

Parent A-Z

(Sixth Form)

2018-19



kaa.org.uk

“Children show a preference for some kind of uninterrupted routine or rhythm. They seem to want a predictable, lawful, orderly world. For instance, injustice, unfairness, or inconsistency seems to make a child feel anxious and unsafe. This attitude may be not so much because of the injustice per se or any particular pains involved, but rather because this treatment threatens to make the world look unreliable, or unsafe, or unpredictable.”

Abraham Maslow

Introduction from the Principal

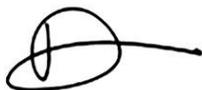
Dear Parents,

I'm delighted to welcome you to this parent's information booklet, or "A-Z" as we call it. At KAA our aim is for teachers and parents to work closely together, supporting each other and reinforcing the key expectations for our students as they move up through the school. Working in **partnership** with parents is key to our success, and this document is the best digest we can make of all the systems, procedures, routines and responsibilities that will make this partnership work. It is, therefore, essential reading for all staff and parents, and please do keep it as a reference guide to refer back to over the year.

Parents know that at KAA we have the very highest expectations of our students. Expectations in terms of students' attitude towards their studies; their interaction with their peers and academy staff; their attendance, punctuality and behaviour inside and outside school; and their participation in wider school life. This can be demanding, but it is important to remember that these expectations are all there to serve one purpose: to provide an environment in which students can excel, both academically and in terms of their personal development. So yes, KAA is a strict, disciplined school, but this is all in the interests of the people who matter most – our students.

Our experience is that the overwhelming majority of parents welcome this discipline. In fact, it is one of the main reasons they have chosen KAA for their child. So, in that spirit, I hope you will support us with all of our rules and routines on uniform, attendance, punctuality, behaviour, and the rest that follow. They all go together to allow for the smoothest running – and therefore the happiest – academy we could wish for.

With best wishes,



David Benson
Principal

This Parent A-Z is reviewed annually before the start of the new school year. Every effort is made to ensure that it is accurate and up-to-date; during the course of the year, however, it is inevitable that certain things will change in response to events and feedback. The academy will always make every effort to communicate significant changes, but inevitably, there are things which are missed. The most up-to-date policies and information will be available on the school website - www.kaa.org.uk.

Sixth Form Supplement 2018-19

Dear Parents,

Enclosed you will find the Parents' A-Z for the whole school. In essence, the same rules apply to Sixth Formers as to younger students, but there are some crucial differences, which I want to highlight right from the start of the year. These follow on the pages of the sixth form supplement.

We intend to treat our Sixth Formers as young adults, and give them as much freedom as possible, within a supportive framework. Doing otherwise does not help to prepare them for university or work once they leave school. Of course, the other part of this bargain is that our students behave maturely and sensibly, both as regards their academic work and the way they model behaviour for the younger students. Our starting point is that we believe what our students say, and we trust them to organise themselves; if events prove that this is not the case, we will put in place measures that treat them more like the students in the Lower School.

The two years in the Sixth Form are the most rewarding of a student's school career, and are a time of excitement, development and challenge. Our students who engage with the opportunities given to them will thrive, and will go on to the university or training course of their choice. KAA Sixth Form is new, but already has a track record to show that it is one of the best in London; we wish our wonderful students every success and happiness!



Rob Pavey
Vice Principal – Sixth Form

Attendance

The main barrier to success in the Sixth Form is poor attendance and punctuality. We therefore take this matter very seriously, and will track attendance for all lessons, tutor time and PSHE. We track attendance by taking a register every lesson, every tutor period and every PSHE session. The attendance rate is based on these lesson registers, not just on the daily register, so it is important to attend every lesson, and to be on time every day. The rationale is simple: if a student is not in class, they cannot learn effectively, and will not achieve their potential in exams.

We expect students to have attendance of 96% or better; if their attendance drops below 93%, they will be expected to pay for their exam entries themselves (a full set of A-Level exams can cost up to £1,000). If attendance drops below 85%, we will not enter them for exams at all. If students are required to pay for their own exams, we will require payment before they are entered. This fee will be refunded if their attendance improves sufficiently, but is not refundable if their attendance drops so far that they are not entered at all.

Parents will get a report usually twice per half term (possibly three times in a term for the shorter terms), so every 3 or 4 weeks, which will give the percentage of lessons attended for all of their lessons. Students and parents will therefore never be surprised by poor attendance rates.

Communication

Communication with home is done by email in the Sixth Form, rather than by letter. It is therefore very important that the school holds your up-to-date email address. We will also post letters on the website, and we will routinely copy in students to communication with home. Tutors or the Sixth Form team can also be contacted quickly via email (usually better than a phone call, as teachers are not often at their desks), and should reply within one working day (please do not expect a reply until Monday for anything sent over the weekend).

Deposit

Parents are asked to pay a £50 refundable deposit to cover the cost of lost or damaged textbooks. This will be refunded when students leave KAA, less any deductions for missing textbooks or laptops.

Detentions

There is a Sixth Form detention every day after school, which is separate from the Lower School detention. Most commonly, students end up in detention because of issues with punctuality, or for missed homework. Students are expected to bring work with them to do in detention. Escalation for missing detention moves through an extended detention to Restriction of Privileges (see below) and finally to a Fixed Term Exclusion. Sixth Formers should not get detentions, but if they do, they are expected to attend; they will get a reminder by email, which it is their responsibility to check.

Email

All students are expected to check their school email at least once per day, and are encouraged to get their school email account set up on their phones. Lots of communication is done by email, and it is a student's responsibility to check (just as adults do).

Enrichment and Academic Societies

All students must do at least one enrichment per week. For most, this will be the Academic Society, but students may choose to do a more 'fun' enrichment instead (or as well). Academic Societies

address the academic subject without being tied to an exam or a syllabus. This allows students to explore the subject in which they are most interested (and are most likely to do at university) without needing to worry about mark schemes and 'right' answers. They are also a very effective method of delivering the wider reading that is essential to a good university application. We therefore expect most students to attend one (or more); we also recognise that a minority of students are not intending to go to university and are not interested, and will therefore not be an asset in an Academic Society. Such students are therefore free to choose something else from the enrichment programme, and will hopefully end up taking a leadership role within it with younger students.

Exam entries

U grades are not in anyone's interest, and only make future applications harder. We will not enter students for exams where there is clear evidence that they will get U grades. This will be communicated clearly well in advance, and can be seen in the results from the 3 assessment points throughout the year. Students will also be given ample opportunity to catch up and to show they will pass the exam.

Free periods

Students are expected to work during their free periods. The 3rd floor library is for cooperative work, which means that students may talk quietly. The 2nd floor library is purely for silent work. If a student is free after lunch, they may go home (Year 12 from October half term).

Hours of work

Successful students work hard and regularly throughout the year, rather than leaving it to a last minute sprint. The most successful students work about as many hours outside of class as they do in class, which equates to about 20 hours per week; efficient use of free periods can account for a significant proportion of this, but if you do not see your son or daughter working at home, they are probably not doing enough. Formal homework and pre-reading is likely to account for around 12 hours per week; the rest needs to be made up by wider reading, revision and consolidation.

KAA Online

The Sixth Form page on KAA Online contains a huge amount of opportunities; lectures, trips, work experience etc. Students are also expected to check this regularly.

Library hours

The library is open after school until staff leave. This is almost never before 6pm, and is often later.

Lunchtime

Students may leave the building at lunchtime, or eat in school if they prefer. Year 12 students will have this privilege from October half term. The only requirement is that they return to school in time for their next lesson; this might be period 5 straight after lunch, it might be period 6, or they may have a free afternoon, in which case they are not required to come back to school, unless they have a detention or an after-school commitment.

Mobile phones and earphones

Sixth Formers (unlike younger students) are allowed their phones in school, but they should never be used in front of younger students. Effectively, this means they can be used in the Sixth Form library, but never in the playground or corridors. They may be used in lessons, with the teacher's permission.

Restriction of Privileges

As an escalation for missing detentions, or if students demonstrate that they cannot make it back to school after lunch on time, the lunchtime exit privileges will be removed, and students will be expected to remain in school until the end of the school day. Parents will be informed if this becomes necessary. This will often be accompanied by an academic report.

