



University Academy Keighley

Student Induction Arrangements

'Inspiring Education in the Bradford District'

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1.0 Roles and Responsibilities

- 1.0 The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the Assistant Principal – Care, Guidance and Support.

2.0 Suggested Audience:

All Staff, parent/carers and students

3.0 Related policies

- 3.1 This policy is part of a suite of policies which should also be referred to:

Student organisation and grouping
Timetable
Curriculum development and offering
Student Handbook

4.0 University Academy Keighley Mission Statement:

'Inspiring Education in the Bradford District'

5.0 Introduction

- 5.1 The opening of University Academy Keighley in September 2010, with students being admitted on 2nd September is a significant development in providing accessible, first rate learning for the community of Keighley. This document defines the broad outline of this process, which will be developed in detail by the Senior Leadership Team. The learning environment/new building will be unfamiliar to many of the learners so it is necessary that a thorough physical induction is implemented alongside pastoral and academic induction.

6.0 Aims

- 6.1 The development of a student induction process which quickly and smoothly enables students to:
- prepare for the transition to secondary education;
 - understand the ethos and values of the Academy;
 - have a clear understanding of learner expectations;
 - to ensure that all students are familiar with and confident in using the resources, facilities and environment of the Academy;
 - understand systems and processes;
 - understand how they will learn effectively;
 - communicate their hopes and fears;
 - engage efficiently in learning;
 - understand how they can be supported to make measured progress; and feel safe.

6.2 The development of a staff induction process to:

- know their learners;
- have benchmark data to inform learner ability and potential progress;
- develop partnership links with feeder primary schools; and

6.3 Parents/Carers to;

- understand the Academy's values, aims and expectations; and
- visit the Academy to engage with their child's early learning outcomes.

7.0 Pre- induction activity

- Establish a transition forum for feeder primary headteachers
- Ensure effective communication of student data
- Enable learners to participate in pre- secondary induction activities
- Provide information and Q/A opportunities for future parents/carers

7.1 Induction activity

- The Academy will adopt a policy of 'stage not age' and one of personalised learning, so that students will progress when they are ready.
- For the first two weeks the students will learn in their mixed ability Foundation groups (Students who are L2 or below will be taught in a small group with additional support. As progress is made they will be able to move into a mixed ability groups). Learners will follow a SEAL (Social Emotional Aspects of Learning) programme that will enable the students to feel safe in their new environment and help them to begin to build relationships that will aid their learning. Focus will also be given to the 6Rs (Responsibility, Resilience, Respect, Reasoning, Resourcefulness, Reflection) and 'Learning to Learn'. During this fortnight, learners will take the Access Reading Test to determine their reading age and identify 'Challenge' students.
- In the third week, parents/carers will be able to meet the Learning Tutor to discuss how their child has settled into the school.
- For the rest of the first term learners will continue in mixed ability groups and follow a topic 'Me, Myself and My Community'. Within this, learners will be taught the skills of independent learning; team work; community cohesion; and improve literacy skills.
- By the end of the first half term, learners will know their target grades and the focus for achieving those grades.

8.0 Pastoral organisation of students

8.1 Students in Years 8 to 11 will be carefully placed in one of four 'Communities,' to allow for vertical-age tutor groups. Eventually, when the Academy is full, each community will consist of around 180 students (when the Academy is full), but will start with around 100, led by a Community Achievement Leader and supported by a team of Learning Tutors. Students who are from the same family will be in the same Community.

9.0 Broad Induction Arrangements

- 9.1 Student Handbook** - The student handbook will be developed to provide clear information to students; it will clearly define the Academy's high expectations around attendance, punctuality, behaviour, rewards, the layout of the building, Academy day and calendar and has space for students to write their personal timetables and record their homework..
- 9.2 Staff Training** - Prior to students' arrival, the Academy staff team will spend time preparing for the smooth transition, to ensure all students are comfortable in their new environment.
- 9.3 First day arrangements** - All Year 7 and Year 10 students will report to the Academy on Monday September 2nd. Staff will be on duty from 8.00 am to guide Year 7 to the main hall and Year 10 students to their Community area. Year 7 students will then be taken by their Learning Tutor to their Tutor Room. Activities will commence with the issuing of timetables, student handbook allowing for suitable breaks and lunch. At the end of this first day students will make their way home, the bus pick up point will be supervised and parents/carers will be welcomed into the Academy to ask questions. There will be no extended activities available on this first day. Every absence will be followed up on the day of the absence. On 3rd September students from Years 8, 9 and 11 will start at the Academy.

10.0 Monitoring and Review

- 10.1 The Assistant Principal – Care Guidance and Support with the Year 7 Achievement Leader will be responsible for monitoring and reviewing these arrangements. On completion of each induction phase, meetings will be held with senior leaders and staff to review, and where necessary amend and develop the subsequent arrangements. Staff and students will be required to evaluate their experience. The Assistant Principal – Care, Guidance and Support will write a report which captures the lessons learned for the Governing Body.

11.0 Approval by the Governing Body and Review Date

- 11.1 This policy has been formally approved and adopted by the Governing Body at a formally convened meeting

Policy approved:

(Chair of Governing Body)

Date:

Date of Policy review:
