

# **WMG Academy Key Information Booklet**

**2025 - 2026**

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## Welcome by Mrs Morris

Dear Parents and Carers,

It is my pleasure to warmly welcome you and your family to WMG Academy for Young Engineers – Solihull.

While we are proud of our strong ‘business-like, business-led’ ethos, we are equally proud to be a close-knit, supportive community. We see ourselves as a family-focused academy, where students are not only academically challenged but also nurtured and supported in their social development.

The journey from Year 10 to Year 13 is a significant and, at times, challenging period for young people as they grow, mature, and begin to shape their future. At WMG Academy, we are committed to guiding each student through this journey with professionalism, empathy, and care. We strongly believe that academic success is best achieved through a genuine partnership between students, parents, and staff.

This booklet outlines the key information you need to understand what you can expect from us – and what we expect in return. We look forward to working in partnership with you and watching your child thrive during their time with us.

With warmest regards.



Claire Morris, Associate Principal

## Key Term Dates for Students

### Autumn Term

Academy opens for Autumn Term	Wednesday 3rd September 2025
Academy closes for Half Term	Friday 24th October 2025
Academy opens after Half Term	Monday 3rd November 2025
Academy closes for end of Autumn Term	Friday 19th December 2025

### Spring Term

Academy opens for Spring Term	Monday 5th January 2026
Academy closes for Half Term	Friday 13th February 2026
Academy opens after Half Term	Monday 23rd February 2026
Academy closes for end of Spring Term	Friday 27th March 2026

### Summer Term

Academy opens for Summer Term	Monday 13th April 2026
May Bank Holiday	Monday 4th May 2026
Academy closes for Half Term	Friday 22nd May 2026
Academy opens after Half Term	Monday 1st June 2026
Academy closes for end of Summer Term	Monday 20th July 2026

### INSET Days 2025-2026

Monday 1st September 2025
Tuesday 2nd September 2025
Friday 26th September 2025
Monday 5th January 2026
Monday 13th April 2026
Wednesday 8th July 2026
Monday 20th July 2026

### RETURN DATES FOR STUDENTS

Year 10 - Wednesday 3rd September
Year 11 - Friday 5th September
Year 12 - Thursday 4th September
Year 13 - Monday 8th September

## Academy Working Day

<b>08:30 – 08:55</b>	Pastoral Tutor Time
<b>08:55 – 09:50</b>	Period 1
<b>09:50 – 10:45</b>	Period 2
<b>10:45 – 11:05</b>	Break
<b>11:05 – 12:00</b>	Period 3
<b>12:00 – 12:55</b>	Period 4
<b>12:55 – 13:30</b>	Lunch
<b>13:30 – 14:25</b>	Period 5
<b>14:25 – 15:20</b>	Period 6
<b>15:20 – 16:15</b>	Period 7 **

\*\* On Monday, Thursday and Friday students finish at 15:20 pm

## Our Values



### Respectful

Our respectful learners treat others with courtesy, consideration, and professionalism. They recognise and value the unique contributions and perspectives of each individual, irrespective of their role or position within the Academy. Respectful behaviour at WMG Academy extends to active listening, open communication, and a commitment to creating an inclusive and supportive workplace environment. Demonstrating respect contributes to the establishment of trust, positive relationships, and a cohesive team dynamic. Ultimately, fostering a culture of respect is integral to nurturing a healthy and thriving professional atmosphere here at WMG Academy.

### Aspirational

At WMG Academy, our aspiration learners show a strong desire and ambition, setting high objectives or targets for personal or professional growth, advancement, or accomplishment. We expect our learners to have a desire for skill development and the pursuit of excellence in academic achievement to help towards fulfilling their future ambitions.

### Professionalism

At the academy, we expect that our learners demonstrate professional conduct and ethical standards at all times. Learners should encompass a set of behaviours, attitudes, and qualities that reflect a commitment to high standards, integrity, and respect in the academy.

