

Year 9 Handbook 2021-2022



The Birley Academy

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The Birley Academy
A L.E.A.D. Academy



Our Vision

Lead

That means we:

- Make things happen
- Take opportunities
- Create improvement
- Are role models for others

Empower

That means we:

- Teach
- Develop and challenge ourselves
- Support the development and challenge of others
- Work together
- Care for each other

Achieve

That means we:

- Learn
- Are successful
- Set goals and reach them
- Leave a positive impression

Drive

That means we:

- Show resilience
- Show resourcefulness

Our vision and our promise are the cornerstone of what we do at Birley. At Birley we know each other as individuals and we value each other. We challenge each other and ourselves to always strive for more. We protect and support each other, we inspire and guide each other, we empathise and are compassionate with each other, all of this we do routinely.

We expect our students to make the most of every opportunity - academia, sports, arts and develop a curiosity about the world and their place in it. As a school community, we acknowledge, celebrate and reward success, effort, compassion and understanding.

We are honoured to support the next generation as they develop into their future selves and prepare to take their place in the world.

I hope this information gives you a good idea of us, and what we are achieving at The Birley Academy. For further information, or if you have a specific questions, please do not hesitate to ask me or my team.

Gina Newton
Headteacher

Key Staff for Year 9



Year Leader Mrs Parlett

As Year Leader for Y9 I will be working with students to overcome emotional and physical barriers to learning.

Liaising with parents, carers and external agencies to improve attendance and engagement.

Working with students to improve behaviour. Providing individualised plans, where appropriate.

Liaising with the Y9 Progress Leader, the school Leadership Team, Teachers, SENCO and external agencies (where appropriate) to give the best support we can.

Working one to one with individual students who need support in overcoming difficulties.

I can be contacted by phone or email:

sueparlett@birleysecondaryacademy.co.uk

Key Staff for Year 9



Year 9 Progress Leader Mrs Godbehere

Year 9 Progress Leader:

As Year 9 Progress Leader, I will be working with students and teachers to make sure that all students make progress in all subjects. Throughout Year 9, I will be working with students and teachers to identify ways in which we can help students improve their learning in order to succeed.

Throughout the year, students will complete a number of assessments. I will analyse data after these assessment points to identify strengths and areas for improvement. Current, previous and target grades will be compared.

Interventions will be devised and put into place to allow students to make progress. These will be shared with the student, teacher and parents/carers.

I will be supporting Y9 students and parents/carers through the KS4 Option process, which begins with assemblies and tutor time activities. There will be an Option Evening in November, 2021 for parents/carers to attend.

Other responsibilities of the Progress Leader include:

- Assemblies – sharing key information with Y9 students and celebrating achievements.
- Form time – developing skills to support learning, for example, literacy and numeracy skills, teamwork and leadership skills.
- Y9 aspirations and careers.

If you have any concerns about your son/daughter's progress, I can be contacted by phone or email:

jessicagodbehere@birleysecondaryacademy.co.uk

The School Day

8.25am	8.40am	9am	10am	11am	11.15am	12.15pm	12.45pm	1.45pm	2.40pm
Breakfast club	Form Time/ Assembly	Lesson 1	Lesson 2	BREAK	Lesson 3	LUNCH	Lesson 4	Lesson 5	End of school day

Dining and Food Information

At The Birley Academy we provide an excellent catering service to pupils and staff, offering a healthy choice of foods, including a full hot food selection, pasta and sandwiches. For many students lunch is the main meal of their day. Meal time should be relaxed and calm, whilst also providing all the ingredients necessary to assist with pupils' concentration and learning. At the Academy, we prefer to manage the catering provision ourselves, giving us more control and choice over the food we offer. This allows us to ensure a good variety and selection of foods to cater for every taste.

Tutor Time Programme

Students attend tutor time every morning. This is an opportunity to meet with their form tutor and discuss any concerns. The tutor time programme includes time for reading, numeracy and topical discussions around issues such as citizenship, politics, mental health and world news. Students will also attend an assembly once a week with their Progress Leader.



The Y9 Curriculum

'A broad, balanced, ambitious curriculum'

At Birley we aim to provide a broad and balanced curriculum to support all of our children to achieve their potential. The purpose of the curriculum is to develop the deep skills and knowledge that will allow students to thrive in life beyond the academy.



What will your child study in Y9?

