



Parents Information Booklet

Autumn Term 2022/2023

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Dear Parents/Carers,

I would like to extend a warm welcome to you and your family to WMG Academy for Young Engineers.

Although we are fully committed to our 'business-like, business-led' ethos, we consider ourselves a family school in which students are looked after, developed socially and challenged academically.

Years 10-13 can be difficult times for teenagers as they grow, mature and find their place in society. We commit to you our values of professionalism and empathy throughout this journey and know that only through genuine partnership between teacher, student and parent can there be academic success.

We've written this booklet in order to set out what you can expect of us and what we expect of you. We look forward to working together and seeing your child thrive at the academy.

With the very best of wishes,



Stewart Tait

Principal



Key Dates for your Diary

Term Dates for Students

Autumn Term

Academy opens for Autumn Term	Monday 5 th September 2022
Academy closes for Half Term	Friday 21 st October 2022
Academy opens after Half Term	Monday 31 st October 2022
Academy closes for end of Autumn Term	Friday 16 th December 2022

Spring Term

Academy opens for Spring Term	Tuesday 3 rd January 2023
Academy closes for Half Term	Friday 17 th February 2023
Academy opens after Half Term	Monday 27 th February 2023
Academy closes for end of Spring Term	Friday 31 st March 2023

Summer Term

Academy opens for Summer Term	Monday 17 th April 2023
<i>(May Day: Monday 01 May 2023)</i>	
Academy closes for Half Term	Friday 26 th May 2023
Academy opens after Half Term	Monday 5 th June 2023
Academy closes for end of Summer Term	Tuesday 25 th July 2023

INSET Days 2022/2023

Monday 5th September 2022
Monday 26th September 2022
Friday 18th November 2022
Tuesday 3rd January 2023
June 2023 (TBC)

The Academy Working Day

08:30 – 09:25 Period 1

09:25 – 10:20 Period 2

10:20 – 10:40 Morning Break

10:40 – 11:05 Pastoral/Tutor Time

11:05 – 12:00 Period 3

12:00 – 12:55 Period 4

12:55 – 13:30 Lunch

13:30 – 14:25 Period 5

14:25 – 15:20 Period 6

15:20 – 15:35 Afternoon Break

15:35 – 16:30 Period 7 **

** On Monday and Friday students finish at 15:20.

Who should I contact?

Main switchboard number – 0121 289 3556

- Option 1 – to inform the Academy of a student absence.
- Alternatively, hold the line to speak to a member of reception staff.

Student absence

If your child is ill and unable to attend the academy, please call the main switchboard, using option 1 as early as possible. Leave your name, the student's name and reason for absence. Alternatively, send an email to solihull.info@wmgacademy.org.uk.

Illness during the Academy day

Students must report to reception if they feel unwell during the academy day. A First Aider will be called to assess the student. If a Year 10 or 11 student needs to be sent home, a telephone call will be made to the parent/carer so they can be collected and signed out from reception. If no one is available to collect your child, they will be kept safely at the academy.

Medical/other appointments

Please try to arrange appointments out of academy hours. However, sometimes we understand this is not possible and when this occurs, please supply a copy of the medical appointment to reception. Emails can be sent to solihull.info@wmgacademy.org.uk. Students will be provided with a pass to enable them to leave for their designated agreed time. Year 10 and 11 students must be collected and signed out by a parent/carer.

Illness with COVID-19

Children and young people (up to 18 years) who have symptoms of respiratory infection and have a high temperature must not attend school until their temperature returns to normal.

Children and young people (up to 18 years) who test positive for COVID-19 should stay at home and avoid contact with other people for 3 full days. There is no longer a need to test negative on a LFT before ending isolation.

What happens if my child needs first aid?

By nature, first aid requires close contact between students and qualified members of staff. To limit this contact, students will be encouraged to administer basic first aid to themselves under supervision. This includes cleaning and dressing small cuts and grazes. Where this is not possible, staff will wear personal protective equipment (PPE), including gloves, surgical masks and aprons, to administer first aid.

Accidents rarely occur at WMG Academy, however some injuries from sporting activities and practical subjects are inevitable and this is why the above arrangements are in place.

Student lockers

Lockers are available for all students with a payment of £5.00. All students are encouraged to take the opportunity to have a locker as it provides safe overnight storage of chromebooks. Once a payment has been made via ParentPay, students can collect their allocated locker key from reception.

Students and parents are required to sign the Locker Protocol Agreement prior to a locker being issued. Free school meal/pupil premium students are entitled to a locker at no cost.

Additional ties

All male Key Stage 4 students are expected to attend the Academy in a WMG Academy tie. Spare ties can be paid for via ParentPay and collected from reception. Ties are priced at £9.50.

Contact via email

General email enquiries should be directed to solihull.info@wmgacademy.org.uk. We will endeavour to reply within 3 working days.

Specific enquiries

Your son's/daughters' tutor is the first point of contact. You will be informed of the tutor at the beginning of the academic year. Again, we will endeavour to answer initial queries by telephone within 3 working days. If your enquiry is urgent contact Reception and speak to or leave a message for the Pastoral Lead for Key Stage 4, Mr Bain or the Pastoral Lead for Key Stage 5 Mrs Carey.

Finance and Paying for Items

We operate a cashless payment system at WMG Academy for Young Engineers called ParentPay, which is a secure website offering the freedom to make payments whenever and wherever you like, 24 hours a day, 7 days a week.

ParentPay is the only means of payment as cash or cheques are not accepted in the Academy. Payment for school lunches and other items such as ties, safety goggles, locker keys, trips, revision guides etc., should be made through ParentPay.