This also includes and is not limited to being: reliability; being an effective communicator; to have professional dress and appearance; collaborate with others: adaptability; accountability and punctuality:

Maintaining a high level of professionalism contributes to a positive learning environment, enhances teamwork, builds trust, and supports the overall success of our academy.

## Meet Our Key Staff Members



**Stewart Tait**  
Chief Executive  
Officer



**Claire Morris**  
Associate Principal



**Sian O'Malley**  
Assistant Principal



**Tim Lane**  
Assistant Principal



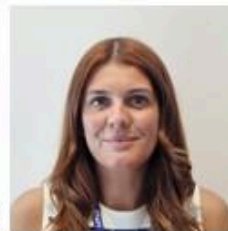
**Claire Carey**  
Deputy SENDCo/  
Senior Mental  
Health Lead



**Amy Banga**  
Deputy Designated  
Safeguarding Lead  
(DDSL)



**Sophie Greenaway**  
Attendance and  
Welfare Officer



**Leila Concannon**  
Higher Level  
Teaching Assistant



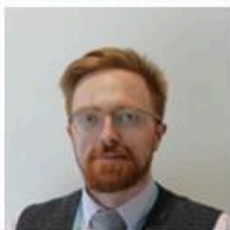
**Mark Bishop**  
Behaviour and  
Pastoral Lead



**Alan Bain**  
Lead for Key Stage 5 and  
Wider Curriculum and  
Community Engagement



**Steven Adams**  
KS4 Pastoral and  
Behaviour Lead



**Dominic Vipond**  
Lead for Mathematics and  
Computer Science with  
responsibility for data



**Louise Kilbride**  
Joint Lead for  
Engineering and  
Design



**Sat Dialpuri**  
Joint Lead for  
Engineering and  
Design



**Caroline Sadler**  
Lead for English



**Saima Hussein**  
Lead for Science



**Andrew Kyprianou**  
Director of  
Engineering



**Rebecca Archer**  
Business  
Engagement &  
Student Destinations  
Manager

## Staff List

### Teaching Staff

Ms Amandeep Shergill – Teacher of Computer Science  
Mr Alex Kafesu – Teacher of Engineering and Design  
Ms Alice Awominure - Teacher of Digital Science  
Mr Andrew Hale – Teacher of Engineering & Design  
Mrs Beth Zafar – Teacher of Science  
Ms Caroline Sadler – Lead for English  
Mr Gaurav Nainwal – Teacher of Physics  
Mr Godson Odogwu – Teacher of Maths  
Ms Jannath Shahima– Teacher of Science  
Ms Kirsty Brown– Teacher of Art & Product Design  
Mrs Laing Yu – Teacher of Science  
Dr Maliha Ahmed – Teacher of Science  
Mr Muhammad Mukarram – General Teacher  
Ms Naina Begum– Teacher of English  
Mr Petru Scheul – Teacher of Maths  
Mr Rahman Mahmood – Teacher of Engineering & Design  
Mr Richard Hardwick – Teacher of Engineering & Design  
Mrs Lilian Chitauo – Teacher of Business Studies  
Mr Paul Ferrarin – Teacher of English  
Mr Rico Dai - Teacher of Maths  
Mrs Saima Hussein – Lead for Science  
Mr Trevor Henry – Teacher of Engineering & Design

### Learning Support Staff

Mrs Annette Maley – Learning Support Assistant  
Miss Jackie Clark – Learning Support Assistant  
Miss Leila Concannon – Higher Level Teaching Assistant

Mr Mark Bishop – Behaviour & Pastoral Lead  
Miss Michele Walker – Cover Supervisor  
Ms Sofia Khan – Social & Emotional Health Practitioner  
TBC - Higher level Teaching Assistant (Learning Support Centre)  
TBC - Family Support Worker  
TBC - School Staff Instructor

