



DIXONS
NEWALL GREEN
ACADEMY

A young girl with braided hair, wearing a black and green school uniform, is smiling warmly at the camera. She is sitting at a desk in a classroom, with other students and desks visible in the background. A large, semi-transparent green mountain graphic is overlaid on the left side of the image.

Family Handbook
2023/24



Contents

Introduction

- 4 Welcome
- 6 Dixons Academies Trust
- 8 The Peaks
- 9 Term and holiday dates 2023 / 24
- 10 Key staff
- 12 The academy week

Mastery

- 14 Teaching and learning
- 15 Curriculum
- 15 Subjects studied and time allocations
- 16 Literacy
- 17 Modern foreign languages
- 17 Personal development studies (PDS)
- 17 Health and sex education
- 18 Co-curricular electives
- 18 The Summits
- 18 Educational visits and outdoor education
- 18 Homework
- 19 Stretch Projects
- 19 Dream Team
- 19 Equipment

Autonomy

- 20 Learning habits
- 22 Advisory
- 22 Individual Needs - Mountain Rescue
- 22 Daily attendance
- 22 Absence
- 22 Leave of absence (LOA)
- 22 Religious leave of absence
- 22 Dress code
- 24 Student planner
- 24 Lunchtime

Purpose

- 26 Contact with parents / carers
- 26 Contact / drop-in surgery
- 28 Lockers
- 28 Lost property
- 28 Media, film and photographs
- 28 Smart technology
- 29 Medical
- 29 Personal money
- 29 Causes for concern
- 29 Car parking
- 29 Leaving the academy
- 30 Home - Academy Agreement

Welcome to Dixons Newall Green Academy

Dixons Newall Green Academy is a new secondary free school that will serve students aged eleven to sixteen located in the Wythenshawe district of Manchester, England.

We guarantee that we will do whatever it takes, for as long as it takes, to ensure that every student at Dixons Newall Green acquires the powerful knowledge and positive behaviours they require to achieve their full potential. There is no substitute for hard work and no shortcut to success.

At Dixons Newall Green Academy we have a sentence that states the lasting impression we want to leave on the world. Our academy sentence is:

“The academy ensured that all students succeeded at university, or a real alternative, and lived a fulfilling life.”

To achieve our mission, Dixons Newall Green focuses on three key drivers: **Mastery**, which is the urge to get better and better at something that matters; **Autonomy**, is our desire to direct our own lives; and **Purpose**, which is our yearning to do what we do in the service of something larger than ourselves.

Our practice is thoroughly rooted in this approach and in the following three core values:

1. Hard Work

We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

2. Integrity

We do the right thing because it is the right thing to do. We do this even when people are not watching.

3. Fairness

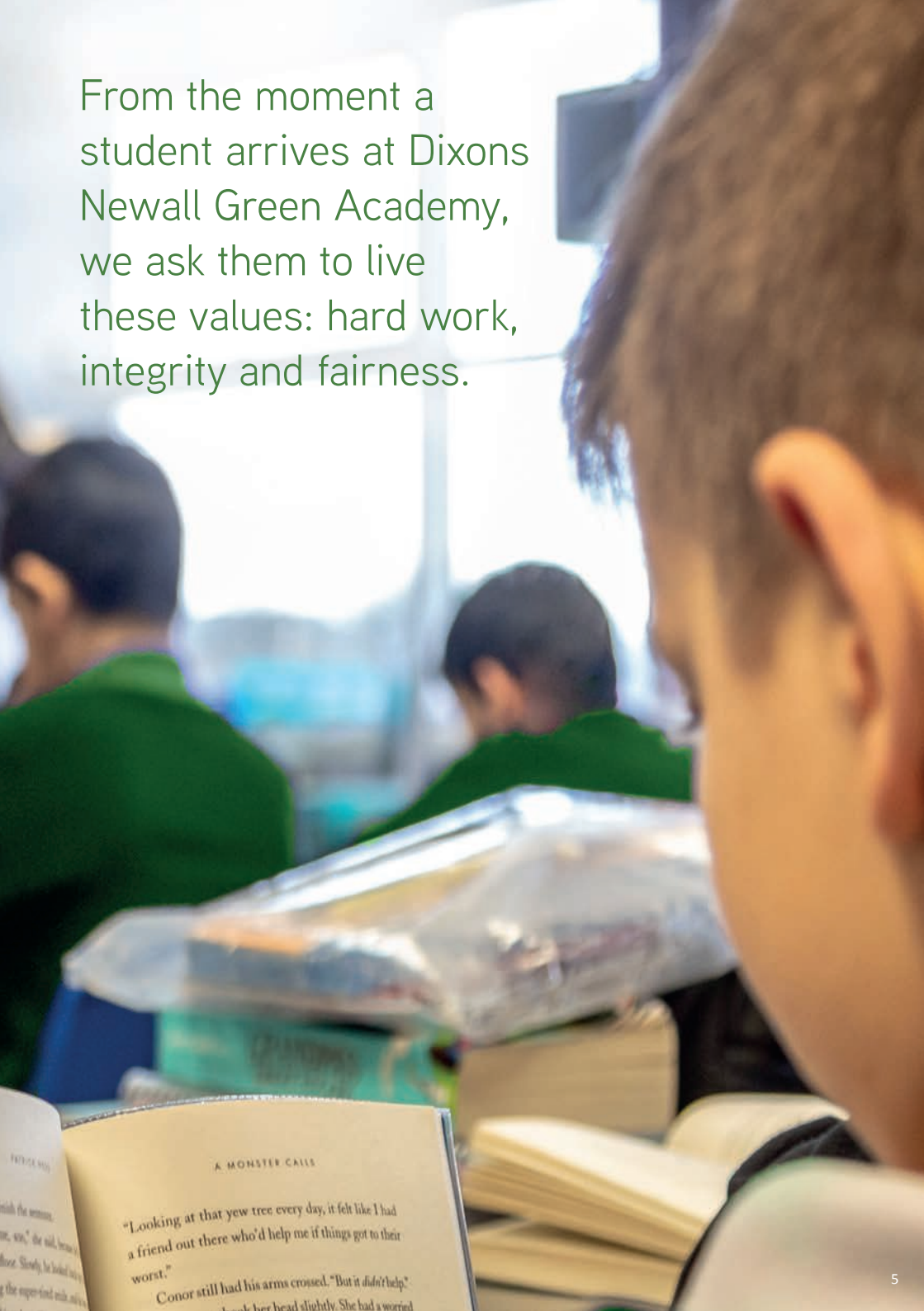
We play by the rules. We are always respectful and polite. We treat others in our diverse community as we wish to be treated. When we help others, we help ourselves.

