



MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.



Sir Thomas Wharton
Academy

Transition Booklet



OUR VISION

Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

OUR KEY DRIVERS



THE HIGHEST STANDARDS

Always set and deliver the highest standards: never settle for less.



INVEST TO ACHIEVE

Care about the now; create the very best for your future.



EVERYONE IS VALUED

We are unique individuals; we work together to achieve success.



NO EXCUSES

Create solutions, not excuses.



NEVER GIVE UP

Resilience is essential; self belief drives improvement.



CULTIVATE YOUR CHARACTER

Qualifications open doors; your character gets you through them.



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OUR CURRICULUM INTENT

The Sir Thomas Wharton Academy curriculum is designed, delivered and monitored with principles of knowledge and assessment at its core. The curriculum is aspirational, deliberately challenging and it never assumes that students cannot access complex material. Rather, it builds on the knowledge acquired in the primary phase and "starts with the end in mind" by considering the skills, knowledge and character required for higher education and employment.

OUR CURRICULUM INTENT IS TO:

Inspire imagination and develop interests, specialisms and key skills.

Provide appropriate challenge through access to complex material and concepts.

Provide equality and promote aspiration for all learners irrespective of starting point, learning needs, background and disposition.

Facilitate positive progression routes through the student's educational journey into sustainable further and higher education, training and employment.

Provide relevance to context and community to enable social and economic mobility.

Prepare children and young people to be successful learners for life, responsible citizens and confident individuals.



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Welcome from the Principal:

I am delighted that you have chosen to join us for the next stage of your child's education and I am really looking forward to meeting all of our new students in the next academic year.

The staff here at Sir Thomas Wharton Academy will be going above and beyond to ensure the transition into our academy is seamless and enjoyable for all students.

Sir Thomas Wharton Academy is a good secondary school of over 1000 students with a thriving and growing collaborative Post 16 provision. We are now oversubscribed in Year 7 for the fourth year running and we are very fortunate to be housed in a new building with state-of-the-art facilities. We are proud to be graded as Good by Ofsted in November 2021. We look forward to your child contributing to long standing traditions such as the House System, charity work and the completion of PLEDGES as part of our rewards system. We pride ourselves on the aspirational, supportive and caring community we have here at Sir Thomas Wharton Academy. Our team of dedicated staff and students will be on hand to ensure that your child feels welcome and receives the best pastoral and academic support and challenge throughout their time here, whilst enjoying other enjoyable experiences that secondary school brings.

Our Academy vision is extremely important to us so that we 'deliver exceptional learning experiences that enable all students to strive in a competitive world and lead successful and fulfilling lives'. We are passionate about delivering excellence every hour of every day and in providing support that challenges our young people to achieve. We support all our students in their pursuit of success and happiness. We firmly believe that young people and staff should demonstrate a relentless commitment to our six key drivers:

It is the daily demonstration of these key drivers through everything we do that lays the foundation for future success. We are dedicated to educating our students and developing our students through cultivating their character. We believe this is incredibly important to enable them to have a choice of future progression pathways so they can be the very best they can be, and to enable them to positively contribute to society. Therefore, we place an emphasis on Character Education, including regular participation in extra-curricular activities and attendance at events and trips which broaden students' horizons.

Sir Thomas Wharton Academy joined Maltby Learning Trust in April 2017. This provides us with exciting opportunities to work collaboratively with other secondary schools and primary schools and allows us to share good practice whilst continually driving further improvement.

The relationships we form with the community and parents are extremely important to us and they are essential to the success of our students. The basis of these relationships is formed on trust and communication and therefore I encourage regular communication between yourselves and the Academy. It is important to us that you feel confident to contact the school at any point over the coming years.

We are really looking forward to working with you and we know your child will thrive here at Sir Thomas Wharton Academy.

Mr Matthew McDonald
Principal



"Provision for pupils' personal development is at the heart of this school."

OFSTED

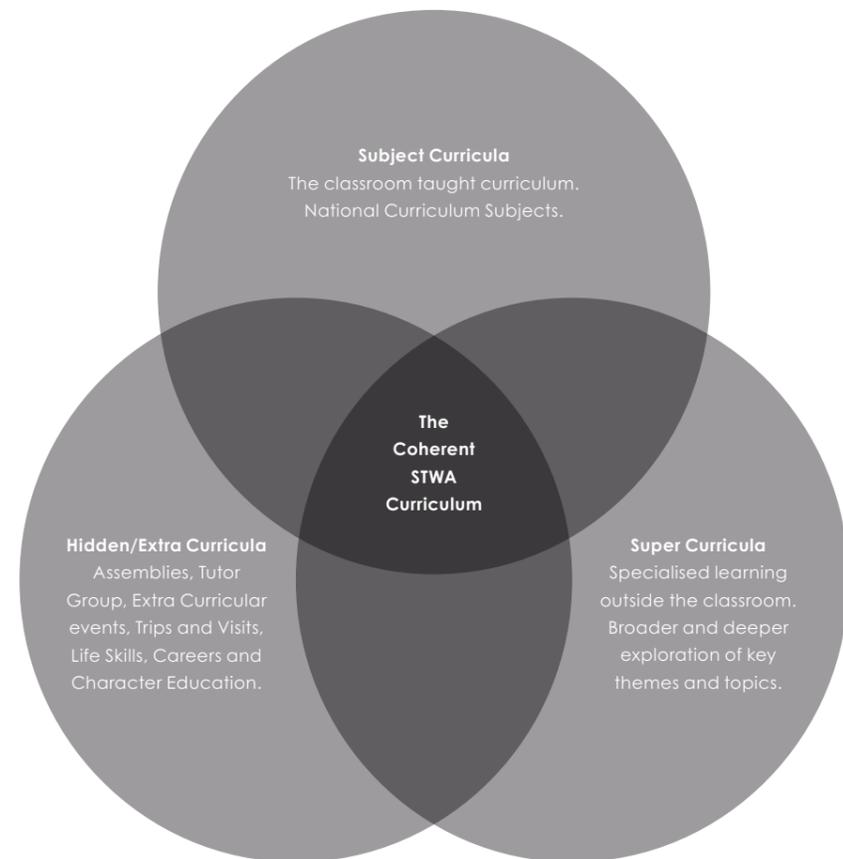
Our Curriculum

The fundamentals of our curriculum provide students with a grounding in knowledge. We will not assume that students cannot access complex material and we build up from the work done in the primary phase and down from what is required in higher education and employment.

The intention of the STWA curriculum is to:

- Inspire imagination and develop interests/specialisms/key skills.
- Provide appropriate challenge through access to complex material and concepts.
- Provide equality and promote aspiration for all learners irrespective of starting point, learning needs, background and disposition.
- Facilitate positive progression routes through the student's educational journey into sustainable further/higher education, training and employment.
- Provide relevance to context and community to enable social and economic mobility.
- Prepare children and young people to be successful learners for life, responsible citizens and confident individuals.