### Operational Staff

Mr Chris Barton – Senior Engineering Technician  
Ms Claire Machin – Senior Engineering Technician  
Ms Julie Bird – Office Team Leader  
Miss Kelly-Jo Cooper– Office Administrator  
Mr Mohan Toora – Senior Science Technician  
Mrs Sally Phillips – MIS, Examinations and Data Officer

### Trust Central Team

Mrs Bernie Whitney – Executive & Operations Assistant  
Mrs Caroline Murley – Finance Assistant  
Mr Graham Jacklin – IT & Facilities Manager  
Mrs Julie Hodgkinson – Student Admissions & HR Data Administrator  
Mrs Kira Notay – Marketing & Recruitment Executive  
Mrs Laura Beeston – Finance Assistant  
Mrs Louise Green – Finance Director of Finance  
Mrs Sarah Rhodes – Admissions, Data & Exams Manager  
Ms Vina Sylva – HR Manager



## Who Should I Contact?

### Main switchboard number – 0121 289 3556

To report a student's absence - Press 1

to speak to:

- a member of the pastoral team, press 2
- a member of the admissions team - Press 3
- a member of the SEND team - Press 4
- a member of Career and Destinations team - Press 5
- a member of the Finance Team - Press 6

For all other enquiries or to speak to reception please hold or Press 0

General email enquiries should be directed to [solihull.info@wmgacademy.org.uk](mailto: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 Adams or the Pastoral Lead for Key Stage 5 Mr Adams.

### 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](mailto: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](mailto: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.

## **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, the allocated locker key will be given to them in September. Students and parents are required to sign the Locker Protocol Agreement prior to a locker being issued.

Lockers are essential, as we expect every student to attend their lessons prepared to learn. In order to achieve this, it is expected that every student will use their locker to safely store any items that they do not need for their lesson. Students will not be allowed to enter the classroom with personal belongings that they do not need for the lesson that could cause a distraction. Students are expected, therefore, to store items not required in their lockers before they enter their learning space. If a locker key is lost the student will be charged £5 for a replacement key.

## Tutors

10.1	A Shergill
10.2	R. Dai
10.3	G. Nainwal
10.4	M. Ahmed
10.5	M. Mukarram
10.6	R. Mahmood

11.1	TBC
11.2	T Henry
11.3	N Begum
11.4	A Hale
11.5	B Zafar
11.6	M Walker

12.1	R Hardwick
12.2	L.Chitauro
12.3	J Shahima
12.4	P Scheul
12.5	TBC

13.1	G Odogwu
13.2	A Awominure
13.3	T Stephens
13.4	K Brown
13.5	L Yu

## **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 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 which links the purchase to the student's parent pay account. It is anticipated that contactless payment using bank cards will be available from September.

### **How does ParentPay help you?**

- Gives you the freedom to make payments to school whenever and wherever you like
- Gives you peace of mind that your payment has been made safely and securely
- Helps with budgeting; payments are immediate
- Payments for many of the larger trips can be made by instalments up to the due date
- You will never need to 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 students 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 and electronic devices should ideally 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. Wireless headphones 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.

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.

## **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 (outside) at the back of the academy 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. In support of the West Midlands Police, students are not permitted to bring E scooters onto the academy site.

## **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 career opportunities after successfully completing their studies.

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

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. We actively celebrate Tomorrow's Engineers Week (November), National Apprenticeship Week (February), National Careers Week (March) and British Science Week (March), linking the curriculum to a variety of career pathways. Students, parents and carers are also sent a half-term Careers Bulletin that lists local career events, opportunities and resources to support our students' next steps.