Working with parents and presenting young people with common expectations at home and our academy, will be the key to our success. Therefore, we endeavour to create an impressive culture of success through the operation of strict routines and protocols, an unwavering focus on results, and by offering the very best teaching and support.

Although we always do our best to provide an outstanding all-round education, we cannot always be perfect, and may occasionally get things wrong. We treat mistakes as learning opportunities, so if you have any concerns, please do not hesitate to contact us; you will always find someone who is able and willing to help.

Stephen Garvey
Principal

From the moment a student arrives at Dixons Newall Green Academy, we ask them to live these values: hard work, integrity and fairness.



Dixons Academies Trust

Why do we exist?

Our mission is to challenge educational and social disadvantage in the North.

By the age of 18, we want every student to have the choice of university or a high-quality apprenticeship.

How do we behave?

Although our academies have the autonomy to choose their own vocabulary and nuance, all of them are built around the same three values that we all share:

Work hard: we are determined to get things done.

Be good: we behave with integrity and honesty.

Be nice: we show humility and are positive team players.

What do we do?

We establish high-performing, non-faith academies which maximise attainment, value diversity, develop character, and build cultural capital.

How will we succeed?

Academic rigour

All children are entitled to a curriculum and to the powerful knowledge which maximises life chances. Children need powerful knowledge to understand and interpret the world: without it they remain dependent upon those who have it. Our curriculum is designed to be remembered in detail, and is led by, collaborated on, and delivered by high-quality subject specialists. The curriculum is the entitlement of all, and we resist parental opt-outs.


Aligned autonomy

Our trust seeks the optimal balance between consistency and self-determination. We are aligned because we share the same mission and values, and because all Dixons students and staff should benefit from our best collective practice. But autonomy is also important because leadership and personal accountability are founded on ownership and self-direction, and because standardisation fails to respond to changing needs and fails to adapt to a changing environment.

Talent first

Our talent is our most valuable resource, where nearly 80% of our budget is invested. Our most vital people must be in roles where they can create significant value; we free our people from bureaucratic structures; and we afford our people the training and opportunities to expand their skills.

We see talent not as innate, but as is unleashed, grown, and developed. People have 'inherent growth tendencies', the drive to be better tomorrow than today. We believe that kind, helpful, and honest feedback is a gift. As leaders we want our staff to be intrinsically motivated, cultivating self-determination through our three drivers: Mastery, Autonomy and Purpose.



We never give up.
We remain positive
so that we have
the strength to
persevere with
even the hardest
work. We do
what it takes for
as long as it takes.

The Peaks

During their five years with us, students move through three distinctive phases described below. In each phase, students are supported to meet, and exceed, age-related expectations whilst preparing for the next stage in their education.

Lower Peak – Independent Students **Year 7 and Year 8**

Students are supported to be responsible learners and develop subject knowledge to make informed decisions about their future.

This peak marks an important transition for primary students as they truly begin to develop and demonstrate our driver of autonomy. Reading remains a key focus as students develop the fluency to be more self-directed in their enjoyment of a wide range of texts from different cultures, genres and time-periods. The introduction of 'Dream Team,' 'PDS Seminars' and 'Stretch' projects further serve to elevate oracy. The co-curricular model is established, with a range of electives for students to choose from, to add greater breadth and depth to the formal curriculum. Year 7 and 8 marks the beginning of secondary education where students bring and build on the wealth of knowledge learnt and retained at primary school. During this phase, students will develop a greater sense of responsibility and independence both at school and home.

Middle Peak – Motivated Students **Year 9**

This peak marks a crucial transition, in which students are supported to be intrinsically motivated learners and are beginning to make important choices about their future.

In this peak, students will develop and consolidate the important skills and knowledge they have developed in the Lower Peak across the curriculum but will also start to develop more motivation and knowledge of how their choices and achievements will impact their futures. Lessons will become more challenging as students begin to specialise in and develop expertise in particular subject areas. The drivers of mastery and purpose are both key in this peak, as students will become increasingly self-motivated, and increasingly rigorous in their academic studies, in preparation for Upper Peak and beyond.

Upper Peak – Expert Students **Year 10 and Year 11**

Students are supported to become expert students across a range of disciplines in readiness for further education and living a fulfilling life.

In this peak, students will continue to study a rich and broad curriculum, underpinned by rigorous academic reading whilst deepening their understanding of chosen subjects. Reading for enjoyment and fulfilment supports both their academic and personal development. The driver of purpose is manifested through student leadership as students from Upper Peak support their younger peers in a variety of ways through paired reading and tutoring to mentoring and guidance. In this phase, students manipulate both the linguistic and physical aspects of oracy to suit a variety of different contexts and purposes; they become fluent, confident, and articulate speakers. Co-curricular electives remain an important part of their life at the academy. The driver of mastery is manifested through acquiring the powerful knowledge necessary to be prepared to sit both high tariff GCSE and vocational qualifications and through having mastered the knowledge and skills of each subject domain in readiness for study at A-Level and beyond.

Term and holiday dates 2023/24

2023 Term 1: Wednesday 6 September to Friday 20 October 2023

Holiday: Monday 23 October to Friday 3 November 2023

2023 Term 2: Monday 6 November to Friday 15 December 2023

Holiday: Monday 18 December to Friday 1 January 2024

2024 Term 3: Monday 2 January to Friday 16 February 2024

Holiday: Monday 19 February to Friday 23 February 2024

2024 Term 4: Monday 26 February to Thursday 28 March 2024

Holiday: Monday 29 March to Friday 12 April 2024

2024 Term 5: Monday 15 April to Friday 24 May 2024

Holiday: Monday 27 May to Friday 31 May 2024

2024 Term 6: Monday 3 June to Wednesday 24 July 2024

Holiday: Friday 25 July 2024

Staff data and planning days

(the academy is closed to students on these days)

Tuesday 29 August 2023 & Wednesday 30 August 2023

Thursday 31 August 2023 & Friday 1 September 2023

Monday 4 September 2023 & Tuesday 5 September 2023

Friday 17 November 2023

Friday 8 March 2024

Friday 28 June 2024

Other dates when the academy is closed:

Friday 29 March 2024: Bank Holiday (Good Friday)

Monday 6 May 2024: Bank Holiday



Key staff

Senior Leadership Team

Mark Harrison
Stephen Garvey
Kate Henney
Sophie Galloway

Executive Director
Principal
Vice Principal
Vice Principal

Hard Work

We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

Integrity

We do the right thing because it is the right thing to do. We do this even when people are not watching.