However, cash payments for school meals can also be made using a PayPoint Card at local stores displaying the Pay Point logo, which can be ordered from the Academy.

Payment in the canteen is cashless and usually relies on the use of thumbprint technology. For parents who wish to continue adding credit to ParentPay which can be spent using the thumbprint technology, sanitising stations will be available to use before and after paying and again before and after eating.

How does ParentPay help you?

- Gives you the freedom to make payments to school whenever and wherever you like
- Stops you having to write cheques or search for cash to send to school
- Gives you peace of mind that your payment has been made safely and securely
- Helps with budgeting; payments are immediate, there is no waiting for cheques to clear
- Payments for many of the larger trips can be made by instalments up to the due date
- You will never need miss a payment, or have insufficient credit, with automated email/SMS alerts.

Refund procedure for returned lunch money via ParentPay

Generally, refunds will not be made.

Parents are expected to maintain and wind down account balances if a child is leaving a school. At the end of each academic term, the credit for meals will be “rolled over” to the next term. Requests for refunds will be considered at the end of each academic year where pupils are leaving the school and accounts have an outstanding credit balance of £5.00 or more.

Refunds would also be made when a child moves to a new school.

Refund procedure for other payment items

Where a payment is made in ParentPay by mistake, or a duplicate payment is made, a refund will be made directly to the ParentPay account upon request.

Personal property

Students in our more mature, 14-19 academy are responsible for their own property. It is important that expensive items or large sums of money are not brought into the academy. Expensive items such as bikes, electronic devices and mobile phones should be insured separately by parents or students prior to being brought on site. The academy is not liable for any loss or damage to personal property and academy staff do not have the time or resources to investigate or provide refunds for such occurrences. Expensive wireless headphones/Airpods have presented a particular recent

concern. These items can be easily lost or misplaced and have no educational value in the academy and should be left at home. Academy Chromebooks are insured, personal laptops are not and are brought entirely at owners risk.

Please be aware that **no items of personal property are covered under the academy's insurance policy**. Costs resulting from theft, loss or damage will not be reimbursed by the Academy and students are asked to leave expensive items at home.

Electric scooters are not permitted to be ridden to or from the Academy in line with other Solihull schools, WM Police advice and the fact that they are currently illegal on either the road or pavement.

Every pupil can purchase a locker key at a cost of £5 for the full duration of their stay at WMG academy. If keys are lost and a replacement required there will be a charge of £5. No belongings should be left unsecured near lockers or anywhere else especially when school is closing for holidays. The academy reserves the right to open a locker without a student's consent for safeguarding/investigative purposes.

Cycling to the Academy

Students are encouraged to cycle to the Academy as a great way of keeping fit and staying healthy. Bikes can be stored securely in the bike store but should be locked to a bike stand with a substantial 'D type' lock. Cyclists should wear a helmet when cycling to and from the Academy and are advised that bikes need to be insured by students/parents/carers and will not be covered by Academy insurance policies.

Damage to Academy property

If a student deliberately causes damage to the academy's property, including premises, furniture, equipment, books or materials, a charge will be levied to cover the cost of repairs or replacement. Students' personal belongings are brought on to site at the owners own risk.

In the case of accidental damage, the Principal will consider the circumstances reported and decide as to the level of recovery.

Thankfully, such occurrences are very rare.

Careers

The Academy aims to give all students careers education, information, advice and guidance (CEIAG) throughout their time with us to make them 'work ready' and confident in applying for employment positions.

The Academy has a dedicated member of staff to provide CEIAG to students. Rebecca Archer is the Business Engagement Manager and Student Destinations.

Student destination data after they leave us is shared annually, with an overview of destinations provided to parents and current student cohorts.

Employer engagement changes annually, depending upon the students' interests, employer availability and the opportunities available as we are always keen to explore new links in the employment market.

Year 10

All students will be asked to complete a careers questionnaire. The questionnaire details the interests of the student, such as: enrichment, hobbies, employment, work experience, achievements, subjects and future aspirations. This data is then used to plan careers activities and events throughout Year 10 and Year 11.

Employer Events – individual employer workshops, STEM activities, careers fairs, employer visits and tours.

In Year 11, we offer a range of careers services:

- Overview of Apprenticeships and support to create an online account with the National Apprenticeship Service and other relevant websites.
- Workshops to prepare for interviews, researching companies and assessment centres.
- Each student will have access to a 1:1 guidance interview.
- On completion of 1:1 guidance meetings, a student action plan will be created to advise students on their options and where to find further information.
- Students will be given support to understand the wide range of post-16 options that are available to them, in order to prepare them for the end of Year 11, via the careers department and the RSHE programme.
- Local advanced apprenticeship vacancies and training opportunities are regularly promoted within the Academy .
- Updated listings of Degree and Higher apprenticeships, to support decision making for 6th form subjects.
- Support with making decisions and applications on GCSE results day.
- Parental meetings can be requested throughout Year 11.
- Additional support available for students with additional needs.
- Parental information via Parentcall/newsletter – such as updates regarding apprenticeship/employer vacancy openings, apprenticeship overviews.
- Destinations tracking and invitation to the WMG Academy for Young Engineers Alumni.

In Year 12, we offer:

- Student data gathering – all students are asked to complete a questionnaire. The questionnaire details the interests of the student, such as: enrichment, hobbies,

employment, work experience, achievements, subjects and future aspirations. This data is then used to plan careers activities and events throughout the 6th form timetable.