### **In Year 10, we offer a range of career services:**

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

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

- Students are 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. This is delivered with an internal Careers Fair in October, inviting local education providers, independent training providers and employers. Additional support is given via the careers department and the RSHE programme
- Overview of Apprenticeships and support to create an online account with the National Apprenticeship Service and other relevant websites
- Each student will have access to a 1:1 guidance interview
- On completion of 1:1 guidance meeting, a student action plan will be created to advise students on their options and where to find further information
- 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 6<sup>th</sup> 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 and relevant Open Days
- 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 6<sup>th</sup> 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. This includes apprenticeship opportunities as well as Higher Education courses
- 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
- UK University and Apprenticeship Fair– Attendance at a convention, with access to a wider range of Universities, Higher Education establishments and Apprenticeship providers
- Overview of Apprenticeships – An overview of Apprenticeship levels, application open dates and when to commence applications
- Overview of Higher Education - An understanding of what Higher Education is and promotion of bursary and scholarship schemes
- 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, events and opportunities via Google Classroom and Careers Bulletin
- 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 are encouraged to take responsibility and organise their own work experience placements during Key Stage 4 and Sixth Form. Up to five days can be authorised in each Key Stage providing students avoid key assessment and exam periods. Physical work experience placements will need to be notified to WMG Academy with 5 weeks' notice in order for H&S Risk Assessment checks to be carried out to ensure students' safety, and relevant consent forms completed. Through our employer partners, we do have opportunities to go on site visits for Insight Days. We also have links with companies to complete virtual work placements that are equally valued, allowing our students to access more companies nationally. Support and resources are delivered in pastoral time and opportunities are also promoted via the students' Google Classroom and half-termly Careers Bulletin.

## **Unifrog**

All students will join Unifrog, an online destinations platform that will support students' career destination's journey with a very wide variety of resources to do this. They will be directed through tutor teachers onto Unifrog that will show a huge range of Post-16 and Post-18 options suited to their own skills and interests, with personalised guidance to discover suitable pathways. The platform also gives updated local labour market information for students to make informed choices to see and apply for college courses, university courses and apprenticeships . The platform brings all the available information into a single, impartial, user-friendly database that helps students to submit the strongest applications for college/sixth forms, apprenticeships or to university, locally or globally. <https://www.youtube.com/watch?v=CXGB4h3Hn44&t=33s>



## **Teaching & Learning**

### **Teaching and learning priorities**

Here at the academy, quality teaching and learning lies at the heart of our curriculum offer. 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 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. Work 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. Contact points occur termly to update families on student progress.

Students complete approximately two assessments per half term in each subject. These follow our KAR assessment structure, which focus on three key knowledge types: Knowing, Applying, Reasoning. These assessments help ensure students are retaining the knowledge they need, while also acting as a diagnostic tool. This allows teachers to quickly and regularly identify where each student may need further support, and tailor their teaching accordingly. Students also sit one formal mock exam period each year. These are conducted under full exam conditions, helping students become familiar with the logistics, expectations, and pressures of real GCSE and A-Level exams. This early experience allows them to focus on subject content with greater confidence when it matters most. Results from all assessments will be tracked, and will contribute to the information that is shared with parents through progress reports and parent evenings.

### **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 Heads 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 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. Students would have completed Progress Tests in Mathematics, English and Science in the induction period prior to joining us. These assessments have then been used by Subject Leads to set the students in groups.

## Homework

Students at the Academy are set homework once a week in: English, Maths and Science. This is set and monitored electronically through our Sparx online platform. Please see below our Sparx homework schedule - including a homework club session your child can attend if they need support with their homework:

<b>Subject</b>	<b>Day of the week the homework is set</b>	<b>Day of the week the homework is due</b>	<b>Day of the week for homework club</b>
English	Tuesday	The following Tuesday	Monday
Science	Wednesday	The following Wednesday	Tuesday
Maths	Thursday	The following Thursday	Wednesday

For core Engineering Manufacture and all option subjects, students are expected to use resources and materials provided on Google Classroom to ensure their coursework and revision remains up to date.

## **Examinations**

### **Internal Examinations**

Our internal examinations fall into two categories: in-class key assessments and formal mocks.

Key assessments take place at different times throughout the year for different subjects, based on where these assessments best fit into the curriculum sequence. These form part of the evidence that inform predicted grades, and students get feedback on these to guide their improvement.

