



CITY OF LONDON ACADEMY  
ISLINGTON

# YEAR 7

## PARENT & CARER HANDBOOK



A Business and  
Enterprise Academy

Where Students  
Succeed



June 2011

Dear Parents and Carers,

Welcome to the City of London Academy, Islington (COLAI). Thank you for choosing COLAI as your son/daughter's future secondary provision.

We have prepared this Handbook for you, to introduce ourselves and offer all necessary information about life here at the Academy. This Handbook sets out the expectations we have at COLAI and the values we hold as important within our learning community. The more clearly we can communicate these to you now, the more able we are to work together to ensure that the young person you are placing in our care will be happy and successful.

We believe at the City of London Academy, Islington, it is essential that we learn and work well together. The closer we can work together, that is you, the parent/carer, your child and the teachers and governors here at the Academy, the more likely it is that your child will make the most of their time here.

Our hope is that all the young people who come to COLAI will work hard and enjoy their time with us. We want students to develop as confident people who believe in themselves as learners and who will willingly help other students to do the same. Our aim is for Academy life to extend until the age of 18. After leaving the Academy, we hope that the students will continue through life with a love for learning. We want our students to achieve their true potential, contributing fully to a society which cares for and values everybody.

Yours sincerely,

Ann Palmer  
Principal

## CONTENTS

	PAGE
Welcome letter from the Principal	1
Contents	2
What are the aims of the City of London Academy Islington?	3
Academy organisation, site and facilities	4
Staffing	5
Introducing the Communications & Languages Learning Community	6
The role of the Form Tutor	7 - 8
The role of the Student Achievement Leader	9
The role of the Leader of the Learning Community (Assistant Vice Principal)	9
<b>The Curriculum</b>	
National Curriculum	10
Sex & Relationship Policy	11
Drugs Education Policy	12
Whole Academy Food Policy	13
Homework/Learning at home and the Academy	14
Support for Learning	15
Special Educational Needs	15 - 16
More Able students	16
English as a second language support	17
<b>Information for Parents &amp; Carers</b>	
Attendance, Punctuality & the work of the Education Welfare Officer	17 - 19
Work and Attitude	20
Minimum Equipment	21
Rewards and Awards	22
Behaviour/Sanctions	23
Agreed Learning and Enhancement Activities	23
Educational Trips	23
Charging policy	24
Information required from you	24
Financial assistance	24
Policy on liaison with parents	25
Parental complaints	26 - 27
<b>General information</b>	
Academy Dates	28
Timing of the Academy	29
Boys' Uniform	30
Girls' Uniform	31
Dress Code	32 - 33
Uniform Suppliers	34
Planners	35
Academy Meals	35
Breakfast club	36
Frequently asked questions	37
Notes	38 - 39

**'EXCELLENCE IN EDUCATION - WHERE STUDENTS SUCCEED'**

## OUR VISION:

*‘To become an outstanding Academy’*

## The values and aims of the City of London Academy Islington

To develop an ethos and culture which:

- puts student learning and well being first
- is driven by a set of explicit values
- has a solution focused attitude

### OUR VALUES :

- Respect
- Responsibility
- Integrity



### OUR AIMS:

- To focus on the individual and unlock the potential of all our young people through learning routes tailored to each student’s specific needs.
- To motivate our students and inspire them to take responsibility for their actions within a disciplined learning environment.
- To cultivate a focused atmosphere of creative exchange in all aspects of Academy life.
- To be a stimulating, modern and energetic Academy with state-of-the-art information technology resources.
- To personalise the education we offer each of our students.
- To offer the best education for our young people and the best environment for students, teachers and everyone who lives in the local community.
- To cultivate positive working relationships between students, staff, their families and the community in order to build a shared sense of respect and responsibility.

## ACADEMY ORGANISATION

The City of London Academy, Islington, is composed of five Learning Communities:

- Communications and Languages
- Mathematics and Financial Literacy
- Science and Technology
- Global Environment
- Performing and Creative Arts

Each one is led by an Assistant Vice Principal responsible for the academic provision and the support of students within the Learning Community.

In addition Business & Enterprise, as our specialism, is delivered through weekly lessons. The programme of learning includes additional curriculum opportunities for students to become involved in enterprising activities, and first hand business experience throughout the year.

