above all else when we choose where to focus funding and how to spend our time. Our pattern of holidays sustains learning throughout the year. Our extended school week offers students more time in the classroom to acquire the knowledge and skills needed for academic success, as well as more opportunities to engage in diverse extra-curricular experiences.

## **Highly professionalised staff**

Learning and progress at Dixons are rooted in professional, positive and caring relationships based on mutual respect between adult and student. All staff at our academies act in the best interests of students and adhere to the high standards of professionalism laid out in our code of conduct. Teachers know their subjects well, understand how children learn and work to update their skills through professional enquiry. We invest in staff and leadership development across our learning community.

## **Choice and commitment**

Success at Dixons is built on a three-way partnership between students, parents and the academy. To attend and work in a Dixons academy is a choice. Each of us must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success. We do not tailor our curriculum to the diverse communities we serve, but expect our students to share and engage in common learning experiences which maximise the achievement of all.

## **Values-driven**

Dixons academies are communities with a strong sense of moral purpose. The interests of students and their learning are at the heart of all we do. Each academy is built around a clear set of values which demand and nurture personal responsibility, integrity and respect for others.



Leaders and staff have established a school with excellence at the core of everything that takes place. The highest expectations are set for all pupils, Ofsted 2021.



## 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 progress 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 fulfillment 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

## **Term 1 Wednesday 23 August\* to Friday 20 October 2023**

\* Wednesday 30 August 2023: Year 7 only return as normal ready to start the academy day at 8.20am

\* Thursday 31 August 2023: All students return as normal ready to start the academy day at 8.20am

Holiday – Saturday 21 October to Sunday 5 November 2023

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

Holiday – Saturday 17 December to Sunday 7 January 2023

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

Holiday – Saturday 10 February to Sunday 18 February

## **Term 4 Monday 19 February to Friday 29 March 2024**

Holiday – Saturday 30 March to Sunday 14 April 2024

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

Holiday – Saturday 25 May to Sunday 2 June 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

Monday 6 May 2024 - Bank Holiday

## **Staff data and planning days**

Wednesday 23 August 2023 (new staff only)

Thursday 24 August 2023

Friday 25 August 2023

Tuesday 29 August 2023 - closed following carnival

Thursday 16 November 2023

Friday 17 November 2023

Friday 9 February 2024

Thursday 7 March 2024

Friday 8 March 2024

Thursday 18 July 2024

## **Eid Closure Dates (to be confirmed closer to the time)**

Monday 17 June 2024



# Key staff

## Senior leadership team

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Jason Patterson	Executive Principal
Emma Hickey	Head of Secondary
Adam Clough	Vice Principal
James Rand	Vice Principal
John Heads	Vice Principal
Shireen Wheeler	Assistant Vice Principal
Jevon Smithen	Assistant Vice Principal
Stephen Fowkes	Assistant Vice Principal / Designated Safeguarding Lead
Rebecca Forman	Assistant Vice Principal
Carolyn Bate	Assistant Vice Principal

## Middle leadership group

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Steve Ablett	Trust Assistant Principal - History
James Dyke	Trust Assistant Principal - English
Simon Palmer	Trust Assistant Principal - Science
Kristina George	Head of English
Tom Protheroe	Head of Maths
Fred Groom	Head of Science
Nicholas Page	Head of French
Matthew Nicholson	Head of PE
Emily Stevenson	Head of RE
Liz Lumsdon	Head of Creative Arts

## Teaching staff

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Sam Silcock	Assistant Head of Maths
Daniel Grabinar	Teacher of Maths
Anton Smith	Teacher of Maths
Iona Clark	English Pioneer
Kelly Sloan	English Pioneer
Sarah Iqbal	Teacher of English
Kamaldeep Plahe	Assistant Head of Science
Sarah Strain	Teacher of Science
Ben Jones	Teacher of Science
Matilda Grindley	Personal Development Studies Co-ordinator / Teacher of French
Barbara Millar	Equality, Diversity and Inclusion Pioneer / Teacher of French
Myriame Lazaar	Teacher of French
Lucy Wright	Teacher of Geography
Ellie Jagger	Teacher of Art
Sonia Martins	Teacher of Music
Mohsin Rehman	Teacher of Computing
Emily Stephens	Teacher of PE
Charli Nicol	Teacher of PE
Emily Robinson	Teacher of History

## Mountain rescue

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Iram Ellahi	SENDCO
Laura Fisher	Head of Year 11 / Teacher of Computing
Ricky Badwal	Head of Year 10 / Teacher of PE
Maaariya Alkydi	Head of Year 9 / Teacher of English
Jonathon Ainsley	Head of Year 8 / Teacher of Maths
Jacob Brown	Head of Year 7 / Teacher of Science
Tara Lawrence	Mountain Rescue Mentor
Jamie Maddox	Mountain Rescue Mentor
Lovella Chapman	Mountain Rescue Mentor
Joanna Janiszewska	EAL Mentor
Saarra Shafiq	Academy Nurse

## Associate staff

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Fran Worsnop	Operations & Business Manager
Steph Elmer	PA & HR Administrator
Alicia Sweeney	Administration & Admissions Manager
Emma Varley	Data & Exams Manager
Muhammad Hamid	Attendance and Behaviour Manager
Tia Kennedy	Administrator
Alarna Nelson-James	Receptionist
Nathanael Harling	Librarian
Waddah Mobayed	Science Technician
Chanelle Frederick	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
Gifty 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



## The academy day

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.

