



MALBYLEARNINGTRUST

Exceptional Experiences. Successful Lives.



MALBYACADEMY

Transition Booklet

2023/24



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



RESILIENCE

Learn from failures, work through problems and never give up. Be better today than you were yesterday.



ASPIRATION

Aim high and set yourself challenging goals both academically and personally. What does the future hold for you?



COMMUNITY

Accept support and offer it. Give something back to the Academy and the community.



RESPONSIBILITY

Be responsible for your actions, celebrate successes and learn from your failures. Do not make excuses.



CONFIDENCE

Don't be afraid to get things wrong. Believe in yourself and your abilities and step outside your comfort zone.





OUR CURRICULUM INTENT

The Maltby Academy curriculum is designed, delivered and monitored with principles of knowledge and assessment at its core. The curriculum is aspirational and 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 INTENTION 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.



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Welcome from the Principal:

A very warm welcome to all students, parents and carers. On behalf of the governors, teachers, support staff and students, we are delighted that you have chosen Maltby Academy for your child's educational journey over the next seven years.

We are very proud of our Academy. Our vision is to deliver exceptional experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

Maltby Academy has highly skilled, dedicated and talented teaching and support staff. Teachers are passionate about their subject and are keen to develop that love of learning in young people. Our team of committed support staff go that extra mile to support, challenge and encourage students and families every step of the way.

The level of dedication, aspiration and challenge, underpinned by our insistence on traditional values of good manners and common courtesy continues to drive excellent examination results and secure first rate progression routes for everyone.

Over the next seven years, in order to ensure that your child achieves their very best, it is vital that we work in partnership with you. A positive relationship between home and school through communication, dialogue at parents' evenings and support with the Academy code of conduct, uniform standards, homework and study makes all the difference to a young person's experience and level of success in school.

Finally, within this brochure you will find all the key information you and your child need to prepare for life at Maltby Academy. Please read it together and encourage your child to talk about their transition.

The Transitions team will visit your child's primary school and there are many exciting opportunities to visit the Academy so they are eager to join us in September. I look forward to meeting you all very soon.

Mr R. Wood
Principal







Our Commitment

At Maltby Academy, we are committed to:

- Provide inspirational teaching and constructive feedback, every lesson, every day.
- Promote and model high expectations, traditional values and professional standards.
- Recognise, reward and celebrate success.
- Prepare young people to be employment ready with the skills and confidence to succeed.
- Provide learning experiences which meet the needs and aspirations of all.
- Ensure no young person is left behind.
- Develop and sustain effective collaboration and partnership with parents/carers and the community.
- Provide highly effective professional development to ensure excellence in the classroom.
- Support all young people to make positive choices with respect to their own personal well-being, their relationships with others and within their role in the wider world.



Your Commitment

Parents and Carers

- Encourage 100% attendance and punctuality all day, every day.
- Contact us and keep us informed.
- Attend parents' evenings and keep up-to-date with your child's progress.
- Provide a suitable learning environment at home.
- Celebrate in your child's success and reinforce our high expectations.
- Encourage your child to take part in enrichment activities.
- Encourage your child to read for pleasure.
- Talk to your child about their learning and broaden their learning experiences.
- Ensure your child is ready to learn.

Young People

- Strive for 100% attendance each half term, arriving on time to all lessons.
- Always be prepared to learn with the correct equipment, planner and 'can do' attitude.
- Always take an active role in your learning and be keen to try different ways to learn.
- Listen carefully and act courteously to others.
- Confidently answer and ask questions when you are unsure or to find out more to challenge yourself.
- Be keen to make improvements to your work/performance following feedback and act on advice without being asked.
- Always take pride and care in the presentation and quality of your work/performance.
- Complete all homework on time.

Investment in Learning (iIL)

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

Attendance and Punctuality

There is a strong relationship between excellent attendance and punctuality to school and levels of achievement in examinations and employability.

What is EXCELLENT attendance?

97% +	Excellent - our target for every student
96% - 97%	Good
94% - 95%	Beginning to cause concern
BELOW 93%	Worrying and less chance of success
90%	Persistent absence: Serious attendance concern

Parents and Carers are asked to:

- Not take holidays in term time (requests will not be authorised, unless in exceptional circumstances).
- Reinforce high expectations in terms of attendance.
- Keep your child away from school only if too ill to attend.
- Keep a personal log of your child's absence across the year (use the MA planner or App).
- Spot early signs of disengagement and contact Academy for support.
- Be aware that Academy parents/carers have faced fixed penalty fines and prosecution for taking children on holiday in term time and allowing regular unauthorised absence.