Formal mocks take place at the following points of the academic year for each year group:

- Year 10 - July
- Year 11 - December
- Year 12 - July
- Year 13 - December

These formal mocks are run in the same way, and with the same rigour, that the final summer exams are. This is to give students an opportunity to have a 'real exams' experience before their terminal exams.

### **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.

## 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.
- Filtering and monitoring software is used on all academy devices, and any device connected to the academy WI-FI network.

### Academy Software

All 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: -

- 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 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**

- All students will be provided with an academy Chromebook for use both in the academy and at Home
- Students are also encouraged to bring their own computer device for use during lessons in the academy
- Students' own computers and phone devices may be connected to the academy Wi-Fi for Internet Access.

**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.

## PPE and Equipment

We always provided PPE for students to use, however this is of course on the basis that this is shared use. However, we also 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/Safety Spectacles** - Please see the links below if you wish to purchase your own set of goggles/safety spectacles. Our team of technicians have sourced products which meet the required CLEAPSS and national safety standards. Science safety spectacles should be compliant with EN166 F or (EN) ISO 16321 C).
- **Science Lab Coat/Engineering Overalls** - There are no specific standards for these garments, but for ease of use we use white lab coats for Science at Key stage 5 when needed and blue overalls for Engineering. Garments 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. Suggested Suppliers:
  - [www.astleys.co.uk](http://www.astleys.co.uk)
  - [www.rapidonline.com](http://www.rapidonline.com)
  - [www.screwfix.com](http://www.screwfix.com)
  - [www.thesafetysupplycompany.co.uk](http://www.thesafetysupplycompany.co.uk)

## Safeguarding Team

# SAFEGUARDING TEAM



### Designated Safeguarding Lead



**Mrs Morris**  
Associate Principal

### Deputy Designated Safeguarding Leads



**Ms Banga**  
DDSL



**Mrs O'Malley**  
Assistant Principal



**Mr Lane**  
Assistant Principal



**Mr Bain**  
Community Engagement



**Mrs Carey**  
Deputy SENCo



**Mr Adams**  
KS4 Lead

## Pastoral Care & Safeguarding

At WMG Academy, we are committed to supporting the academic and personal development of every student. Our small, dedicated pastoral care team works closely with students and families to create a safe, respectful, and inclusive learning environment.

### Pastoral Care Team

Our pastoral team provides personalised support across all year groups:

Claire Morris – Associate Principal  
Sian O'Malley – Assistant Principal  
Tim Lane – Assistant Principal  
Steven Adams – Key Stage 4 Lead  
Claire Carey – SENCo  
Amy Banga – Non-Teaching Deputy Designated Safeguarding Lead (DDSL)

Safeguarding is a core priority at WMG Academy. All staff are fully trained in key safeguarding areas including:

- Child Sexual Exploitation (CSE)
- Online Safety
- PREVENT (Anti-radicalisation)

We use CPOMS, a secure digital platform, to log and manage all safeguarding concerns. In the event of serious concern, we may contact Local Authority



## Social and Emotional Support

We operate a high-quality early intervention system to provide students with timely support. This may include:

- Tutor support
- Staff or student mentoring
- Referral to external agencies
- Access to the Trust Counsellor

As a small academy, we value the importance of knowing our students well. This enables us to foster positive, trusting relationships and provide tailored support. For any pastoral concerns, your child's form tutor should always be your first point of contact, with the relevant Key Stage Lead involved where necessary.

## Attendance

The WMG academy has a target attendance of 98% for all students, and we will inform parents at all available opportunities of their child's progress. To help support the monitoring of attendance at WMG Academy, we will work with A Start Attendance to track attendance. The academy undertake a range of attendance intervention strategies including the following:

- Tutor Conversations - To check reasons for absences on a weekly basis.
- Parental phone calls - To check if there are any unexplained absences.
- Stage 1 Support - Letter sent expressing concerns that Attendance is below 98% - Attendance Report will be issued.
- Stage 2 Support - Letter sent expressing concerns that Attendance is below 90% - All Absences will now require evidence such as medical evidence of your child's illness, proof of prescriptions and evidence of appointment cards etc.
- Stage 3 Support - Letter sent expressing concerns that Attendance is below 85% - Requesting a meeting in school, Inclusion Services notified.
- Stage 4 Support - Fixed Penalty Notice Warning Letter sent, expressing concerns and outline that a Fixed Penalty Notice is possible..
- Fixed Penalty Issued.