Secondary					
Year 7, 8 and 9			Year 10 and 11		
08.00	08.20	Breakfast	08.00	08.20	Breakfast
08.20	08.45	Morning Meeting	08.20	08.45	Morning Meeting
08.45	09.40	Period 1	08.45	09.40	Period 1
09.40	10.00	Break	09.40	10.35	Period 2
10.00	10.50	Period 2	10.35	10.50	Break
10.50	11.45	Period 3	10.50	11.45	Period 3
11.45	12.40	Period 4	11.45	12.40	Period 4
12.40	12.10	Lunch	12.40	13.10	DEAR*
13.10	13.40	DEAR*	13.10	13.40	Lunch
13.40	14.35	Period 5	13.40	14.35	Period 5
14.35	15.30	Period 6	14.35	15.30	Period 6
15.30	16.30	Extra-curricular homework club	15.30	16.30	Extra-curricular homework club

- All students must arrive at the academy by 8.15am at the very latest to allow them to go to their locker and hand in homework. Breakfast is served from 8.00am.
- All students begin their day with Morning Meeting which includes: retrieval practice; literacy and numeracy; strengthening of school culture; value expectations reset; and appreciations / recognition.
- For Y7, Y8, Y9 and Y10 same day corrections (detentions of up to 1 hour) start at 3.30pm.

\*Drop Everything And Read (DEAR)



## 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, schemes of work and lesson plans, we value knowledge, skills and understanding.

We insist on good learning habits day-in and day-out with high expectations and no excuses. The mantra is an important part of the teaching and sets the tone for the learning that follows. It should always be upbeat and enthusiastic, setting the scene at the start of each lesson.

We expect all students to make outstanding progress over their time at Dixons Trinity Chapeltown. This will result in nearly every student succeeding in achieving, at least, eight good GCSEs including English and mathematics; the majority will achieve the English Baccalaureate.

## Curriculum

The start of secondary school marks an exciting phase in the lives of our students as they build on fundamental knowledge learnt during their primary education forming ever wider and deeper schema. Students study English, mathematics, science, French, geography, history, religious education, art and design, computing, music and physical education.

Our GCSE curriculum is broad and balanced with a strong core in the EBacc - English, mathematics, science, French and history or geography. As well as the EBacc, all students study RE and can choose two further options from a range of high value subjects such as: computing, art and design, music, PE, business studies and triple science.

Our five-year secondary phase curriculum is designed to be ambitious and as broad as possible for as long as possible so that students engage with the best of what has been thought and said; as such, they acquire powerful knowledge that builds wider cultural capital. Our curriculum is designed so that students can master the basics as well as offer more flexibility so that teachers can tailor their teaching to students' needs and aspirations.

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

- all students have access to a broad, balanced and coherent 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 wider 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

## Subjects studied and time allocations – 2023 / 24

Subject	Weekly Lesson Allocation				
	Year 7	Year 8	Year 9	Year 10	Year 11
English	5	5	5	5	5
Mathematics	5	5	5	5	5
Science	4	4	4	6	6
Humanities	3	3	4	3	2
French	3	3	3	3	3
Art	1	2	2 - option	2 - option	3 - option
Drama	1	-	-	-	-
Computing	1	1	2 - option	2 - option	3 - option
Music	1	1	2 - option	2 - option	3 - option
PE	2	2	1	2	1
Business studies	-	-	2 - option	-	-
Creative media production	-	-	2 - option	2 - option	3 - option
Stretch	1	1	-	-	-
Co-curricular electives	2	2	2	-	-

Students are allocated more curriculum time in English and mathematics, to ensure that all students are supported to climb the mountain to university or a real alternative. Students who are not on track to achieve their targets in the core may be expected to attend practice sessions in English and mathematics.

Students are expected to complete one independent stretch project each assessment cycle. Projects are mainly completed at home, however, all students in Year 7 and 8 are supported by their advisor and through regular lectures and stand-alone year group sessions that take place at intermittent points within a cycle. Students are expected to deliver a formal presentation, without the aid of notes, to their peer group.

Co-curricular electives (CCE) include a range of enrichment activities: public speaking, drama, dance, chess, music, art, STEM and sport - some of which offer accreditation upon completion. It is expected that students will represent the academy in their chosen elective.

### **Literacy**

Our duty is to develop students who are confident readers, writers, speakers and listeners, who value these life skills and strive to improve them. We recognise that it is the responsibility of all staff from all subject areas to teach literacy skills as reading, writing, speaking and listening is integral to all subjects.







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

1. **Reading book in their possession (reading)**
2. **Speak in full sentences and no slang (speaking)**
3. **Track the speaker/s (listening)**

There is also 30 minutes of time each day during DEAR (drop everything and read) sessions. Students are expected to complete tasks such as: read in silence, discuss their reading and complete a reading log. DEAR books must be age appropriate and provide a suitable level of challenge – texts which rely on graphics, rather than the written word, are not permitted. Advisors are required to model reading aloud and reading in silence, facilitate class discussion and check reading logs. It is expected that students will read for, at least, 30 minutes each evening.