- UCAS Induction – assemblies and workshops to open UCAS applications, with a range of external advisors to support the understanding of the UCAS process.
- University visits/tours – A visit to Warwick University (or other local university) to explore the options within Higher Education and to explore the opportunities available.
- UCAS Exhibition– Attendance at a UCAS convention, with access to a wider range of Universities and Higher Education establishments.
- Overview of Apprenticeships – An overview of Apprenticeship levels, application open dates and when to commence applications.
- Employer visits and workshops to provide details of apprenticeships and guidance for successful applications.
- Updates lists of the degree and higher-level apprenticeship vacancies.

In Year 13, we offer:

- Support and guidance to complete UCAS applications, personal statement workshops, overview of student finance, authorised attendance to attend 3 university open days
- Tutor support for completing Apprenticeship and Higher Education application references.
- 1:1 guidance meeting, further support throughout the academic year to assist decision making.
- Enrolment on the National Apprenticeship Service website – all students can attend a workshop to support them with enrolling on the National Apprenticeship Service website.
- Employer visits and workshops to provide details of apprenticeships
- Updates lists of the Degree and Higher apprenticeship vacancies, with regular reports of local apprenticeship vacancies.
- Email group notifications – updates regarding local vacancies, events and opportunities.
- CV feedback and support to make improvements.
- Workshops for completing quality applications and assessment centres.
- Tailored student support with UCAS Extra and UCAS Clearing.
- Destinations tracking and invitation to the WMG Academy for Young Engineers Alumni.

Work Experience

Students can organise work experience placements during Year 10 and Year 12 through liaising with their tutors and the relevant pastoral lead providing they avoid key assessment and exam periods. Physical work experience placements will need to be notified to WMG Academy with five weeks notice in order for an external H&S Risk Assessment to be carried out to ensure students' safety, costing £25 and relevant consent forms completed. We also have links with companies to complete virtual work placements that are equally valued and allow our students to access more companies without geographical barriers.

Unifrog

All students will join Unifrog, a website that will support them and their destination's journey with a very wide range of resources to do this. They will be directed through tutor teachers onto Unifrog that will show a huge range of jobs around the world suited to their own skills and interests, support and guidance in how to apply and the ability to see all jobs and opportunities available here at home and worldwide.

Teaching & Learning

Teaching and learning priorities

Here at the Academy, quality teaching and learning lies at the heart of our courses. We care about students making the best possible progress and want to equip them well for their future destinations. As such our teaching and learning policy is based on research, our aim is to embed cognitive science principles into lessons. Students will experience a range of teaching styles throughout their time at the Academy and will regularly engage with real business partners, who enrich the student experience and ground their learning in real world application. We are keen to make the best use of technology, ensure that students have a broad and well-rounded curriculum, engage with businesses in the classroom and make effective use of rigorous and timely assessments.

Google Classroom

All students in the Academy are provided with a Chromebook device as well as an email address and online Google account. Through this account students have access to Google Classroom, an online tool for producing coursework and submitting assignments. Coursework can then be marked electronically and returned with appropriate corrections and guidance.

Students are expected to manage their deadlines and completion of assignments so that work is handed in correctly and on time. Students who fail to do this consistently risk being removed from the course.

There is a 'reminder guide' to Google Classroom at the end of this booklet.

Assessments

Students will undergo a number of assessments during their time at the Academy. We have carefully planned when each of these take place throughout Years 10 to 13 to ensure that learners are accurately informed of their progress, and teachers are able to make the correct interventions to support students in their lessons. Students will experience in-class assessments throughout the term, and periodically formal mock exams to monitor and establish their predicted grades. Progress reports are received termly for all year groups.

Explaining your child's report

When you receive a Progress Report from the Academy, it will contain the following information:

- **Targets** - This grade is an expected outcome at the end of Year 11/13. It is aspirational in nature and is therefore a challenging goal to achieve. When students join us we use internal 'GL Assessments', a nationally recognised assessment tool common to UTCs across the country, to arrive at this target grade. These target grades might be adjusted upwards where students are outperforming in their subjects.
- **Predicted grades** - At regular points (termly) throughout the academic year students will receive a predicted grade. This is a professional estimate of what your child will achieve in a subject, based on rigorous in-class assessments and mock exams at the end of Year 11 based on current evidence and attitude to learning. Student progress will be measured based on how close their predicted grade is to their target grade.
- **ATL (Attitude to Learning) Score** - Students will receive an ATL score in each subject. This is a judgement from the teacher that considers how well your child is meeting our "business like, business led" behaviours. Where students are not meeting expectations, the concern codes will identify a specific area to improve.

ATL Score

- 6 - Excellent
- 5 - Very Good
- 4 - Good
- 3 - Requires Improvement
- 2 - Unsatisfactory
- 1 - Inadequate

Concern Codes

- BEH - The teacher is concerned about the learner's behaviour.
- ENG - The teacher is concerned about the learner's engagement.
- ATT - The teacher is concerned about the learner's attendance.
- CLA - The teacher is concerned about the learner's classwork.
- HOM - The teacher is concerned about the learner's homework.
- SKI - Skills required in this subject
- CDM - The teacher is concerned that the learner has missed coursework deadlines.

Setting of groups

Setting of groups by ability is currently done in English, Maths and Science in Key Stage 4. This policy is, however, fluid and will respond to the needs of the students as they develop. Final decisions on sets rest with the Head of Department.

Tier of entry decisions

In Science and Maths, the exam specification allows students to sit either higher or foundation tier examination papers. Broadly speaking, In maths, students who sit a foundation paper will be aiming to secure a grade 4 or below; those sitting higher paper will be aiming to achieve a grade 5 or above. The content of each paper is specifically aimed at ensuring success for the appropriate student.

In Science, higher and foundation tiers are determined using OCR exam board guidelines. They take into consideration; Maths target grade as well as practice, performance and attendance within the subject area.