Fairness

We play by the rules. We are respectful, polite, and courteous at all times. We treat others in our diverse community as we wish to be treated. When we help others, we help ourselves.

We also focus on three key drivers: **Mastery**, which is the drive to get better at things that matter; **Autonomy**, or the drive to direct our own lives; and **Purpose**, which is the drive to connect to a cause larger than ourselves (Dan Pink, 'Drive').

We clearly communicate our mission, values and drivers throughout every day so that the whole school community know the purpose of everything that we do.

Through rigour, simplicity and a relentless focus on success, all students work hard every day to climb the mountain to university.

We play by the rules.
We are respectful, polite,
and courteous at all times.



The academy week

At Dixons Newall Green we operate a longer working day. With an extended academy day, students have more time in the classroom to acquire skills, knowledge and understanding, as well as more opportunities to participate in a wide range of co-curricular electives. There are no shortcuts to success.

The Year 7 school day will run as follows:

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	07.30 - 8.00	Breakfast / Morning Mastery	Breakfast / Morning Mastery	Breakfast / Morning Mastery	Breakfast / Morning Mastery	Breakfast/ Morning Mastery
	08.00 - 08.25	Morning Mastery	Morning Mastery	Morning Mastery	Morning Mastery	Morning Mastery
1	08.25 - 09.15	Lessons	Lessons	Lessons	Lessons	Lessons
2	09.15 - 10.05	Lessons	Lessons	Lessons	Lessons	Lessons
3	10.05 - 11.20	Lessons / Break	Lessons / Break	Lessons / Break	Lessons / Break	Lessons / Break
4	11.20 - 12.10	Lessons	Lessons	Lessons	Lessons	Lessons
5	12.10 - 13.00	Lessons	Lessons	Lessons	Lessons	Lessons
	13.00 - 13.35	Robost Reading Family Dining	Robost Reading Family Dining	Robost Reading Family Dining	Robost Reading Family Dining	Robost Reading Family Dining
	13.35 - 14.10	Robost Reading Family Dining	Robost Reading Family Dining	Robost Reading Family Dining	Robost Reading Family Dining	Robost Reading Family Dining
6	14.10 - 15.00	Lessons	Lessons	Lessons	Lessons	Afternoon Meeting (finish 14.20)
7	15.00 - 15.50	Lessons	Lessons	Lessons	Lessons	Extra-curricular / Homework Club
	15.50 - 16.05	Afternoon Meeting	Afternoon Meeting	Afternoon Meeting	Afternoon Meeting	
	16.05 - 17.05	Extra-curricular / Homework	Extra-curricular / Homework	Extra-curricular / Homework	Extra-curricular / Homework	

- All students must arrive at the academy by 7.55am at the very latest (go to their locker and hand in homework); some students will be expected to arrive at the academy as early as 7.30am for catch-up in the EBacc (e.g., Lexia, Morning Mastery). Breakfast is served from 7.30am.
- All students begin their day with Morning Meeting which includes retrieval practice; literacy and numeracy; strengthening of school culture; value expectations reset; and appreciations / recognition.
- Weekly team sport practice will take place during one allocated Family Dining / Robust Reading for those students selected to represent the academy.
- Year 7 finish at 16.05 (4.05pm) on Monday, Tuesday, Wednesday, and Thursday.
- Year 7 finish at 14.20 (2.20pm) on Friday.
- For Year 7 same day corrections (detentions of up to 1 hour) start at 16.05 (4.05pm) on Monday to Thursday; and 14.20 (2.20pm) on Friday.

Please note, any variations to this schedule, prior to the opening of the school, will be communicated to families.





Mastery

Mastery is the urge to get better and better at something that matters. This key driver will help ensure that we set and maintain the highest standards of achievement, progress, learning and teaching.

Teaching and learning

At Dixons Newall Green Academy, our mission is simple: we want all children to succeed at university, or a real alternative, and live a fulfilling life.

We achieve this mission through an unwavering focus on attainment, and by offering the very best teaching and support. Our practice is thoroughly rooted in our three core values: hard work, integrity, and fairness.

At Dixons Newall Green, we build a partnership between parents, students and teachers that puts learning first. We help our students to value learning by activating them as owners of their own learning.

Our teachers have real respect for their learners as people with ideas of their own. They are passionate about teaching and learning, and able to present challenging learning tasks. Their expertise allows them to truly understand their students and to be more responsive to their needs. They are extremely flexible and take every opportunity to maximise learning. Our teachers are great seekers and users of feedback.

We insist on good learning habits day-in and day-out with high expectations. The mantra is an important part of our teaching and sets the tone for the learning that follows. It should always be upbeat and enthusiastic, setting the tone of each day.

We expect all students to make outstanding progress over their time at Dixons Newall Green Academy. This will result in nearly every student succeeding in achieving at least eight good GCSEs including English and mathematics; the majority will achieve the English Baccalaureate.

Curriculum

The start of secondary school marks an exciting phase in the lives of our students as they build on fundamental knowledge learnt during their primary education, forming ever wider and deeper schema. Students study English, mathematics, science, Spanish, geography, history, religious studies (RS), art and design, computing, music and physical education (PE). In Year 9, our longer day means that students can study the same range of subjects as in Year 7 and Year 8 as well as starting to specialise in their examined subjects.

Our GCSE curriculum is broad and balanced with a strong core in the EBacc - English, mathematics, science, Spanish and history or geography. As well as the EBacc, all students study RS and can choose two further options from a range of high value subjects such as: computing, art and design, music and PE.

Our five-year secondary phase curriculum is designed to be ambitious and as broad as possible, for as long as possible, so that students engage with the best of what has been thought and said; as such, they acquire powerful knowledge that builds wider cultural capital. Our curriculum is designed so that students can master the basics as well as offer more flexibility so that teachers can tailor their teaching to students' needs.