Our curriculum has three components which provide a holistic learning experience:



Our Commitment

At Sir Thomas Wharton Academy, we are committed to:

- Ensuring young people and adults are fully invested in learning through the inspirational teaching of a knowledge rich curriculum which secures excellent outcomes and positive progression routes for all (no one left behind).
- Promoting traditional values of good manners, courtesy and politeness.
- Ensuring young people cultivate their character to develop the skills and qualities to be successful learners and responsible citizens.
- Recruiting, developing and retaining a talented workforce which strives for excellence and invests in young people and the community to be the best they can be.
- Investing in and enjoying purposeful and supportive collaborative relationships to achieve excellence in all we do.
- Developing a culture of investment, ambition, consistently high expectations and standards that resonate through everything that we do.



Investment In Learning

Our aim is for all students to be 'fully invested' in their learning, providing them with a platform for academic success. Students regularly receive Investment in Learning grades for each subject.



	Attitude and Effort	Oracy	Homework	Response to Feedback
Fully Invested in Learning	<ul style="list-style-type: none"> I am always punctual to lessons. I am always fully equipped for learning. I have a positive attitude towards my learning, 100% of the time. I have high aspirations for myself. I am always resilient in lessons. I learn from my mistakes; I understand that they are vital in my progress. I never receive warnings. I always complete work to the highest standard, to the best of my ability, striving to challenge myself every lesson. 	<ul style="list-style-type: none"> I articulate myself confidently. I actively take on any of the 6 Oracy roles during discussions, debates and when sharing ideas. I express my opinions and ideas, without needing the sentence stems provided. I work effectively in a variety of different Oracy groupings. I apply accurate, subject-specific vocabulary in my contributions. I always listen carefully to my peers and build on their ideas. 	<ul style="list-style-type: none"> I take responsibility for my homework and always complete it to a high standard. I always hand in my homework on time. If needed, I always seek support, well in advance of the deadline. I often complete extra work and submit this work for feedback. I always actively catch up on work that I miss due to authorised absence, so no gaps in my learning appear. 	<ul style="list-style-type: none"> I always proactively seek support on how to improve. I always use my initiative and independent thinking skills to improve. I am consistently willing to go back and improve my work, showing resilience. I always engage with CTG activities in order to improve. I always have a resilient attitude when mistakes are made. I can ask important questions to help improve my work.
Engaged in Learning	<ul style="list-style-type: none"> I am mostly punctual to lessons. I am well equipped for learning most of the time. I have a positive attitude towards my learning, almost all of the time. I am mostly resilient in lessons. I rarely receive warnings. I complete work to a high standard and to the best of my ability. 	<ul style="list-style-type: none"> I articulate myself with growing confidence. I take on most of the 6 roles during discussions, debates and when sharing ideas. I express my opinions and ideas, sometimes without needing the sentence stems provided. I work in different Oracy groupings. I apply some subject-specific vocabulary to my contributions. I mostly listen effectively to my peers and build on their ideas most of the time. 	<ul style="list-style-type: none"> I take responsibility for my homework and complete it. I almost always hand in my homework on time, but sometimes need a reminder. I rarely complete extra work and submit this work for feedback. If absent from school, I usually catch up, meaning there are sometimes gaps in my learning. 	<ul style="list-style-type: none"> I often seek support on how to improve. I am willing to go back and improve my work most of the time, showing some resilience. I mostly engage with CTG activities in order to improve. I have a mostly resilient attitude when mistakes are made. I ask questions to help improve my work.
Partially Engaged in Learning	<ul style="list-style-type: none"> I am sometimes late to lessons. I am not always equipped for learning. I have a positive attitude most of the time. I am sometimes passive in lessons. I sometimes receive warnings. I complete my work, but sometimes it is not to the best of my ability. 	<ul style="list-style-type: none"> I communicate clearly with my peers, but I am not always confident beyond that. I take on some of the 6 roles during discussions, debates and when sharing ideas. I can sometimes explain my opinions and ideas, but I need the sentence stems and need prompting. I work well in some of the Oracy groupings. I apply some subject-specific vocabulary to my contributions, but not always. I sometimes listen effectively to my peers and occasionally attempt to build on their ideas. 	<ul style="list-style-type: none"> I complete homework most of the time. I sometimes rush my homework because I am not yet in the habit of working independently. I do not always hand in my homework on time and often need a reminder. 	<ul style="list-style-type: none"> I sometimes seek support, but I do not always make a quick start. I sometimes need encouragement to go back and improve my work. I sometimes engage with CTG activities in order to improve. I do not always make the effort to avoid repeating mistakes and misconceptions. I ask occasional questions about how to improve my work.
Disengaged from Learning	<ul style="list-style-type: none"> I am rarely on time to lessons. I am rarely equipped for learning. I sometimes have a positive attitude towards my learning, but at times it is negative. I am passive in lessons. I often receive warnings, which sometimes results in removals. I do not always complete work to the best of my ability. 	<ul style="list-style-type: none"> I sometimes communicate with my peers. I do not take on any of the Oracy roles or participate in discussion. I occasionally share opinions and ideas, when prompted, and I am working on justifying my ideas. I cannot yet work in the Oracy groupings. I cannot yet apply subject-specific vocabulary to my contributions. I do not always listen carefully to my peers, consequently, I miss opportunities to build on their ideas. 	<ul style="list-style-type: none"> I am not yet in the habit of completing homework. I do not ask for any help and support. 	<ul style="list-style-type: none"> I never seek support about how to improve. I find it difficult to go back and improve my work. I do not engage with CTG activities in order to improve. I feel disheartened when I make mistakes and have not yet learnt to use mistakes as a tool to improve. I do not ask any questions to help improve my work.



What's the Difference?

What are some of the main differences between primary school and secondary school?

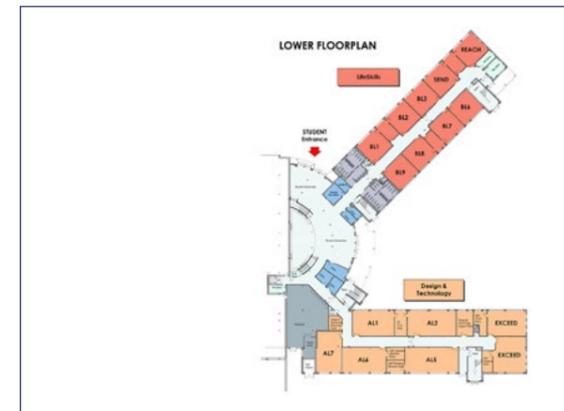
- Students will have new teachers and new subjects.
- Sir Thomas Wharton Academy is a much larger school than your primary school. It has many more classrooms.
- New students will need to learn their way around the building and follow a timetable which will tell them where their lessons are at specific periods throughout the day.
- Students will be taught by a range of specialist subject teachers.
- Students will learn new subjects and experience learning in specialist rooms, such as our PE facilities, Science laboratories, Art rooms, a Drama studio and Technology workshops.

"The strong focus on fostering pupils' character gives the school a distinctive feel. Pupils are proud of their school."

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School Site

There are five areas/corridors inside (A, B, C, D and E) and the different subjects are located in their own area of school. Each room code begins with the area that it is located in and also features the letter that corresponds with the level it is on. For example, AL4 is room number 4 in area A on the lower level.