Please see the Academy Attendance Policy on our website for Absence Procedures.

Term Dates and Inset Days

For details of Term Dates and Inset Days please see our website: www.maltbyacademy.com

Please be aware that the only website with the accurate dates is the Academy website and IRIS Live.





The Academy Day

The Academy day starts at 8:20am and finishes at 2:50pm

Optional enrichment activities are available after school.

Academy Day Timings

Lesson	Time
Entry Time (L mark issued after 8:20)	8:00 – 8:20
Transition to Tutor Period	8:20 – 8:30
Tutor Period	08:30 – 09:00
Period 1	09:00 – 10:40
Break	10:40 – 11:00
Period 2	11:00 – 12:40
Lunch	12:40 – 13:10
Period 3	13:10 – 14:50
Enrichment (optional)	14:50 - 15:50
Period 4 (Y11 only)	14:50 – 15:50



Student 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.

The whole range of Academy uniform can be purchased online from Pinders Schoolwear:

www.pindersschoolwear.co.uk

Pinders provide online ordering along with shops at the following locations:

Mansfield Road, Aston, Sheffield, S26 2BS
Phone 0114 2513275

16 College Walk, Rotherham, S60 1QB
Phone 01709 720043

Crystal Peaks Shopping Centre, Sheffield, S20 7PL
Phone 0114 2513275

Academy ties are available to purchase from Student Reception.

General

- Academy blazer.
- White shirt.
- House tie.
- Lanyard and House Badge.
- Optional Academy jumper (sleeved or sleeveless).
- Plain black trousers (not skin tight on legs or ankles; not to have zip pockets; not to have external pockets; must have tailored pockets) or Academy approved plain black skirt (to the knee) with appropriate plain black tights (from 40 denier), black ankle socks. Plain black thin belt (if necessary).
- Shoes must be flat, leather shoes in all black. Boots and trainers are not allowed. Shoes with coloured adornments, badges or logos (for example Vivienne Westwood) are not allowed.
- Bag – big enough for PE Kit and trainers, A4 planner, additional books and equipment.
- Coats are permitted but no sports jackets, hooded jackets or hoodies are allowed.

Physical Education

- Academy polo shirt.
- Academy reversible outdoor shirt or Academy microfleece.
- Black PE shorts.
- Black socks.
- Optional black tracksuit bottoms.
- Pair of indoor trainers.
- Pair of outdoor trainers/football boots.
- Academy microfleece/Hooded sweatshirt (For girls – to be worn during PE lessons only).

For more detailed information, please view the uniform policy.



Student Expectations

Uniform

- Smart, professional and readily identifies young people with the Academy.
- Practical and appropriate for school to create a positive climate for learning.
- All students are expected to maintain a high standard of uniform at all times.

Make-Up

Make-up must not be visible (if make-up can be seen it must be removed)

The following are not permitted:

- False eyelashes.
- Unnatural looking eyebrows such as HD brows.
- Fake tan or spray tan that does not look natural.
- Headphones.
- Jewellery except watches (No smart watches).



Equipment

- MA Planner, provided by the Academy.
- Pencil case with pens, pencils, rubber, ruler and sharpener.
- Calculator (Recommended: Casio FX-83GTX Scientific Calculator).
- PE Kit – indoor and outdoor (when timetabled).

The Planner

- To support with personal organisation and learning, each student will receive a study planner.
- In order to support your child in their learning, we ask that you have regular discussions with your child using the MA planner as a basis.
- It is a resource used to support students across all subjects, including Literacy and Numeracy across the curriculum.

Use the planner to monitor your child's:

- Record of enrichment and achievements.
- Timetable of lessons.
- The planner is also used to communicate with form tutors and teachers.





High Expectations Through Learning and Progress

At Maltby Academy we are committed to developing a love of learning amongst all students and push them on to achieve their full potential.

Ability Grouping

We expect all young people to try their very best to achieve their full potential and encourage them to do so by allocating them to specific teaching groups. Our unique Year 6/Year 7 transitions programme means that we get to know your child well before they start in September.

The Transitions Team will talk to your child's Year 6 class teacher, consider performance and confidence in Maths and English and ascertain whether your child has any learning needs or specific requirements. Using this information, your child will be allocated to teaching groups according to their prior attainment.

Your child will be taught with other students of similar ability – Above, At or Below Age Related Expectations and, through ongoing assessments via class work and homework, they will have every opportunity to move up the groups as they progress.