English

7 hours per fortnight

Reading:

We aim to foster an enjoyment and appreciation of reading by studying increasingly challenging texts, pre-1914 literature, seminal world literature and Shakespeare texts. We aim to develop the skill of inference through structured analysis as well as develop knowledge of literary devices.

Texts studied in Y9:

- A contemporary novel
- Gothic short stories
- A Shakespeare play
- Touching the Void

Writing:

We want our students writing fluently, effectively and purposefully with strong awareness of a range of audiences;

- delivering a speech with a character's voice
- Developing a short story
- Exploring narrative voice
- Vocabulary and syntax
- Persuading an audience



Spoken English:

We want our students to use standard English confidently in a range of formal and informal contexts, including classroom discussion.

Parents can support their child by practising spellings with them, encouraging reading for pleasure and by helping with homework tasks

Students are given a homework booklet and complete a weekly homework task

Assessment Titles	
Autumn 1	Contemporary novel assessment
Autumn 2	Prior knowledge test
Spring 1	Gothic stories assessment
Spring 2	Prior knowledge test
Summer 1	Shakespeare assessment
Summer 2	Hostile environments assessments

Mathematics

4 hours per week

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Reasoning with Algebra						Constructing in 2 and 3 Dimensions					
	Straight Line Graphs		Forming and Solving Equations		Testing Conjectures		Three-dimensional shapes			Constructions and congruency		
Spring	Reasoning with Number						Reasoning with Geometry					
	Numbers		Using percentages		Maths and Money		Deduction		Rotation and translation		Pythagoras' Theorem	
Summer	Reasoning with Proportion						Representations and Revision					
	Enlargement and Similarity		Solving Ratio and Proportion Problems		Rates		Probability		Algebraic Representation		Revision	

Students will be working on developing their fluency, reasoning and problem solving

Students complete weekly homework tasks on Hegarty maths

Parents can support with practising times tables and checking homework

What will your child study in Y9?

Science

3 hours per week

Autumn	Cell Biology	Atomic structure and the periodic table	Particle theory of matter
Spring	Organisation and organ systems	Using electricity	
Summer	Health and disease	Plants and photosynthesis	Energy and respiration

Homework is set once per fortnight. Usually it is to learn key points/ definitions from the knowledge organisers, as well as some additional tasks.

Students are assessed on their **RECALL, ANALYSIS and EVALUATION** skills

Parents can help by testing students at home on the key points/definitions. Encouraging students to pre-learn in anticipation for topics by using sites, such as KS3 bitesize.



Year 9 Geography

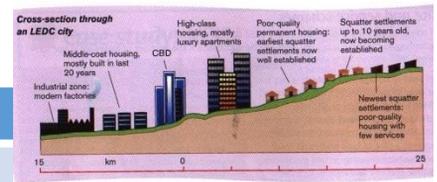
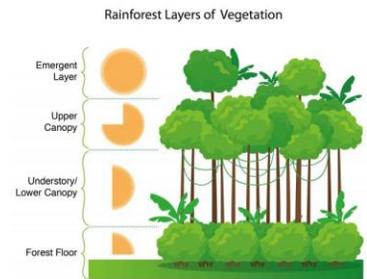
5 hours per fortnight

Students begin Year 9 by looking at the topic of **Ecosystems**. Students look at the ecosystems around the world and then focus on an enquiry into the world's tropical rainforests. This examines how the plants and animals are adapted and how people manage the rainforests in a sustainable way.

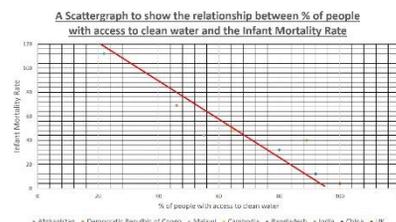


The second topic in Year 9 is on **Development**. Students learn how we can measure international development economically and socially using a range of geographical data and skills. This topic provides the opportunity to learn about the strategies adopted by governments in Low Income and Newly Industrialised Countries to develop socially and economically in an increasingly globalized world.

The final topic studied in Year 9 is **India**. As one of the world's fastest growing economies, students have the chance to learn about the differences in rural and urban life in India and why its economy has grown so rapidly in recent years. In addition, students undertake an enquiry into the challenges facing housing in Mumbai and complete an assessment where they must justify how they would improve an area of slum housing in Mumbai using geographical data and viewpoints to justify their decision.