Decisions about whether a student will sit higher or foundation paper are made once final Year 11 mock examinations have been completed. In every case, the choice of tier is made based on securing the highest grade possible for a student. Changes can be made in the final weeks of year 11 if they are deemed necessary.

Students' examination entry slips will indicate whether H/F tier has been confirmed. These slips are released by the exams team in good time for revision to begin. It is not however the academy's policy to notify parents of any changes to the tier of entry in writing. Instead, changes will be discussed individually with each student and the reasons for this made clear for onward communication with parents. The final decision on the tier of entry rests with the relevant Head of Department.

Baseline Tests/Data To Aid Setting Targets

When students join the Academy in Year 10, we ask them to complete a series of assessments which enable us to baseline the students and produce target grades for them in each of the subjects they will study. The assessments we use are the nationally recognised 'GL Assessments'.

An accurate baseline is the bedrock to ensuring the best starting point for each student to inform curriculum planning and teaching and learning. The GL assessments contain a series of online tests which are benchmarked against national statistics, and enable us to measure both where the students are at and what progress they have made prior to joining us. Pre-Covid times, students would have completed Progress Tests in Mathematics, English and Science in July prior to joining us. These assessments would then have been used by Subject Leads to set the students in groups. However, this year these assessments will take place during the first week back in September.

Following completion of these tests, students will then complete a Cognitive Ability Test (CAT) which will allow us to measure the distinct abilities of Verbal, Non-Verbal, Quantitative Reasoning and Spatial Ability. To assess and monitor pupils' reading and comprehension skills, students will complete a New Group Reading Test (NGRT), which in addition will provide us with a reading age as well.

Lexonik Reading Intervention Programme

GCSE examinations are demanding. Students will take upwards of 25 exam papers during their final exam season in Year 11 and they need to have the skills to cope with these.

Using data from the GL assessments we identify students who need additional support with their reading and literacy skills. These students complete the **Lexonik Advance** programme to help them to develop phonological awareness and make links between unknown words using common prefix, root word and suffix definitions. **Lexonik Advance** works for ALL learners regardless of age or ability with average reading age gains of +27 months this programme is ideal for WMG learners who are preparing for exams.

For students who find literacy particularly challenging we also provide the **Lexonik Leap** programme to help students who need to resolve more basic phonics gaps. Additionally, this is also an excellent programme to target students for whom English is not their first language as it will rapidly progress their reading, spelling and oracy.

The programme is adapted to the needs of the individual student meaning the duration of the programme is dictated by the student's level of need. Both programmes are delivered either 1:1, or in small groups.

Engineering and Business Engagement

Within our KS4 and KS5 programme, and particularly on the Engineering courses, students will interact with a range of companies each year across a range of engineering sectors at a local and national level. Through these business partners students will interact with artefacts, drawings and other materials to support their learning and enhance their understanding,

Students will regularly be involved in events designed to recruit new students into a range of engineering professions and will be provided with information about career opportunities into these professions (Students are *not* privileged or given automatic access to interviews or selection processes).

There will be opportunities for students to see the employer's operations on site – this could be work experience placements or structured site visits. Throughout the year there is prominent recognition in media articles relating to the students' interaction with employers through the academy.

Business Partners





As an Academy we are proud of the number of business partners that work with our students throughout their time with us. As a University Technical College, we commit to the principle that engineering is best taught in partnership between teachers at the academy and professional engineers from industry. The way in which this is done will vary, from company visits to academy-based seminars and from special projects to employer-led presentations.



Below are some of the companies we have worked with over the last few years and those organisations who have made commitments to improving student outcomes over the coming academic year. If you have any questions about the extent to which our business partners engage with us, or if you feel that business partner engagement can be improved or developed in any way, please speak to Mrs Rebecca Archer, Student Destinations and Business Engagement Manager.

Please bear in mind the following approaches to business engagement whilst at the academy.

- Every time an employee of a business partner is in the academy, you have an opportunity to impress them with your personal appearance, enthusiasm and interest. Some of our most successful degree apprenticeship applicants made themselves visible to our partners very early during their time with us - it can work for you too.
- Key signs of successful engagement with business partners include punctuality to presentations and seminars and the confidence to ask questions - don't be shy and work with us if you want us to support you in self-confidence.
- Our business partners lead us in our curriculum and approach to business behaviours. Please feel free to ask them about their approach to learning and successful behaviours in their business.

Our Business Partners

 <p>Rolls-Royce</p>	<p>Rolls-Royce is a pre-eminent engineering company focused on world-class power and propulsion systems. The Rolls-Royce Group is organised into five customer-facing businesses: Civil Aerospace, Defence Aerospace, Power Systems, Marine and Nuclear. They are one of the world's leading producers of aero engines for large civil aircraft and corporate jets.</p> <p>Rolls-Royce is represented on the Academy's Trust Board by Stuart Baker, who has been involved with WMG Academy Solihull as Chair of Governors since we opened in September 2016.</p>
	<p>Jaguar Land Rover Automotive PLC is the holding company of Jaguar Land Rover Limited, a British multinational automotive company with its headquarters in Whitley, Coventry, United Kingdom. The principal activity of Jaguar Land Rover is the design, development, manufacture and sale of vehicles bearing the Jaguar and Land Rover marques. Both marques have long and complex histories prior to their merger, going back to the 1940s.</p> <p>JLR is represented on the Academy's Trust Board by James Morgan, who has been involved with WMG Academy Coventry as Chair of Governors since October 2021.</p>
	<p>National Grid is an international electricity and gas company based in the UK and north eastern US. We play a vital role in connecting millions of people safely, reliably and efficiently to the energy they use.</p> <p>They will be supporting the academy via curriculum support and also via the Grid for Good scheme which supports students with a route into their company.</p>
 <p>ROYAL AERONAUTICAL SOCIETY</p>	<p>As the world's only professional body dedicated to the aerospace community, we exist to further the advancement of aeronautical art, science and engineering around the world.</p> <p>Established in 1866, the Society has been at the forefront of developments in aerospace, seeking to promote the highest professional standards and provide a central forum for sharing knowledge. They will be supporting the academy throughout the year with enrichment opportunities and also Engineering Week.</p>