You will receive regular updates on your child's progress via Learning Cycle Reports and Parents' Evenings throughout the academic year. We will ensure that your child's learning needs are met and that all students can progress.

Support With Literacy

Young people develop their language, and literacy, skills at different rates. At Maltby Academy, our Step-Up curriculum is designed to suit the specific needs of students who have not yet met the expected standard for reading and writing.

Within its nurturing, yet challenging, environment, the Step-Up curriculum seeks to enhance students' literacy skills at a quicker rate to ensure that every young person can successfully access the wider curriculum.

Alongside the English curriculum, students in Step-Up follow a discrete - project-based - programme that has been designed to mirror the skills students cover in Geography and History. Close links are established between all three departments, to ensure a seamless transition as students move between Step-Up and mainstream learning.

The graduation process is a fantastic part of the Step-Up programme, with celebration events occurring at the end of both Term 1 and Term 2. This not only allows staff, and students, to say goodbye to the graduation cohort – but to recognise the achievements and hard work of every single member of the group.

Support With Positive Engagement

At the Academy we believe it is never acceptable for a student or students to stop a teacher from teaching and other students from learning. That is why we have the Academy Code of Conduct, Behaviour Policy and Investment in Learning profiles.

The Academy site is supervised at all times by teaching and non-teaching staff and any disruption is dealt with swiftly and consequences adopted.

However, we do know that some young people need support to manage their social and emotional well-being and so provide a number of solutions to facilitate their learning. The REACH programme from Year 6-7 to Year 11 provides small groups and one to one counselling sessions, a bespoke curriculum and a dedicated centre of teaching.

If your child requires intervention from the REACH programme you will be informed and invited to the Academy with your child before they start in September.



Personal Development, Well-being and Safety

Tutor Programme

Each day starts with a tutor period and one day a week there will be a year group assembly.

Students will discuss their achievements, attendance, behaviour and what enrichment activities they have taken part in.

They will also engage with Votes for Schools and our bespoke Character Education programme.

Students also have access to a Personal Development reading programme which runs throughout the year.

Life Skills Curriculum

Through the Life Skills curriculum, students are taught to manage risk and make positive choices in respect of their own personal well-being, their relationships with others and within their role in the wider world. We teach students to empathise with others, and the importance of Protected Characteristics, SMSC, as well as British Values.

Well-being and Safety

The key priority for all who work at Maltby Academy is to ensure your child is safe in school. Systems and procedures for safeguarding young people are outlined on the website. We have a dedicated team of specialists who are committed to ensuring your child's time at the Academy is enjoyable, rewarding and safe.

Please refer to policies and procedures on the Academy website: www.maltbyacademy.com

Personal Development (PD) Reading

During Tutor Time, every week, students read with their form tutor.

We have selected two texts per year group, based on the contextual need of our students at Maltby Academy. These texts and sessions are linked to the British Values, SMSC and the nine protected characteristics, that will, ultimately, contribute to making our young people more empathetic, understanding and tolerant human beings.

Personal Development Reading at Tutor Time offers us an opportunity for students, and staff, to be exposed to 'mirrors and windows'.

'Mirrors' in texts allow us to see our own experiences reflected through other characters. Through this, we can develop empathy, learn to feel supported and grow a greater sense of self.

'Windows' in texts allow us to see experiences that we would otherwise not be exposed to. This, in turn, helps us to develop empathy for others, tolerances of difference, and a greater understanding of the world.

In addition to the 30 minute weekly Tutor Time session, there is one Drop Everything And Read (DEAR) per half term, to ensure texts are covered in the depth and detail required.

"Students will discuss their achievements, attendance, behaviour and what enrichment activities they have taken part in."



Character Education

What is Character?






The DfE define Character as ‘a set of positive personal traits, dispositions and virtues that inform motivation and guide conduct so that students reflect wisely, learn eagerly, behave with integrity and co-operate consistently well with others. This gives students the qualities they need to flourish in our society.’
The Maltby Academy Key Drivers are the conduit for realising this definition.

Intent – Character Education

- To raise achievement through increased motivation (Aspiration, Confidence).
- To promote inclusion and equality of opportunity (Community, Responsibility).
- To encourage participation in, and commitment to, extended learning (Resilience, Aspiration, Community).
- To develop and enhance employability skills, attitudes and attributes (Confidence, Responsibility).
- To contribute to personal, local, regional, and national prosperity (Community, Responsibility, Aspiration).