The academy asks that all absence phone calls are reported by 8.30am each morning, and will notify parents by 9.30am via text if their child has not received any marks. Please remember that it is your responsibility to inform the Academy of your child's absence. We do not authorise any holidays taken during term time. In cases of persistent absence, (Below 85%) all absences will be unauthorised regardless of the circumstance or reason. Tutors at the academy will support students with poor attendance, to help improve this and ensure learning time is not continually lost.

## **Good Attendance Guide**

### **Medical Appointments**

Where possible all medical appointments should be booked outside of the academy hours. Where this is not possible the amount of academy time missed should be minimum. The academy time missed should be minimum. The academy may not authorise the time off if medical evidence is not provided.

### **Too ill to attend**

Students can attend school with minor ailments (toothache, headache, stomach ache, cold and sore throat), over the counter medicines can be given before school. The academy will contact you if they become too ill to remain in school.

### **What can you do to help?**

Make sure your child arrives at school time. This encourages habits of good timekeeping and lesson any possible classroom disruption. If your child arrives after the register has closed without good reason, this will be recorded as an 'unauthorised' absence for that session.

If you know or think that your child is having difficulties attending school you should contact the school. It is better to do this sooner rather than later as most problems can be dealt with very quickly.

### **Reporting Absence**

In all cases of absence parents or carers should please;

Telephone the academy on the first day of the absence before 9.00am. A message can be left or you can speak to the secretary. Tell us the reason for the absence and how long the child is likely to be off school.

### **What might the impact of poor attendance be on your child?**

Research has shown that children who are not in school are most vulnerable and are easily drawn into crime. Those children who pay truant are more likely to offend than those that do not. Research also shows that:

- Less than 40% of students in secondary schools with an average of 17 days or more absence get 5 good GCSEs (grades 9-5) compared to more than 90% with an average of less than 8 days absence.

### **Unauthorised absence in term time (holidays)**

Students are not entitled to holidays in term time. Family holidays should be taken time. Family holidays should be taken during the school holiday period. Requests for leave due to exceptional circumstances must be made in writing to the Principal.

### **Important Information**

Lessons start at 8:30 am so students must arrive at the academy at least 5 minutes before the start of lessons to ensure that they have enough time to go to their lockers and get themselves ready for their learning.

### **What does the law say?**

By law, all children of compulsory school age must get a suitable, full-time education. As a parent, you are responsible for making sure this happens, either by registering your child at a school or by making other arrangements which provide a suitable full-time education.

Once your child is registered at a school you are responsible for making sure he or she attends regularly. If your child fails to attend regularly – even if they miss school without you knowing, the Local Authority (LA) may take legal action against you. The LA is responsible for making sure that parents fulfil their responsibilities. Parents are responsible for making sure that their registered children regularly attend school and any alternative provision arranged for them. If you think you might need to take your child out of school, discuss the reasons with the school as soon as possible.

*The world is run by those who turn up*

- Attending school every day = 100% attendance
- Attending 4 ½ days a week = 90% attendance = 4 weeks missed per year.
- Attending 4 days a week = 80% attendance = more than half a term missed per year or 2 full years.
- Attending 3 ½ days each week = 70% attendance = more than a quarter of the school year missed.

An average attendance of 80% or less across a child's school career adds up to missing a whole 2 years from school.

Being late for school reduces learning time.