### **Modern foreign languages**

French is offered as the core language. French is a vitally important world language and is the second most widely taught language after English. French is a major language of international communication. All students will study French from year 7-11.

As the study of a foreign language becomes more prevalent in primary schools, some parents and students may be concerned about the continuity of their language study. The aim of primary phase foreign languages is actually not for students to study one language to a particular level at primary school and

then to proceed to a higher level in that same language at secondary school, but that effective primary phase language teaching should lay the foundations for successful language learning, focusing on the development of transferable skills.

The focus should be on the development of listening, speaking, reading and writing skills, on the development of cultural awareness and understanding, and on language awareness. It therefore does not matter which language is studied at secondary school; those who have experienced effective primary language teaching and learning should experience accelerated progress in their secondary language studies.

### **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). Students receive weekly PDS delivered by their advisor, head of year, or a specialised member of staff.

### **Health and sex education**

This is covered during science, PDS and RE lessons. Outside agencies may come into the academy to talk about diet, hygiene, exercise, and relationships and sex. The facts of life are taught in science lessons as part of the national curriculum, and backed up with discussions on relationships and moral values in RE lessons and PDS.

## Co-curricular and extra-curricular

We provide a varied and full programme of co-curricular electives. All students in Years 7, 8 and 9 attend two hours of co-curricular electives each week. Co-curricular includes public speaking, drama, dance, chess, music, art STEM and sport.

At Dixons Trinity Chapeltown, involvement in co-curricular electives is just as important as academic study. Our co-curricular programme enables students to commit to the wider life of the academy and immerse themselves fully in our culture.

Students will also have the option of extra-curricular after school. These optional sessions mainly focus on subject clubs, student-led societies and fixtures for those representing the academy in sport.

The iBase is open to students before school (8.00am to 8.15am) after the normal school day (until 4.30pm Monday to Thursday; 4pm on Friday) and during break time.

## The climb

The climb is one of our distinctive features at Dixons Trinity Chapeltown and it enhances and enriches the

academic curriculum. It provides each student with a sense of purpose so they become well-rounded individuals who will thrive at university or a real alternative, in the professional world of work and ultimately, in life.

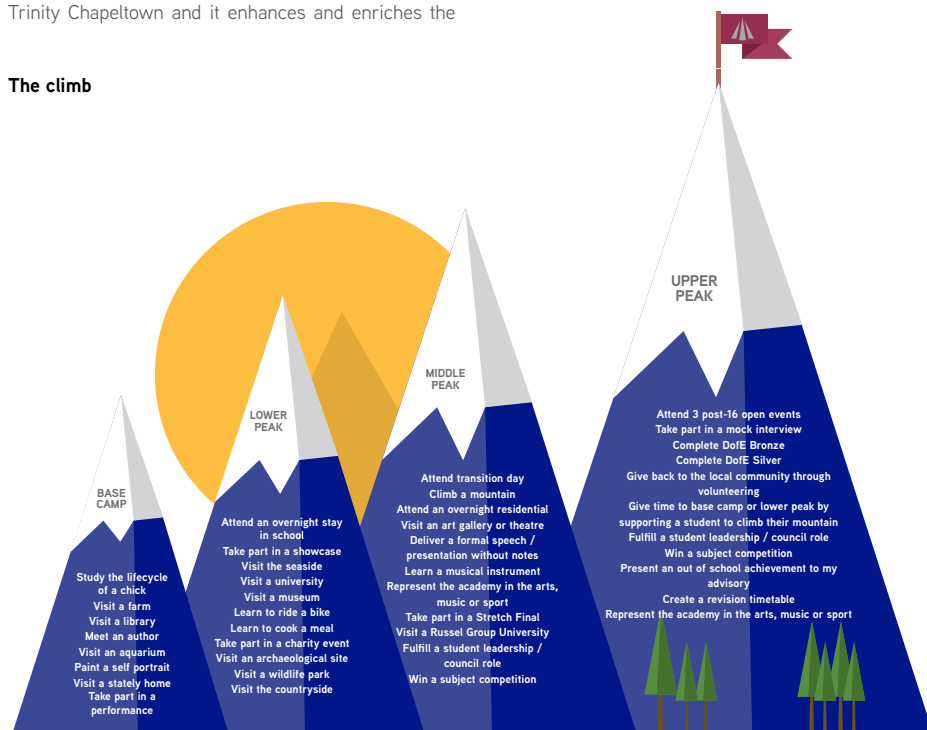
Throughout the course of their time at the academy, students will pledge to meet each of the following summits within the climb, which will enable them to gain confidence, learn new skills, develop a sense of pride, exercise leadership, meet new people and increase their sense of responsibility and commitment.

The climb provides 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.

## Educational visits and outdoor education

During the year, there are a wide variety of educational visits available to the students. These range from local visits within lesson time to nearby places of interest, to residential activities further afield.

## The climb





Parents will always be given reasonable advance notice of visits and will be informed as to which visits are compulsory and those that are optional. If a visit takes place within the normal academy day and within a one mile radius of the academy, then we will inform parents / carers of the visit by text or a note in their child's planner.

As part of the academy life and the national curriculum, all students must take part in and experience a variety of outdoor activities. During Years 7, 8 and 9 a residential activity (for up to three nights) will take place and **every student must participate** in these experiences as they form part of the curriculum. The academy is able to offer subsidies and payment plans for any family who may experience financial hardship.

### Careers

The Dixons Trinity Chapeltown careers programme aims to provide all students with regular access to employers, further education institutes, expert guidance and workplace experiences to support students in making informed and educated decisions about their next steps. The careers programme is an integral element of the Dixons Trinity Chapeltown curriculum and careers information is interleaved with subject specific content delivered through the curriculum.

Our commitment to careers provision extends beyond the legal minimum entitlement for students and is underpinned by the Gatsby framework with a commitment to meeting all eight benchmarks.

Throughout their all-through careers' education, students at Dixons Trinity Chapeltown will be:

- undertaking various work-related experiences
- reflecting upon and refining aspirations
- increasing knowledge of education, training and career opportunities
- developing a career plan in order to help achieve the academy's mission and fulfil potential

## Homework

In Year 7 and 8, students complete revision-based homework, supporting them to retain powerful knowledge from the curriculum within their long-term memories.

This revision-based homework makes use of the students' knowledge organisers. Students should use look, cover, write, check to learn the content of a given section of their knowledge organiser. They are expected to fill a sheet of A4 paper from top left to bottom right, with no gaps, using this method. Students will sit a weekly test every Friday, in Morning Meeting, to determine if the revision is being completed accurately.

In addition, students are also expected to read their DEAR book for at least 30 minutes per night, alongside work on their stretch project. Some subjects, such as mathematics, also set online homework.

From Year 9 onwards, students not only complete revision-based homework and DEAR reading but they are also given homework, which allows them to apply their learning. This application practise ensures that students develop essential skills they will require for formal examinations and beyond.

Homework may be set in addition to the above by subject teachers, where appropriate.

## Types of homework

**Knowledge organisers** are used for daily homework revision, which is set in Morning Meeting. Students should use look, cover, write, check to learn the content of a given section of their knowledge organiser. They are expected to fill a sheet of A4 paper from top left to bottom right, with no gaps, using this method. Students will sit a weekly test every Friday, in Morning Meeting, to determine if the revision is being completed accurately.

## Stretch projects

Stretch is designed to support students in building the knowledge, skills and confidence that enables them to articulate themselves clearly and effectively when discussing a range of topical issues such as culture, politics and aspiration.

Students will complete two stretch projects per year in Year 7 and 8. The themes for the stretch projects are:

- Personal – **Year 7 Cycle 1**
- Cultural – **Year 7 Cycle 2**
- Philanthropical – **Year 8 Cycle 1**
- Philanthropical – **Year 8 Cycle 2**

## Dream team

During cycle 3 each year, students write their own reports detailing their successes and next steps from the academic year. Students then deliver this in a presentation to their 'dream team': their 'belay partner' (supportive peer); family members; advisor and any other key adults.

## How to support with your child's homework

Students must complete 30 minutes DEAR (reading) each night in addition to the EBacc revision set in the student planners and on the homework knowledge organiser. It is important that you encourage your child to read challenging books. Your child's advisor will be able to help support the selection of a challenging book.

Alongside reading, your child should be revising from his / her knowledge organiser every night. This book contains all the key knowledge your child needs to succeed in each subject. Every night, you can support your child by quizzing them on the section they have been learning. All your child needs to do is memorise the sheets in their knowledge organiser, so you do not need to have any additional knowledge to support them with this.





There are also two key websites that you can refer to for additional learning opportunities for your child. For mathematics, we recommend Sparx Maths and for English, BBC Bitesize. If you would like any additional material, please consult your child's advisor.

### Equipment

There are a number of items that students must bring to school:

Daily:

- locker key

A pencil case containing:

- 2 black pens
- 2 green pens
- black whiteboard pen (provided)
- pencils
- rubber
- ruler
- mini whiteboard (provided)

- DEAR book
  - protractor
  - calculator – a Casio FX83GT X
- (calculators can be purchased through the mathematics department at a reduced price of approx. £5)

The following items will be useful to have at home:

English:

- An English dictionary and thesaurus

Languages:

- A French dictionary

# Autonomy

Autonomy is the desire to direct our own lives. This key driver will help ensure we create a disciplined 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.

We have high expectations and expect all students to meet them. 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, a same-day correction will be issued. It is vital that this is served on the same day so that the student is given the opportunity to reflect on his / her mistake. This allows the student to take the necessary next steps to improve on the following day.

## Learning habits

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

### Positive response

Like a referee, sometimes teachers get things right and sometimes wrong, but it is totally unacceptable for a child to answer back or question the decision in front of the class. We expect all students to respond positively to students and staff alike. Responding inappropriately, by answering back, stops others from learning and it undermines all respect for the teacher. This is a very bad habit to get into.

### Uniform

We will insist on perfect uniform: not nearly perfect but perfect. This is because we want children at Dixons Trinity to be proud. Evidence suggests that sloppy uniforms, lead to sloppy behaviour and sloppy learning habits for many students.

### Homework

We will insist on all homework being completed on time and to a good standard, neatly and with pride. Please see the homework timetable in your child's knowledge organiser. Please sign the planner weekly. We run a daily homework club and we also open our iBase at lunchtime, break time and before school. No child, therefore, has any reason not to do it. All homework must be done for the right day and time.