There are four key principles underpinning the design of the academy's curriculum:

- all students have access to a broad, balanced and coherent curriculum that supports learning
- a strong core ensures that basic skills are embedded at an early stage so that students are able to access the wider curriculum
- a curriculum which is knowledge rich and focuses on the EBacc and other high value qualifications
- an extended curriculum ensures all students have access to catch-up, extension and enrichment

Subjects studied and time allocations

The table below displays the weekly allocation of lessons per subject:

Subject	Weekly Lesson Allocation		
	Year 7		
	Group 1 / 2 / 3	Group 4	Group 5
English	5	6	6
Mathematics	5	6	6
Science	4	4	4
History	2	2	2
Geography	2	2	2
Spanish / Mandarin	4	4	4
Creative Arts	2	2	2
Computing	1	1	1
Music	1	1	1
PE	2	2	2
Stretch	2	0	0
Prep	0	0	0
CCE	2	2	2
Total	33	33	33

Groups 4 and 5 will be allocated more curriculum time in English and mathematics, to ensure that all students are supported to climb the mountain to university or a real alternative. Students who are not on track to achieve their targets in the core may be expected to attend practice sessions in English, mathematics and science, before school (from 7.30am).

During Stretch lessons, Groups 1, 2 and 3 are challenged to extend their thinking by participating in weekly dialectic lectures. These lectures will focus on enquiry-based themes around critical thinking, philosophy, politics, and ethics. Groups 4 and 5 will also have an opportunity to participate in these lectures at designated points in the year.

All students have the opportunity to complete one independent 'Stretch Project' each assessment cycle. Projects are mainly completed at home; however, students are supported by their advisor and through regular lectures and stand-alone year group sessions that take place at intermittent points within a cycle. Students are expected to deliver a formal presentation, without the aid of notes, to their peer group.

Co-Curricular Electives (CCE) includes a range of enrichment activities: public speaking, drama, dance, chess, music, art, STEM and sport – some of which offer accreditation upon completion. It is expected that students will represent the academy in their chosen elective.

Literacy

Our duty is to develop students who are confident readers, writers, speakers and listeners, who value these life skills and strive to improve them. We recognise that it is the responsibility of all staff from all subject areas to teach literacy skills as reading, writing, speaking and listening is integral to all subjects.





In order to raise the profile of literacy across the curriculum, to support students with their learning and to raise standards across the curriculum, there are three 'literacy' expectations of all students at all times:

1. **Reading book in their possession (reading)**
2. **Speak in full sentences and no slang (speaking)**
3. **Track the speaker/s (listening)**

There is also 35 minutes of time each day for Robust Reading sessions. Students are expected to complete a variety of challenging reading activities including accountable independent reading, whole class reading of challenging fiction and non-fiction texts and debates around concepts.

It is expected that students will read for, at least, 30 minutes each evening.

Modern foreign languages

Spanish and Mandarin are offered as modern languages. They are vitally important world languages and are widely spoken languages.

As the study of a foreign language becomes more prevalent in primary schools, some parents and students may be concerned about the continuity of their language study. The aim of primary phase foreign languages is not for students to study one language to a particular level at primary school and then to proceed to a higher level in that same language at secondary school, but that effective primary phase language

teaching should lay the foundations for successful language learning, focusing on the development of transferable skills.

The focus should be on the development of listening, speaking, reading and writing skills, on the development of cultural awareness and understanding, and on language awareness. It therefore does not matter which language is studied at secondary school; those who have experienced effective primary language teaching and learning should experience accelerated progress in their secondary language studies.

Personal development studies (PDS)

We are committed to ensuring that our students develop into young adults with the knowledge, understanding and skills to make informed decisions in their future life. We have designed personal development studies (PDS) around DfE guidance for personal, social and health education (PSHE) and relationships and sex education (RSE). Students receive fortnightly PDS lectures delivered by their advisor, Head of Year, or a specialised member of staff, which are followed up by seminars in advisory.

Health and sex education

This is covered during science, PDS and RS lessons. Outside agencies may come into the academy to talk about diet, hygiene, exercise, and relationships and sex. Reproduction is taught in science lessons as part of the National Curriculum, and backed up with discussions on relationships and moral values in RS lessons and PDS.

Co-curricular electives

We provide a varied and full programme of co-curricular electives. All students in Year 7 attend 2 hours of co-curricular electives each week. Students in Year 7 will explore six electives over the two years before selecting one to master in Year 9 and Year 10. Co-curricular includes public speaking, drama, dance, chess, music, art, STEM and sport.

At Dixons Newall Green, involvement in co-curricular electives is just as important as academic study. Our co-curricular programme enables students to commit to the wider life of the academy and immerse themselves fully in our culture.

Students will also have the option of extra-curricular activities after school. These optional sessions mainly focus on subject clubs, student-led societies, and fixtures for those representing the academy in sport.

The Summits

The Summits are one of our distinctive features at Dixons Newall Green and enhance and enrich the academic curriculum. They provide each student with a sense of purpose so they become well-rounded individuals who will thrive at university, in the professional world of work and ultimately, in life.

The Summits provide students with the opportunity to commit to the wider life of the academy and, therefore, immerse themselves fully in our culture through to Year 11. They are also important milestones for each child and create valuable experiences, which support their learning in other areas.

Educational visits and outdoor education

During the year, there are a wide variety of educational visits available to the students. These range from local visits within lesson time to nearby places of interest, to residential activities further afield.

Homework

In Year 7 and Year 8, students complete revision-based homework, supporting them to retain powerful knowledge from the curriculum within their long-term memories.

This revision-based homework makes use of the students' knowledge organisers. Students should use look, cover, write, check to learn the content of a given section of their knowledge organiser. They are expected to fill a sheet of A4 paper from top left to bottom right, with no gaps, using this method. Students will sit a weekly test every Friday, in Morning Meeting, to determine if the revision is being completed.

Lower Peak / Middle Peak	Upper Peak
<ul style="list-style-type: none">• Climb a mountain• Visit a university• Attend an overnight residential• Represent the academy in the arts, music or sport• Watch / perform a Shakespeare play• Deliver a speech without notes to peers and families• Take part in a showcase / exhibition• Take part in a formal debate• Visit an art gallery• Learn a musical instrument / sing in the school choir	<ul style="list-style-type: none">• Complete Duke of Edinburgh Bronze / Silver• Experience a university• Fundraise for a charity of your choice• Take part in a showcase• Undertake a leadership role in the academy• Give back to the local community through volunteering• Support students in another peak in climbing their mountain• Experience the world of work

Throughout the course of their time at the academy, students will pledge to meet each of the following summits, which will enable them to gain confidence, learn new skills, develop a sense of pride, exercise leadership, meet new people and increase their sense of responsibility and commitment.