	<p>WMG is an academic department of the University of Warwick and has a global reputation in the co-operation of manufacturing companies with high-quality academic research.</p> <p>Our work with WMG has been varied, with a wide variety of Warwick academic staff delivering lectures to our students on innovative design, manufacturing planning and business development. This support has been crucial in supporting Sixth Form study in particular.</p> <p>Founded by Professor Lord Bhattacharyya, WMG has supported the Academy throughout design, conception and opening and continues to share its name with us today!</p>
	<p>Triumph Motorcycles Ltd is the largest UK-owned motorcycle manufacturer, established in 1983 by John Bloor after the original company Triumph Engineering went into receivership. The new company, initially called Bonneville Coventry Ltd, continued Triumph's lineage of motorcycle production since 1902.</p> <p>Triumph Motorcycles will be working with the academy on a KS4 commission. They plan to attend the academy to launch an engineering project and also allow our students to visit their production facility.</p>

Examinations

Internal Examinations

Internal examinations take place at the following points of the academic year for each year group:

- Year 10 - July
- Year 11 – November and March
- Year 12 - July
- Year 13 - November and March

For Years 11 and 13, these will be run as we would the formal examinations. Years 10 and 12 mock examinations are run to simulate formal examinations.

External Examinations

External examinations take place in November, January, May and June.

Students are given a timetable of the examinations that they have been entered for in January. Two copies of these timetables are sent home and a parental signature is required to confirm the entries are correct. The second copy is for the student to keep as a record. At this time students will also receive a booklet outlining the examination process and the rules they must abide during examinations.

Students will receive a further copy of their examination timetable in April and again a parental signature will be required.

Information regarding the day-to-day arrangements during the examination period will be communicated to parents prior to exams commencing.

Results days take place in August at which time students may collect their results from the Academy. Arrangements for results days will be communicated to parents before the end of the Summer term.

Results for any external Year 10 exams will not be released until the first day in September of Year 11.

Use of Technology

WMG Academy operates a fully up to date Microsoft Windows Network, with protected access to the internet. Students can store work in a number of secure locations, both on and off site.

Computers

- Computers are up to date
- They are controlled centrally by the IT team
- Access is via a secure log-in ID and password
- Email addresses are provided by the Academy
- Students must agree to the acceptable usage policy in order to access and use IT equipment belonging to the Academy

Academy Software

All Academy computers have access to the following major titles: -

- Microsoft Office 365 online and offline (MS Word, Excel, Powerpoint etc)
- Google Office online (Google Docs, Sheets, Slides etc)
- 2D Design – 2D Engineering CAD
- Solidworks – 3D Engineering CAD

Home Software

The following software titles are licensed by the Academy for students to use at home while they are on roll: -

- Microsoft Office 365 online and offline (MS Word, Excel, Powerpoint etc)
- Google Office online (Google Docs, Sheets, Slides etc)
- 2D Design – 2D Engineering CAD
- Solidworks – 3D Engineering CAD

Computer Storage

Students can store computer based work in the following secure locations: -

- Academy computer network (on site access only)
- Google Drive – on site and off site secure access

NB. USB Storage devices are NOT permitted. It should be noted that the majority of 'lost' work is as a result of loss or failure of a USB memory device. By using, the cloud based software provided both within the Academy and accessible remotely, students should never lose work or need USB storage devices.

Internet Access

- Internet access is provided to all students
- The internet connection is monitored by industry standard devices, designed to protect internet users
- Reports on unusual student internet activity is made available daily to the academy safeguarding team

Bring Your Own Device

- From September 2021, students have them provided with an Academy Chromebook for use both in the Academy and at Home.
- As a norm, the Chromebooks that students have been provided with are 'spec'd' to cope with almost every curriculum demand. Multiple CAD spec devices are available to use in the academy when advanced software applications are required. Students may bring their own laptops provided that they are fully insured and are brought in only on the understanding that the Academy is not liable for any damage or loss occurred on the premises and that they are not covered by Academy insurance policies.
- Students' own computers and phone devices may be connected to the Academy Wi-Fi for Internet Access but are subject to the ICT Acceptable Usage Policy.

Back-Up

- The Academy internal computer network is backed up twice per day
- Back-ups are consolidated daily and stored off-site
- Google cloud-based storage are secure and resilient

Autumn Term Dress Code, Equipment and PPE

From the autumn term, students will be expected to wear their full business-dress attire. The full dress code can be found in enrolment packs or on request from solihull.info@wmgacademy.org.uk. This includes the WMG Academy tie. No PE or sports kit will be required during the first week of term and students will be informed on what they need to bring for any sports activities going forward.

We always provided PPE for students to use, however this is of course on the basis that this is shared use. From September 2022, we wanted to give you the opportunity to buy PPE for personal use, reducing the sharing of equipment and therefore the contact between learners. Personal PPE can be stored in student's lockers.

Some students like to do this and find it a good investment, particularly if they pursue engineering and science interests either beyond the school hours or after they leave us. Shared use PPE will continue to be available to students and disposable gloves and earplugs will be available for all students where appropriate.