Assessment Titles Geography	
Autumn 1	Rainforest Diary
Autumn 2	Rainforests Assessment
Spring 1	Development Assessment 1
Spring 2	Development Assessment 2
Summer 1	India Assessment
Summer 2	End of Year Assessment



What will your child study in Y9?

French

2 hours per week

Reading, writing, speaking and listening

- Learning accurate grammar
- Developing knowledge of tenses
- Giving and justifying opinions
- Developing linguistic competence



French units of study

Unit 1	La famille et les amis
Unit 2	Le travail et l'avenir
Unit 3	L'environnement
Unit 4	Les fêtes

History

5 hours per fortnight

WW1

- 1920's America
- Fascism: Nazi Germany, Stalin's Russia and Mussolini's Italy
- The Holocaust
- The Modern World
- Historical controversies



Assessment Titles History

Autumn 1	Battle of the Somme: Analysis of historical interpretations
Autumn 2	1920's America: PEEEL assessment
Spring 1	Treaty of Versailles: Usefulness
Spring 2	Appeasement: PEEEL assessment
Summer 1	Holocaust: Essay
Summer 2	The Space Race: essay

Religious Studies

1 hour per week

The Year 9 scheme replicates the style and elements of topics from the GCSE course. Y9s study Peace and Conflict, Crime and Punishment, Poverty and Alternative Religions. These topics are considered from a philosophical and ethical approach, in the same way that the GCSE course is. We focus our religious content on Christian and Muslim perspective on these themes, as these are the two religions focussed on in the GCSE course.

Within these units students are given the opportunity to demonstrate their progress through live marked pieces of work and a final assessed piece of work which will be either, a skills assessment or a knowledge assessment. Lessons (within each component) build the necessary skills and knowledge, so that students can confidently and successfully complete their final assessment.

Assessment Titles RS	
Unit 1	Peace and Conflicts
Unit 2	Good and Evil
Unit 3	Poverty
Unit 4	Alternative Religions

Personal Social and Health Education

1 hour per week

Topics:

- Crime, punishment and justice
- Community, citizenship and me
- My future, my aspirations
- Relationships and sexual health
- Illegal substances



How we assess:

- Knowledge assessments- completed at the end of each topic.
- Skills assessments- completed through teacher observations and students receive feedback on this every 6 weeks.
- Homework will be based around discussions with parents on certain topics, researching useful advice websites and reflecting on how they can develop their key PSHE skills in the wider world.

What will your child study in Y7?

Performing Arts

1 hour per week

Students will alternate between music and drama lessons.

In drama they will explore different styles of theatre and perform in groups, developing skills of communication, cooperation and concentration.

In music students will learn to play a chosen instrument. They will perform using complex rhythm and pitch in both solo and ensemble performances. They will learn the notation for their chosen instrument and compose polyrhythms and improvise solos.

Art

1 hour per week

- Exploring media and techniques such as pencil, watercolour, paint, collage, pen wash, clay.
- Developing a critical understanding of art, craft and design from around the world.
- Students develop their own ideas to produce a final outcome.



Assessment Titles Art

Autumn 1	Observational drawing
Autumn 2	Print making
Spring 1	Artist investigation
Spring 2	Pop art painting
Summer 1	Ideas, design and development
Summer 2	Pop art sculpture

Design and Technology

2 hours per fortnight

Students will spend half the year focusing on Graphics using ICT and half the year focusing on Resistant Materials in the workshop. Throughout both units students will be developing key aspects of Design and Technology;

- Research
- Design
- Evaluate
- Technical Knowledge
- Practical Skills



Projects in Year 9 are focused on designing a magazine front cover, whilst learning how to use Photoshop software in Graphics. In the workshop, students design and make a lamp, developing their skills using a variety of woodwork machinery and tools, as well as electronics.

Food Preparation and Nutrition

2 hours per fortnight

Students will do a combination of practical and theory lessons, learning about nutrition and health, food provenance and the chemistry of bread making. Dishes they make are:

- Bread
- Pizza
- Naan bread
- Chocolate brownie
- Lemon drizzle cake
- Victoria sponge
- Sausage roll
- Vegetarian quesadilla



There is an expectation that students bring some ingredients

In. **Those who do not will require a**

small fee to cover the cost of ingredients. The sum charged never amounts to the total spent.

What will your child study in Y9?

Physical Education

3 hours per fortnight

Students develop their physical literacy skills throughout each year. Sports and activities are revisited and skills and knowledge are developed through the teaching of each one.