In addition, students are also expected to read for at least 30 minutes per night, alongside work on their 'stretch project'. Some subjects, such as mathematics, also set online homework.

From Year 9 onwards, students not only complete revision-based homework, reading and work on their 'stretch project', but they are also given homework, which allows them to apply their learning. This application practise ensures that students develop essential skills they will require for formal examinations and beyond.

Homework may be set in addition to the above by subject teachers, where appropriate.

Stretch Projects

Stretch is designed to support students in building the knowledge, skills and confidence that enables them to articulate themselves clearly and effectively when discussing a range of topical issues such as culture, politics and current affairs.

Students will complete two stretch projects per year. The themes for the stretch projects are:

- Personal – **Year 7 Cycle 1**
- Cultural – **Year 7 Cycle 2**

Dream Team

During Cycle 3 each year, students write their own reports detailing their successes and next steps from the academic year. Students then deliver this in a presentation to their 'dream team': their 'belay partner' (supportive peer); family members; advisor and any other key adults.

How to support with your child's homework

Students must complete 30 minutes of reading each night, recorded in their reading log, in addition to the EBacc revision set in the student planners and on the homework knowledge organiser. It is important that you encourage your child to read challenging books. Your child's advisor will be able to help support the selection of a challenging book.

Alongside reading, your child should be revising from their knowledge organiser every night. This book contains all the key knowledge your child needs to succeed in each subject. Every night, you can support your child by quizzing them on the section they have been learning. All your child needs to do is memorise the sheets in their knowledge organiser, so you do not

need to have any additional knowledge to support them with this.

There are also websites and resources that you can refer to for additional learning opportunities for your child. We will publish resources and links for families at the start of the academic year.

Equipment

There are a number of items that students must bring to school:

Daily:

- A clear plastic pencil case containing:
- 2 black pens
- 2 green pens
- Black whiteboard pen
- 2 pencils
- Rubber
- Ruler
- Reading book (from the library)
- Protractor
- Calculator – a Casio FX83GT X

(Calculators can be purchased through the Mathematics Department at a reduced price of approx. £5)

The following items will be useful to have at home:

English:

- An English dictionary and thesaurus

Languages:

- A Spanish dictionary

Equipment can be purchased locally from a range of suppliers, including:

The Works / ASDA / B&M bargains

Address: Civic Centre, Wythenshawe, Manchester M22 5RF

Tesco Extra Baguley

Address: Altrincham Rd, Baguley, Manchester M23 9TJ

Autonomy

Autonomy is the desire to direct our own lives. This key driver will help ensure we create a disciplined and joyful school culture. We will teach students about how to learn, not just what to learn.

From the first day at Dixons Newall Green Academy, your child will be expected to pick up and keep our six learning habits which we believe every student has the ability to demonstrate. In doing so, each student will thrive at our school and will have the skills they need to be successful at university.

We have high expectations. Whilst sometimes this may be challenging, we expect our students to live by our learning habits 100% of the time. If they do this, their hard work will be recognised. However, if any of the Learning Habits are not met, a same-day correction will be issued. It is vital that this is completed on the same day so that the student is given the opportunity to reflect on their mistake. This allows the student to take the necessary next steps to improve on the following day.

Learning habits

Here are the 6 habits that we will insist on, day-in and day-out:

Positive response

Like a referee, sometimes teachers get things right and sometimes wrong, but it is totally unacceptable for a child to answer back or question the decision in front of the class. It stops others from learning, and it undermines all respect for the teacher. Students are welcome to speak to their teachers outside of the lesson if they have a question or concern.

Uniform

We will insist on perfect uniform: not nearly perfect but perfect. This is because we want students at Dixons Newall Green Academy to be proud about belonging to our community.

Punctuality

We will insist on punctuality to school and to every lesson. Every child should be ready for line up and morning meeting, with all the equipment they will need, by 8am each day. A child will be considered late if they do not arrive within 3 minutes to the start of each lesson. Please support this by keeping to bedtimes and preparation time in the morning before school.

Homework

We will insist on all homework being completed on time and to a good standard, neatly and with pride. Please see the homework timetable and sign the planner weekly. We run a daily homework club and we also open a space to complete homework at lunchtime, break time and before school. No child, therefore, has any reason not to do it. All homework must be done for the right day and time.

On-task

We will insist on focused learning in class. When a teacher has carefully planned a lesson and other students are trying so hard, it would be unfair for a child to cause a distraction from learning for themselves or others.

Equipment

We will insist that every child carries an appropriate pencil case, their planner, reading book, the right exercise books, knowledge organisers and textbooks (where relevant) to every lesson. At first, you could help by packing bags with your child, but you should expect them to check their timetable each night and learn for themselves very quickly.



Over the summer, you could help them arrange a shelf with labels so that they can always pick up the correct book at the right time for the next day. There's no time like the present to plan a good system together. Remember, they will be going from lesson to lesson, six or seven times a day: they need to be taught at home now how to be organised and responsible.

Our system of sanction is very simple, and we are counting on your support. If you are worried about it, the best way to avoid it is to make sure your child picks up the learning habits and sticks to them every single day. Please use some of the summer to get them into the right frame of mind.

If any of the Learning Habits are not adhered to, we will contact you by text that day and let you know that your child has a 30-minute correction (detention) that night. If a child breaks more than one rule on any given day, then they will receive a 1-hour correction. Additional sanction may be required for persistent poor adherence to the learning habits – this would be discussed with you if it was necessary.

The evidence from the UK and abroad suggests that the **sanction must be immediate** (a detention three days later doesn't work with children), and it must be specific to the problem. Please make sure no one gets a correction on their first day at school!

We don't want to punish anyone. We believe that children should control themselves (it is not our job to

control them). If anyone doesn't want a correction they simply stick to the rules (they give a positive response, wear the correct uniform, complete homework, stay on-task in lesson, arrive on-time and have their equipment).

Our system is so simple and fair that students should not get a correction in the first place. If a correction is given, please do not see it as 'the end of the world.' Your child simply does the 30 minutes and gets a totally fresh start the next day!