### 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.

### Punctuality

We will insist on punctuality to school and to each and every lesson. Every child should be ready for line up and Morning Meeting, with all of the equipment they will need, by 8.20am each day. A child will be considered late if they do not arrive within three minutes to the start of each lesson. Please support this by keeping to bed-times and preparation time in the morning before school. Your child will worry about this at first but s/he will soon pick up the good habit.

### Equipment

We will insist that every child carries their locker key, an appropriate pencil case, their planner, DEAR book,

First-rate opportunities for personal development are in place. There is a wealth of wide-ranging opportunities for pupils to develop their talents. The school is a true learning community., Ofsted 2021.





the right exercise books, knowledge organiser and textbooks (where relevant) to every lesson. At first, you could help by packing bags with your child but you should expect them to check their timetable each night and learn for themselves very quickly.

Over the summer, you could help them arrange a shelf with labels so that they can always pick up the correct book at the right time for the next day. There's no time like the present to plan a good system together. Remember, they will be going from lesson to lesson, six or seven times a day: they need to be taught at home now how to be organised and responsible.

Our system of sanction is very simple and we are counting on your support. If you are worried about it, the best way to avoid it is to make sure your child picks up the learning habits and sticks to them every single day. Please use some of the summer to get them into the right frame of mind.

If any of the learning habits are not adhered to, we will contact you by text that day and let you know that your child has a 30-minute correction (detention) that night. If a child breaks more than one rule on any given day, then they will receive a 1-hour correction. Additional sanction may be required for persistent poor adherence to the learning habits – this would be discussed with you if it was necessary.

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. Please make sure no one gets a correction on their first day at school!

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 s/he simply sticks 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 is given, please do not see it as 'the end of the world'. Your child simply does the 30 minutes and gets a fresh start the next day.

Due to transport issues, please remember to explain how important it is that your child doesn't get a correction: there may be no bus after the correction and you may have to make arrangements to get them home. Please do not blame us for this, rather discuss how inconvenienced your child made you. This will further develop good learning habits and consideration for you and the family.

If your child fails to attend a correction (or presents with more serious behaviour or receives three corrections in a single day) then he / she will have crossed our 'red line'. This means that your child will likely spend the next day in our Red Line room. The consequences of missing a second correction, quite rightly, will be very serious and could result in exclusion.

### Advisory

All students have an advisor who they see during DEAR and at family dining each day. At least three times each year students, will meet with their advisor to review their progress and to determine next steps in their learning.

Each cycle, you will either receive feedback from your child's advisor to update you on your child's progress or you will have the opportunity to meet them face to face at a parents' evening. However, you are also welcome to contact your child's advisor with any issues you wish to discuss. Please telephone the academy to arrange an appointment with them.

### House system

Each student will be assigned to a house and will remain in the same house throughout the duration of their time at Dixons Trinity Chapeltown. The school tie, PE top and PE quarter zip 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). Students will take part in inter-house competitions as well as earning house points through co-curricular electives and sports showcase. 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. Our philosophy is to educate students as far as possible within the normal provision of the academy, which includes a strong teaching model and early intervention with extra teaching and individual attention for students who are having difficulty reaching the expected standards. Additional support for students is provided under the direction of the mountain rescue department.

The mountain rescue department is for all students – be they disabled, more able, dyslexic, dyspraxic, with learning or behavioural difficulties, or for students who just need advice and support.

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

It is essential that students arrive at the academy in plenty of time to organise themselves for the start of their day. Students are allowed into the academy from 8.00am to work in supervised areas only.

Students wishing to stay after school to complete homework must be in the designated areas. Alternatively, they must be registered at one of the extra-curricular clubs. The iBase (learning commons / library) will remain open until 4.30pm each day.



### Absence

When a student is absent from the academy with no advance notice, for example because of illness, parents must telephone the academy that same morning, and each subsequent morning, to inform us of the reason for absence **before 8.20am**. It is possible to leave messages on the student absence voicemail at any time prior to 8.20am. To report an absence, please dial the main academy telephone number and select the appropriate option.

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.



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

#### **Leave of absence**

Leave of absence during term time is not permitted. If there is an emergency situation, you would need to book a meeting with a member of the senior leadership team 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.

code applies both within school and on the journey to and from school. Failure to adhere to the uniform policy will result in a correction.

- Students must wear an academy jumper with a white shirt and a house tie.
- Students are only permitted to remove the jumper in a lesson if they ask a member of staff; the jumper must be worn around the academy unless directed otherwise by the leadership team.
- Girls must wear, **full length** navy trousers, which can be purchased from the uniform supplier or the recommended high-street retailers / shalwar

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

#### **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.

#### **Leaving the academy**

If, for any reason, you have to withdraw your child from the academy, we require the information in writing to the principal 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.

#### **Dress code**

As with all schools, the academy has a dress code that all students are expected to follow. There is an emphasis on being clean, tidy and presentable. We are preparing students for the professional world of work. Students should recognise that conflict over the dress code is inappropriate. Our dress code is practical and allows a choice within very clear boundaries. The dress

or plain navy or black kameez and tunic / blouse with a white shirt **and** jumper over the top.