Implementation - Character Education

The building blocks of character and the delivery of our Key Drivers should always be accomplished through the consistent praise and acknowledgement of following framework of virtues.

 Aspiration	 Resilience	 Confidence	 Community	 Responsibility
Virtue 1	Virtue 2	Virtue 3	Virtue 4	
Intellectual/Thinking (Aspiration, Resilient, Confidence)	Performance (Aspiration, Resilience, Confidence)	Civic (Community, Responsibility, Confidence)	Moral (Community, Responsibility, Confidence)	
Necessary for discernment, the right action, pursuit of knowledge, truth and understanding.	Necessary for enabling the intellectual, civic, and moral virtues.	Necessary for the growth of responsible, engaged citizens, contributing to the common good	Necessary for us to act well, where ethical responses are required.	
Autonomy, critical thinking, curiosity, judgement, reasoning, reflection, resourcefulness.	Confidence, determination, motivation, perseverance, resilience, teamwork.	Civility, community, awareness, citizenship, volunteering, charity	Compassion, gratitude, contentiousness, honesty, humility, integrity, justice, respect.	
Character Traits				
Ritualisation and Actualisation Integrity & Self Awareness Discernment & Decision Making Civility & Etiquette Teamwork & Reciprocity Curiosity and Creativity				
Refinement of our key drivers, the character virtues and these character traits lead to flourishing individuals and societies.				



The implementation of Character Education at Maltby Academy will be **Caught, Taught and Sought**.



The Academy community, inclusive of staff, students and parents/carers will model inspirational influence of the framework of virtues and key drivers and challenge or raise awareness where there are deficiencies. Short fallings in these virtues and key drivers leads to an organisation devoid of positive culture and climate. Only by modelling the expectations and behaviours, will good virtues and character building be, caught.



The Academy provides educational experiences in and out of the classroom that equip students with the language, knowledge, understanding, skills and attributes that enable character development. We commit to high quality Character Education, which is explicitly taught as part of the Academy tutor programme.



The Academy provides varied opportunities that generate the formation of personal habits and character commitments. These help students, over time, to seek, desire and freely pursue their character development. The voluntary and passionate engagement is for fun, learning and to give back to the Academy and wider community.

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 actively engage in the weekly topic to consider their individual stance and verbalise their own views and justification for these.

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

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 time provision among both students and staff, which is also supported by the English department as part of the Academy Oracy agenda.

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?





VOTES FOR SCHOOLS

Vote Results:

Two weeks ago, we were discussing the impact the modern world has on the spread of disease and the majority of our students felt the modern world made it easier for them to spread.

Does the modern world make it harder for diseases to spread?



Please Note:

With schools shutting across the UK, we will be changing our resources to best support you while you are studying from home.

Next week, your VoteTopic pack will include:

15 Minute, 45 minute & 16+ lessons.

An Activity Guide, packed full of ideas of things to do with siblings, parents, family or caregivers.

Extra information and recommended sites to keep you learning while at home!

This week's VoteTopic:

With cases of the Coronavirus in the UK on the rise, this week we're looking at how people have responded to the restrictions put in place due to COVID-19 and whether these are helping or hindering communities.

Are communities strengthened in a crisis?

Discuss at Home:

How has Coronavirus affected your local community?

Do you think a crisis brings communities together or leaves them more divided?

What your family are doing differently because of the restrictions put in place.

Student Research Points:

Think of another crisis in history (e.g. war, disease, a natural disaster), How did communities pull together and help each other during or after this?

Find out other things communities are doing to help each other, either in the UK or globally.

Why are people stockpiling? Look up the psychological factors behind this behaviour.

Calling all voters!

You can still vote at home! Just follow the link: www.surveymonkey.co.uk/t/HFC3CWZ

@voteforschools @voteforschools

The House System

The House system is in place for our students to be part of a **community** and take **responsibility** for its activities. We have four Houses, each with their own colour, history and heraldry.

These are: **Barts, Bede, Rolleston, and York.**

Your House **community** will **aspire** to work together, achieving success and reconciling failure. You will show **confidence** and **resilience** by taking part in House competitions and have the opportunity to give back to the wider **community** by raising money and awareness for a chosen, local charity. As part of your House, you are expected, and encouraged, to be **aspirational** in seeking out new opportunities for personal development. This means learning about the needs of your House and charity, and taking **responsibility** for organising and partaking in events which will better self, House, House charity and school.