Due to transport issues, please remember to explain how important it is that your child doesn't get a correction: there may be no bus after the correction, and you may have to make arrangements to get them home. Please do not blame us for this, rather discuss how inconvenienced your child made you. This will further develop good learning habits and consideration for you and the family.

If your child fails to attend a correction (or presents with more serious behaviour or receives three corrections in a single day) then they will have crossed our 'red line'. This means that your child will likely spend the next day in an office, with a member of the Leadership Group. The consequences of missing a second correction, quite rightly, will be very serious and could result in suspension.

Advisory

All students have an advisor who they see during Robust Reading each day. At least three times each year students will meet with their advisor to review their progress and to determine next steps in their learning.

Each cycle, you will either receive feedback from your child's advisor to update you on your child's progress or you will have the opportunity to meet them face to face at a parents' evening. However, you are also welcomed to contact your child's advisor with any issues you wish to discuss. Please telephone the academy to arrange an appointment with them.

Individual Needs – Mountain Rescue

The academy encourages high aspirations, high motivation and high achievement for all. This vision applies equally to students with any special educational need. Our philosophy is to educate students as far as possible within the normal provision of the academy, which includes a strong teaching model and early intervention with extra teaching and individual attention for students who are having difficulty reaching the expected standards. Additional support for students is provided under the direction of the Mountain Rescue department.

The Mountain Rescue department is for all students.

Our experienced team will always be there to help and support the students. Should you require any assistance or have any queries regarding the academy's provision for your child, please contact the Mountain Rescue department who will arrange to meet with you.

Daily attendance

It is essential that students arrive at the academy in plenty of time to organise themselves for the start of their day. Students are allowed into the academy from 7.30am to work in supervised areas only.

Students wishing to stay after school to complete homework must be in the designated areas. Alternatively, they must be registered at one of the published subject catch-up sessions or optional extra-curricular activities.

Absence

When a student is absent from the academy with no advance notice, for example because of illness, parents must telephone the academy that same morning, and each subsequent morning, to inform

us of the reason for absence before 8.00am. It is possible to leave messages on the student absence voicemail at any time prior to 8.00am. To report an absence, please dial the main academy telephone number and select the appropriate option.

Please note that only emergency appointments for dentists, opticians, and doctors should be during school hours. Routine appointments must be made out of school hours. When it is known in advance that an absence is to be requested for such emergency appointments, a leave of absence form must be completed. This can be requested from reception.

Absence is monitored very carefully at the academy. Every day missed is a learning opportunity wasted.

Leave of absence (LOA)

Leave of absence during term time is not permitted. If there is an emergency situation, you would need to book a meeting with the principal to discuss any prolonged absence. Any extended absence from the academy will be counted as unauthorised and can lead to a fixed penalty notice from the Local Authority.

To ensure complete fairness for all, we refer all planned leave of absence to the authority.

Religious leave of absence

The academy community does grant the statutory leave of absence of up to two days, so that students can observe important religious festivals.

Requests for such leave of absence are obtainable directly from reception in the form of an LOA with a reply slip, which parents need to complete and return.

Dress code

As with all schools, the academy has a dress code that all students are expected to follow. There is an emphasis on being clean, tidy and presentable. We are preparing students for the professional world of work. Students should recognise that conflict over the dress code is inappropriate. Our dress code is practical and allows a choice within very clear boundaries. The dress code applies both within school and on the journey to and from school. Failure to adhere to the uniform policy will result in a correction.

Year 7 – compulsory uniform

- Students must wear an academy jacket with an academy polo shirt.
- Students must wear full length black trousers or black box pleated skirt / shalwar or plain black kameez and tunic / blouse with the academy polo shirt and jacket over the top.
- Students must wear trousers that are not fully elasticated – the trousers must not be ‘tight’.
- The top button of the polo shirt must always be done up.
- Black trousers should be black and tailored; jeans / tracksuits / leggings / very flared trousers / very tight trousers / knee length trousers are not considered appropriate wear. Jeans are defined as trousers with patch pockets and rivets. Trousers should not trail on the floor.
- Ankle socks or tights must be worn irrespective of the type of shoe selected; they must be plain black.
- Hijabs, scarves, turbans, crowns and top knots, worn for religious reasons, must be plain (with no additional design / embellishment) black and well secured.
- Shoes must be sensible and entirely plain black, (not dark brown), laces must be fastened and be plain black. All shoes should be flat. Trainers or pumps are not acceptable. Boots, heeled or flat, are also unacceptable. If a student is wearing the wrong footwear, their family will be contacted to bring the correct footwear into school and the student will be asked to change into academy footwear.
- The soles and the upper part of the shoe must be black. There must be no additional design / embellishment in any colour / metal.
- Any student wearing jewellery, other than a suitable plain watch (small and not a fashion item or smartwatch / fitness tracker), will be asked to instantly remove it. This item will be confiscated until an appropriate adult can collect it. The only exception to this is where there is a compulsory religious expectation, for example, the Sikh Kara.
- All facial jewellery (or visible body-piercing including earrings, nose studs) is not allowed.
- Make up, if worn, should be entirely discreet. No nail varnish, gel or acrylic nails at any time.
- Hair must be appropriate to a place of work, i.e., no unusual styles or colours, shavings or patterns. Hair must have a natural hairline with no undercutting or ‘fashion’ styles (such as ‘lines’, patterns or ‘cat scratches’). It must be styled professionally. Hair must be of a natural colour.

- Students are allowed one plain black hair accessory. A student may be asked to tie hair back for health and safety reasons. Hair bands should be plain black, no other hair ornament is necessary.
- Eyebrows should be natural with no modifications or shavings (such as ‘slits’).
- Belts, if worn, should be plain black and not worn as a ‘fashion statement’ over jackets and polo shirts. ‘Fashion’ belt buckles are unacceptable.
- Hats and caps need to be removed before entering the building.
- When it is extremely cold or wet, we understand that a sensible winter coat may be appropriate as the outermost layer. At such times, it is not necessary to place the academy jacket over the top. This will only apply if the winter coat is more suitable than the academy jacket; it should be dark in colour and only when permission has been granted by the academy.
- In the summer months or when the weather is hot, students may opt to wear plain black trouser shorts.