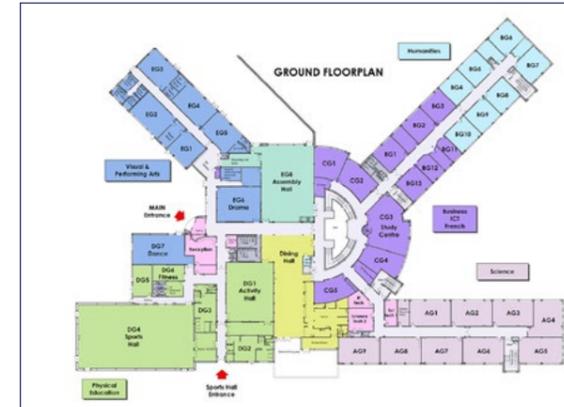


Lower Floor

All of the rooms on the lower level feature the letter L.

Life Skills (BL) and Technology (AL) are on the lower level.

The Student Exit and Atrium are also on the lower level. The specialist support areas for students with Special Educational Needs, on the THRIVE programme and for those requiring social, emotional or mental health support are also located on the lower floor.



Ground Floor

All the rooms on the ground floor feature the letter G.

Science (AG), Humanities (BG), ICT, PE (DG), Music, Drama and Art (EG) are all based on the ground floor.

The Visitors' Entrance, Dining Area and Assembly Hall are also located on the ground floor.



First Floor

All the rooms on the first floor feature the letter F.

English (AF) and Mathematics (BF) are on the first floor.

The library (CF) and Sixth Form Hub are based on the first floor.



Students will be more Independent

Students who start in Year 7 will be given a Student Planner on their first day at Sir Thomas Wharton Academy. This planner will have useful resources inside it that will support students' independent learning and is a place where they can record important information.

The planner will also have the student's individual timetable inside it, so that they know the subjects and classrooms they need to be in each lesson. It is their responsibility to ensure that they arrive on time to all lessons.

Students are responsible for bringing the correct equipment each day and for all lessons: a black pen, pencil, ruler, rubber, scientific calculator, clear pencil case, pencil sharpener and glue stick. Students will be set homework for each subject via the Satchel: One platform.

Dinner Arrangements

We have a fantastic range of food to choose from. Our catering facilities are purpose built, with a dining area that offers three serving stations. Our lunchtime menu includes the option of a two-course hot meal, as well as paninis, sandwiches, wraps, pastries and baked goods.

Our menus are planned on a three-week cycle, with a range of options available that provide a well-balanced and flavoursome lunch for our students.

We will consult with students, ask them to sample new foods and give us their feedback so we can keep our menus fresh and exciting. Throughout the year we offer special themed days (including Mexican, Chinese and Christmas lunch).

If your preference is to bring your own packed lunch, you can eat this in the breakout area of the canteen.

We use a biometrics system as we do not take cash at the counters. A biometrics form will need to be completed as part of the admission process and students will need this authorisation to be able to buy food.

We use ParentPay to add funds to the system for all in school purchases:

ParentPay is the preferred way to pay. This is an online application through which you can add money to your account. Log in details for this will be sent in September.

"Throughout the year we offer special themed days (including Mexican, Chinese and Christmas lunch)."

Free School Meals are provided for students if their parent or guardian has been granted:

- Income Support.
- Income-based Job Seekers' Allowance.
- Income-related Employment and Support Allowance.
- Support under Part VI of the Immigration and Asylum Act 1999.
- The Guaranteed element of State Pension Credit.
- Child Tax Credit, provided you are not also entitled to Working Tax Credit, and have an annual gross income, of no more than £16,190 (as of 2014 financial year) as assessed by Her Majesty's Revenue and Customs.
- Working Tax Credit run-on-paid for four weeks after you stop qualifying for Working Tax Credit.

How does it work?

- Check the criteria above to see if you qualify.
- Register online at www.doncaster.gov.uk/services/schools/free-school-meals.
- Your child will then receive credit automatically on the biometrics system.

The House System

The House system was introduced in 2009 when we moved from Edlington Comprehensive School into the new Academy building. Each of the Houses are named after country houses and stately homes in the local area: Brodsworth, Chatsworth, Cusworth and Wentworth.

Students are allocated to Houses before they join the Academy. If students have an older sibling in school, it is likely that they will be placed in the same House as their sibling. When students join the Academy, the tie that they wear will feature one of the four House colours.

All students will be informed of their House prior to starting at Sir Thomas Wharton Academy.

At Sir Thomas Wharton Academy, we are passionate about our House system and are proud to be able to offer many opportunities to take part in House competitions. Students are eligible to earn House points for day-to-day things such as progress and investment in learning. Each week, students can win house points through weekly win competitions. Additionally, each half term a different subject area will lead a house week competition with house points awarded throughout the week such as: Book Bingo from the English department; Rocket Week from the Science department; and The Great STWA Bake Off led by our Technology department. Students will be provided with numerous opportunities to earn house points which all go towards our Golden Ticket invite events.

We believe that through our House system, students can develop fundamental skills that will help them to develop aspects of character to be successful both inside and outside of the classroom. Our House system is designed to help students to develop teamwork, communication, empathy and community spirit through being involved in, and making contributions to, the House system. We will actively be looking to encourage our Year 7 students to participate in House activities and competitions as we believe that this will help students to develop character, grit, determination and resilience.

Participation in House competitions will earn House points. These points will be tallied against the other three Houses, with rewards and prizes issued to individuals and groups of students.

We are looking forward to you joining in as much as possible.





Attendance and Punctuality

We aim for all of our students to achieve 100% attendance to support them in achieving excellent outcomes.

We expect all students to have an attendance of 97% or above. This equates to no more than 5 days of absence throughout the academic year. Attendance that falls below 97% will be challenged by staff within the academy and supported until improvements are seen.

	Green Group: 97%-100% No Risk
	Yellow Group: 95%-96.9% Risk of Underachievement
	Amber Group: 93%-94.9% Serious Risk of Underachievement
	Pink Group: 90%-92.9% Severe Risk of Underachievement
	Red Group 0%-89.9% Extreme Risk / Risk of Fine

"Invest to Achieve."

Extra Curricular

Students will have a wide range of extra-curricular activities to get involved in.

At the beginning of each term, we will advertise the different activities that students can get involved in at lunchtime and after school in different curriculum areas. The activities that students will take part in may be held on different days and there may be different activities available for them to try.

We believe that partaking in extra-curricular activities can contribute to the character development of our students. We therefore encourage every student to get involved in at least one extra-curricular activity.

Points can be collected for their house and rewards given for participation.



Why Regular Attendance Is Important

Excellent attendance means excellent achievement. Of all students who miss more than 10% of school, only 17% manage to achieve 8 GCSEs at the National Standard, including English and Maths.

Of the students who miss less than 3% of school, 97% achieve 8 GCSEs at the National Standard

Students are regularly rewarded for excellent attendance. Sir Thomas Wharton Academy will support students in achieving excellent attendance by:

- Daily monitoring of the attendance and punctuality of all students.
- Supporting students in reviewing their attendance on a weekly basis during Tutor Period.
- Celebrating good attendance by displaying individual and tutor group achievements on a weekly basis.
- Celebrating and rewarding 100% weekly attendance during assemblies.
- Recognising and rewarding those students who achieve and maintain 100% attendance.