- Gaelic football
- Rugby
- Futsal
- Football
- Health & fitness
- Netball
- Basketball
- Dance
- Table tennis
- Golf
- Yoga
- Athletics
- Cricket
- Sport education
- Rounders
- Trampolining



Assessment titles	
Learning full routines in trampoline and applying skills fluently.	Applying all rounders skills into a competitive game situation.
Demonstrating and applying skills into invasion games with a particular focus on strategy and tactics.	Understanding rules and tactics of rugby, and applying strategy into game scenario.
Understanding knowledge and key terms within health and fitness, including why we should exercise to stay healthy.	Applying rules and tactics within table-tennis, and including strategy into games.



Remote Learning

In the event that your child has to isolate or that the school is closed, teaching will take place remotely. Your child will be taught how to access the resources in Tutor Time.

If your child does not have access to a laptop or computer, please let us know immediately and we will provide, either a laptop or paper resources.

Students will need their school email address and password to access their work, via Office 365. This can be reset via, ictsupport@leaditservices.co.uk

Accessing the lessons

Lessons can be accessed via the website www.birleysecondaryacademy.co.uk or by logging into Office365 and choosing SharePoint.

Students should follow their normal timetable and email their completed work back to their teachers.

On SharePoint students will have access worksheets and PowerPoints and in the event of closure, to recorded lessons, 'live' lessons and demonstrations.



Welcome to Birley Academy Online

Please click on your Year below:

Year 7

Year 8

Year 9

Year 10

Year 11

Adapted
Curriculum

Homework in Y9

'manageable and meaningful'

The homework framework ensures that The Birley Academy's approach to homework is clear and based on research and **parental feedback**.

The Academy recognises that homework should be **manageable** (time specific, pre-planned and published) and **meaningful** (compliments the curriculum).

Y9 homework will come from **maths, English, science, French, history and geography** and will be set over a fortnight.

In Y9 homework will usually take the form of:

- Extended writing tasks
- Exam style questions (with a focus on taught topics)
- Preparation for assessments
- Drafting of projects

Students in Y9 should expect to spend 3 hours per week completing homework.

A homework club is available after school for those students who would prefer to use school facilities and access support from staff.



Assessment in Y9

Assessment of learning will take three forms:

- Formative assessment is on-going within lessons and usually informal. The teacher will ask questions or set small quizzes and tasks to assess your child's understanding and inform their future teaching.
- Summative assessment comprises of a single assessed task with a clear success criterion. This end-point assessment is the culmination of a logically sequenced scheme of work that builds the broad knowledge, skills and understanding needed to succeed in the assessment. The summative assessment will be carefully designed to encompass these skills.
- Standardised tests are national benchmark tests that give the Academy extra information about students' progress. They provide a benchmark in maths, English and science to allow the Academy to see how students are progressing against national trends and to confirm internal data.

Assessment weeks

Over the year there will be three formal assessment weeks in which students will complete assessments in most subjects. The purpose of these is to give students an experience of formal exams and the preparation required, prior to their GCSEs. After each assessment point, parents/carers will receive a written report containing their current attainment in each subject as well as rewards, behaviour and attendance data.

Year 9 Assessment weeks 2021-22

Assessment 1	1 st November 2021
Assessment 2	21 st February 2022
Assessment 3	6 th June 2022
GL assessments (standardised tests)	16 th May 2022

Enrichment

Enrichment gives pupils opportunities to try new and varied activities that may not strictly fit into the curriculum, but that develop character, resilience and motivation, and encourage them to pursue wider goals.

The Birley Academy promotes enrichment activities through a range of:

- Extra curricular activities, during lunch times and after school. These activities can range from sporting clubs, chess club, drama and music clubs to art club.
- School trips, such as a history/MFL trip to the WW1 battlefields and Belgian Christmas markets.
- School awards, such as the Duke of Edinburgh award and the Sports Leader award.
- Leadership opportunities, for example being a student ambassador or healthy minds champion.
- Debating opportunities, for example being a member of the student council.