- **Goggles** - These will be available for purchase on ParentPay and can be stored in bags or lockers. Our team of technicians have sourced products which meet the required CLEAPPS or national safety standards. Please visit ParentPay for more details.
- **Science/Engineering Overalls** - There are no specific standards for these garments, but for ease of use we use white overalls for Science and blue overalls for Engineering. Overalls can be stored in student lockers.
- **Engineering Boots** – These must have reinforced toe caps. The suppliers above often have these items in stock. Please bear in mind that boots require the CE mark and/or appropriate British or European standard e.g. EN345-1 S1P. Boots can be stored in student lockers and students must change into them in the Engineering Hall cloakroom. Boots will only be permitted to be worn once the student has presented them to the technicians, who will check for the required standard and log them on a database.
- **Suggested Suppliers:**
 - www.astleys.co.uk
 - www.rapidonline.com
 - www.screwfix.com
 - www.thesafetysupplycompany.co.uk
- **WMG Academy Shop** – Whilst boots and overalls will need to be student-specific, one-size-fits-all items, such as Academy ties, goggles, student lockers, stationary kits and lanyards can be purchased online at the WMG Academy Shop. Click [here](#) for more information.

Pastoral Care & Safeguarding

The WMG Academy has a small pastoral care team to support students across all year groups. This is made up of the following staff:

- Stewart Tait: Principal
- Claire Morris: Assistant Principal
- Caroline Hickman: Director of Inclusion
- Alan Bain: Key Stage 4 Lead
- Claire Carey: Key Stage 5 Lead

The work undertaken by the pastoral care team includes behaviour support, social and emotional support, attendance support and safeguarding.

Social and Emotional Support

The academy has a high quality early intervention system in place, with the relevant support put in place at the earliest opportunity. This support can include:

- Tutor support
- Allocation of a staff mentor
- Allocation of a student mentor
- Referral to an external agency
- Referral to the trust counsellor

The aim of this intervention is to ensure that students are well supported throughout their time at the academy, and they are given the opportunity to excel academically. As a small academy, the staff and pastoral team have the ability to get to know the students well, and can build positive and trusting relationships. The academy asks that for all pastoral issues the tutor is the first point of contact with the parents and the relevant key stage lead as appropriate.

Attendance

The WMG academy has a target attendance of 95% for all students, and we will inform parents at all available opportunities of their child's progress. To help support the monitoring of attendance the WMG academy works with an external agency called CSAWS. CSAWS provide attendance support and guidance, and help the academy undertake a range of attendance intervention strategies including the following:

- Parental letters
- Parental phone calls
- Parental meetings
- Fixed penalty notices

The academy asks that all absence phone calls are reported by 9.00am each morning, and will notify parents by 9.30am via text if their child has not received any marks. In cases of persistent absence, the academy may request medical evidence of a child's illness. The tutors at the academy will support students with poor attendance, to help improve this and ensure learning time is not continually lost.

There are additional procedures at the end of this booklet regarding attendance due to COVID-19 and the need to self-isolate.

Safeguarding

The WMG academy prides itself on our early intervention for all safeguarding issues. All staff at the academy are safeguarding trained with specific training on Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and PREVENT & CHANNEL (Anti-terrorism) being given to all staff at the academy. The following staff are trained as designated safeguarding leads:

- Stewart Tait: Principal
- Caroline Hickman: Director of Inclusion and Academy SENCO
- Claire Morris- Assistant Principal
- Alan Bain: Key Stage 4 Lead
- Claire Carey: Key Stage 5 Lead

All safeguarding concerns at the academy are recorded via a secure electronic system called CPOMS, which helps the academy deal with issues in a timely and accurate manner. In the case of a concern being raised about a student, the academy may need to call the relevant local authority children's services, and will inform parents of this in most cases.

Counselling

WMG's counselling service is an academy-based service bringing counselling to young people in a place that is familiar, safe and secure. If young people are able to receive emotional support from a professional, they will have more opportunity to fulfil their potential.

Counselling is an opportunity to talk in confidence about things that are of concern with a counsellor. What is spoken about will depend on the individual, but common themes are stress, relationships, change, loss and distressing or traumatic events.

Counsellors are trained to listen without judging and to help young people sort out their thoughts and feelings about whatever is concerning them.

Parents can support their child whilst receiving counselling by showing an acceptance of counselling as a normal and useful activity, and to show an interest if their child wishes to talk about it, but not to press them if they do not. We acknowledge that this is not an easy task, and it is quite natural for parents to feel anxious about what is being said in the sessions. It is always our hope that talking with a counsellor will lead to greater openness with parents and families, you may need to allow a little time for this to happen.

Referrals may be made through the academy pastoral system, via the appropriate Pastoral Lead, Senior Leadership and Designated Safeguarding Leads.

Counselling may last for a few sessions or for a longer term. It is reviewed regularly by the counsellor and the young person. Usually, a small, private room is made available in the Academy during the day. Sessions last up to fifty minutes (depending on the circumstances), and appointment times can be varied so that time is not always lost from the same subject.

Counselling sessions are treated confidentially. Counselling is a time when it is ok to talk about concerns without fear of them being discussed elsewhere. We encourage the student to discuss the counselling work with parents/carers, but they will not always want to. This can be hard for parents/carers to accept at times, but ensuring confidentiality is crucial for establishing trust so that young people feel confident to speak openly and freely about what is concerning them.

However, if a young person appears to be at risk of significant harm it may be appropriate to seek help from other agencies to keep them safe. The counsellor would aim to discuss this first with the student concerned followed by a discussion with a parent/carer in the majority of cases.