- Girls must wear navy trousers that have a pleat in the middle and are not fully elasticated – the trousers must be regular fit.
- The top button of the shirt must always be done up with the tie fastened so that the knot covers the top button.
- Boys' and girls' trousers should be navy and tailored (with a pleat in the middle); jeans / tracksuits / leggings / very flared trousers / fitted trousers / knee length trousers are not considered appropriate wear. Jeans are defined as trousers with patch pockets and rivets. Trousers should not trail on the floor.
- Socks must be worn irrespective of the type of shoe selected; they must be plain navy or plain black.
- Hijabs, scarves, turbans, crowns and top knots, worn for religious reasons, must be plain (with no additional design / embellishment) navy or black and well secured.

- Any student wearing jewellery, other than a suitable plain watch (small and not a fashion item), will be asked to instantly remove it. This item will be confiscated until an appropriate adult can collect it. A correction will be issued. The only exception to this is where there is a compulsory religious expectation, for example, the Sikh Kara.
- All facial jewellery, including any earrings, (or visible body-piercing) is not allowed. This includes the plain transparent studs. Students will be asked to remove the item and a correction will be issued.
- Nail varnish, false nails or fake eyelashes must not be worn at any time.
- Eyebrows should be natural with no modifications or shavings.
- Belts, if worn, should be plain black and not worn as a 'fashion statement' over jumpers and polo shirts. 'Fashion' belt buckles are unacceptable.
- Hats and caps need to be removed before entering the building.
- Students can either wear the waterproof navy academy coat on their way to and from the academy or a coat or jacket of their choice. Coats and jackets are not permitted to be worn in the academy building.
- Days where students participate in PE, they must come in their PE kit.
- School bags and pencil cases should be appropriate for school.
- In Year 9, 10 and 11, students will have the additional option of wearing a navy blue blazer, which can be purchased at the school shop. This can be worn instead of, or as well as, the school jumper.

## 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 not acceptable.
- Velcro fastening is not appropriate for secondary school. The soles and the upper part of the shoe must be black. There must be no additional design / embellishment in any colour / metal. A functional buckle is permitted.
- Plain boots are permitted in winter but must be entirely black and flat with no additional design as above.
- If a student is wearing the wrong footwear, family will be contacted to bring the correct footwear into school / the student will be asked to change into academy footwear.

## PE kit

- Students must wear their house t-shirt, the academy navy blue sports trousers and sports jacket.
- There are optional shorts and leggings for both boys and girls to wear under their PE trousers. The trousers must be worn at all times, regardless.
- Students are not permitted to wear just the shorts or leggings around the academy when they are not in PE.
- Boys and girls can either wear the long, navy academy socks or entirely plain navy sports socks (not black or white).
- Appropriate sports shoes must be worn.
- If a student is not wearing the correct PE kit, a correction will be issued and family will be contacted to bring the correct clothing into school / the student will be asked to change into academy clothing.

## Hair

- Hair must look smart. There should be no patterns or lines shaved into it. Any hair dye or colour must be natural hair colours.
- A student may be asked to tie hair back for health and safety reasons. Hair bands / bobbles should be plain black or navy. Beads are permitted as long as they are black, navy or clear. Where students come to school with a hair cut or shaving that does not adhere to the school policy, students will be kept out of lessons until the hair can be rectified.

On days where students are not in uniform, students are expected to dress sensibly and modestly and still observe the jewellery, hats and caps code.

**To avoid embarrassment or unnecessary cost, if a student or parent is in any doubt about a hairstyle, or the purchase of an item of clothing, they should speak with their head of year, or a member of SLT before going ahead.** Students will be asked to rectify any hairstyle, or replace any clothing at their expense, that is perceived to be unsuitable for school. All students are strongly advised to label all items of clothing.

We welcome your co-operation in maintaining the smart and professional appearance of the academy students.

### **Student planner**

At the beginning of each year, students are issued with a planner. Both advisors and parents are expected to sign the student's planner each week. In this way, the parent can see comments from the advisor or from subject tutors, and parents can also communicate with the advisor if they wish. The planner is a very important document and students are expected to take great care of it. If the planner is defaced, a student will be expected to replace the planner at a cost of £5.

### **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. There are vegetables and salads to accompany the meal, followed by dessert or fresh fruit. All students are seated formally at tables for lunch and are expected to eat the food provided.

Students may bring a healthy snack for break; however, students are not allowed to bring in sweets, chocolate, crisps or fizzy drinks. If a student brings in anything forbidden by the academy, items will be confiscated and students will receive a sanction. Chewing gum is not permitted. If students are unsure whether a snack is classed as healthy, they should consult a teacher or a member of SLT before eating it in the academy.

### **Cashless catering / MCAS**

It's simple, safe and convenient and your child no longer needs to carry cash into school. MCAS has an online payment system for schools. It allows parents to pay quickly and securely for school meals, trips and activities, uniforms, music lessons and fees. You simply

top-up your MCAS account online by debit or credit card, or in cash through PayPoint stores. Your MCAS balance can be used immediately to pay for any of your children's items at school using MCAS.

### **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.
- 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 payments are accessed through the MCAS app to make it even more convenient.

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

When parents use the MCAS app to make payments, 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 Chapeltown 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.

Advisors contact the parents of their advisees regularly. We expect 100% attendance at parents' evenings, we have up to two parents' evenings for each year group. Advisors should always be the first point of contact for parents.