Reports

Students can be placed on academic report if necessary. This will usually last for two weeks, and will take the form of comments from their subject teachers at the end of the week, which will be collated and shared with parents.

Full reports for all students take place after our main assessment points (see Subject Tutorials). There will be full teacher comments in November and March, and a tutor comment in January.

Subject Tutorials

After Assessment Points 1 and 3 (Nov and March), students have subject tutorials. These are 1:1 conversations with their teachers in which progress is discussed, and targets are agreed. These are recorded in bullet point format, and are shared with parents in the form of a full report, along with the grades achieved in the assessment. This method is a powerful learning tool for students, and also provides much more meaningful reports to parents. After the January assessments, the report takes the form of a tutor comment and the data from the assessment.

Uniform

We expect our students to be smart and to dress in a professional manner; guidance is on the website. Uniform is far from the most important thing, and we do not want to waste time on it, but we do expect our students to look smart. Eventually, after several warnings and requests, we will send students home to change if they refuse to comply with the dress code. It is in the nature of things that standards of smartness will decline over the course of the year; when it gets too scruffy, we will have a clamp-down. We will warn students and parents of this in advance; if students are incorrectly dressed despite this, we will send them home to change. This will of course have an effect on their learning and on their attendance rate, which may in turn determine whether they are entered for exams.

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A

Absence

- Excellent attendance is a must if a child is to be successful in their education. However, if your child is ever too ill to come to school we request that you phone the Attendance Officer on 0207 313 5800 ext 1 before 8.20am to state the reason. For calls before 8am please leave a voicemail.
- In the event that a child's absence is below 96% we are required to seek medical evidence justifying any sickness absence at all (even just one day) so we would ask in advance that parents support us with this.
- If your child has a medical appointment, we need at least 24 hours' notice of this in writing in order to authorise the absence. We cannot allow a student to leave the school without written proof for a medical appointment and therefore a phone call on the day will not be sufficient.
- Under no circumstances will requests for holiday in term time be granted so please do not make them. We have a two week half term in October, partly to support parents' desire to take a holiday outside of the normal school term dates.
- Entry into public exams in the Sixth Form is dependent on excellent attendance. If attendance (to lessons, not just the daily rate of attendance at school) falls below 93%, students will be required to pay for their own exam entries (a full set of A-Level exams can cost up to £1,000). If it falls below 85%, students will not be entered for exams. Reports detailing attendance will be sent home regularly, and both students and parents will be in no doubt about where they stand.
- If you have any queries about attendance please contact the Attendance Officer, Miss Bleau, on 0207 313 5800 ext 1 or via email at l.bleau@kaa.org.uk.

Assessment (see also progress and targets)

- There is a regular cycle of assessment at KAA, which aims to reinforce learning, provide an opportunity to identify areas of weakness and prepare students for public exams. In KS3, there is a cycle of assessment every half term, with a revision week, an assessment week and a review week. In KS4 and 5, there are regular assessments, which lead up to mock exams prior to GCSE, AS and A levels.
- More information can be found on our website:
<http://www.kensingtonaldridgeacademy.co.uk/teaching-learning/assessment/>
- This is regularly updated to show the current assessment cycle, the date of forthcoming assessments and exam timetables for parent and student reference.

B

Biometrics

- KAA uses a biometric system for staff and students to pay for food and also use the printing facilities in the academy. Biometrics are used by nearly half of all schools in the UK and provide the quickest and safest means for running these systems.
- School based biometrics tend to take measurements from a scanner or reader that adequately capture the uniqueness of the source but do not capture a complete image. With such an

approach the original cannot be reconstructed from the data. It is not possible to recreate a pupil's actual fingerprint image from what is in effect a string of numbers.

- The fingerprint value is stored in a database on one computer at the school in a proprietary format (an actual copy of the fingerprint image itself is NOT stored). Only the fingerprint reader and storage computer can recognize this format. Fingerprints and their derived values are not transferred to any other systems.
- Biometric data is not stored in the same databases as all the personal information recorded by the school and anyone using those other databases will not have any access to the biometric data. When your child leaves KAA the data will be automatically deleted.

Break time

Students have a short mid-morning break of 20 minutes every day. Food can be purchased from the Dining Hall or the snack hut opening this academic year on the third floor terrace. Hot and cold snacks are available. Students cannot pay by cash but should instead “top-up” their biometric account via ParentPay (see section below). Students must eat all food inside the dining hall, failing to do so may result in a sanction.

Breakfast Club

Family Breakfast runs from 8am to 8.30am each morning in the dining hall. Breakfast food is **free** for students thanks to a charitable grant.

Bullying

Pupils, staff and visitors to the Academy will be treated with respect, courtesy and consideration at all times. Physical or other forms of bullying, including cyber bullying, are not tolerated in or outside the academy and are dealt with in the academy's Behaviour and Ethos Policy.

To prevent instances of bullying the academy will:

- seek to identify bullies,
- address the needs of individual children, both bullies and victims,
- provide a consistent response to bullies and their victims,
- implement a system to deal with different degrees of bullying,
- secure clear agreement among all the adults involved on the steps forward,
- provide time during the academy's in-service training programme to discuss issues associated with children's physical, social and educational well-being, and
- disseminate the academy's anti-bullying policies and procedures throughout the Academy.

If parents suspect that their child is being bullied, the academy would like to know as soon as possible; there are certain signs that a parent will spot before they become obvious in school. The first point of contact is the form tutor or the relevant Director of Learning. It is much better to raise an issue early, than to let it fester.

C

Contact Details (ours)

Address: Kensington Aldridge Academy, 1 Silchester Road, London, W10 6EX

Telephone: 0207 313 5800

Email: info@kaa.org.uk
Website: www.kaa.org.uk
Twitter: @KAA_Intrepidus
Facebook: @KensingtonAldridgeAcademy
Instagram: kaa_intrepidus

Contact Details (yours)

It is vital that we have accurate phone, email and postal address details for all of you. Please update us whenever anything changes by calling the school on 0207 313 5800.

Counselling & Student Therapy

As part of our pastoral support at KAA, we offer a range of counselling, therapeutic and psychological support to students and parents. These services are important in any school, but are especially so at KAA following the tragedy at Grenfell Tower on 14 June 2017.

KAA works closely with the NHS Child and Adolescent Mental Health Services (CAHMS) to develop a range of provision which meets different levels of need as required. We also have our own Clinical Psychologist, Dr. Susanna Rota, who works with our Assistant Principal for Inclusion, Niall Dumigan, to oversee and coordinate this work.

Students are offered these services based on referrals by parents, academy staff or care workers, or by self-referral from students themselves. If you think your child would benefit from the services available, please contact Mr Dumigan on n.dumigan@kaa.org.uk or 0207 313 5800.

- **KAA Therapies**

KAA therapies is an integrated team of Art Psychotherapists and Psychologists who offer 1-1 art therapy, group therapy and confidential drop in sessions to our older students.

Art therapy is a form of psychotherapy that uses art media as its primary mode of expression and communication to help people tackle their emotional and behavioural issues. Art therapy is provided in groups or individually, depending on students' needs. Parents can refer their child to the therapies team by contacting the academy clinical psychologist, Dr Susanna Rota, on s.rota@kaa.org.uk.

- **Place2Be**

Counselling services at the academy are provided by Place2Be, the leading UK provider of school-based mental health support. Place2Be provides the academy with clinical staff and highly trained volunteer counsellors to help students to achieve their full potential and deal positively with the challenges they face. They provide both universal and targeted services for our students, including:

- One-to-one counselling (short and long-term)
- A drop-in/self-referral service (Place2Talk)
- Brief counselling (short, solution-focused sessions)

To find out more about the counselling and other support provided please visit the Place2Be [website](#).

- **External partners**

The academy also works closely with a range of external providers to provide more tailored support for those who require it. A selection of our external partners are listed below, however, this is by no means exhaustive and we are continually growing and building our community links for therapy and counselling.