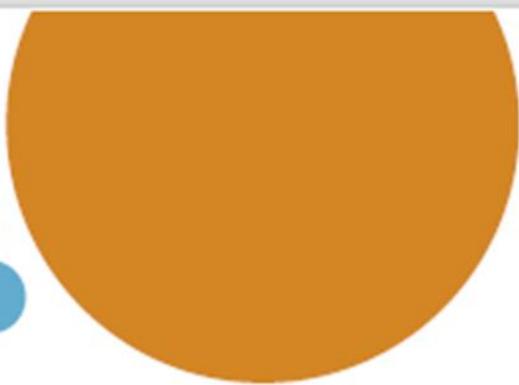
The Birley Academy also works alongside many outside agencies and has university links. Pupils will have the opportunity to take part in a variety of events throughout the academic year.

A wide range of hobbies and interests are catered for and each term a timetable of activities will be published and communicated with both pupils and parents/carers.

At The Birley Academy we have a Birley Promise which you can see on the following page.



The Birley Academy



The Birley Promise

We promise you will have the chance to go on:

- Visits abroad
- Outdoor pursuits
- Residential visits
- Field work
- Visit to London
- Theatre visits
- Cinema visits
- Museum visits

We promise you can do:

- Productions
- Performances
- Lunch time and after school clubs
- Tuition in a musical instrument
- Extra-curricular sport

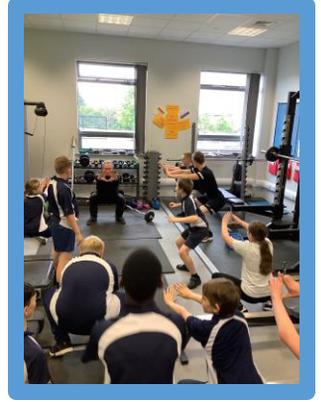
We promise you can get involved in:

- Student council
- Student ambassadors
- Youth Parliament
- Duke of Edinburgh Award Scheme
- Charity fund raising
- Sports Leaders' Award Scheme

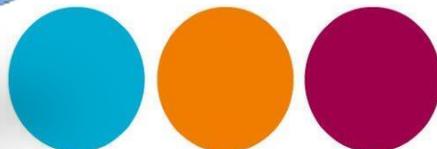
We promise you can access:

- Independent careers' advice
- Links with universities
- Extended transition to support the move from Y6 to Y7
- The chance to celebrate success
- Revision classes
- Evening classes
- College taster days
- Work experience
- High Quality and aspirational education inside and outside the classroom

Extra-curricular sporting clubs



- The PE department run an extensive extra-curricular activity programme.
- Clubs generally run weekly for a period of 6 weeks from 3-4pm.
- All clubs are free to all students.
- All clubs will have a clear pathway with relevant community links attached, so students can pursue their new sporting interests on a more regular basis if they choose.
- Clubs include table-tennis, trampolining, football, basketball, golf, fitness, dance, badminton and weightlifting.



Duke of Edinburgh Award

In year 9 we invite all of our students to apply for the Duke of Edinburgh award (DofE).

This fantastic programme is open to all students in Y9. Students can apply and if accepted will start their journey towards their Bronze DofE award. This will run into year 10.

We are a direct licensing centre and we have successfully run the DofE award for 10 years at the Academy.

In total the programme takes six months and has four sections. They include:

- Volunteering
- Physical
- New Skill
- Expedition

DofE students will be fully supported throughout their journey towards their bronze award. They will be offered a weekly meeting and a choice of activities to attend.



Classroom Expectations

A good attitude to learning means:

 Be punctual and equipped

 Have positive body language

 Listen attentively

 Focus on the learning

 Be part of the lesson

 Take pride in your work


The Birley Academy
A LEAD Academy

- Students should be punctual to lessons.
- Students should line up quietly outside the classroom.
- Students will sit in a seating plan designed by the teacher.
- Student planners and equipment should be out on desks.
- Students should actively take part in the learning, asking and answering questions and completing the tasks set to the best of their ability.
- Students should only leave the classroom with a corridor pass, one student at a time, and only if absolutely necessary.
- Students should not leave the classroom in the first 10 minutes or last 10 minutes of the lesson.
- Only students with a pass may leave the lesson early.

Social time expectations

Students must eat their lunch in either the main hall, servery area or dining hall. No food or drink should be taken or eaten elsewhere.

Students will have access to an outdoor space. This will change according to seasonal availability. Students must socialise or exercise respectfully in all areas.

During lunch times there is no access to the second or third floor for students. They must use/remain in the spaces mentioned above.

A movement bell will sound to signify the end of lunch. Students must make their way to lesson. This is not a time to fill up water bottles.

Any behaviour that falls below the high expectations outlined in the academy's behaviour policy will be challenged and may lead to a social time detention.

Behaviour in lessons

Reminders - Staff will make it clear to students when their behaviour is below the academy's high standard. They will use a range of strategies to positively engage students before turning to the official behaviour improvement system outlined below.

The academy runs a three-tier behaviour improvement system. **WARN** (1 Behaviour Point), **RESTORATIVE** (2 Behaviour Points) and **INTERVENTION** (3 Behaviour Points).

An official **WARNING** will be issued to a student, if they do not modify their behaviour when reminded by staff. The incident will be recorded on Go-4-schools which will alert parents/carers, tutors and any other staff supporting the student. Students will be aware that failing to improve their behaviour at this point will lead to:

A **RESTORATIVE** meeting. The member of staff will arrange a time for the student to come back to them to hold a restorative meeting. The aim of this is to reflect and refresh in order to make a positive change moving forwards. The incident will be logged on Go 4 Schools to make parents/carers, tutors and other supporting staff aware. If the student fails to attend this meeting or the meeting doesn't end successfully the incident will be escalated to:

An **INTERVENTION**. This will be a 30 minute detention at the end of the school day. The incident will be logged on Go 4 Schools to make parents/carers, tutors and supporting staff aware. Where possible, staff will attend the detention in an attempt to reflect and refresh with the student in order to make a positive change moving forward.

If a student is issued with two **RESTORATIVE** meetings in one day, it will be escalated to an **INTERVENTION**.

The following incidents will be immediately escalated to an Intervention stage and an investigation conducted to take a decision on whether further consequences, such as time in the student workroom or even fixed or permanent exclusion are appropriate:

- Refusing to work in another classroom when asked by a member of staff
- Verbal abuse to a member of staff
- Using homophobic, racial or other discriminatory terms
- Aggressive actions towards another member of the academy

Failing to attend detention will lead to a Leadership Team detention. Failing to attend the Leadership Team detention will lead to time in the student workroom.

Attendance

There is strong evidence to show the link between high attendance and high achievement. It is part of our wish to support all students in achieving their potential. Therefore, we expect that every student should aim for 100% attendance.

Absence through illness

Where a child is absent from school through illness we ask that parents/carers contact the academy on 0114 2392531 before 9am. This should be repeated on any subsequent days of absence through illness (and to ensure that your child is not believed to be missing).

Medical appointments

We ask that, wherever possible, medical appointments be made outside of the normal school day. Where this is truly unavoidable the appointment card or letter should be given at reception when returning to the academy. Reception will then inform the Attendance Officer.

Leave of absence and holidays

Holidays in term time **are not allowed**, thus any absence due to holidays will be unauthorised. The Education (Pupil Registration) (England) Regulations 2006 and the accompanying guidance make it clear that parents/carers should not take children out of school for holidays in term time.

In any circumstances, parents/carers should make a request for leave of absence requesting a Notification of Term Time Leave form from the Attendance Office but should not presume that permission will be granted.

Your support

Please support us in helping your child to achieve their potential by ensuring school attendance every day and avoiding absences for minor illnesses, ailments or other reasons.

Punctuality

School begins at 8.35am and we expect all students to be onsite at this time. We also expect all pupils to be on time to all lessons throughout the day. If pupils are late to lesson this will be recorded and could lead to a detention.

Rewards

All staff at the Academy recognise the value and importance of rewarding students for the positive behaviours they demonstrate.

Reward Points:

Students will receive reward points to celebrate their hard work and success, both in and out of lessons. Reward points are issued under the following criteria: When students demonstrate our vision (Lead, Empower, Achieve and Drive), contribute to the wider school community and when they go above and beyond in their efforts they are rewarded.

Students automatically receive 5 reward points for every week where they have 100% attendance.

Students are also recognised for excellence in particular subjects.

Postcards

Students may receive a postcard sent directly to their home when they have achieved something exceptional.

Certificates

Students receive a certificate for an allocated number of house points achieved. Each certificate is presented to students in assembly.

Reward Points Totals and Level of Reward

100 Bronze Achievement Certificate

200 Silver Achievement Certificate

300 Gold Achievement Certificate

400 Platinum Achievement Certificate

500 500 Club Achievement Certificate – Entry into The Birley Academy Hall of Fame.

Celebration Evenings

During each term, there will be a celebration evening for students who have been nominated by staff and departments. Parents are invited into the Academy to celebrate the success together with the students and staff.