Parents are given regular information on their child's progress in every subject. Progress reports take place twice in the year. They are posted at the end of each assessment cycle. This contains additional information including attendance, behaviour and homework.

Other ways the academy may communicate with you:

**MCAS:** our main form of communication is via the Bromcom app, MCAS. Bromcom is the market leader for cloud-based management information systems. This portal will allow you to log in and access details about your child / ren within school. This includes their attendance, behaviour information and class reports. This platform also allows communication between the academy and parents. MCAS can be accessed via a web browser but is also an app that can be downloaded to any smartphone. Once you have downloaded the App or logged in via the webpage using the details provided by the academy, you will be able to access MCAS.

**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:** where you will find up to date information regarding the academy, including policies, and term dates.

**Newsflash:** is sent to parents **every two to three weeks** via the students. 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 and placed in the plastic wallet in their planner. 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.

## Contact / drop-in surgery

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, every Thursday, 8.30am to 9.30am, a member of the senior leadership team will be available to discuss any issue regarding your child. There is no appointment required. If you would like to arrange an appointment with a member of the senior leadership team outside of this allocated time, please speak to one of our administrators located in reception.



### **Lockers**

The purpose of lockers is to provide students with a place to leave their equipment and belongings and, therefore, they should not be carrying bags around the academy. If a student forgets his / her key, they must go to reception and will be loaned a spare for 24 hours. The spare key must be handed back to Reception within a 24 period. If the spare key is not returned to Reception, there will be a charge of £5 to replace it. As locker keys are a vital part of equipment, if a student forgets their key twice in a week they would receive a correction. If a key is lost, or a student wishes to have a 'spare' key, it can be purchased from Access Locksmiths, 200 Roundhay Road, Leeds, LS8 5AA at a cost of £5.

### **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 mountain rescue. If a student loses any item he / she should ask in mountain rescue if it has been found.

Named items are returned to students via advisors; it will clearly help us to return items to their owners much more readily if everything is named. Please, therefore, ensure that all of your child's clothing and personal belongings are named.

Items that are not named are placed in lost property. These are held until the end of term and then put on display for the students to look at. Any unclaimed property will then be disposed of.

### **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.

### **Smart technology**

If students need to make contact with home, they are allowed to use the phone in reception. A student does not, therefore, have any need for a mobile phone in the academy. If a family feels that a student needs one for the journey to and from the academy, then the phone must remain, switched-off (before entering the school gates) and out of sight, in his / her locker throughout the school day.

Any student found carrying or using a mobile phone during the day will have the phone confiscated. It will not be returned until a parent comes into school to collect it. If it is confiscated, the student will also receive a correction. Headphones are not required in school. Any student who brings them into school should keep them in their locker. Smart watches (such



as Apple watch or FitBits) are not allowed in school and will be confiscated.

The academy accepts no responsibility for the safety or security of the above equipment.

## **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 an academy nurse and 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. We will seek parental permission to administer paracetamol / ibuprofen as necessary if a student presents with a mild headache or pain. To ensure all other 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 7.45am) 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.

### **Personal money**

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

### **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 member of staff for their attention and investigation.
4. Parents will be kept fully informed of the situation and the final outcome. Whilst we will always get back to you as soon as possible, please note the academy has a 48 hour response time.

### **Please note:**

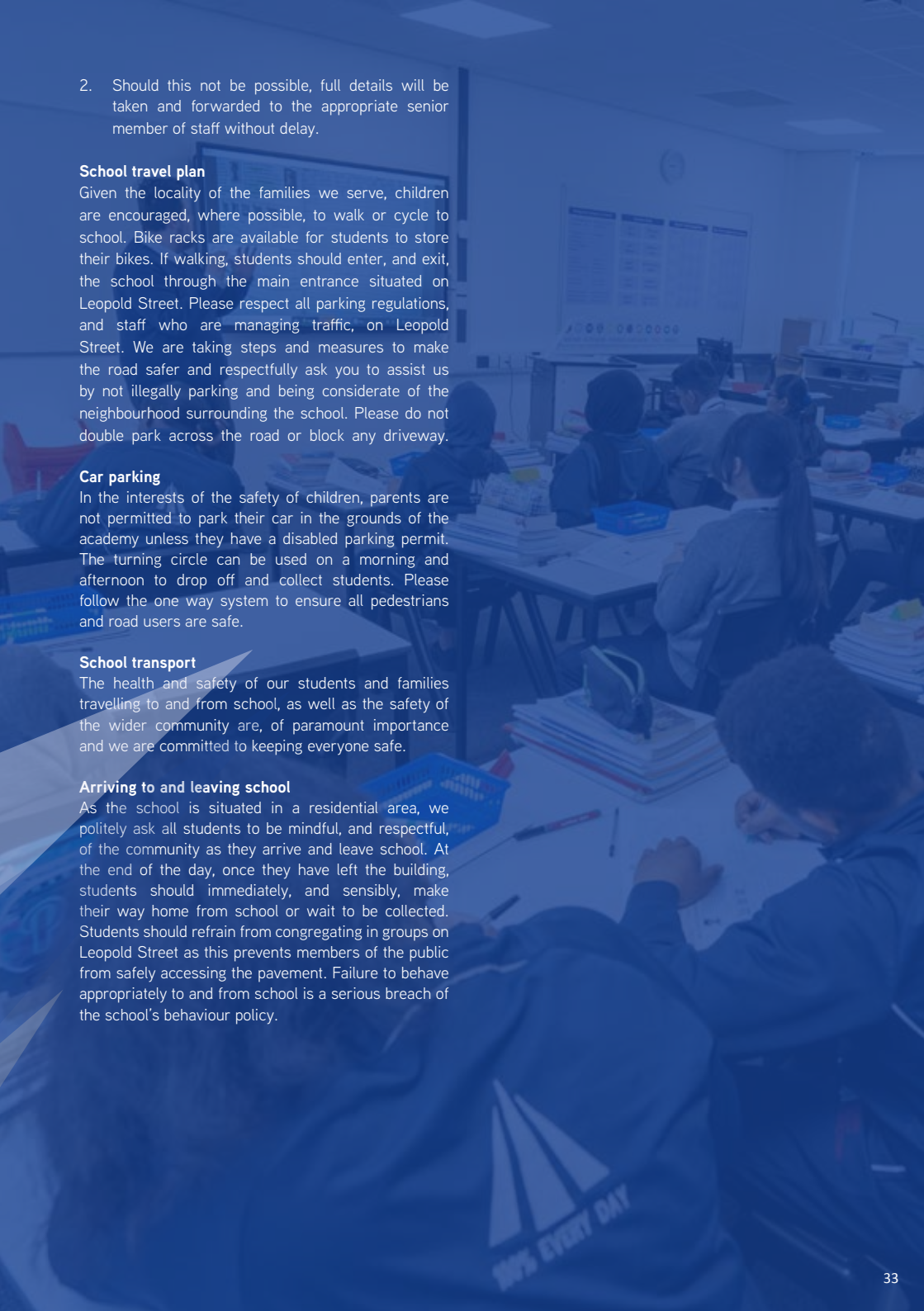
1. In the case of any serious or urgent matter, should any parent wish to come into the academy to directly discuss any concerns they may have, the academy will endeavour to have a senior member of staff available.