You will have your House colour on your tie and a lapel badge. Your House is your team, and this provides a sense of community. House Senate members will have a distinct tie and badge to make them visible and set them apart from other House members.

House Senate

Students can enhance their leadership skills and community values through the House Senate programme. Leaders will be elected through a democratic process during Votes for Schools.

All Senate members will receive training and gain a recognised qualification for this, providing them with skills which will transfer into future employment/endeavours.

The House Senate will take a lead role in organising House events, updating social media and House displays, shortlisting and publicising potential House charities, and then communicating with the House's selected charity. The House Senate will be supported by two Year 12 mentors who will give advice on how to communicate with the chosen charity as well as aiding in the organisation of House events.

It is crucial that there is something for every student to be involved in, and as such it is the **responsibility** of Senate members, as well as staff, to ensure feedback is collected from students who are not yet engaged so that improvements can be made.

We aim to develop Senate members who are **confident** enough to stand up in the end of term House assemblies and present awards to outstanding House members. In short, the House Senate programme aims to develop students that truly embody all of the **Maltby Academy Key Drivers**.



House Events & Challenges

Each term, subject areas will host a House competition/event (each lasting one week) based on the broader curriculum of that subject, the values of the school or **community**, seeking **aspirational** opportunities for personal development, or simply something fun which enhances team spirit. These events will earn participants House points contributing to end of term House awards. During these weeks there may be additional House point incentives corresponding to the associated key driver of the House event, e.g. 'litter-picking week – double points for **responsibility!**' The House Senates will be responsible for keeping their House informed and driving participation for these events.

There will also be a House challenge set each half term where students can earn extra House points for embodying the Maltby Academy vision, e.g. learning something interesting about an enrichment topic and sharing this with members of their form. These challenges will be specifically aimed to push students in each of the **Maltby Academy Key Drivers**.

House Charities

Each House will choose a charity that they will support for the year. These will be shortlisted by the Senate and then voted in by the whole House during Votes for Schools sessions. Whilst the House Senate will take an important role in ensuring charity events take place to raise money for House charities, all students should communicate with the Senate so that their ideas can be discussed in House meetings. House charities are incredibly important in ensuring that Maltby Academy maintains close community affiliations.

House History

The Maltby Academy House system was established when Maltby Grammar was founded in 1931. The bold and modern shields, representing the four Houses, are pre-dated by the badges found on the old school emblem, each symbolic of something important to the Maltby community. These were:

- **The White Rose of York**, symbolising courage, was worn by soldiers and represents the county in which our school lies.
- **The Saxon Tower of St Barts Church**, symbolising strength, was a place of community gathering for worship and other activities, and represents protection to the Maltby community.
- **The Open Book of Bede**, symbolising the power of the written word, represents the Venerable Bede who spent much of his life in local monasteries. Bede believed that ancient wisdom could be passed on through the study of important texts.
- **The Gryphon of the Rolleston family**, symbolising the guardian of secret knowledge, was part of the Rolleston family coat of arms. The Rolleston's have many associations with Maltby, to Rolleston House members, the Gryphon is a reminder that knowledge is precious and hard earned.

If you would like to learn more about the history of the House system, please talk to Mr Hayes, there may be House points on offer for whatever you can uncover!

Year 7–9 Curriculum

The Academy runs three lessons per day of 100 minutes on a two week timetable:

- English/Reading
- Art and Design
- Mathematics
- Design and Technology
- Science
- Spanish
- Computing
- Performing Arts
- History
- Life Skills
- Geography
- Music
- Physical Education
- Religious Studies

Homework at Maltby Academy

Homework is set to promote learning at home as part of a good well-rounded education. All homework at Maltby Academy will be meaningful, purposeful and focus on: Prep Learning - Preparing students for upcoming learning/lessons, Deliberate Practice - Specifically practicing recent activities to embed knowledge and understanding, Retrieval Practice - Recalling prior learning through quizzes and mini-tests as a method of embedding knowledge into the long-term memory. At Key Stage 3, students will be provided with a new Knowledge Organiser each term containing key foundational knowledge from across the curriculum, to support with the retrieval quizzes set for homework.

Satchel One

Maltby Academy uses an online platform to issue homework. 'Satchel One' facilitates the setting, monitoring, and organising of homework in a way that supports students and engages parents and carers. Homework will be set weekly by each subject, but the frequency and length may vary in certain subjects.

Home-school Communications

Maltby Academy utilises a range of digital communication methods to provide key information quickly and easily to parents and carers. Emails and App messages have replaced printed letters, which are only sent to parents and carers without access to a computer or smartphone. The Academy also uses text messaging for short bulletins and announcements.