- If your child is 5 minutes late every day they will miss 3 days of learning each year
- If your child is 15 mins later every day they will miss 2 weeks of learning each year

## MAKE EVERY MINUTE COUNT



## 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), Online Safety and PREVENT (Anti-terrorism) being given to all staff at the academy.

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.

For pastoral concerns and information or to speak to someone about Special Educational Needs, Email [safeguarding.sol@wmgacademy.org.uk](mailto:safeguarding.sol@wmgacademy.org.uk)

## 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 the Safeguard Team will be notified. The Counsellor would aim to discuss this firstly with the student concerned before speaking with the safeguarding team. The safeguarding team will liaise with the parent/carers at these times

All counsellors receive supervision of their work with young people to ensure the quality standard of their practice.

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.

## **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. The 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 students 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:
  1. Communication and interaction

2. Cognition and learning
3. Social, mental and emotional health
4. 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](mailto: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

At WMG we categorise behaviours into three professional standards. These are Professional, Respectful and Aspirational. This ensures that students understand why their behaviour is important and how it may affect them in future employment.

### Disruptive Behaviour

- 1 (Professional/Respectful/Aspirational): Positive redirection – Conversation with student
- 2 (Professional/Respectful/Aspirational): Reflect and Reset – A second conversation with student giving them an opportunity to change their behaviour
- 3 (Professional/Respectful): Repair and Re-engage – Removal from the lesson to the reflection area to reflect on their behaviour and actions. Phone to be confiscated and same day detention issued.
- 4 (Professional/Respectful): Serious or sustained breach of conduct - This will result in one of the following, a 2 hour Friday detention, Governor behaviour panel meeting, Behaviour contract, Involvement of senior staff and/or fixed-term exclusion.

### Aspirational Behaviour

- 1 (Professional/Respectful/Aspirational): Positive redirection – Conversation with student
- 2 (Professional/Respectful/Aspirational): Reflect and Reset – A second conversation with student giving them an opportunity to change their behaviour
- 3 (Aspirational): Repair and Re-engage – Contact home, possible departmental detention issued to catch up on missed work

## Tiered Behaviour System

In order to best support our students the Academy operates a tiered approach to behaviour management. If a student is regularly receiving B3's from a lesson they will be escalated to the next tier with more support to be offered. Below you can see this tiered approach.

[Tier 1: Classroom Teacher] —> [Tier 2: Head of Department] —> [Tier 3: Pastoral Support] —> [Tier 4: SLT Intervention]

Some examples of the support we might offer are:

- Students who do not engage with the support offered to them will be at risk of exclusion.



## **Behaviour Issues and Sanctions**

### **Punctuality**

Students who are late to the academy twice across five days, will sit a 30 minute 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.

### **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
- Where mobile phones need to be confiscated and collected at the end of the day on multiple occasions, the phone will not be returned to the student and will need to be collected in person by the parent/guardian
- 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
- E scooters are not permitted to be brought on the academy site.

## Dress Code Guidance

### Key Stage 4 - (Years 10 and 11)

#### Male Learners

- Business suit in black or dark grey or dark navy blue non-patterned
- Non-patterned collared white shirt with WMGA tie
- Formal business type shoes (plain black or dark brown upper and sole with no logos) made of either leather or man-made leather type material
- **Trainers are not acceptable**
- WMGA lanyard to be worn at all times (provided in September)
- WMGA tie - £9.50 available from the Academy
- Black or Navy plain v necked jumper (optional) No exceptions.

#### Female Learners

- Business suit in black or dark grey; jacket, skirt/trousers/dress
- Trousers can be tailored but not figure hugging or skinny fit
- **Leggings/Denims are not acceptable**
- Skirts/dress must be of an appropriate length and fit; approximately knee length and not tight fitting
- Non-patterned white tailored blouse
- Black formal business type shoes (plain black upper and sole with no logos) made of either leather or man-made leather type material. Shoes need to be enclosed and **not be** high heeled
- **Trainers are not acceptable**
- Non-patterned natural tan or black tights may be worn with a skirt/dress – no leggings
- WMGA lanyard to be worn at all times (provided in September)
- WMGA tie is optional and available from the Academy.