- White City Theatre – Drama therapy groups
- Child Bereavement UK
- Cruse Bereavement Service
- Winston's Wish
- Lifebeat – creative practice residentials
- Jamie's Farm – therapeutic residentials
- Manning Tutors – Academic tutoring
- West London Zone – targeted mentoring programme
- Working with Men – targeted mentoring programme

- **Parent Counselling**

An independent counselling service is available to parents, carers and close relatives of our students. We can provide a confidential space to speak with an adult counsellor about any difficulties you may be having in any aspect of your life. The parent counselling room is set aside from the rest of the school, allowing for full confidentiality and privacy at all times. Details of counselling sessions or attendance at parent counselling is never shared with the school without your consent. If you would like to find out more please email Susie Hack, Place2be Parent Counsellor at s.hack@kaa.org.uk or call 07866943537.

- **Specialist NHS Support**

Our therapy and counselling teams work closely with the Care for Grenfell NHS team to ensure that students who have been traumatised by the Grenfell tragedy are offered the right support. Students at the academy may be referred to the Care for Grenfell for an assessment team via the schools weekly therapy hub, which is chaired by our clinical psychologist and assistant head for inclusion.

If you are concerned about the emotional well-being of your child following the fire at Grenfell, you can also talk to the specialist NHS team via:

- Grenfell Health and Well-Being Website www.grenfellwellbeing.com
- By phoning the Grenfell Health & Well-Being Service on 0208 637 6279 and asking to speak to the children's team

Curriculum

More detail about the curriculum at all Key Stages and curriculum booklets can be downloaded here:

<https://kaa.org.uk/teaching-learning/curriculum/>

KS3

Subject	Number of weekly lessons	Subject	Number of weekly lessons
English	4	Physical Education	2
Mathematics	4	Art and Design	1
Science	3	Music	1
Religious Education	2	Dance	1
Geography	2	Drama	1
History	2	Computer Science	1
Modern Foreign Languages	2	PSHE	1
Design and Technology	2		

GCSE

Compulsory Subjects	Subject Options
English	Art
Mathematics	Computer Science
Science	Dance
Core PE (not examined)	Design Technology
PSHE (not examined)	Drama
	Food & Nutrition
	French
	German
	Geography
	History
	Music
	Physical Education
	Psychology
	Religious Education
	Statistics

Sixth Form

Students study 4 subjects in Year 12, dropping to 3 as appropriate. The subjects available and the options blocks are below. Please note that certain subjects are available via our partners, Godolphin and Latymer, but there are few spaces available and higher entry criteria apply.

Block A	Block B	Block C	Block D
Maths	Maths	Maths	Maths
English Literature	Chemistry	English Literature	English Literature
Chemistry	Biology	Chemistry	Further Maths
Physics	History	Biology	Biology
Psychology	Religious Education	Psychology	Physics
History	Computer Science	Religious Education	Psychology
Geography	Government & Politics	Computer Science	Geography
Spanish	Fine Art	Government & Politics	Dance
Drama	German	Physical Education	French
		Music	

D

Detentions

- There are a variety of detentions implemented daily to sanction the appropriate level of behaviour displayed by a student:
- S3 Detention – 40 minutes (3.50 – 4.30 Mon – Thurs / 2.55 – 3.35 Fri)
- Central Detention – 60 minutes (3.50 – 4.50 Mon – Thurs / 2.55 – 3.55 Fri)
- Extended Detention – 90 minutes (3.50 – 5.20 Mon – Thurs / 2.55 – 4.25 Fri)
- Saturday detention (9 – 12)
- For all except Saturday detentions we operate a policy of “same day detentions”. This is accepted as best practice as it ensures the sanction is clearly linked to the misdemeanour and issues are tackled without delay and do not roll over into the following day. For Saturday detentions we will write to you in advance.
- If a student is given a detention for that day their parent will be sent a text message, typically between 2.00pm and 2.30pm. On Friday the texts are sent before 2pm.
- If a student receives a detention after 2.15pm it is too late to notify you so it will roll over to the following day in order to give you reasonable notice (unless you give your express consent for it to take place the same day).
- In response to parent feedback we are working to include as much information as possible regarding the detention (e.g. who issued it, what it was for) inside the text. However, this is a fairly complicated technical issue and not as easy as it might seem to achieve. Parents should get a phone call from the teacher who issued the detention to give details of what has happened, but this is unlikely to happen until the evening (as teachers are teaching during the day). We would ask that parents be patient to find out the reason behind the detention and **do not call reception for the detention details unless there is an emergency**. Teachers will also write the details in the students’ planner.
- On rare occasions some students receive two detentions on the same day. Where this happens our Behaviour Policy states that the detentions ‘escalate’ to the higher level detention sanction that day. For example, two S3 detentions, will result in a central detention. As a result, they will have a later finish time. The Behaviour Policy, and more explicit details, is available on our website.
- If a student truant any detention they will be placed in the higher level detention the following school day. Should they truant an extended detention, they will be placed in IE the following day.
- If a student truant a Friday senior detention they will be internally excluded the following Monday and complete an extended detention the same day.
- Lateness in the morning (arriving after 8.30am) results in a lunchtime detention (25 minutes).
- If your child is seen dropping litter around school, they may be given litter-picking duty in lieu of a detention.
- At the risk of stating the obvious, the best option here is for students to not get detentions! We set a high-bar for behaviour here at KAA and this disciplined, orderly environment benefits everyone. Schools in which poor or disruptive behaviour is tolerated quickly become dysfunctional and it is the students who suffer. By choosing KAA and signing our home / school agreement, parents have given their explicit support for these high expectations and, when detentions are issued, we ask you to trust and support the teacher who has issued it and to address the problem yourself with your child at home. We are

extremely grateful for the support parents give us in this area and can see that it is making a massive difference each day. School and home working together is what is allowing standards of behaviour at KAA to be so high. Thank you

E

End of the day

- Students must go straight home and not “hang about” outside the academy or near local shops / bus stops. This is both for their own safety and out of courtesy to our neighbours.
- Students should use the allocated exit for their year group to leave the Academy site; year 7/10/11/6F will use the front reception and year 8 and 9 will use the rear community exit.
- Students are not allowed into local parks and shops in uniform, either before or after school.
- Any parents who wish to collect their child should wait at the entrance and not ask to wait in the academy itself as we do not have the space to accommodate this.
- If parents wish to collect their child by car they must not park in front of the school as it will cause a significant road safety risk but instead arrange to meet them at a pre-determined place on one of the local streets.

Enrichment

- KAA students benefit from a comprehensive programme of enrichment activities designed to stretch their thinking, broaden their horizons and teach them more about the world.
- Enrichment takes place Monday to Thursday, from 3.50pm - 4.30pm (or 5.00pm for certain activities).
- Generally speaking, enrichment is optional for all students, but on some occasions there will be targeted, catch-up sessions which your child will need to attend. If this is the case a letter will be sent home to inform you of this.
- Students can choose what they want at the start of each term, but they need to commit to turning up for the full term to ensure they benefit fully from everything on offer.
- In order to get the most from all enrichment sessions, behaviour, punctuality and effort must be exemplary at all times. Any lapses in behaviour will be dealt with in the same way as truancy from lessons.

Exam entries

- Entries for public exams are done in late January for the following summer, via our exams officer, Mr Langford. Non-taught subjects (for example home languages) can be sat at KAA; the Director of Learning for the relevant year will compile a list of entries in January of the exam year, in conjunction with Mr Langford. GCSE is done in Year 11, AS in Year 12 and A2 in Year 13. Currently all Year 12 students will sit the AS exams.
- As stated in the section on progress and targets, AS / A2 candidates will not be entered for exams where there is a high probability of failure; U grades on a student’s permanent academic record only make future applications harder.

F

Family Dining

- Unfortunately, we are not able to continue with Family Dining with a full school. Students will be able to eat from the canteen or bring in packed lunches. Students will be able to eat in the dining room, or on the terrace. At no point will food be allowed in classrooms or corridors.