- Informing parents/carers if their child's attendance falls below 97%.
- Discussing improvements in attendance with individuals face to face during social times.
- Taking relevant action where attendance is a cause for concern e.g. telephone parents/carers to discuss the problem, making home visits, organising meetings with parents/carers to decide on the appropriate intervention.
- Asking for medical evidence if a period of absence exceeds three days.
- Informing parents/carers if their child's attendance falls below 90% leading to them being classified as a Persistent Absentee.

Parents/Carers Can Support Their Children By:

- Establishing regular routines around appropriate bedtimes.
- Monitoring screen time.
- Assisting with/talking about home learning.
- Discussing their school experience and identifying any difficulties.
- Ensuring they are prepared for the next day the night before.
- Providing a healthy breakfast.
- Reporting any academic or social concerns promptly to the school.
- Establishing effective communication pathways with the Academy.
- Being positive about school (even if a parent/carer's own experience was less than positive).

Persistent Absenteeism

- Persistent Absenteeism (PA) - a student becomes a 'persistent absentee' when their attendance falls to 90% or below for whatever reason. Absence at this level will cause considerable damage to any child or young person's educational prospects and the fullest support and co-operation is needed from parents/carers to tackle this.
- Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority; parents/carers will be informed of this immediately and remedial action will be taken.

Understanding Types of Absence

Every half-day absence from school must be classified by the Attendance Officer (not by parents/carers) as either AUTHORISED or UNAUTHORISED. Therefore, information about the cause of any absence is always required.

Unauthorised absences are those which Maltby Learning Trust does not consider reasonable and for which no "leave" has been given. This includes:

- Parents/Carers keeping children off school unnecessarily.
- Truancy before or during the school day.
- Absences which have never been properly explained.
- Students who arrive at school too late to get a mark.
- Shopping, looking after other children or birthdays.
- Day trips and holidays in term time which have not been agreed.

Punctuality Procedure

Students are expected to arrive at school and enter via the single point of entry gate no later than the warning bell at 8:20am and be in their respective form rooms, or assembly at 8:30am. Students arriving at the academy after the bell at 8:25am will be challenged by the attendance officers and a member of SLT. They will also be issued with a same day detention. Students late to registration will receive a late mark (L) on the register. Registration closes at 9am. Students who arrive after this time must report to the Visitor's Entrance.

If a student is going to be late, it is the responsibility of parents/carers to immediately inform the Academy of their child's lateness by telephone.

A Class Charts message will be sent to parents/carers before 10am indicating lateness or absence if no contact has been made by parents/carers.

Persistent lateness will result in a graduated response to interventions that are implemented by the Academy. Students will be challenged for poor punctuality as follows:

- Late to am registration (arriving at the single point of entry after 8:20am) will result in a detention (30 minutes on the same day).
- Late marks to lessons will result in a 30 minute detention the next day.



Sir Thomas Wharton Academy School Day

Entry time	08:00 - 08:20	
(Late mark issued after 08:20 through single point of entry)		
Tutor Period	08:30 - 09:00	30 mins
Period 1	09:00 - 10:40	100 mins
Break	10:40 - 11:00	20 mins
Period 2	11:00 - 12:40	100 mins
Lunch	12:40 - 13:10	30 mins
Period 3	13:10 - 14:50	100 mins
Period 4 (Y11 only)	14:50 - 15:40	50 mins

Students in Year 7 to Year 10 and Year 12 will have 30 lessons per two-week cycle. Students in Year 11 and Year 13 will have an extended day totalling 40 lessons per two-week cycle. These lessons will be 100 minutes in duration. Below is the number of lessons per subject that will be studied each fortnight on a 30-lesson cycle in Year 7.

Subjects	Number of Lessons Each Fortnight	Subjects	Number of Lessons Each Fortnight
English	6	Technology	1
Maths	5	PE	2
Science	4	Art	1
History	2	Performing Arts/ Music	2
Geography	2	ICT	1
French	2	Religious Studies	1
		Life Skills	1



Standards, Behaviour and Expectations

Homework

At Sir Thomas Wharton Academy, homework aims to promote learning at home as part of a well-rounded education. Homework is set on a regular basis. All homework will be meaningful, purposeful and focus on consolidation, application and research – a process of independently preparing students for learning in upcoming lessons. The tasks that might be set could be centred around written work, reading or an independent research task.

Home learning is work that is set, as part of the overall curriculum, by teachers for students to complete beyond the classroom, either at home or supported by departments in school. Essentially, prep learning is used to secure, discover, or apply knowledge and learning outside of the classroom. This will allow a greater proportion of time to be spent in the classroom working on the development of higher order skills with these foundations securely in place.

What Does Prep Learning Look Like?

Prep learning, broadly speaking, will take five different forms, depending on the needs and focus of the curriculum:

Read	Students will be directed to read and clarify a section of text in preparation for a forthcoming lesson.
Apply	Students will be directed to apply learning, for example, by completing an exam-style response or essay, following planning and modelling that has taken place in lesson.
Research	Often before starting a new topic or section within a topic, students will be asked to research independently and bring the information they find to use as an input to the lesson.
Extend	At some points, students will be directed to extend their learning independently. For example, they might be asked to read a different text by an author they have been studying in class.
Review	Students will be expected to consolidate their learning, so they are able to recall and use key knowledge independently. For example, students might be asked to learn key vocabulary using the 'look, cover, write, check' method.

Amount of Homework Set for Year 7 Students:

The amount of homework set will vary between subjects. Some will be weekly; some will be fortnightly. The length of homework will relate to the task set. The expectation is that homework will take approximately 30-45 minutes to complete. There may be some occasions when homework may take up to an hour to complete.

Satchel: One

At Sir Thomas Wharton Academy we use 'Satchel: One' to set all homework.

What is Satchel: One?

Satchel: One is an online tool that shows all the homework created and published by teachers.

How does it work?

When students join Sir Thomas Wharton Academy, they are given an Office 365 email account with a password that gives them access to Satchel: One. Parents will also receive a unique PIN number to sign in with. Students and parents are able to view and manage homework tasks by downloading the app on a smart device. Further advice and guidance about Satchel: One can be found on the Sir Thomas Wharton Academy website.

Help and support:

There is unlimited support for students and parents from the experts at Satchel: One.

- Support for students: <https://help.teamsatchel.com/en/collections/1695417-students>
- Support for parents: <https://help.teamsatchel.com/en/collections/1695420-parents>

We also offer Homework Club at the Academy every day after school for one hour where students are supported by our staff.



Presentation Standards

In exercise books, we expect the highest presentational standards. It is important that students demonstrate attention to detail and show pride in the work that they produce in every lesson. This work will be used for revision purposes and to consolidate learning in preparation for assessments. In every exercise book, the presentational standards are pre-printed. At the start of the year, students are expected to demonstrate their neatest handwriting. This will remain the standard that is expected in every lesson throughout the year.