Students will be awarded badges and certificates for the following categories: Lead, Empower, Achieve, Drive, The Year Leader Award, 100% Attendance and The Leadership Team Award. We also look to acknowledge excellence in individual subjects on these evenings.

Reward Badges

As part of our rewards system, if your child wins an award at one of our celebration evenings they may be issued with one of the badges shown below.

The aim is to collect all of these by badges by the time they leave The Birley Academy in Year 11.

	Outstanding Leadership
	The Empowerment Award
	Outstanding Achievement
	Outstanding Effort (Drive)
	The Year Leader Award
	The Leadership Team Award
	100% Attendance
	School Representation Badge

Reward Badges

Student Leadership badges

At The Birley Academy we offer all of our students the opportunity to take up a leadership role. Students who regularly take part in these activities are issued with a badge to identify their role. They are also regularly rewarded through bonus reward points, celebration breakfasts and lunches and fun opportunities/activities throughout the year.

Badge	Role
	Student ambassador – front of house at school events, tours of school during interviews, take part in student voice activities with external visitors.
	Sports Captain – Regularly captain academy sports team.
	Sports Leader – Completed the Junior Sports Leader Award and regularly takes a leadership in primary sports events.
	Performing Arts Leader – regularly takes assumes the leadership role in the Performing Arts Club. This will include writing scripts, directing, choreography as well as performing.
	Performing Arts Ambassador – regularly attends and takes part in the Performing Arts Club as well taking part in the academy productions.
	Student Council – For members of the Student Council

The Y9 Calendar

6th September 2021	Half Term 1 begins
20 th September 2021	Y9 Reading Tests
22 nd October 2021	Half Term 1 ends
1st November 2021	Half Term 2 begins
1 st November 2021	Assessment Week 1
22 nd November 2021	Y9 Report sent home
30 th November 2021	Y9 GCSE Options evening
8 th December 2021	Celebration Evening
15 th December 2021	Half Term 2 ends
4th January 2022	Half Term 3 begins
26 th January 2022	Y9 Parents evening
2 nd February 2022	Y9 Options evening (2)
11 th February 2022	Half Term 3 ends
21st February 2022	Half Term 4 begins
21 st February 2022	Assessment Week 2
14 th March 2022	Y9 Report send home
23 rd March 2022	Celebration Evening
1 st April 2022	Half Term 4 ends
19th April 2022	Half Term 5 begins
16 th May 2022	GL Assessments begin
28 th May 2022	Half term 5 ends
6th June 2022	Half term 6 begins
6 th June 2022	Assessment Week 3
27 th June 2022	Y9 Report sent home
13 th July 2022	Celebration Evening
22 nd July 2022	Summer Holidays

Careers

All students are given opportunities to learn essential skills needed for employment, along with an understanding of the types of careers available to them through exciting and interesting activities and events. Our Careers Lead is available to speak about careers on Wednesdays after school.

<p>Year 7 & 8</p>	<p>IMPACT Events</p>  <p>Brilliant Club</p> <p>My Future Project</p>  <p>University Trips</p> <p>Big Bang Fair</p>  <p>Careers Clinic</p> <p>Aspirations Day</p>  <p>Student Council & Ambassadors</p>
<p>Year 9</p>	<p>Brilliant Club</p> <p>My Future Project</p>  <p>University Trips</p>  <p>Discover US Events</p> <p>Careers Clinic</p>  <p>Aspirations Day</p> <p>Student Council & Ambassadors</p>

The Adapted Curriculum

Special Educational Needs at The Birley Academy

The SEND team is made up of the key following staff:

Maria Thomas – Assistant Head Teacher and SENDCO
Joanne Anderson – Deputy SENDCO
Lee Coddington – Deputy SENDCO
Maureen Osborne – Student Engagement Lead

The team also includes a number of teaching assistants who provide support, either in lessons or through small group intervention.

The Adapted Curriculum Team have responsibility for any student:

- Who has a SEN or when a SEN is being investigated
- Whose provision is in the Integrated Resource
- Who is a Looked after Child
- Who is accessing an alternative provision

Miss Thomas works closely with staff in school, parents, carers, outside agencies and colleagues throughout the city.