### Key Stage 5 - (Years 12 and 13)

#### Male Learners

- Business suit in black, dark grey or dark blue (faint pinstripe permitted)
- Collared business style shirt with no bold patterns with business style tie without pictures or logos
- Black/brown formal business type shoes (plain black/brown upper and sole with no logos) made of either leather or man-made leather type material;
- **Trainers are not acceptable**
- WMGA lanyard to be worn at all times (provided in September).

#### Female Learners

- Business suit in black, dark grey or dark blue (faint pinstripe or patterns permitted) or tailored separates i.e. jacket in black, dark grey or blue with trousers, dress or skirt
- Skirts must be of an appropriate length and fit; approximately knee length and not too tight
- Plain or patterned/pinstripe tailored blouse with no patterns or logos;
- Natural tan or black tights that are not patterned may be worn with a skirt – no leggings

- Black formal business type shoes (plain black upper and sole with no logos) made of either leather or man-made leather type material. Shoes need to be enclosed and not be high heeled and boots may be worn under trousers
- Trainers are not acceptable
- WMGA lanyard to be worn at all times (provided in September).

**WMG reserves the right to change the uniform policy according to academy needs.**

### **Hair**

Hairstyles should be neat and conservative and in harmony with a professional business-style appearance.

In general, hairstyles should not be excessive or extreme, eg, they should not: -

- 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 their son's/daughter's tutor about the suitability of a hairstyle **BEFORE** a visit to the hairdresser.

### **Jewellery**

In a business-like working environment, with practical engineering curriculum opportunities, the only acceptable items of jewellery are: -

- a wristwatch (NB, watches are not permitted to be worn in either internal or external examinations)
- 1 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. If you have any queries, please contact your son's/daughter's tutor.

### **Make-up**

Make-up (including nail varnish, foundation, lip-stick, blusher, eye-shadow etc) should be natural and conservative and in harmony with a professional business-style appearance.

### **Tattoos**

No visible tattoos are acceptable.

### **Mobile Phones and Detentions**

To continue to support behaviour and attitudes, when we return to the Academy after the Easter break, we will be introducing a new protocol with regards to mobile phones and detentions. If your child receives a detention for any reason, they will be asked to hand their mobile phone in at the start of the day. This will then be returned to your child upon completion of their detention. We know this will only apply to a small number of students but will ensure the business-like, business led behaviours are upheld consistently.

We are very proud of our academy and of our students and believe that high standards of business dress, behaviour, being properly equipped and attending regularly gives our students the very best chance of learning and achieving.

## Appendix 1: Google Classroom

### 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'

Password

2. Navigate to [www.google.co.uk](http://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](mailto: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.

## Appendix 2: MCAS

At WMG Academy for Young Engineers we use a cloud-based school management information system called **Bromcom**.

As the system is cloud-based, we can offer you the ability to interact with the information we hold about your child with an app called '**My Child at School**' – also referred to as **MCAS**.

If you are a new parent to the school, we would like to invite you to use the app. Following this email, you should receive another email that will contain a link to set your password. Once set, you will then receive an email from the **MCAS** system confirming that your account is set up

Further information on how to log in and use the **MCAS** portal can be found by following the link [here](#)

Once you have logged in, you will see an option to:-

- Update Student Details
- Contact Details
- Parental Consents

**MCAS**, which is available for both iOS and Android devices, will allow us to contact you with important school messages, share school documents and publish your child's reports. You will also be able to see the personal information we hold about you and your child; you may update this information, at any time, which helps keep our records up to date. Parents evenings, dinner money and all school payments will also run through MCAS.

[Download MyChildAtSchool for iOS Devices](#)

[Download MyChildAtSchool for Android Devices](#)

WMG Academy are now paperless so MCAS will be the only way you can access information on your child, reports, attendance, behaviour, examination entries .