On entry to the Academy, Year 7 students are arranged into five tutor groups, each of which is mixed with regard to gender, ethnic origin and ability.

## SITE AND FACILITIES

The new buildings which house the City of London Academy, Islington, are on the site of the previous school. The main building is fully operational and our playground facilities will be in full use from September 2011. We are committed to ensuring that standards continue to rise and our students access high quality teaching and learning during the transition.

Our new classrooms have state of the art computer facilities and are bright and light, to encourage a warm and welcoming learning environment.

Our Sports Hall has been built using innovative sustainable technologies and is fully operational. At its heart is a special multi-purpose triple height central space, with a dance studio and multi-gym nearby.

State of the art music facilities, excellent science labs, purpose built art and technology rooms all provide ample opportunities for students to excel in all aspects of their learning.

The atrium sits at the heart of our new building and invites students to mix and mingle, assemble in year groups and enjoy performances given by other students. We also hold our parent & carer consultation evenings there. We are confident that our students and staff have the best facilities on offer and so are able to ensure students achieve to the best of their abilities.

## STAFFING

### THE LEADERSHIP TEAM

The Leadership Team consists of the Principal, three Vice Principals, a Business and Projects Director and five Assistant Vice Principals.

### YOUR CHILD'S TEACHERS

Students joining us in September 2011 will be placed in form groups in the Science & Technology Community. Usually, you will have most contact with your child's form tutor and subject teachers. Please be sure to write in the names of the teachers in the space below and make contact with them as necessary. On other occasions, you may be contacted by a Student Achievement Leader (SAL), a Learning Community Innovator, a member of the Inclusion Team or by the Principal herself.

Name of tutor:	_____
English	_____
Mathematics	_____
Science	_____
Technology	_____
French/Spanish	_____
Humanities	_____
ICT	_____
Art	_____
Music	_____
Physical Education	_____
Drama	_____
Dance	_____
Business & Enterprise	_____

## Introducing the Science & Technology staff who will be working with Year 7

Vice Principal with responsibility for Key Stage 3  
Ms Zara Tippey



Assistant Vice Principal  
(Leader of the Learning Community)  
Mr Akram Tarik

Student Achievement Leader  
Mr James Spark



Learning Mentor  
Ms Tina Sharp

Tutor Group 7C  
Mr Errol Chamberlain



Tutor Group 7I  
Ms Geraldine Herringer

Tutor Group 7T  
Mr Emmanuel Ainoa-Sakyi



Tutor Group 7Y  
Ms Chi Mei Wong

Tutor Group 7L  
Mr David Nanan



## THE ROLE OF THE TUTOR

The tutor's role is central to the welfare and success of students.

### 1) To Look after your child's well-being Tutors will:

- Maintain regular contact with parents and carers - for expressions of praise as well as concerns. Use phone calls, letters, meetings (and home visits, when appropriate and/or refer to the home-academy liaison teacher).
- Get to know the students: take a personal interest in them; have informal conversations; get to know about their hobbies, interests, concerns, successes, attitudes to family and friends. Establish a listening culture.
- Organise/participate with students in educational visits, lunch-time and after school activities.
- Encourage and facilitate student participation in Academy activities e.g. Academy councils, competitions, sport/music/drama events etc.



### 2) Monitor progress and encourage achievement:

- Seek feedback from students about attitudes to lessons and progress made.
- Liaise with subject teachers about the progress of individuals and the Tutor Group.
- Visit students in other lessons.
- Monitor the progress of students across the curriculum.
- Praise where appropriate; take action where there is concern.
- Encourage students in the achievement of effort and merit awards.
- Produce reports for parents, explaining success and giving strategies for further improvement.
- Meet parents and students at parents' evenings and give appropriate feedback.
- Meet with parents and students on academic review days and set targets.
- Ensure effective induction for mid-phase admissions and monitor their progress
- Refer to the Student Achievement Leader and/or somebody within the Inclusion Team, if there are concerns about learning.