Presentation Checklist:

	Use a black pen for writing and a sharpened pencil for diagrams and graphs.
	Use a ruler for underlining and straight lines.
	Take care with handwriting.
	Cross out mistakes neatly.
	Stick in sheets neatly. Ensure they are labelled and dated.
	Underline dates and titles.
	Make work easy to follow e.g. numbering answers.
	Homework should be clearly labelled at the top 'Homework'.
	Keep book free of graffiti or doodling.
	Use every page of your book.

Literacy Marking Codes:

Sp	Spelling mistake - correct spelling provided.
Circled	Capital letter or punctuation missed or incorrect - teacher corrected.
//	Paragraph - paragraph break is missing.
TL	Technical language missed / incorrect word used - teacher corrected.
^	Missing word or phrase.
?	Unclear what is meant. Express this more clearly / rephrase.

Rewards for Students

At Sir Thomas Wharton Academy we believe that positive behaviour and attitudes should be acknowledged, and we use a system to help ensure that students who are fulfilling the expectations around behaviour, attendance and punctuality receive appropriate rewards on a day-by-day basis.

Students can be awarded House points for a number of reasons, both inside and outside of the classroom. All house points are tracked on an individual and team basis. Students will be rewarded for individual success, whilst also contributing to the overall success of their designated house.

All the house points which students achieve go towards our termly Golden Ticket events.

We have a huge range of Golden Ticket rewards, such as the Saturday Night Takeaway voucher, Cinema trip, Total Wipeout inflatable assault course, Mini Golf, Go Bounce visit and more.

Students will be awarded house points for the following reasons:

P	(Prepared Learner) awarded each week by form tutor for attitude and effort, 100% attendance, punctuality and correct uniform.	10 Points
R	(Responsible Learner) awarded in lessons for acts such as positive conduct, helping others, acting responsibly and seeking feedback.	2 Points
I	(Invested Learner) awarded in lessons for effort, reading, responding to feedback, answering questions and effective investment in learning.	2 Points
D	(Determined Learner) awarded in lessons for acts of resilience, seeking a new challenge, responding well to a setback.	2 Points
E	(Emotionally Aware Learner) awarded in lessons for being polite, showing positivity, supporting others.	2 Points

During tutor group our students will have the opportunity to log and track their cumulative total house points within a section of their new student planner. When House points are awarded, it will be communicated with parents/carers/guardians via the ClassCharts app. All of our students' efforts towards gaining House points will be recognised and rewarded within our half-termly house assemblies.



Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them.

Through a high quality oracy education students learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

CATALYST

- Will say:
- I would like to start by saying...
 - I think we should consider...
 - We haven't yet talked about...
 - Let's also think about...



CLARIFIER

- Will say:
- What do you mean when you say...?
 - Can you explain a bit more about...?
 - Does that mean...?
 - Please can you clarify what you meant by...?



SUMMARISER

- Will say:
- Overall, the main points were...
 - The main ideas raised today were...
 - Our discussion focused on...
 - The three main things we talked about were...



QUESTIONER

- Will say:
- What do you think would be the effect of...?
 - Why do you think...?
 - Can you provide an example to support what you are saying?



CHALLENGER

- Will say:
- I disagree with you because...
 - You mentioned X, but what about...
 - I understand your point of view, but have you thought about...?



BUILDER

- Will say:
- I agree, and would like to add...
 - Building on that idea, I think...
 - Linking to what X said, I think...



Pledges

As well as having the opportunity to earn House points through demonstrating positive engagement, our students can also gain House points by investing in our PLEDGES system. The Sir Thomas Wharton Academy PLEDGES are designed to promote the development of well-rounded individuals and recognise the significant achievements of our students. The PLEDGES system provides opportunities to develop and demonstrate a range of qualities both within our academy and the wider community. There are three levels to the PLEDGES system, with each level awarded and increasing number of house points:

- **Bronze Award**
- **Silver Award**
- **Gold Award**

Each half term, our students' investment and positive behaviour will be celebrated within our Half Term Heroes assemblies. In the build up to these assemblies, subject teachers will nominate students who have impressed with their investment in learning or have shown a marked improvement over time. Students will be awarded a Half Term Heroes certificate and entered into a prize draw for a selection of prizes including items such as Amazon vouchers.

All student achievement will be celebrated via Sir Thomas Wharton Academy social media platforms (Facebook: @SirThomasWharton and Twitter: @STWAcademy) and communicated with parents/carers/guardians. We will always find opportunities to award House points and recognise positive behaviour when our students embrace the Academy Key Drivers.

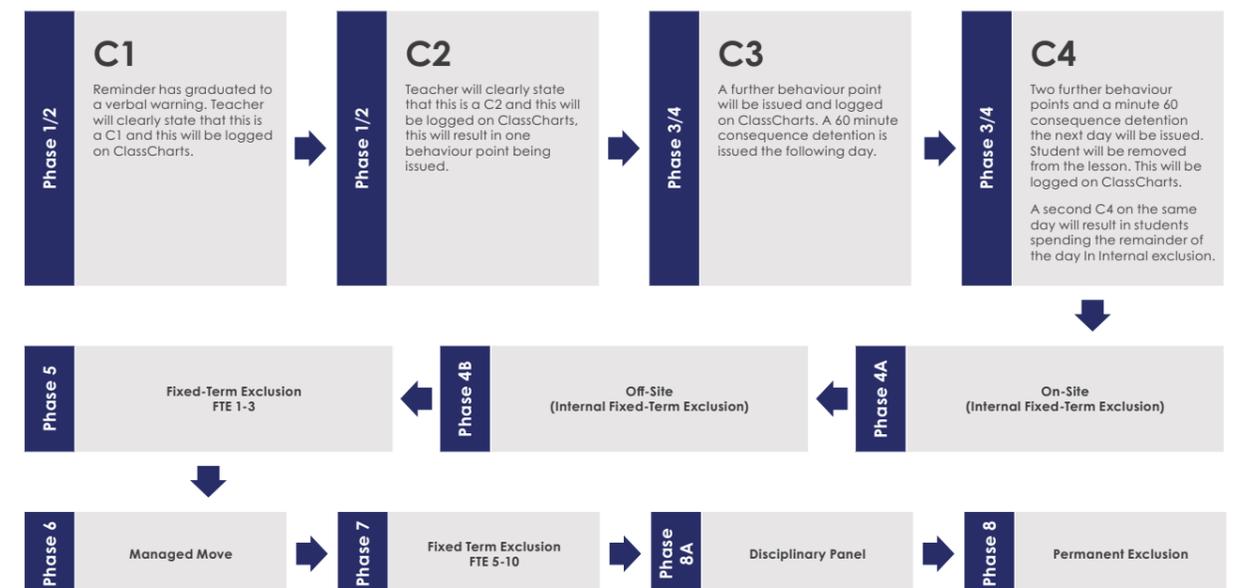
Participation	Consistent participation in an Academy activity showing engagement and excellent conduct at all times for one term.
Leadership	Taking on leadership responsibilities within the Academy to show skills and the impact it has on yourself and others within the classroom, across the Academy and in the wider community.
Enrichment (Cultural)	Attending cultural events or exhibitions.
Dedication	Becoming involved in a range of learning experiences outside of Academy hours to develop self and others.
Giving	Organising and participating in fundraising events to support the Academy or local/National charities.
Excellence	Representing the Academy in sporting, arts, cultural or academic events or performances.
Service	Take part in activities to support your peers/community whenever the opportunity arises.