Food

- *Family Breakfast:* Our breakfast club runs from 8am to 8.30am each morning in the dining hall. Breakfast food is **free** for students thanks to a charitable grant.
- *Break time Catering:* Students can buy snacks in the dining hall during break time when you add credit to your child's account. Don't forget to set up alerts so you can top up when the balance is low. To help students with budgeting and provide certainty for parents that no unauthorised expenditure can be made, we do not offer credit facilities so no student is able to purchase items with insufficient funds. There is also a daily spend limit so students cannot spend of all their allowance at once. Remember that parents and carers can view daily expenditure in the parent pay system.
- *Lunch:* We offer students a range of hot and cold options during lunch service which can be paid for in the same way as break time food by topping up on ParentPay. You can pay on ParentPay anytime or apply for free school meals – see FSM section of our website.
- *Packed lunch:* If you prefer, your child can bring a packed lunch to school with them. However, please be aware that we do not allow peanuts in packed lunches due to student allergies.
- *Sweets/fizzy drinks/crisps:* Remember that fizzy drinks, chewing gum, crisps and sweets are banned from KAA (for obvious reasons). Thank you for your support on this. Also at the end of the day students shouldn't visit local shops to buy sweets or junk food, instead they should go straight home.
- *Dietary Requirements:* The academy is committed to accommodating different dietary requirements. For example, we offer vegetarian, vegan and gluten free options. If your child has an allergy or special dietary requirement, please email our Catering Manager Mr. Delfs directly with this information (f.delfs@kaa.org.uk) and he will do his very best to accommodate.
- *Halal meat:* In order to support a smooth dining service, we prefer to serve Halal meat during lunch hour. This is a decision we have taken in consultation with the governing body and after careful consideration and research. If any of you have further questions or concerns on this matter, please don't hesitate to contact Mr Delfs and he will be more than happy to provide you with more details on the quality and sourcing of all ingredients in KAA meals.

Form Tutors

The form tutor should be your first port of call for any queries regarding your child's academic progress or other school issues. Below is a full list of form tutors at KAA for 2018/19. If you wish to email them just use their first initial.surname@kaa.org.uk (so a.crook@kaa.org.uk).

Year 7 Tutor Team

Director of Learning Year 7 - Ms A Gurnell (a.gurnell@kaa.org.uk)		
Form	Form Tutor	House
7 Graham	Ms L Aitken-Burt	ANGELOU
7 Wertenbaker	Ms E Demuth	ANGELOU
7 Hansberry	Ms R Grace	FRANKLIN
7 Stoppard	Ms M Reed	FRANKLIN
7 Gupta	Mr N Boney	HONEYBALL
7 Parker	Ms I Keeling	HONEYBALL
7 Beckett	Ms A Bowman	PANKHURST
7 Pinter	Ms F Hahnefeld	PANKHURST

Year 8 Tutor Team

Director of Learning Year 8 – Ms C Barrow (c.barrow@kaa.org.uk)		
Form	Form Tutor	House
8 TAMBO	Mr A Crook	ANGELOU
8 YOUSAFZAI	Ms S Lewis	ANGELOU
8 HULME	Ms A Armon	FRANKLIN
8 JONES	Ms J Ormsby	FRANKLIN
8 BONHOFFER	Ms F Rahman	HONEYBALL
8 TRUTH	Ms K Steinman	HONEYBALL
8 CARTER	Ms M Mavrou	PANKHURST
8 TATCHELL	Mr D Prasch	PANKHURST

Year 9 Tutor Team

Director of Learning Year 9 – Ms J Demeester (j.demeester@kaa.org.uk)		
Form	Form Tutor	House
9 FARAH	Mr A Todorovic	ANGELOU
9 GREY-THOMPSON	Ms E Sedgwick	ANGELOU
9 MOORE	Ms C Kitteringham	FRANKLIN
9 RADCLIFFE	Mr M Holland	FRANKLIN
9 HOLMES	Mr R Dunning	HONEYBALL
9 MURRAY	Ms A McNeil	HONEYBALL
9 HAMILTON	Ms I Denniston	PANKHURST
9 LEWIS	Mr P Rigby	PANKHURST

Year 10 Tutor Team

Director of Learning Year 10 – Ms H Yearwood (h.yearwood@kaa.org.uk)		
Form	Form Tutor	House
10 FITZGERALD	Ms S Dench	ANGELOU
10 NIJINSKY	Ms N Sullivan	ANGELOU
10 BAKER	Mr S Nickols	FRANKLIN
10 MATISSE	Ms L Thompson	FRANKLIN
10 HEPBURN	Mr K Hajjaj	HONEYBALL
10 LENNON	Ms S Pedley	HONEYBALL
10 CHAPLIN	Ms N Paine	PANKHURST
10 KAHLO	Ms N Abukar	PANKHURST

Year 11 Tutor Team

Director of Learning Year 11 – Mr E Kirby (e.kirby@kaa.org.uk)		
Form	Form Tutor	House
11 JOBS	Ms A John	ANGELOU
11 SIMMONS	Ms S Desmond	ANGELOU
11 KIDSTON	Mr J Campbell	FRANKLIN
11 OLIVER	Mr A Amellal	FRANKLIN
11 DYSON	Ms E Green / Mr H Abubaker	HONEYBALL
11 WINFREY	Ms M Bridgewater	HONEYBALL
11 BALON	Mr A Osei-Miller	PANKHURST
11 BERNERS-LEE	Ms L Blount	PANKHURST

6F Tutor Team

Director of Learning Year 12 – Mr A Whitlock (a.whitlock@kaa.org.uk)		
Director of Learning Year 13 – Ms P Praill (p.praill@kaa.org.uk)		
Form	Form Tutor	House
12 / 13 ATLEE	Ms G Arnold	ANGELOU
12 / 13 FRY	Mr T Peet	ANGELOU
12 / 13 IBRAHIM	Ms S Neal	ANGELOU
12 / 13 EBADI	Mr C Meighen	FRANKLIN
12 / 13 NIGHTINGALE	Ms A Miller	FRANKLIN
12 / 13 ROOSEVELT	Ms O Boyle	FRANKLIN
12 / 13 MAATHAI	Mr D Simon	HONEYBALL
12 / 13 TUBMAN	Mr R Pleming	HONEYBALL
12 / 13 WILBERFORCE	Ms B Warren	HONEYBALL
12 / 13 GLADSTONE	Mr K Bates	PANKHURST
12 / 13 SIRLEAF	Mr J Waller	PANKHURST
12 / 13 TUTU	Ms C Sharman	PANKHURST

Free School Meals

- A number of parents at KAA will qualify for what is known as “Free School Meals”. Like all academies, it is very important for us that we have the maximum number of eligible parents registered for FSM because it will increase the funding we receive from the central government and local authority. We therefore encourage parents to apply if they feel there is a possibility they might qualify; currently there is £500,000 of unclaimed FSM funding in Kensington & Chelsea schools, which is a real shame!
- Because KAA operates a biometric system, your child will never be singled out as a receiver of free school meals. It is not possible to tell which child is paying for lunch when they use the biometric tills, and which is registered as getting lunch for free. This is another advantage of the biometric system!
- Free school meals are granted for a period of one year and pupils being granted free school meals will have to re-apply every year so if you have applied previously, we will need you to do so again.
- As well as being able to provide a healthy, hot meal every day for your child, free school meals funding also allows the school to buy additional classroom resources to support learning for all children at KAA so we encourage all parents who believe that they are eligible to make a claim to do so.
- Your child qualifies for Free School Meals if you or their other parent/carer are receiving:
 - Income Support
 - Income-based Jobseekers Allowance
 - Income-related Employment and Support Allowance
 - The Guarantee element of State Pension Credit
 - Support under Part VI of the Immigration and Asylum Act 1999
 - Child Tax Credit-provided you are not entitled to Working Tax Credit and have an annual income that does not exceed £16,190 (as assessed by HM Revenue & Customs)
 - Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
 - Universal Credit
- How to apply for FSM?
 - Online application: www.fsm.lgfl.net is a web site where parents can quickly and easily check eligibility for free school meals and, if eligible, also gain welcome additional funding for their child’s school, known as ‘Pupil Premium’. This system is being provided to encourage parents to apply and take advantage of free school meals while at the same time increasing the benefit to schools from Pupil Premium funding, a substantial amount of which does not reach schools because not all parents who are eligible apply for free meals for their child. After entering essential details into the web site, the online application process links to the Department for Education system for checking eligibility and gives an immediate ‘yes’ or ‘no’ response, and will notify us. If the outcome of your FSM online application mentions that you are not eligible but you have evidence of your entitlement please fill out the paper form attached and return it along with the evidence documentation to our reception. Spare forms are available at reception, along with support filling out of you need it.
 - Paper form: You may want to use the FSM paper form you will receive at the start of the year. Please fill it out and return it along with the evidence documentation to our reception.