Support is available in the form of:

- Advice on issues related to SEN or Social, Emotional and Mental Health
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties
- Assessments of individual pupils to identify need
- Referrals may be made to a range of other professionals such as:
 - Educational Psychologist, Speech and Language Therapist and Specialist Teacher Advisors in the City

How to speak to the SENDCO if you have a concern.

You can email the team on:

mariathomas@birleysecondaryacademy.co.uk

joanneanderson@birleysecondaryacademy.co.uk

leecoddington@birleysecondaryacademy.co.uk

We can arrange either a phone appointment or a meeting in school to discuss any concerns you may have.

SEND drop in

A virtual SEND drop in session will be available every Tuesday from 4-6pm.

These will be short meetings that are held without an appointment. Following on from these meetings a longer meeting will be arranged, if needed.



Key contacts:

jessicagodbeheret@birleysecondaryacademy.co.uk

Progress Leader for Y9

sueparlettt@birleysecondaryacademy.co.uk

Year Leader

Markjones@birleysecondaryacademy.co.uk

Deputy Headteacher for Behaviour and Attitudes and Safeguarding Lead

Diarmaidcasey@birleysecondaryacademy.co.uk

Deputy Headteacher for Quality of Education

Mariathomas@birleysecondaryacademy.co.uk

Assistant Headteacher for Adapted Curriculum and SENDCO)

Leoniegillham@birleysecondaryacademy.co.uk

Assistant Headteacher with responsibility for Teaching and Learning

Theresaclark@birleysecondaryacademy.co.uk

Assistant Headteacher with responsibility for Personal Development



The Birley Academy

Supporting your child through Year 9

“Parental support has eight times more impact in determining a child's academic success than social class.”

(Times Educational Supplement)

Talk to your son / daughter about their learning. Ask them about their progress in lessons and the topics they are studying.

Follow The Birley Academy on Facebook, Twitter and Instagram. Use posts to start a conversation with your child about school.

Ensure you have the Go4Schools App so that you have rewards and behaviour updates for your child.

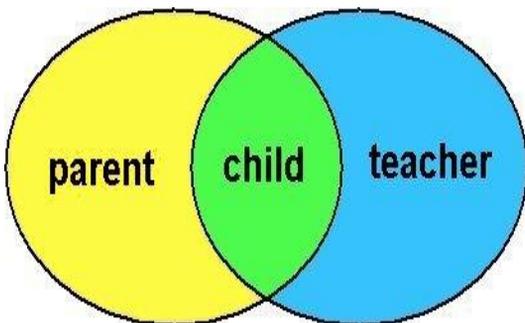
Contact school if you have any concerns or worries.

Organise a study area for them at home, if possible, to support with homework.

Help them with their organisation of work / equipment and homework (encourage the use of a planner / revision timetable).

Provide folders, revision cards, etc.

Encourage them to have interests and hobbies beside school work.



Communication

We believe that a good two way communication between The Birley Academy and parents/carers is necessary in supporting students success. Over the year we will communicate with you using a variety of methods.

Go4Schools: This is our primary method of communication. You will receive a login, username and password to access information on Go4Schools. You will be able to access your child's account, to look at details of their reward and behaviour points.

Newsletters: Each year group will receive at least one newsletter per half term. The newsletter will include information on progress and achievements, attendance, rewards, careers information and key dates.

Emails and phone calls: You may receive direct emails or phone calls. Please inform school if your details change.

Parents' Evenings: Parents' Evenings will enable you to discuss your child's progress and achievements with all subjects teachers.

ADP reports: After each assessment point, parents/carers will receive an academic report containing current attainment data, as well as an attitude to learning grade and attendance data.

You can also access information on:

School Website: www.birleysecondaryacademy.co.uk

We also have a number of **social media** websites which you can follow.



Keeping Children Safe

at

The Birley Academy

If you have any safeguarding concerns about someone at The Birley Academy,

During School Closure

Safeguarding concerns can be reported even when the school is closed.

During the School Holidays, please call the

Sheffield Safeguarding Hub

0114 273 4855



Mr Jones
Deputy Head



Miss Thomas
Assistant Head



Miss Clark
Assistant Head

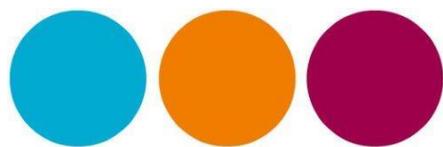


Miss Abbott
Safeguarding Officer



The Birley Academy
A L.E.A.D. Academy





The Birley Academy