We will teach students  
about how to learn,  
not just what to learn.



- 
- A background image of a classroom with students sitting at desks, viewed from behind. The image is overlaid with a blue tint. The students are working at their desks, and there are various classroom items visible, like papers and a whiteboard in the background.
2. Should this not be possible, full details will be taken and forwarded to the appropriate senior member of staff without delay.

### **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. If walking, 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 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, parents are not permitted to park their car in the grounds of the academy unless they have a disabled parking permit. The turning circle can be used on a morning and afternoon to drop off and collect students. Please follow the one way system to ensure all pedestrians and road users are safe.

### **School transport**

The health and safety of our students and families travelling to and from school, as well as the safety of the wider community are, of paramount importance and we are committed to keeping everyone safe.

### **Arriving to and leaving school**

As the school is situated in a residential area, we politely ask all students to be mindful, and respectful, of the community as they arrive and leave school. At the end of the day, once they have left the building, students should immediately, and sensibly, make their way home from school or wait to be collected. Students should refrain from congregating in groups on Leopold Street as this prevents members of the public from safely accessing the pavement. Failure to behave appropriately to and from school is a serious breach of the school's behaviour policy.

# Home - Academy Agreement

## The Dixons Difference

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 provide parents / carers with regular reports and opportunity for discussion about their child's progress
- we set regular homework
- we contact home to acknowledge students' successes
- we contact home if there are concerns about students' behaviour, progress or attendance
- we contact home immediately if students are to be retained for more than 10 minutes after the end of the academy day
- we provide a wide variety of co-curricular electives and expeditions

### Parents / carers will ensure that:

- your child attends every day, on time, unless they are ill
- your child does not take extended family trips or holidays during term-time
- your child has the correct learning equipment needed for the day, including PE kit when necessary
- you support the academy's policies and regulations on behaviour and uniform including same day after-school corrections (detentions) until 4.30pm after communication from the academy

- 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 attend advisor consultations and parent / carer evenings to discuss your child's progress, and any other meetings arranged with your support
- you read and sign the student planner every week
- your contact details are up-to-date and you let reception know if your contact details change
- you ensure your child participates in co-curricular electives and expeditions, in particular the **compulsory** Year 7, 8 and 9 **residential (overnight) visits**
- you pay for the replacement of any equipment or books your child loses or damages
- you agree to follow the academy policy for dropping off and picking up students, set out in the family handbook

### Students will ensure that they:

- work hard and follow the learning habits in every lesson and around the academy
- attend regularly, arrive on time, wear the correct uniform and bring the correct equipment
- behave responsibly at the academy
- behave responsibly, and be respectful of residents and the community, when travelling to and from the academy including on Leopold Street and surrounding streets
- complete all homework to the highest standard and hand it in on time
- treat all adults and students with respect
- be polite at all times and open the door to let an adult through first
- 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
- keep their planner up to date with homework and next steps and show it to academy staff if requested
- pledge to meet the ten summits in order to prepare for life beyond school
- take an active part in the academy life by pledging to meet the ten 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: .....

Principal 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 Centre for Growth, 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 Centre for Growth
- 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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Chapeltown  
Leeds, LS7 4AW  
Telephone: 0113 5125510  
[www.dixonstc.com](http://www.dixonstc.com)  
[@DixonsTC](https://twitter.com/DixonsTC)