G

Grandin Centre

The Grandin Centre is one of the most distinctive features of Kensington Aldridge Academy. It is a dedicated resource base for up to four students in each year who have a diagnosis of Autistic Spectrum Disorder. These ASD students are often capable of high academic achievement but can suffer from anxiety at having to respond to certain social cues in a large mainstream secondary school. Grandin provides them with an emotionally secure base within the school and the personalised support both in and out of lessons.

H

Home / School Agreement

This is a very important document which all students and parents have signed prior to joining to KAA. It sets out what can be expected from all parties and will be kept on a student's file and referred to as necessary. There is a similar document for Sixth Formers which they will be asked to read and sign in the first few weeks of Year 12.

Homework

Homework is an essential part of learning at KAA. It is vital that it is done to the best of every student's ability, and submitted on time. Students who do not submit their homework can expect to receive detentions, and eventually to be placed on report for it. For Lower School students who have difficulty completing their homework, there are homework clubs during enrichment time, which are supervised in school.

Homework will be marked and returned promptly, at which point students are expected to review their work, and make corrections in green pen. This is a very important learning tool, as it is here that students are getting personalised help aimed at what they need to learn, rather than whole-class teaching. This routine applies to all KAA students from Year 7 up to Year 13.

Students in the Lower School will be given a homework timetable, which they will be expected to fill in at the front of their planners. Sixth Formers are expected to manage their own time, and there is no set homework timetable.

House System

The House System is primarily about creating smaller communities within the school that promote diversity and create a sense of identity, competition and belonging and will add an extra dimension to the social structure of the school. It is also a key mechanism for embedding our entrepreneurial ethos.

The House System mixes students of all ages and is not based upon curriculum or academic criteria. Each House represents a fair cross-section of the school community. Each house incorporates students with a mix of gender, attainment and SEN from different feeder primary schools.

There are four houses at KAA:

- Angelou (purple)
- Franklin (yellow)
- Honeyball (blue)
- Pankhurst (green)

All students (and staff) belong to one of these houses, and they provide the focus for school life, both through the tutor system and through competitions. Students meet as a House on a fortnightly basis and the House should be their main focus during school-wide competitions. House competitions are fiercely contested at KAA, and our students care about them deeply. The house competitions are outlined below. Every achievement of every student adds house points to the overall house competition, with the winning house being awarded the house cup at the end of the year. Good academic work also contributes through merits and commendations collected from teachers.

Term	Competition	Overview
Autumn 1	Music	Music and singing competition as explained by the Head of Music.
Autumn 2	Art & Design	Pupils work individually or collectively to create an art and design project
Spring 1	Dance	Small group competition as explained by the Head of Dance
Spring 2	Drama	Individual and small group competition as explained by the Head of Drama.
Summer 1	Debating	Individuals from each house take part in a debating competition
Summer 2	Sports Day	All pupils in the house take part in sports day as explained by the Head of PE

- In addition to the main competitions outlined above, there will be other ‘interim’ events held throughout the year with house points attached.
- These will be organised by different departments / teachers. For example, competitions based around Science and Engineering during National Science and Engineering Week (NSEW), Dance competitions, Chess Competitions, Spelling Bees, Masterchef competitions and many others.
- For further information on the House System, please see the relevant policy on our school website.

Internal Exclusion

- As part of an effective behaviour management system, KAA, like all successful academies, runs an Internal Exclusion (IE) room. The purpose of this room is to isolate students from their peers when they have committed a serious breach of the behaviour code, sending a clear message to them and to their classmates that the academy will not tolerate such behaviour and the choices they have made have consequences.

- Students in IE will be expected to complete work throughout the day, so as not to fall behind in their learning.
- IE is typically for one full day (so if a student is internally excluded in, for example, P4 on a Tuesday they will remain there until P4 on the Wednesday).
- Any student sent to IE will also be automatically added to extended detention that day.
- In the highly unlikely event that a student behaves badly within IE their stay will be extended or they may even be subject to a fixed term exclusion (which IE is of course designed to avoid where possible).

L

Learning Support

- At KAA 'we believe all children can exceed their expectations, no matter what their prior attainment and experiences'. In order for this to happen, some children will require further support. For some the support needed will be clear from day one. For others, individual needs may surface as the weeks progress. We are committed to ensuring all children's needs are met and will constantly assess this throughout the year. If you feel at any point during the year that your child needs some additional support please feel free to contact the academy and speak to Miss Sullivan (SENCO).
- In order to establish initial levels of need the academy will refer to the data provided by feeder schools, the KS2 SATs results, GCSE results for Sixth Formers, and our own internal baseline assessments and observations. These will help us determine groups of students that may need extra Literacy or Numeracy support, or exam access arrangements, such as 25% extra time. Programmes of intervention and a tailored curriculum may then be established for some students.
- At KAA we are committed to inclusion for all. This includes students for whom English isn't their first language. We believe that students from all ethnic and cultural backgrounds have a right to an outstanding education and should be able to take part in the full range of social, educational, sporting, creative and academic activities on offer at KAA. Where support is needed for this we assess the child and put together a programme of language development tailored to them. We will consider their individual curriculum and which lessons they can currently access fully, which lessons they need support in and which lessons they may need staggered integration into.
- We also support students who may need assistance because they are experiencing difficulties with their behaviour or require additional emotional help by our learning mentoring service. This entails learning mentors developing and delivering a bespoke programme, which includes working with parents, the students, and staff to tackle any issues.

M

Medical appointments

- It is always best to make medical appointments outside academy hours. If this is not possible students must bring a note from their parents / carers in advance of the date along with a letter of appointment from their doctor or hospital to show to the Attendance Officer.

- If the Attendance Officer agrees with the necessity to miss school then they will countersign the letter and the student will present that at student reception where they will need to sign out. The Attendance Officer will retain the letter and place in student file. It must be noted this will count towards an authorised absence.
- Please note that the reception team cannot collect students from lessons for appointments. Whilst we may have done this in the past when we had only 1 or 2 year groups, as growing school this is no longer practical. Please ensure your child is aware of their appointment time prior to the start of the school day and arrange to meet them at reception at a specified time.
- The Attendance Officer, Miss Bleau, can be contacted on 0207 313 5800 ext 1 or via email at l.beau@kaa.org.uk.

Meetings with teachers

All appointments with teachers must be made in advance and requests for ad hoc meetings will not be granted. This has always been our policy and is standard practice in secondary schools. To promote transparency and communication all staff names are listed on the website so parents can contact people directly to arrange meetings. If you wish to email a member of staff just use their first initial.surname@kaa.org.uk (so l.blount@kaa.org.uk for Miss L Blount).

Mentoring

Our Learning Mentor team provide Social, Emotional and Pastoral (attendance and behaviour) support for targeted students within the Academy. Priority is given to Looked After Children (LAC), students with EHC plan objectives, students on the SEN register for Social, Emotional or Mental Health (SEMH) needs and students affected by the Grenfell Tower fire.

Mentoring sessions are scheduled 1:1 sessions occurring once per week for each student on the mentoring register. Each session takes place in the 1st half of a lesson and lasts 25 minutes. Sessions are scheduled in advance so that no subject is missed more than twice per full term.

All mentoring sessions follow a structured 3-part plan much like the KAA 4-part lesson. The 3 parts of each session consist of:

- *Reviewing the Past* – Mentor and student identify instances of success or previous difficulties since last session.
- *Working Together* – Mentor plans an engaging activity which helps the student make progress towards their personal goals or objectives.
- *Looking Forward* – Mentor and student identify potential obstacles and discuss strategies to overcome

In addition to mentoring sessions, Learning Mentors may recommend further interventions including Homework Support Club, Restorative conversations with students or staff, in-lesson support, social and emotional support via Place2Be or KAA Therapies, attendance support, anger management or social skills programme.

Mobile Phones

- Mobile phones are not allowed at KAA and never have been. The Governors have set this policy in light of the serious behavioural and safeguarding risks to the students that bringing phones to

school will create. The exception to this is the Sixth Form, where mobile phones are allowed, but should be used sensibly and never in front of younger students.