Year 7 – compulsory PE kit

- Students must wear the academy PE t-shirt
- Students must wear the academy PE shorts
- Students must wear the academy PE socks

Year 7 – optional PE kit

- In extremely cold or wet weather, students may opt to wear the academy zipped training top and jogging bottoms

For clarification:

- In extremely cold or wet weather, a winter coat is acceptable when permission has been granted by the academy.
- In extremely hot weather, plain black trouser shorts are acceptable when permission has been granted by the academy.
- Alternative hoodies or sports tops are never permitted.

Where to purchase the academy uniform:

For all academy issued uniform items (jacket, polo shirt and PE kit), you can purchase them directly from:

Debonair Schoolwear
2b Hale Top, Civic Centre,
Wythenshawe,
M22 5RN, UK

For other items of uniform, that do not include the academy branding, parents may choose to purchase these items from Debonair, or other locations, as necessary.

To avoid embarrassment or unnecessary cost, if a student or parent is in any doubt about a hairstyle, or the purchase of an item of clothing, they should speak with their Senior Leadership Team link before going ahead. Students will be asked to rectify any hairstyle, or replace any clothing at their expense, that is perceived to be unsuitable for school. Henna should never be visible. All students are strongly advised to label all items of clothing.

We welcome your co-operation in maintaining the smart appearance of the academy students.

We have extremely high expectations, and just as there are no shortcuts, there are no excuses.

Student planner

At the beginning of each year, students are issued with a planner. Both advisors and parents are expected to sign the student's planner each week. In this way, the parent can see comments from the advisor or from subject teachers, and parents can also communicate with the advisor if they wish. The planner is a very important document and students are expected to take great care of it. If the planner is lost or defaced, a student will be expected to replace the planner at a cost of £5.

Lunchtime

Family Dining is a crucial part of academy life. We expect all students to eat the healthy meal provided by the academy at lunchtime. There are vegetables and salads to accompany the meal, followed by dessert or fresh fruit. All students are seated formally at tables for lunch and are expected to eat the food provided.



Students may bring a healthy snack for break; however, students are not allowed to bring in sweets, chocolate or crisps. The only drink permitted in the academy is still, unflavoured water. If a student brings in anything forbidden by the academy, items will be confiscated, and students will receive a sanction. Chewing gum is not permitted. If students are unsure whether a snack is classed as healthy, they should consult a teacher or a member of SLT (Senior Leadership Team) before eating it in the academy.

Cashless catering / ParentPay

It's simple, safe and convenient and your child no longer needs to carry cash into school. ParentPay is an online payment system for schools. It allows parents to pay quickly and securely for school meals, trips and activities, uniforms, music lessons and fees. You simply top-up your ParentPay account online by debit or credit card, or in cash through PayPoint stores. Your ParentPay balance can be used immediately to pay for any of your children's items at school.

What are the benefits to parents and students?

- ParentPay is easy-to-use and will offer you the freedom to make online payments whenever and wherever you like, 24hrs a day 7 days a week.
- The technology used is of the highest internet security available ensuring that your money will reach school safely – offering you peace of mind.
- Payments can be made by credit or debit card.
- Full payment histories and statements are available to you securely online at any time.
- Your children won't have to worry about losing money at school again.
- ParentPay will soon be announcing a SmartPhone App to make payments even more convenient.

What are the benefits to our school?

When parents use ParentPay, the benefit to school is huge. You will help us to reduce workloads for all staff, creating more time to lend to educational support and the smooth running of the school. Using ParentPay also ensures that all financial transactions are safe and secure - helping us to remove costs associated with us having to manage cash securely on the school premises.

Purpose

Purpose is doing something that matters, doing it well, and doing it in the service of something larger than ourselves. This key driver will help us to establish a genuine 3-way partnership between families, students and staff. A shared sense of purpose will ensure that Dixons Newall Green Academy becomes a truly outstanding school and that we make a success of your child's education.

Contact with parents / carers

Parents play a crucial role in ensuring their child achieves at the highest level, meets their targets and makes the most of their opportunities at the academy. We provide regular data for parents to ensure they have the latest information on their child's progress.

Advisors contact the parents of their advisees regularly. We expect 100% attendance at parents' evenings; we have up to two parents' evenings for each year group. Advisors should always be the first point of contact for parents.

Parents are given regular information on their child's progress in every subject. Progress reports are sent home twice a year. They are posted at the end of each assessment cycle (13 weeks). This contains additional information including attendance, behaviour and homework.

Other ways the academy may communicate with you:

Messaging service: used to pass information to parents about important issues such as corrections and school closures in bad weather – these do not cost you any money.

Please ensure that you update the academy with any changes of mobile number or e-mail address.

Academy website: where you will find up to date information regarding the academy, including policies, and term dates as well as a link to ParentPay.

Letters: Letters are regularly sent home with the children and placed in the plastic wallet in their planner. If there is a reply slip, please can you ensure this is returned within 48 hours. Whole school letters are also posted on the academy website, as well as being issued to students to take home.

Contact / drop-in surgery:

Whilst we endeavour to respond to any queries or enquiries as soon as possible, the academy does operate a 48-hour response policy. In addition, every Thursday, 8.30 to 9.30am, a member of the Senior Leadership Team will be available to discuss any issue regarding your child. There is no appointment required. If you would like to arrange an appointment with a member of the Senior Leadership Team outside of this allocated time, please speak to one of our administrators located in reception.



BEYOND
NEWALL GREEN
SCHOOL

BEYOND
NEWALL GREEN
SCHOOL



Lockers

At Dixons Newall Green every student will be allocated a school locker (as soon as they become available). Your child will be expected to come to school, fully equipped and ready for learning. Your child will carry their books and equipment for their lessons, the school bag will remain in the locker.

Lost property

When students come to the academy, we do request that all their possessions, including clothing, should be named, to facilitate returning found articles. All lost property should be handed in to Mountain Rescue. If a student loses any item, they should ask in Mountain Rescue if it has been found.

Named items are returned to students via advisors; it will clearly help us to return items to their owners much more readily if everything is named. Please, therefore, ensure that all your child's clothing and personal belongings are named.

Items that are not named are placed in lost property. These are held until the end of term and then put on display for the students to look at. Any unclaimed property will then be disposed of.

Media, film and photographs

From time-to-time, Dixons Newall Green receives requests from the media to take photographs and or films of academy events and activities. In most cases, parents are happy for their children to be photographed, providing those appropriate safeguards are implemented which are always observed by us.

Photos and images of our students remain anonymous, and students are referred to as 'academy students'.