Consequence System

We have high expectations of all of our students, and we will work hard to ensure that behaviour within the academy is exemplary, every day. The rare incidents of poor behaviour which do occur will be managed using the system outlined below.

Our behaviour management is a structured process that offers clarity to students, staff and parents or carers, to ensure that incidents of poor behaviour are dealt with robustly, consistently and transparently.

We follow a graduated response and put in place the relevant support which we deem necessary in order to encourage and promote positive behaviour from all of our student body. Below you will find a summary of behaviour sanctions:



Mobile Phones and Electronic Devices

No student is permitted to use their mobile phone or any electronic device including headphones whilst in school. If they bring their mobile phone/electronic device with them to the Academy, it must be switched off and put out of sight before they enter the Academy gates. They will not be able to switch them on again until they have left the Academy site. Students found using any electronic devices will have these items confiscated. They will be made available for collection from reception by a parent or other adult family member at the end of the Academy day.

Self-Discipline within the Community

Students are required to wear their Academy uniform correctly, and with pride, when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy.

"The calm and respectful atmosphere in school means that pupils learn without disruption."

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Uniform Expectations

Pupils at Sir Thomas Wharton Academy are extremely proud of their school, the school badge and their uniform. To maintain this pride and the highest standards, our students are required to wear uniform.

The Academy attaches great importance to appropriate dress. It helps to establish a feeling of community, sense of belonging and develops the personal presentation skills of our students. Uniform is therefore not an option; it is a necessity. We expect all students to wear our uniform with pride.

If shoes or an item of uniform is damaged and there is a slight delay in replacing it, then the Academy will provide a temporary replacement. If a student refuses to wear this item, they will be sent home to rectify the issue or placed in isolation/internal exclusion.

The Principal will make the final decision on whether items of uniform are acceptable. If you are unsure whether certain items of uniform meet our uniform requirements, please check with the Academy before you purchase them.

There are certain items of our uniform that can only be bought from specific providers. These items include Academy tie, blazer with badge and our Academy approved skirt. These items are available to be purchased from our external providers:

Pinders Schoolwear: purchases can be made from their two shops based in Rotherham or online at www.pindersschoolwear.com

Prestige Printers: purchases can be made from their shop based in Swinton. Phone number: 01709 580100 Full address: 106 Church Street, Swinton, Mexborough, South Yorkshire S64 8DQ. Further details on their website www.prestige-printers.co.uk

Cliffs: purchases can be made from their shop based in Doncaster. Phone number 01302 342983 Full address; 11a-17 Printing Office Street, Doncaster, South Yorkshire, DN1 1TJ. Further details on their website www.schoolwearsolutions.com

Shirts

Shirts must be a plain white formal collared shirt buttoned to the neck (long or short sleeved) and worn tucked in all times. The top button must be present and fastened at all times. Sleeves on shirts and blazers must always be rolled down whilst walking around the academy.

Blazers

Students must wear blazers at all times when they are inside the school building. Students may remove their blazers when in a lesson, with teacher permission, but they must be put back on before leaving the classroom.



Skirts and Tights

If your child chooses to wear a skirt, it must be the single approved Academy skirt. No other skirt will be permitted. The Academy skirt is a black S-cut straight-line skirt and can be purchased only from Sir Thomas Wharton Academy. When standing, the skirt must be covering the knee. We recommend getting a larger skirt length. (Skirts come in sizes 22", 24" & 26". Plain black tights must be worn with skirts and must be 60+ denier.



Academy Approved S-Cut Straight Line Skirt



Maxi Skirt



Stretchy Skirt



Pleated Skirts

Shoes

Plain flat black shoes that have black soles, black stitching and black laces. Black shoes with brown soles are not allowed and they must have a full leather upper. Patent leather is allowed but suede is not. Dr. Martens will not be permitted due to yellow stitching/sole. Similarly, Kickers will not be allowed due to the red and green tag/sole.



Trousers

Plain black tailored/smart dress type trousers (denim/jean or jean style, skinny, drainpipe, hipster, bootleg or combat style trousers are not allowed). Trousers must not have any studs, chains, visible zips or tassels attached and should not be tight fitting at the ankle. Trousers must have a tailored pocket (not a patch pocket or a jean style pocket). Trousers must be covering your ankle and socks.



Regular



Leggings



Cropped Style



Chino

Belts

If a belt is worn, it must be plain black with no patterns or indentations (no other colour or part colour is acceptable) aside from the buckle. The belt must be made from leather or a similar leather look material. The buckle must be basic, look professional and display no logo. The buckle must be black or silver in colour. Coloured stitching is not permitted.



Tie

Students must wear a Sir Thomas Wharton Academy clip on tie at all times. This must be clipped onto the top button of the student's shirt, which must be fastened.

Socks

Socks must be plain black and professional looking. Socks must go above the ankle.

Jumpers (Optional)

Students may wear a plain black V-neck jumper beneath their blazer.

Lanyard and Badges

The lanyard must be worn at all times in school around the neck. It should clearly be displayed and not be tucked in a student's jumper or blazer pocket. The lanyard needs to be worn at the correct length and not be worn with knots in it. If any part of the lanyard or ID badge is damaged or defaced students will be required to purchase a new item immediately. The House badge should be pinned and displayed on the student's blazer at all times. It should be pinned in the middle of the left lapel of the blazer. Only STWA approved badges are allowed to be worn.

Bag

Students are expected to bring a bag to the Academy every day. We recommend a rucksack which is black in colour, with only a small logo. The school bag must be able to hold an outdoor coat, student planner, A4 exercise books/folders, writing equipment and PE kit.



Academy Uniform

Hairstyles

Must always be reasonable and tidy, bright colours as a result of dye or spray, marked contrast in hair length or colour are not acceptable; neither are extreme styles such as close shaves (e.g. Mohican styles or lines/patterns).

Long hair should be tied back in any practical situations, such as Physical Education, Dance, Drama, Science and Technology or at the discretion of staff. A small, plain black hair slide, band, clip or 'bobble' is acceptable, but any other 'hair ornament' is not permitted.

Jewellery

The only item of jewellery permitted is a watch. This item must be removed for practical activities. No jewellery is permitted including earrings, rings, spacer piercing retainers or tongue/nose piercings. Any other items will be confiscated immediately, and parents/carers must collect them from reception between 7:45am and 4:15pm Monday to Thursday or 7:45am to 4pm on a Friday.

Make-Up

Make-up should not be noticeable and should always be light, natural looking and discreet. Dark highlighted eyebrows, bright coloured lipstick, dark foundation, highlighter, fake tan, painted nails, nail extensions, gel nails or false eyelashes are not allowed to be worn under any circumstances.

"Blazers should be worn at all times on the corridors but can be removed in the classroom."

Clothing Inside The Academy

Only the Academy uniform is allowed to be worn inside the building. Blazers should be worn at all times on the corridors but can be removed in the classroom. Shirts must be tucked in and buttoned to the top at all times. Open neck shirts are not acceptable. Ties should be worn at all times. Sleeves on blazers, shirts, PE kit and trouser legs should not be rolled up at any time unless permission is given by a member of staff. No items are allowed to be carried in blazer pockets during lesson time and will be confiscated immediately and not returned.

Outdoor Coats

Only plain outdoor coats are permitted. Hoodies, fur (including fur hoods), denim and leather jackets are not permitted at any time on the academy site. Outdoor coats must be removed at the entrance to the Academy buildings, as outdoor wear is not permitted indoors. Non-Academy clothing worn inside the building will be confiscated immediately.

Personal Property

Any digital or electronic device that can be used for games, photography, music or recording images are brought at the owner's risk and should be kept in the student's bag. They should NOT be seen or heard on Academy premises at any time. No mobile phone or electronic devices should be visible, switched on or used during the Academy day. If it is seen it will be confiscated and only returned to a parent/carer.



For further detailed guidance around our school uniform, please visit our school website or alternatively, scan this QR code.



Academy Uniform (Physical Education)

All students are expected to participate in PE. Suitable PE kit should be brought to every lesson. PE kit is available to purchase from Pinders. Students not participating in PE/ Dance will still be required to take part in the lesson in a non-practical way such as a coach or umpire, they are required to bring a medical note to explain why they are medically excused from PE. Refusal to get changed will be classed as defiance and the appropriate behaviour points will be allocated.

- STWA polo shirt
- STWA hooded top (outdoor)
- Black tracksuit bottoms/leggings/shorts/skirt
- Black football socks (outdoor)
- Black sports socks
- Trainers
- Football boots for football and rugby
- Shin pads for football and hockey

Pastoral Care

Who to Contact if Parents or Students Have a Concern

The Academy operates a Year group system with students aligned to our four Houses. The Academy's pastoral structure has been set up to provide parents and students in each year with a Student Achievement Leader and a Welfare Manager. This will allow families to have a team to contact who will be familiar with students' individual needs and concerns. The Pastoral Team are the champions of their individual year group. The Student Achievement Leader is responsible for the academic progress of students, whilst the Student Welfare Manager supports the welfare of students within their year group. This team work closely together to ensure that students and parents/carers are always provided with support.

The Pastoral Team work closely with Form Tutors and other departments in school to ensure that all students are always cared for. It is therefore the Form Tutor and Pastoral Team that are the first points of contact for any concerns raised related to day-to-day occurrences linked to behaviour and academic progress. These concerns often come to the Student Achievement Leader and Welfare Manager, who will respond accordingly.

In the unlikely event that parents and students do not feel that concerns have been resolved through contact with the Pastoral Team, please contact the Vice Principal or Principal to discuss matters.

Tutor Group

Your child will begin Year 7 in a tutor group in which they will remain throughout their time at Sir Thomas Wharton Academy. Each tutor group is led by a form tutor who registers students and completes tutorial activities on a daily basis. Tutors play a key role in ensuring that students have all the support they need to be successful on a daily basis within the Academy. They are the first point of contact for parents who have queries or concerns about their child's progress across subjects.

Students begin each day with a thirty-minute tutor period. During this session, students will complete a range of activities and tutors will ensure that students are equipped and prepared for learning. The activities which feature as part of our Tutor Programme have been developed to ensure that students are provided with opportunities to develop skills that will help them to make excellent progress in lessons, as well as making valuable contributions to the wider school community. These activities include:

- Standards and Expectations, Attendance checking.
- PLEDGES checks.
- Votes for Schools debate sessions – designed to broaden their horizons as well as develop their knowledge of the wider world.
- Character Education – designed specifically to help them think about the characteristics that will make them successful young people.
- Assemblies.

Mon	Tue	Wed	Thu	Fri
Attendance checks and Character Education	Votes for Schools	Votes for Schools (2 min speeches)	Character Education	Assembly

Role of The Tutor

Tutors will also provide an opportunity to discuss progress and attendance to ensure students are:

- Aware of their current attendance and targets.
- Aware of gaps in their progress and how to make improvements.
- Prepared for the day with the correct equipment.
- Celebrating and being rewarded for achievements.
- Making effective use of the student planner.
- Engaging with Votes for Schools sessions and the Character Education Curriculum.

Student Planners

Every student at Sir Thomas Wharton Academy is issued with an A4 Student Planner at the beginning of the year. This planner is designed to help students to organise their day and to support them both in lessons and during independent study. It contains key documents to support student learning in a range of subjects, as well as important information about the Academy. Individual student attendance, House Points and Behaviour Points can be monitored during tutor periods on Monday mornings.

The planner is expected to be out on desks at the start of every lesson to be used when required to support in lessons. Students can track homework that has been set, as well as use space provided to take independent notes, during Votes for School, Character Education sessions and assemblies. It is also a conduit for communication between staff and parents.

"Pupils feel safe and have the confidence in staff to help them solve any problems which may arise."

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Reporting to Parents

We hold a Year 7 Investment in Learning Evening for parents in the first half term, where you will meet your child's Form Tutor and discuss how well they have started life at the Academy.

Learning Cycle data captures are held three times a year, where students' attainment and investment in learning are formally assessed and reported to parents/carers.

A second Parents' Evening is held later in the academic year, to provide opportunities for parents to discuss children's achievement with their subject teachers.

Special Educational Needs

Sir Thomas Wharton Academy is committed to providing an appropriate and high-quality education for all students.

All students, including those identified as having special educational needs (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and are fully included in all aspects of Academy life.

All students are valued equally. High quality teaching, knowledge of needs and strategies to support individual students, are the first step in responding to students who have or may have SEND.

We have a team of highly skilled staff who will work with families to put the best possible support in place. We work across the Trust to ensure support is as effective as possible.

Our SEND Team will be providing information separate to this document to help support the transition into secondary education as well as the methods of support that students can expect to receive during their time at Sir Thomas Wharton Academy.

The SEND team have a specialist area within the Academy, where they can offer support for students in a welcoming environment to address individual needs and academic achievement.

Votes for Schools

Votes for Schools (VfS) is a debating programme that helps to support a wide range of skills that contribute to the character development of students.

Each tutor group will be allocated two 30-minute sessions each week to actively engage in the topic to consider their individual stance and potentially verbalise their own views and justification for these.