IRIS Live

The App is used for communication and is available to download from the App Store or Google Play. The App allows you to view information about your child including their timetable, you can also view key dates, current news and lots more. Letters and messages are also sent via the App and parents and carers can contact the Academy for free using this service. (Please note that full access to the App will only be available once your child is registered on roll at the Academy in September).

Class Charts

Our Class Charts system keeps parents and carers informed of rewards, behaviour, detentions, and attendance in real time. The Class Charts App can be downloaded on iOS and Android systems and gives parents and carers and students the ability to track their efforts in lessons, timetables, attendance, and punctuality, as well as giving any information regarding detentions.

Transport

Maltby Academy provides a minibus service before and after school for students attending from out of area. There is also a Local Authority/ South Yorkshire transport bus. Both timetables are published on our website - maltbyacademy.com



Enrichment Provision

Every year, we have a number of educational visits to various locations in the UK from London to Castleton plus trips abroad to Paris and Italy.

We are keen for as many students to be involved in enrichment as possible - we believe that opportunities beyond the classroom can boost their confidence to interact socially with others; extend their social networks and provide them with new – or improved – skills and abilities.

Above all, enrichment offers an important space for students to have fun and relax, or challenge themselves and achieve what they might not have thought was possible; this can lead to improved mental and physical health.

Students will receive a House point for their attendance at each enrichment club, which will contribute to their overall House points total, and subsequent rewards at the end of each half term / term. For a timetable of activities visit our website.



Lunchtime Arrangements, Staying Safe and Being Healthy

As part of our responsibility to educate young people to make the right choices and stay safe, we are committed to:

- Keeping all young people in the Academy during lunchtime.
- Ensuring they have access to and choose a balanced, healthy diet.
- Securing readiness to learn – ensuring students are focused and alert in the afternoon.
- Broadening and increasing participation in enrichment experiences.

Healthy Food and Drink

All students must remain on site at lunchtime and have lunch in the Academy. Students can purchase food at break and lunch time from the 'Diner' and 'Bistro'.

At Maltby Academy we have a Biometrics system as we do not take cash at the counters.

ParentPay – This is an online application through which you can add money to your child's account. Log in details will be given out.

If they prefer, students can bring a packed lunch to eat in the Academy.

To aid learning, students must only drink water during lesson times. Snacks, including chewing gum are not permitted during lesson times and will be confiscated.

If you are or believe your child may be entitled to Free School Meals, please continue or endeavour to claim for them. You can apply online here: www.rotherham.gov.uk/benefits/apply-free-school-meals If your child is already in receipt of Free School Meals you will still need to apply.







The Year 6 Transition Programme

Maltby Academy provides personalised support for the whole development of your child. Our main aims through the transition programme are for all children to:

- Develop new friendships with improved self-esteem and confidence.
- Settle in so well to school life that they cause no concern to you as parents/carers.
- Show an increasing interest in school and learning.
- Get used to their new routines and school organisations with ease.
- Experience curriculum continuity.

What is involved in the Transition Programme?

Our Year 6 transition programme is designed to support our Year 6 students with their move to the Academy so that they feel happy and confident to start with us in September. Throughout the transition programme students will meet a range of staff including class teachers, key pastoral members of staff and members of staff from our SEND department.

The Transition Team from Maltby Academy will meet with your child's Year 6 teacher to gather information about your child's academic performance, talents/interests and any needs that they may have. This will allow us to provide personalised support for the whole development of your child. We will also visit each primary school to go through what our Year 6 children can expect when they move to Maltby Academy; looking at similarities and differences in relation to their primary experiences. It is also a great opportunity for children to have any questions that they may have answered.

We have prepared several engaging transition activities to take place towards the end of the summer term which are focused on developing communication skills, problem solving skills, building confidence, organisational and subject specific skills. The specific dates of these and our full transition programme will be shared with your child's Year 6 class teacher, who will communicate these arrangements with parents/carers.

For children with specialised needs, we have proposed for there to be either 1:1 or smaller group sessions as required which will be led by specialist staff to ensure that all children feel prepared and excited to join us.

If you require any further information about the transition and transfer programme, please contact the Academy by phone on 01709 812864 or email info@maltbyacademy.com.





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 3 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?	
Who is your Student Achievement Leader and Welfare Manager?	
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...	

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



MALTBY LEARNING TRUST
Exceptional Experiences. Successful Lives.

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