If you do not wish your child to be photographed or filmed, for public relations purposes, please contact the Principal. In the event that we do not hear from you we will assume that we have your permission.

If you have any queries in respect of this issue, please call the academy.

Smart technology

If students need to contact home, they are allowed to use the phone in reception. A student does not, therefore, have any need for a mobile phone in the academy. If a family feels that a student needs one for the journey to and from the academy, then the phone must remain, switched-off (before entering the school gates) and out of sight, in their locker throughout the school day.

Any student found carrying or using a mobile phone during the day will have the phone confiscated. It will not be returned until the end of term or until a parent comes into school to collect it. The student will also receive a correction.

Headphones are not required in school. Any student who brings them into school should keep them in their locker. Smart watches (such as Apple watch or FitBits) are not allowed in school and will be confiscated.

The academy accepts no responsibility for the safety or security of the above equipment.

Medical

Illness and allergies

If your child becomes ill during the day, or has any serious accident at school, we will inform you or the emergency contact as soon as possible. If we are unable to contact anyone and it is necessary for your child to go to hospital, they will be accompanied by a responsible adult.

We have trained First Aiders in the academy who can deal with minor injuries. If your child bumps their head, we will send you a text message or call you. You will also receive a head bump note, which your child will bring home. If you would like more information, details of any incidents will be kept in the accident book.

Existing conditions

If your child has been diagnosed with an allergy or medical condition, please complete the medical form in your welcome pack. Please let us know of any major illnesses or conditions suffered by your child (e.g., allergies, asthma, convulsions, diabetes, etc.) as soon as the illness is diagnosed.

Medicines

We have first aiders on site who are qualified and able to administer some medication. We will seek parental permission to administer paracetamol / ibuprofen as necessary if a student presents with a mild headache or pain. To ensure all other medicines are correctly stored, and correct documentation is received, we politely ask the following:

- All medicines and the correct medicine spoon must be handed into the school office (which opens from 7.30am) in the morning.
- The 'Prescribed medication consent' form must be completed and signed by a parent / carer.
- Medicine should be fully labelled with your child's full name, class and date of birth.

Personal money

There is no need for students to bring personal money into the academy.

Cause for concern

1. Any parent who has any concerns about any aspect of the academy, be it curriculum based, pastoral or administrative, is encouraged to contact the academy at the earliest possible opportunity to register their concern.
2. All such instances will be recorded.

3. Where there is a cause for concern, details will be forwarded to the appropriate senior member of staff for their urgent attention and investigation.
4. Parents will be kept fully informed of the situation and the final outcome.

Car parking

In our first year of opening, we will be operating within a temporary accommodation whilst our permanent site is completed. Regrettably, car parking for this temporary facility is extremely limited. Consequently, we kindly request that local families consider walking to our school if they can, should they need to visit our academy. For those who must travel by car, we do have a limited number of spaces available. However, if these are unavailable, parking is permitted on Greenbrow Road within the time specified either on nearby time plates or on zone entry signs.

Leaving the academy

If, for any reason, you must withdraw your child from the academy, we require the information in writing to the Principal at least one month before the leaving date.

We also need to know which school your child is transferring to as this enables the leaving procedures to be put in place and necessary documents to be drawn up.

Home - Academy Agreement

The Dixons Difference

The Dixons Difference is our relentless focus on student achievement, led by highly committed and highly professional staff. By creating a can-do, independent culture with an emphasis on self-discipline, we prepare our learners for future success in an ever-changing world. Our academies put students at their heart and work in close partnership with parents. We value diversity and cultivate happy schools, based on strong relationships, mutual respect, integrity, and honesty.

Dixons Newall Green will ensure that:

- we provide a safe and supportive environment for students to enjoy learning and achieve their full potential
- we provide a consistently high standard of teaching
- students have the best possible education by providing a suitable curriculum and individual support
- we provide parents / carers with regular reports and opportunity for discussion about their child's progress
- we set regular homework
- we contact home to acknowledge students' successes
- we contact home if there are concerns about students' behaviour, progress or attendance
- we contact home promptly if students are to be retained for more than 10 minutes after the end of the academy day
- we provide a wide variety of co-curricular electives and expeditions

Parents / Carers will ensure that:

- your child attends every day, on time, unless they are ill
- your child does not take extended family trips or holidays during term-time
- your child has the correct learning equipment needed for the day, including PE kit when necessary

- you support the academy's policies and regulations on behaviour and uniform including same day after-school corrections (detentions) after communication from the academy
- you provide a suitable environment for your child to work at home
- your child completes their homework on time and to the highest standard
- you attend advisor consultations and parent / carer evenings to discuss your child's progress, and any other meetings arranged with your support
- you read and sign the student planner every week
- your contact details are up-to-date and you let reception know if your contact details change
- you ensure your child participates in co-curricular electives and expeditions
- you pay for the replacement of any equipment or books your child loses or damages

Students will ensure that they:

- work hard and follow the learning habits in every lesson and around the academy
- attend everyday, arrive on time, wear the correct uniform and bring the correct equipment
- behave responsibly both at the academy and travelling to and from the academy
- complete all homework to the highest standard and hand it in on time
- treat all adults and students with respect
- be polite at all times
- ensure that all electronic equipment is switched off and stored in lockers or at home
- respect the academy building and equipment and leave all rooms tidy after using them
- do not undermine the safety of others
- take letters and messages home and deliver them to their parents / carers
- keep their planner up to date with homework and next steps and show it to academy staff if requested
- take an active part in academy life

Failure to keep to the Agreement will result in disciplinary action and ultimately a loss of place at Dixons.

Student Name:

Student Signature: Date:

Parent / Carer Signature: Date:

Principal Signature: Date:

TRAIN TO TEACH WITH DIXONS

We are looking for people who have a strong desire to inspire and transform the lives of young people.

Located in Dixons Centre for Growth, home of Bradford Research School, our School Direct programme offers you:

- school based training in our successful, aspirational and dynamic academies
- placements where you will train to teach with students who learn and behave exceptionally well
- an innovative and high quality programme based on current educational research
- bespoke subject knowledge development
- coaching that helps you to make faster progress
- tremendous support from our academies and Dixons Centre for Growth
- fantastic employment opportunities within Dixons Academies Trust

Join us in changing the lives of young people in Bradford and Leeds.

*Primary and secondary places are available and you may be eligible for a bursary



DIXONS
NEWALL GREEN
ACADEMY

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