All counsellors receive supervision of their work with young people to ensure the quality of their practice and this is confidential.

If a young person requests counselling and is able to understand what is involved in the process then they have the right to choose for themselves. Parents and carers may not deny them this right. We would however, prefer to have your support for the work and are happy to talk with you about any concerns you may have about the counselling.

The decision of whether a young person takes up the offer of counselling is entirely theirs, as it is voluntary for young people just as it would be for an adult.

Pupil Premium

What is the Pupil Premium Grant?

The Pupil Premium is a special additional grant/funding allocated to us to support the learning of pupils in Years 10-11 who:

- Are eligible for Free School Meals
- Have received free school meals at some point in the last six years
- Have been looked after in care continuously for more than six months,
- Have been Looked After for 1 day or more.
- Have been adopted from care (either left care under a Special Guardianship Order on or after 30th December 2005 or left care under a Residence Order on or after 14th October 1991).
- Have at least one parent currently serving or have served in the regular Armed Forces in the last 3 years or pupils with a parent that has died whilst serving in the regular Armed Forces.

What is the present funding for 2022-2023?

- £985 for every eligible secondary aged pupil.
- £2,410 for every eligible Looked After pupil.
- £2,410 for every eligible pupil that has been adopted from care.
- £320 for every eligible pupil that has been flagged as a Service child since 2011.

Aims

To rapidly improve the outcomes of our disadvantaged learners during Key Stage 4 by a persistent and relentless focus on meeting their academic needs, improving their social capital and supporting them academically, financially and emotionally so that they may reach their full potential and allow them to access their aspirational next steps.

All staff at the academy have a shared belief that every pupil, regardless of background, has the right to a high-quality education that enables them to reach their full potential.

All staff have the responsibility for ensuring that disadvantaged learners have access to the highest quality of teaching and learning, and a rich curriculum that enables every learner, regardless of social economic background, to achieve success. This is achieved through classroom practice and the delivery of good/outstanding lessons for raising pupil premium attainment.

Furthermore, we aim to fill the potential gap in social capital that other students benefit from, in that we provide opportunities for our disadvantaged students to experience activities beyond the academic opportunities in the academy and ensure that they are open to the world around them. We also ensure positive mental health & resilience is promoted across the academy and students have access to specialised support if needed.

We would like to encourage parents of students who are eligible to receive free school meals to consider doing so - you can find out if your child is eligible for free school meals here:-

www.gov.uk/apply-free-school-meals

How is WMG Academy Using Pupil Premium?

WMG Academy uses the pupil premium funding to improve educational outcomes for its most vulnerable children and thereby enable them to develop to their potential. For some pupils, this will represent more of a challenge than for others and this is taken into account when planning strategies

to improve achievement. For every child eligible for the pupil premium, other factors which may statistically affect their potential achievement are also taken into account to ensure that those most in need have the necessary support.

Examples of activities/resources which the academy uses to support vulnerable children include:

- Extended opening times before and after school creates an environment for additional study within the academy
- Academic mentoring from peer students and teaching staff
- Extra-curricular provision such as enrichment activities and educational visits
- Revision after-school and holiday sessions
- Priority access to careers advice to provide high quality and regular careers information, advice and guidance.
- Intensive interventions when required that may involve a range of different staff and outside agencies
- Individual tracking of progress towards targets
- Special education needs assessment where required i.e. Educational Psychologist
- Financial support in widening participation such as the Duke of Edinburgh
- Textbooks and revision materials to ensure pupils' have the best resources
- Travel allowance where barriers to accessing the academy are identified
- Pupil uniform and resources such as art supplies and equipment
- Personal interview with an allocated mentor to assess learning needs and barriers to learning
- Extra staffing in English and Maths to allow sessions to be offered where appropriate

Special Educational Needs

Access Arrangements – WMG Academy for Young Engineers

Access Arrangements allow candidates with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment.

These procedures are designed to help students with genuine needs to access exams. The awarding of Access Arrangements is governed by strict regulations as set out by the JCQ (Joint Council for Qualifications), see:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Who can get exam access arrangements?

Exam arrangements can only be granted if they are a student's 'normal way of working' and the candidate has a history of need. Any arrangements made must reflect the support that the candidate has had in the past few years, alongside their assessment test results.

How is a young person identified as needing Access Arrangements?

Teachers, parents or student concerns on potential difficulties with exams generally identify students. The teaching staff plan reasonable adjustments for students and provide evidence for the SENCo who determines what would be the most appropriate arrangement, if any. Some of these arrangements require a specialist formal assessment before they can be granted.

Before an application for access arrangements takes place there has to be clear evidence to support the application. Normal way of working within the school would have to be followed, with evidence collected from teachers through classwork, mock exams and class tests. If an application is to take place due to medical reasons, evidence needs to be provided through a medical professional.

Student Support and SEN Information

The SEND Code of Practice states:

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made, namely provision different from or additional to that normally available to pupils of the same age.

Some aims of our policy and practice in relation to special educational need and disability in this school are:

- As a 14-19 Academy, to support students to become more independent in their learning as they approach adult life, in line with our unique 'business-like, business-led' ethos.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- To ensure that children and young people with SEN engage in the activities of the school alongside learners who do not have SEN.
- To use our best endeavours to secure special educational provision for learners for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - Communication and interaction,
 - Cognition and learning,

- Social, mental and emotional health,
- Sensory/physical.
- To support learners with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals to meet the medical needs of learners.

What kinds of special educational needs does WMG Academy make provision for?

WMG Academy is a University Technology College (14-19). We have provision to meet the needs of students with moderate and specific cognition and learning difficulties, learners with communication and interaction difficulties (including students with Autism Spectrum Conditions), young people experiencing social, emotional, and mental health difficulties and learners with sensory and/or physical difficulties.