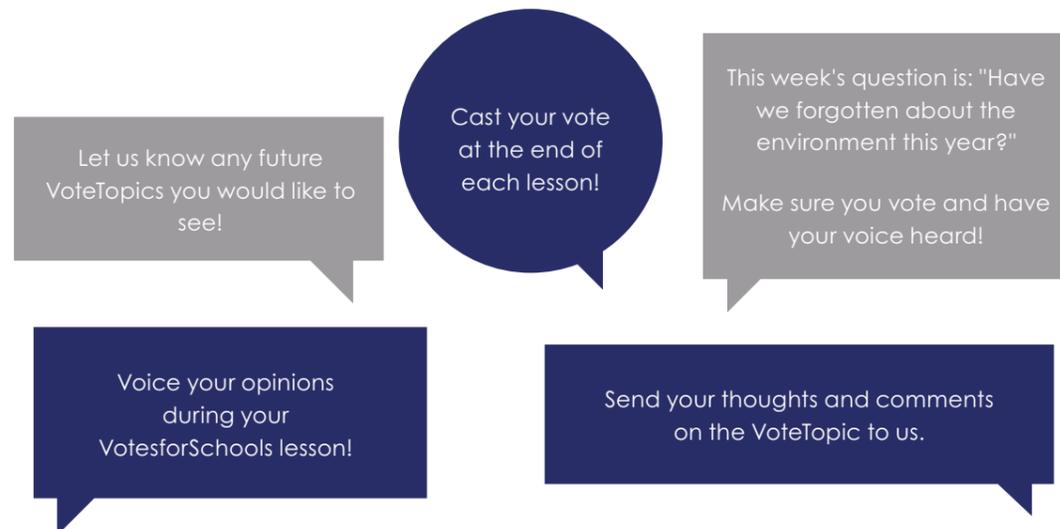
In the first VfS session of the week, students are introduced to a current affairs question/ dilemma and presented with information on both sides of the argument. During this session students are also set various tasks centred around group discussion and other interactive tasks.

In the second VfS session, students are asked to vote for whether they agree or disagree with the 'motion' or whether they answer 'yes' or 'no' to the session's question. Students are then asked to construct a two-minute speech to articulate their point of view. At the end of this session students' votes are added anonymously into the VfS website where results are collated and presented in line with regional and national responses from over 2000 schools.

The VfS initiative is an effective and popular aspect of tutor group provision among both students and staff which is also supported by staff from the English department as part of the Academy oracy provision.

Students have covered a vast array of topic areas since the start of the last academic year. Some of the questions our students have debated this year are:

- ✓ **Are the public the ultimate judge?**
- ✓ **Does our news reflect the world we live in?**
- ✓ **Will your gender affect your future?**
- ✓ **Would you pay more for fairly traded products?**
- ✓ **Will learning ever be the same again?**
- ✓ **Is misinformation a big threat to our health?**
- ✓ **Does social media make disabilities more visible?**
- ✓ **Are we too influenced by the US?**



Character Education

The main aim of Character Education is to ensure 'All students develop exceptional character'

Character Education takes place during tutor group each week, with the first sessions focused on goal setting and reviewing progress towards them, along with opportunities to learn about how to develop character.

Through our Character Education Curriculum, we focus on developing traits that will support our students in their personal development and prepare them to be successful members of society.

We believe 'Qualifications open doors, your character gets you through them'

Aspects of Character that are addressed through our Character Education Programme include:

Goal Setting
Resilience
Grit
Determination
Personal Drive
Hope
Aspiration
Effort
Work Ethic
Attitude
Growth Mindset
Ambition
Confidence
Deliberate Practice
Emotional Control
Excellence

How is Character Education delivered at Sir Thomas Wharton Academy?

The Academy has a clear structure in place for the focus and aims of all tutor period sessions for the full academic year. This is based upon the Academy's PRIDE agenda and Key Drivers. For each half term, students will work on a topic focus that is directly linked to an over-arching theme, such as the developing of resilience under the key driver of 'Never Give Up'. These themes are initially introduced in assemblies during which senior leaders or guest speakers will deliver bespoke sessions for Year 7. These key messages and information will then be used throughout the remainder of the half term, during tutor group.

Tutor Group Structure and Content

Resources are created and distributed to all form tutors for delivery of sessions. They provide the opportunity for students to assess their own traits and develop new skills and values. All sessions are quality assured on a daily basis by members of the senior leadership team as well as pastoral staff specific to each year group.



Student Voice

We are firm proponents of students being provided with opportunities to have their opinions heard on matters related to their experiences at Sir Thomas Wharton Academy. We take great pride in offering students a range of forums to share their ideas, thoughts and opinions on various issues which contribute to the life of a student at Sir Thomas Wharton Academy.

Leaders at Sir Thomas Wharton Academy believe in a democratic approach to student life within the Academy. Whilst decisions around policies related to uniform, equipment, behaviour, standards and expectations remain determined by Senior Leaders and the governing body, we welcome the thoughts and opinions of the students that attend school each day.

Our Student council helps to shape the way in which the Academy is able to make positive contributions within the local community, developing initiatives that raise money for charity, acknowledging and recognising memorial days and making positive contributions in Edlington and the surrounding areas.

Form Reps attend meetings where they discuss items on an agenda that is shaped by the students based on matters that they think are most relevant and current to their life at Sir Thomas Wharton Academy. They are given the opportunity to feedback and discuss these meetings during tutor group.

We are passionate about continuing to enhance student experiences at Sir Thomas Wharton Academy and we regularly ask for feedback on what the students within the Academy feel are positive experiences both in lessons and around the academy during social times.

Student leaders are regularly involved in:

Some examples of the way in which Student Voice can affect what we do at Sir Thomas Wharton Academy include democratic campaigns for students to represent their Form, Year Group and House.

Students are given opportunities to tell us how they would like to be recognised for their positive contributions to Academy life. Staff recruitment, charity work, reviewing of systems and processes includes rewards.

"Leaders and governors are determined to raise aspirations and develop pupils' character. What is best for the pupil is at the heart of their thinking at all times."

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Travel Arrangements

The Academy has a wide catchment area, so a large number of our students travel several miles.

The Academy bus operators are Stagecoach Bus Co and First Group Doncaster.

South Yorkshire travel usually update their timetables two weeks before the start of the September term. These will also be updated on our website.

Walking and Cycling to the Academy

We encourage walking or cycling to the Academy. This helps our students to stay active and adopt a healthy lifestyle, and it helps to reduce the traffic at the Academy. The Academy provides covered cycle racks for those students who wish to cycle.

Traffic and Car Parking on Site

To keep our students safe, we have had to place restrictions on traffic on the Academy site. The car park is reserved for Academy staff and visitors / parents / carers who have appointments only and must not be used as a 'drop off point' for parents. It is out-of-bounds for all students, including sixth form, who have separate parking facilities at the swimming pool.

We ask parents not to drive into the car park at the beginning or end of the Academy day and also at lunch time to pick students up as they will not be able to access this part of the Academy site.

The disabled car parking bays are for blue badge holders only.

Student Activity

- What Do I Know?

What time does school start and finish?	
Where will you eat your lunch?	
Where will your tutor room be?	
What is your tutor called?	
Name three people who you could talk to if you had a problem.	
Where can you go during social times?	
How will you get home from school?	
What equipment will you need each day?	
Who will your Student Achievement Leader and Welfare Manager be?	
Where is your Year Office?	

Student Activity

- My Hopes and Aims

We believe you can achieve anything you want to achieve!

Academic Hopes and Aims	
In my lessons I aim to...	
I hope to learn about...	
My learning goals are...	

Pastoral Hopes and Aims	
I aim to make strong friendships because...	
I hope to feel proud of myself when...	
I aim to be confident about...	

Extra-Curricular Hopes and Aims	
I hope to join a club for...	
The active learning I hope to get involved in is...	





"Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives."

Sir Thomas Wharton
Academy



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