- If a student brings a phone into school it will be confiscated and returned later, potentially not until the end of term.
- Students may not 'hand-in' mobile phones at reception and collect them at the end of the day. We have occasionally permitted this in the past but it is not workable going forward.
- The only exception would be if there is a genuine safeguarding reason for a student to have a phone. A parent who can identify such a reason may email the Principal via m.rieder@kaa.org.uk but it is unlikely the request will be granted unless it is an extremely serious case.
- We would ask that students plan ahead and make any arrangements for after school with you in advance. Please refrain from calling reception to ask us to pass a message to your child during the day unless it is an absolute emergency as a significant amount of staff time is absorbed in delivering these messages.



Online safety

It is vital that parents/carers and KAA work together to safeguard our students, to educate them on the dangers that come with being online and be aware of the repercussions that come with being involved in cyber bullying either directly or on the periphery.

Definition

Cyberbullying is bullying through the use of communication technology such as mobile phone text messages, social media apps, e-mails or websites. This can take many forms, for example:

- Sending threatening or abusive text/instant messages or e-mails, personally or anonymously.
- Making insulting comments about someone on a website, social networking site (e.g. Facebook, Instagram and snapchat) or online (blog or YouTube).
- Making or sharing derogatory, inflammatory or embarrassing videos of someone via mobile phone or email such as ('Happy Slapping' videos or physical/verbal assaults).

Cyber bullying is a critical issue which can be harmful for the young person involved. It is important that parents and carers understand the way young people communicate with others, the potential risks and implications to online behaviour.

Signs of Cyber bullying

- Secretive behaviour as you approach the computer, such as rapidly switching off screens, or attempts to hide online behaviour, such as empty file history.
- Appears nervous when receiving a text, instant message, or email
- Difficulty sleeping
- Unexplained weight loss and gain
- Spending much more or much less time texting, gaming or using social media
- Low self-esteem
- Avoiding formerly enjoyable from social events
- Not wanting to go to school and/or avoiding meeting friends and schoolmates
- Suddenly behaving differently at home
- Not doing as well in school

The following guidelines outline how parents/carers can talk to their child about online safety:

- Always use privacy settings
- Always respect others - be careful what you say online
- Be careful what pictures and videos you upload. Once a picture or is shared online it cannot be taken back.
- Only add people you know and trust to friends/followers list online. When talking to strangers, keep your personal information safe and location hidden.
- Save the evidence. Always keep a copy of offending emails, text messages or a screen grab of online conversations and pass to a parent, a carer or a teacher.
- Make sure you tell an adult you trust, for example, a parent, a carer, a teacher or the safeguarding lead, or call a helpline on 0800 1111 in confidence.
- Learn the functions of how to block someone
- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future.

Advice to Parents/Carers:

Cyberbullying can be really difficult for a child to deal with therefore it is important that parents/carers keep calm and listen to their child about any concerns they may be experiencing. It is important to regularly check in with your child. If they are experiencing cyberbullying you should contact external organisations that can provide help and support such as Childline, and contact KAA.

E-safety at Home

- Discuss with your child what sites and apps they like and explore them together
- Discuss with your child what sites and apps are age-appropriate
- Be positive about what you see online but also be open about any concerns that you may have as a parent/carer
- Keep the computer in a public place in the house

Parent controls are software and tools which you can install on your phone or tablet, game consoles or laptops and your home broadband. *Parent controls help you to:*

- Plan what time of day your child can go online and how long for
- Stop them from downloading apps they are too young for
- Manage the content different members of the family can see
- Help you to block or filter the content you see when your searching online

There are always different methods to keep your child safe online. KAA will ensure that all parents and carers are informed of the procedures in place in the Anti-Bullying Policy to deal with all forms of bullying including cyber-bullying.

It is essential that all parents and carers are involved in resolving the issues that stem from cyber bullying because this can help to strengthen their child's self-confidence and restore a sense of emotional safety. Important and useful information can be found on the following sites to provide support to parents, carers and children:

Cybersmile Foundation: <https://www.cybersmile.org/>

Thinkuknow: <https://www.thinkuknow.co.uk/>

NSPCC: www.nspcc.org.uk- 0808 800 5002

Childnet: www.childnet.com

The Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Kidscape: <https://www.kidscape.org.uk/>

Childline: <https://www.childline.org.uk/>

Young Minds: <https://youngminds.org.uk/>

CEOP: <https://youngminds.org.uk/>

P

Parents' Evenings

Parents' evenings are compulsory for parents to attend, as directed by the Department for Education, and they are a vital part of the partnership between school and home. Parents' Evenings will either involve individual meetings with your child's teachers or a presentation from senior staff. Parents will be contacted by email and letter in advance of their child's parents' evening, but the dates for the year are provided below:

Year group	Date 1	Date 2	Date 3
Year 7	Y7 Welcome to KAA Parents Evening Tuesday, 18 th September 2018 6.30pm-7.30pm	Y7 Progress Meetings Thursday, 17 th January 2019 4.30pm-7.30pm	
Year 8	Y8 Progress Meetings Thursday, 2 nd May 2019 4.30pm-7.30pm		
Year 9	Y9 Options Evening Tuesday, 5 th March 2019 6pm-7.30pm	Y9 Progress Meetings Thursday, 4 th April 2019 4.30pm-7.30pm	
Year 10	Y10 Parents Progress Meetings Monday, 12 th November 2018 4.30pm-7.30pm		
Year 11	Y11 Supporting Your Child Information Evening Wednesday, 26 th September 2018 6pm-7.30pm	Y11 Mock Results Evening Monday, 17 th December 2018 6pm-7.30pm	Year 11 Progress Meetings Thursday, 7 th February 2019 4.30pm-7.30pm
Year 12	Y12 Progress Meeting Tuesday, 22 nd January 2019 5pm-8pm		
Year 13	Y13 Progress Meeting Tuesday, 11 th December 2018 5pm-8pm		

Parent Pay

KAA operates a cashless e-payment system – ParentPay – for morning break, lunch, classroom activities requiring special equipment, and extra-curricular activities such as school trips. Therefore, students should never need to bring money into the academy or have money on their person which means that the risk of loss is greatly reduced.

With ParentPay you know that your money has reached the school safely, you can view your account statement and payment history, check when payments need to be made and set alerts to tell you when to pay online. This ePayment system allows parents and carers to pay online by debit & credit card or in cash at local PayPoint stores. Each parent has a secure online account, activated using a unique activation username and password. ParentPay holds an electronic record of your payments to view at a later date.

A detailed ParentPay user guide can be downloaded from the ParentPay website (www.parentpay.com) or in the introductory ParentPay letter sent to all Year 7 parents and carers. Please do not hesitate to contact the school office if you need assistance.

Planners

Each student will be issued with a planner at the start of the academic year. As this is an essential educational tool the academy will provide it for free though any replacement planners will be charged at £10.00 (the cost of a replacement). We ask that parents review their child's planner each day to check HW is written in clearly, and for KS3 children, sign it on a weekly basis. Any messages for your child's Form Tutor should also be recorded in the planner in the "Parents Communication" section. For the Sixth Form, please email your child's form tutor directly.

Performing & Creative Arts

KAA is a performing and creative arts academy which means we have a major focus on drama, art, music, dance and design technology. In addition to timetabled lessons each week we also have many and varied enrichments in performing and creative arts and a large number of concerts and performances throughout the year. Details of this year's events will be widely publicised, and details of performances will be on the website. Your child will also be able to keep you up to date with planned performances.

Personal, Social, Health Education

PSHE education at KAA is delivered to all students either through weekly timetabled lessons (KS3 and 5) or through termly drop down days (KS4). An overview of the topics covered at key stages 3 and 4 is outlined below. Careers advice and the Sixth Form lecture series are also delivered through the PSHE programme.

Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. If a parent wishes to withdraw their child from PSHE/ SRE lessons or activities, they need to write to the relevant head of year at the beginning of the academic year so that alternative provision can be made. Requests need to be made in writing.

KS3

The topics at KS3 stay the same, although the content of the sessions change. Each year students explore deeper content and more mature themes around each topic. The only exception is the spring term in Year 9, which focuses on careers and GCSE options.

Term	Topic
Autumn 1	Relationships
Autumn 2	Bullying
Spring 1	Diversity
Spring 2	Entrepreneurship/ Careers
Summer 1	Health
Summer 2	Keeping Safe

KS4

At KS4 the PSHE curriculum will be delivered through five drop down days, one per term across Y10 and 11. The topics and themes for these days are outlined below;

Year 10

Autumn 1	British Values
Autumn 2	Work Experience
Spring 1	Careers and Employability
Spring 2	Economic wellbeing
Summer 1	Careers and employability
Summer 2	Staying safe and managing risk

Year 11

Autumn 1	Unifrog and 6F/ post-16 applications
Autumn 2	Revision techniques
Spring 1	Democracy and Politics
Spring 2	Pregnancy, abortion and wider topics around sex
Summer 1	Risks and consequences of legal and illegal substance use.
Summer 2	N/A

KS5

At KS5, the tutor groups are vertical, containing a mixture of Y12 and 13 students. As a result, the PSHE curriculum is planned over two academic years. An outline of the topics delivered can be seen below, although this subject to change to incorporate a range of academic and subject based lectures from external agencies.

Year 1	
Autumn 1	Social Injustice Study Skills (Y12) and UCAS (Y13)
Autumn 2	Social Injustice
Spring 1	Sex and Relationships
Spring 2	Mental Health
Summer 1	Revision
Summer 2	UCAS (Y12)

Year 2	
Autumn 1	Managing finance
Autumn 2	Political engagement
Spring 1	Ethics and personal integrity
Spring 2	British Values
Summer 1	Revision
Summer 2	UCAS (Y12)

Progress and targets

- In KS3, students are given a percentage target for each of their subjects, based on data from the end of primary school (SAT / KS2 tests). We also use baseline tests at the beginning of Year 7 (e.g. CATs Reading Tests) to check the accuracy of the data we are given. Added to this, we have teacher observations at the start of Year 7, all of which combine to give a target which is clear and ambitious, but achievable.
- At each assessment, students will be compared to their targets to assess progress. Targets can be revised (usually upwards) if appropriate, but we do not move them too quickly. Students get a progress tracker after each assessment, which shows their progress in each component that has been assessed.
- In KS4, students will get a GCSE style target based on performance over KS3. At each assessment point, students will again be able to see their progress against their target. In Year 11, there are two sets of mocks in the lead up to the real GCSE exams, which will give students and parents a very clear idea of likely attainment, and therefore of the best next steps, after GCSE.
- In the Sixth Form, targets are created using ALPS from attainment at GCSE. ALPS is a nationally validated system, using the data from millions of exam entries over 15 years. It is therefore statistically very reliable. It predicts the likely attainment at AS and A2 based on GCSE scores, and pitches the target grades at the top 25% of progress from GCSE. These targets are therefore ambitious, but achievable.
- Success depends on doing the right course, as well as on hard work. A level and GCSE options are therefore very important, and every student will have personalised advice on which subjects to take. Sometimes this advice is not what students want to hear, but we promise always to give the best possible advice and guidance to our students; this includes telling them unwelcome news if necessary. Occasionally, this will mean refusing entry to a course, or not entering a student for an exam if our professional judgement tells us that a student is on the wrong track.
- Progression to Year 13 from Year 12 therefore depends on students hitting their targets in at least 3 subjects. If students do not hit their targets, they will not be allowed to re-enrol in Year 13, and may not be allowed to re-take Year 12 at KAA (this will depend on space in Year 12, as well as on academic suitability). Students and parents will always be consulted fully on such issues.
- In addition, we will not allow students to sit public exams where there is a high probability of failure; getting U grades on their permanent academic record is not in a student's best interest, and is likely to make future applications harder. This will be flagged up well in advance, in reports following assessments, in letters home, in meetings with parents and in conversations with students. Of course, if a student sits fewer than 3 exams, progression to Year 13 will not be possible.

Punctuality

Students must arrive at the academy by 8.30am each day. Any student arriving after that time will be issued with a lunchtime detention for the same day which they must attend (failure to do so will result in a longer detention after school until 4.30pm).

R

Reception

- We would appreciate it if parents do not ask to wait in reception for their child at the end of day; in a school of 1250 students it is not sustainable. Instead we would ask that you wait outside for your child at a spot which you pre-arrange with them.
- The school would be very grateful if parents could avoid asking us to deliver messages and items to their children during the school day, except where there is an urgent medical or safeguarding reason. It is absorbing significant amounts of staff time and our numbers are too big now to accommodate these requests. It is also not teaching students the important life-skills of organisation and planning. From now on they must learn to pack their bags carefully the night before (including PE kit) and make any after school arrangements with their parents in advance, as many in fact do already.

S

School Shop

Parents can purchase items such as replacement student planners and revision guides by visiting our online shop at <https://www.parentpay.com/ParentPayShop/Uniform/Default.aspx?shopid=710>. Items ordered and paid for can be collected by your child from reception. Your child's form tutor will inform your child when any ordered items have been delivered.

Safeguarding

Safeguarding is a critical part of keeping your child safe. The academy has a very comprehensive safeguarding policy, which outlines all the actions we will take to help all our young people. To help support your child in the academy, please be aware of the following avenues for your child to inform us of any safeguarding issues:

- Concern box - red boxes readily available for students to express worries or concerns
- E-safety reporting - all students can access student e-portal and report any concerns regarding using IT facilities, which includes the use of social media
- PSHE - We have a personal, social and health education curriculum that addresses many aspects of safeguarding, including cyberbullying but more importantly how your child can develop their understanding, skills and knowledge to minimise risk in many different situations
- Pastoral system - Our pastoral care, led by Mr Bernard, AP for Behaviour and Mr Dumigan, AP for Inclusion, have an excellent team of Directors of Learning, Learning Mentors, and Form Tutors readily available to help. The Form Tutor will always work on developing an excellent relationship with students and parents / carers to be the first port of call.
- Supporting "vulnerable" students - we are fully that there are certain cohorts in the student body are more vulnerable and provide an exceptional inclusion support to help them

throughout their time at KAA, with a generous allocation of therapists, learning support assistants and learning mentors.

- Involvement with external agencies - we work closely with a number of organisations, which includes Place2Be, Early Help, social services, prevent, and the police to provide additional support.

The academy designated safeguarding lead is Badsha Malik, Assistant Principal

Another critical member of the pastoral team is Miss Charles, our Family Liaison Officer, who works closely with the safeguarding team and families. Ultimately, your child can ask any member of staff for help regarding safeguarding.

Safeguarding - some key legal requirements

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism”.

This duty is known as the Prevent duty. Indicators of extreme behaviour includes some of the following:

- Verbal comments - praising ISIS or Jihad: praising extreme figure heads (e.g. Hitler); discussing other religions in a disparaging way
- Peer actions - refusing to work with others owing to their religion/beliefs
- Personal beliefs - extreme views on foreign policy; claims they should fight for their people abroad
- Communications - the use of social media to publicise extreme views; drawing inflammatory images (e.g. swastikas)

What is the prevent strategy?

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes. Prevent is a crucial element to safeguarding therefore it is essential that KAA, its staff and governors safeguard children from radicalisation and extremism. This means that we have to protect our students and we have a duty to recognise concerns, maintain an open mind and report. **The academy prevent lead is Gemma Hitchcock, Head of RE.**

What we look for and who to report

At KAA we understand that extremism and radicalisation can be a sensitive topic. We expect all staff to uphold and promote the fundamental principles of British Values and to educate all our KAA children on these values.

British values include:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of different faiths and beliefs

It is KAA's responsibility to ensure that all staff are trained to recognise and report concerns and report disclosures with sensitivity. All concerns and information will be reported and documented to our safeguarding lead, Mr Malik, and designated prevent officer, Miss Hitchcock. Our designated

prevent officer will then liaise with our tri-borough prevent officer on behalf of the school and the tri-borough prevent officer will assess the risk and decide whether to refer the case further.

Female Genital Mutilation (FGM)

What is FGM:

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting (NSPCC, 2017).

At KAA we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from Africa, the Middle East and Indonesia.

