

Policy Title:	Home-Academy Procedures
Policy Reference:	
Function:	Information and Guidance
Status:	Statutory
Audience:	Governors, Principal, Teachers, Support Staff, Students
Ownership / Implementation:	The principal and the Governing Body have overall responsibility for ensuring that this policy is implemented.
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THE OXFORD ACADEMY

The Oxford Academy is a learning environment at the heart of its community. We promote care and respect, and expect high standards in all aspects of Academy life.

We aim to build a community clearly based on a Christian ethos, recognising the integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution and protect the vulnerable. We are committed to justice and compassion. Mutual respect and trust are central within the Academy.

Our vision for The Oxford Academy is based on the following beliefs:

- Education matters in society: the provision of a well ordered, stimulating learning environment is a common right for all our children.
- The Academy should articulate social and moral values and respect for others, irrespective of their class, sex, race or religion.
- The Academy will promote the highest achievement in youngsters, irrespective of their abilities or self-expectations. Competition and collaboration are both equally important to learning. The aspirations of all our students will be nurtured.
- The Academy will celebrate students' achievements and challenge fixed notions of ability. We will value and reward young people's verbal, practical, academic, sporting, artistic and leadership skills.
- An effective and flourishing Academy should be 'public' rather than 'private', explaining to parents what is being taught and how the curriculum is being interpreted. It should be open to praise and constructive feedback in a genuine spirit of partnership.
- An effective Academy should work closely with neighbouring schools to improve opportunities for children and young people.
- The work of the Academy will be underpinned at all times by its ultimate aim – to improve standards, achievement and the life chances of young people. The Oxford Academy is to be, first and foremost, a place of high quality learning and teaching for young people aged 11-19.

This policy, and its associated procedures and protocols, is based on these key principles.

THE OXFORD ACADEMY

Home – Academy Procedures

1. Purpose and objectives:

1.1 Accordingly:

- The Academy will build an educational community that is calm, safe, welcoming and inclusive, and in which diversity is celebrated.
- Academy students and staff will together strive for excellence by continuously improving on their personal bests.
- Everyone at the Academy will be an effective learner responsible for their own development and learning and for the development and learning of others.
- Team leadership and membership, and opportunities to coach and be coached, will secure continuous improvement throughout the Academy.
- Creativity, innovation, problem-solving and risk taking will be features of all aspects of Academy life.
- Parents/carers will be encouraged to engage as active partners with the Academy to ensure that their children achieve their full potential.

2 Home / Academy contract

There will be a partnership contract between students, parents/carers, Academy teachers, support staff and the governors.

At the Academy, we recognise that students achieve most when parents/carers and the Academy respect and value each other and share common aims. We want to work with parents/carers to maximise our students' achievements and successes in all areas.

This document details our expectations of our students and their parents/carers along with what they can expect from the Academy.

3. Keeping ourselves safe:

- It is expected that an Academy student will **never** act in a violent or aggressive way, either inside or outside the Academy.
- It is expected that an Academy student will never have possession of, or use, any object as a weapon either inside or outside the Academy.

- It is expected that an Academy student will never bring drugs into our Academy community.

4. Equal opportunities:

- We welcome and celebrate the diversity amongst us which enriches our experience and understanding.
- We all have the right to be treated fairly and with respect.
- We must behave in a way which promotes learning.
- We all need to treat each other with care and consideration.
- We reject language or behaviour that insults our many differences.
- We value all members of our learning community.

5. Teachers and support staff will endeavour to:

- know the students as individuals. This means knowing: where they are in their learning, how they learn best and the most effective ways of supporting them to keep improving on their personal best;
- provide a balanced curriculum through exciting and challenging educational experience;
- enable students to become independent learners, ensuring that they reach their full potential as valued members of the Academy's community;
- help students to develop as individuals, encouraging confidence, self-esteem and positive relationships with others;
- build effective relationships with the parents/carers of the children in their care;
- be open and welcoming to parents/carers and offer opportunities to become actively involved in the Academy;
- keep parents/carers informed about their child's progress and about other/him relevant Academy matters.

6. The commitment of parents/carers:

6.1 As the parent of a child at The Oxford Academy, I agree to:

- value education and show an interest, on a regular basis, in my child's learning;
- send my child to the Academy regularly, punctually and in full Academy uniform, ensuring that my child is ready to learn – that she/he has had enough sleep, has eaten a breakfast and has the required books, kit and equipment for the day;
- explain to my child what the Academy requires in terms of work, homework and behaviour, and supporting the Academy in its high expectations;
- celebrate my child's achievements with her/him;
- let the Academy know of any special medical needs or any special circumstances which may affect my child's learning;

- use my child's Planner as a means of communication with the Academy: check homework set, write message and sign the Planner each week;
- support the Academy's Attitudes to Learning policy and instil in my child how she/he is expected to behave;
- attend Parents' Consultation evenings, discussions about my child's progress and relevant workshops every year.

7. The commitment of students:

7.1 As a student at the Oxford Academy, I will:

- aim high and be an active learner;
- come to the Academy regularly and punctually in full Academy uniform and bring the required books, kit and equipment;
- work hard, on class-work and homework and strive always to improve on my personal best;
- be polite, co-operative, considerate and kind and treat other people with respect;
- be prepared to work with anyone in my group;
- ask for help when I need it;
- accept advice and guidance from the teachers and support staff;
- do as I am asked by staff without arguing;
- follow the Academy's Attitude to Learning Policy;
- act with care, respect and dignity when moving around the Academy or in the local community;
- involve myself in the additional opportunities provided by the Academy.

8. Contract between students, parents and The Oxford Academy

I have read and agree to follow the above:

Signature of Parent/Carer(s):

1 _____

2 _____

Name(s) in capitals:

1 _____

2 _____

Signature of student

I understand and agree to follow the above contract:

Signature on behalf of the Oxford Academy:

Date: _____

9. The importance of parents

9.1 Key research findings:

- Children of parents who take an active interest in their learning and show high levels of interest, progress significantly more (15%) than other children.
- Family influences have a much more powerful effect upon children's attitudes and achievements than either/him Academy or neighbourhood factors – even when these are added together.
- Between the ages of 5 and 16, children spend only a small proportion (15%) of their lives in school.

9.2 Why you are so important to us:

- Nobody knows children and young people as well as their parents do! Parents are the only constant throughout a young person's life.
- Young people can be very different in the Academy compared with at home. It is only by bringing the two together that a (relatively) complete picture is possible.
- The impact of parents' interest and involvement on students' learning is significant.
- We need to know what parents and families think of our current efforts, in order to know what you think is working well and what we can do to improve.

As part of the transition arrangements and in calls made to parents, staff should maximise the information gained about students. The script of a call could include "Tell me one thing that you want me to know about your child's special talents.")

www.parentcentre.gov.uk – a website for parents with information about homework and other/him ideas for supporting your child's learning.

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.