It should be noted, however, that WMG Academy does not have enhanced or specialist provision for any specific area of special educational need.

Who should I contact if I have concerns about my child's progress at school?

In the first instance, if you are concerned about your child, please contact his/her form tutor. Our telephone number is 0121 289 3556. Alternatively, email Solihull.info@wmgacademy.org.uk marked with your child's name and staff tutor in the subject box.

Your child's teacher or tutor can consult the SENCO at any point and will discuss with you whether a referral is appropriate.

Behaviour Management

Positive Rewards

At the Academy, we work towards promoting positive behaviours and as such, we recognise those students who continuously achieve this status through Reward Certificates – reward trips and prizes. Rewards assemblies are carried out half-termly.

Behaviour Sanctions in Lessons

- B1: First warning – conversation with student
- B2: Second warning – moved away from other students
- B3: Third warning – removal from the lesson (Lead Teacher) & 20 minute after school detention
- B4: Fourth warning or major disruption – removal from the lesson, involve senior staff & 30 minute after school detention
- B5: Safety violation – isolation/exclusion

Behaviour Issues and Sanctions

- **Punctuality**
 - Students who are late to the academy twice across five days, will sit a 30minute detention at the end of the Academy day. However, students who are persistently late will receive a one hour senior staff detention and parents will be informed.
- **Dress Code**
 - No coats/hoodies in the academy (removed on the door and stored in lockers). If worn in the academy the item may be confiscated and parents/guardians contacted to arrange collection of the item.
 - Trainers are not permitted in the academy. Students without shoes will be given a pair of safety boots to wear whilst in the academy.
 - The Workshop area has open access; the academy will not be responsible for items that are stored here. It is at their own risk that students bring these items into the academy.
 - Tie - If a student is without a tie, they will be sent to reception so they can buy or borrow a tie for the day.
 - Skirts – students with skirts that do not meet the academy’s standards will be referred to the relevant Pastoral Lead and parents/guardian contacted to rectify the issue.
 - Business jacket – students without a jacket will be referred to the relevant Pastoral Lead and parents/guardian contacted to rectify the issue.
- **Mobile Phones**
 - If a student is using a phone or earphones in a lesson, it/they will be confiscated and handed into reception for collection at the end of the day.
 - If a student refuses to hand over the phone/earphones, they will be sanctioned and parents informed.
 - Students who persistently use phones or devices to disturb learning or cause issues will lose the right to bring them into the Academy and will be required to leave them at reception at the start of every day.
- **WMG Academy lanyard should be worn at all times.** Please note that students are expected to wear their lanyards correctly with the picture fully displayed. If students are found to

deface their lanyards deliberately they might be requested to pay a £5 charge for the replacement.

- **All outdoor coats and jackets should be removed inside the academy and stored in a locker. Hoodies and sports tops are banned from the Academy site.**
- **Hair, Jewellery & Make-up:**
 - Hairstyles should be neat and in harmony with a professional business-style appearance, no extreme hair colours.
 - Hairstyles should not be excessive or extreme, e.g. they should not:
 - Be closely shaved or have decoratively shaved patterns on the scalp;
 - Have an unnatural hair colour, i.e. green/red/blue/pink/purple etc.
 - If unsure, parents/carers should seek guidance from the Academy about the suitability of a hair style BEFORE a visit to the hairdresser.
 - The only jewellery permitted in the Academy is a discreet wristwatch and one pair of plain small earlobe studs. (Jewellery worn in other body piercings is not permitted for health and safety reasons and invisible piercing retainers should be used as appropriate).
 - No other jewellery should be worn including rings, wristbands or bracelets.
 - Students should have no visible tattoos.
 - Make-up (including nail varnish, foundation, lipstick, blusher, eye-shadow etc.) should be natural and in harmony with a professional business-style appearance.

Appendix 1 - Google Classroom for Students and Parents at Home

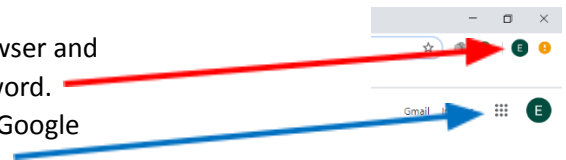
This document includes general guidance for Students who are working from home and Parents who wish to receive updates via Google Classroom, with respect to their child's work.

Students

WMG Academy uses Google Classroom exclusively for the setting of coursework and homework. All students should be familiar with the use of Google Classroom, but different PC configurations may mean that it is slightly different when at home, to the usual classroom PC or Laptop.

Here is a shortcut method to logging into Google Apps from any PC.

1. Open a Browser
 - a. The preference is to use Google Chrome
 - b. Other browsers will work fine, but may limit some functions
 - c. Google Chrome can be easily loaded by searching 'download google chrome'
2. Navigate to www.google.co.uk
3. Click on the circular icon in the top right of the browser and log in using your Academy email address and password.
4. Once logged in, use the nine squares to access the Google Apps available to you.



Parents

Parents CANNOT log directly into Google Classroom. They receive an email from Google with a regular update as to the work being set and a student's progress. When Google Classroom was configured, earlier this year, you would have received an email from Google asking you if you wish to receive these updates. If you have a Gmail Account, you can elect to receive daily updates, other email addresses can only receive weekly.

If you are not receiving these, please email g.jacklin@wmgacademy.org.uk with: -

1. Your child's name (First and Last Name)
2. Their date of birth
3. The email address you wish to use to receive updates

We will then update our records and you will receive a new email from Google asking you to confirm you wish to receive these updates.