Religious, social or cultural reasons are sometimes given for FGM, however it is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People that are guilty of allowing FGM to take place are punished by fines and can face a maximum penalty of 14 years in prison.

At KAA we have a duty to report concerns we have about girls at risk of FGM to our designated safeguarding lead, the police and social services.

If you have any questions or concerns about the Prevent strategy or Female Genital Mutilation and what it means for your child, please do not hesitate to contact KAA.

Senior Leadership Team

Role	Particular area of responsibility	Name	Email
Principal		David Benson	d.benson@kaa.org.uk
Senior Vice-Principal	Assessment and Curriculum	Anna Jordan	a.jordan@kaa.org.uk
Vice-Principal	Sixth Form	Rob Pavey	r.pavey@kaa.org.uk
Vice-Principal	Finance and HR	Mark Harris	m.harris@kaa.org.uk
Assistant Principal	Safeguarding	Bash Malik	b.malik@kaa.org.uk
Assistant Principal	Behaviour	Ryan Bernard	r.bernard@kaa.org.uk
Assistant Principal	Teaching and Learning	Jamie Clayton	j.clayton@kaa.org.uk
Assistant Principal	Inclusion	Niall Dumigan	n.dummigan@kaa.org.uk
Assistant Principal	Ethos and Values	Toby Fisher	t.fisher@kaa.org.uk
Assistant Principal	Academy Specialisms	Laurence Kavanagh	l.kavanagh@kaa.org.uk
Assistant Principal	Tracking & Interventions	Katy Deacon	k.deacon@kaa.org.uk

Sixth Form Admissions

The admissions criteria for admission to the Sixth Form are published in the prospectus and on the website. Careful attention should be paid to the overall grade requirement and also the requirement for individual subjects, which may be different.

Progression to the Sixth Form from Year 11 is not automatic, and progression from Year 12 to Year 13 depends on students hitting their target grades in at least 3 subjects.

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Timings of the Day 2018/19

Monday to Thursday:

	Start	Finish
Prep	08:35	09:00
Lesson 1	09:00	09:55
Lesson 2	09:55	10:50
Break	10:50	11:10
Tutor Period	11:10	11:30
Lesson 3	11:30	12:25
Lesson 4	12:25	13:20
Lunch	13:20	14:00
Lesson 5	14:00	14:55
Lesson 6	14:55	15:50
ENR/Intervention/ Academy Society/Detention	15:50	16:35 / 16:50 / 17:20

Friday:

	Start	Finish
Prep	08:35	09:00
Lesson 1	09:00	09:55
Lesson 2	09:55	10:50
Break	10:50	11:10
Tutor Period	11:10	11:30
Lesson 3	11:30	12:25
Lesson 4	12:25	13:20
Lunch	13:20	14:00
Lesson 5	14:00	14:55
5 th GCSE Option/Senior Detention	14:55	15:35 / 15:55 / 16:25

Term Dates 2018/19

Autumn Term 2018

Y7 & Y8 Induction Day (school closed to years 9-13): Wednesday 5th September
Whole School Induction Day (all students in school): Thursday 6th September
Timetabled lessons begin for all students: Friday 7th September
Aut1 term ends: Friday 19th October
Half term break: Monday 22nd October to Friday 2nd November
Aut2 term starts: Monday 5th November
Aut2 term ends: Wednesday 19th December
Staff training days (school closed for students): August 30th, 31st, Sep 3rd, 4th and November 1st, 2nd

Spring Term 2019

Spr1 term starts: Monday 7th January
Spr1 term ends: Friday 15th February
Half term break: Monday 18th February to Monday 25th February
Spr2 term starts: Tuesday 26th February
Spr2 term ends: Friday 5th April
Staff training days (school closed for students): January 2nd, 3rd, 4th and February 25th

Summer Term 2019

Sum1 term starts: Wednesday 24th April
Bank Holiday (school closed for students): Monday 6th May
Sum1 term ends: Friday 24th May
Half term break: Monday 27th May to Friday 31st May
Sum 2 term starts: Wednesday 5th June
Sum2 term ends: Friday 19th July
Staff training: April 23rd, June 3rd, 4th and July 22nd, 23rd

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Uniform

We are proud of our young people and encourage them to be proud of their school and their community. One key aspect of this is that all of our students in KS3 and KS4 will wear a smart uniform. This promotes safety, a sense of community and demonstrates that students are ready to work. Students must be impeccably presented in the correct school uniform at all times.

KS3 & KS4 (compulsory items in bold)

Boys Uniform	Girls Uniform
White shirt	White blouse
House tie	House tie
Burgundy jumper with KAA logo	Burgundy jumper with KAA logo
Grey Blazer with KAA logo	Grey Blazer with KAA logo
Grey trousers	Grey tartan kilt style skirt (or grey trousers)
Black or dark grey socks	Black tights, or black or white socks
PE sports polo shirt – Navy and sky blue	PE sports polo shirt – Navy and sky blue
PE shorts	PE skirt (shorts and skirt in one)
KAA school bag	KAA school bag
PE microfibre tracksuit bottoms	PE microfibre tracksuit bottoms
Non-marking PE trainers	Non-marking PE trainers
Football socks – Navy and sky blue	Football socks – Navy and sky blue
PE drawstring bag	PE drawstring bag
KAA mid-layer PE top	KAA mid-layer PE top
KAA Storm Stuff reversible fleece jacket	KAA Storm Stuff reversible fleece jacket
Rain Jacket with KAA logo	Rain Jacket with KAA logo

Where can I buy uniform?

- You can purchase your child's uniform from our supplier at School Uniform Direct, 343 North End Road, London, SW6 INN.
- Detailed prices, descriptions and an on-line ordering facility is available from School Uniform Direct on their website: <https://www.schooluniformdirect.co.uk/schools/119/kensington-aldrige-academy>
- Items such as replacement ties, PE bags, school bags and planners can be purchased direct from the KAA Online Shop at <https://www.parentpay.com/ParentPayShop/Uniform/Default.aspx?shopid=710> and collected from KAA shop
- More details, and some photos are available on our website: <http://www.kensingtonaldrigeacademy.co.uk/students-parents/uniform/>

Uniform Pointers

- Students must have their shirts tucked in at all times
- Ties must be tied professionally

- Leather school shoes are compulsory - no trainers, ballet-pumps or canvas shoes. Trainers cannot be worn at any time except in PE lessons.
- No jewellery (except watches)
- Nail polish and make-up are not allowed
- Sensible, 'professional' haircuts for boys and girls. Short hair on boys should not be cut below a 'grade 2'.
- School bags must be the official KAA version
- Coats must be the official KAA version or a plain black, dark grey or dark blue coat without any visible logos
- No hats are allowed other than the official KAA hat or a plain black, dark grey or dark blue woollen hat.
- If a student arrives at school with incorrect uniform we will contact you and, with your permission, send the student home to resolve the issue. If we are unable to contact you the student will be placed in internal exclusion. We cannot have students in incorrect uniform in lessons and around the school for the obvious reason that it will lead to more general slippage in uniform standards.
- We understand that, on rare occasions, an item of uniform (e.g. shoes) may be damaged during the day and you will not be able to replace it that same evening. We want your child to attend the academy so will provide them with appropriate work in internal exclusion for that day. We ask that you prioritise resolving the issue within 24 hours and thank you in advance for your support if and when these instances arise.

Sixth Form

Sixth form students are expected to wear smart, professional dress, and details are available on the Sixth Form section of the website: <http://www.kensingtonaldridgeacademy.co.uk/sixth-form/life-at-kaa/>

UCAS

The Universities and Colleges Admissions Service is the method by which all applications to UK universities are made. An application consists of personal details, course choice (up to 5 choices), academic results from all public exams, predicted results, a personal statement from the candidate and a reference from the school. Students are helped to research and choose the right course throughout Year 12, and submit their applications in October or November of Year 13. Additional training is provided for candidates applying for courses where there is an extra entrance test (Oxford, Cambridge, medicine, dentistry, some law degrees). Advice is also available on US university applications through our links with Godolphin and Latymer.

More information is available through Mr Pavey (Vice-Principal, Sixth Form) or Miss Praill (Director of Learning, Year 13)