### 3) Expect and demand high standards of attendance, punctuality and behaviour:

- Rigorously follow all Academy procedures for improving attendance and punctuality and follow up with students where there are concerns.
- Ensure the behaviour policy is implemented with particular attention to guidelines on uniform, jewellery, the carrying of a bag and basic equipment.
- Put students on report, as appropriate.
- Seek support from, and/or refer students to senior staff when concerned about aspects of welfare or behaviour.
- Ensure excellent behaviour during assembly times, including entering and exiting the hall.



### 4) Make effective use of the tutor review time:

- Ensure high quality displays of Academy posters, students' work and certificates/awards.
- Ensure tutor time is used according to Academy policy.
- Ensure students are using planners appropriately and according to Academy policy.
- Communicate information to individuals and the whole group as required.
- Encourage a culture of self-discipline and responsibility (including collective responsibility).
- Promote the Academy values.
- Draw attention to individual and group successes.
- Regularly acknowledge successes, both publicly and privately.



## **THE ROLE OF THE STUDENT ACHIEVEMENT LEADER**

The Student Achievement Leader has an overview of all aspects of Tutor Group activity and performance and liaises closely with the Form Tutors.

The Student Achievement Leader will track student's progress and will follow through on any concerns related to attendance.

Together with all staff at the Academy the Student Achievement Leaders have a role in enhancing the social provision of students, particularly in relation to Business and Enterprise related activities.

## **THE ROLE OF THE LEADER OF THE LEARNING COMMUNITY**

The Leader of the Learning Community works in partnership with the Student Achievement Leader in the management of the year group and the Learning Community.

Together, they have an overview of all that is happening in the year group and will keep the Principal and the Governors informed of the work which is taking place in the year group and the Learning Community.

Their role emphasises the recognition of good work and rewarding students for this. There is also an emphasis on ensuring that students achieve their potential and are supported in overcoming any barriers which they face.

## THE NATIONAL CURRICULUM:

- Sets out the most important knowledge and skills that every child has a right to learn
- Is a framework given to teachers by The Government, so that all school children are taught in a way that is balanced and manageable, while also being hard enough to challenge them
- Gives standards that measure how well children are doing in each subject - so that teachers can plan to help them do better.



The 11- 14 curriculum at the City of London Academy, Islington, follows parts of the National Curriculum with particular emphasis placed upon Numeracy, Literacy, ICT and Problem Solving. There is also an emphasis on Business and Enterprise, Leadership, Critical Thinking and Creativity. A modular creative curriculum is also in place.

## INTEGRATED CURRICULUM

All Year 7 and 8 students follow an integrated curriculum which focuses on key skills which need to be developed for students to be successful learners in Years 9 - 13.

They key skills developed are :

- **I Learner** - Independent Learning (Autumn Term in Year 7)
- **We Learner** - Working as a group (Spring Term in Year 7)
- **Inquisitive Learner** - Asking and answering questions (Summer Term in Year 7)
- **21<sup>st</sup> Century Learner** - Using ICT effectively (Autumn Term in Year 8)
- **Global Learner** - Global awareness (Spring Term in Year 8)
- **Creative Learner** - Creativity (Summer Term in Year 8)

Students will be taught these skills while studying the subjects offered in the Key Stage 3 curriculum :

- English
- Science
- Mathematics
- ICT
- Humanities (Geography, History, Citizenship and Religious Education)
- Modern Foreign Languages (French or Spanish)
- Business and Enterprise
- Technology
- Art
- Dance
- Drama
- Physical Education
- Music

## LITERACY

Ensuring our students have high levels of literacy is one of our top priorities.

We want our students to have high oral skills and an extensive vocabulary, to be fluent, confident and avid readers, to understand and manipulate language.

Our aim is for every student's reading age to match their chronological age and to develop with the student. Many students will have a reading age which exceeds his or her chronological age and we want their passion for reading to continue.

### How we develop Literacy in Year 7 :

- Students take the 'Star Reading' test, giving us a reading age for every student.
- We test regularly throughout the year to measure progress.
- Students have a weekly Literacy lesson, in addition to their English lessons. They are placed in sets based on their current reading age.
- Students engage in varied literacy activities in tutor time.
- In English lessons Year 7 students are introduced to specific reading skills necessary to progress in secondary school. These include: skimming and scanning, using sources to find information, finding the implied meaning of a text and working out a writer's point of view.

- Regardless of subject all lessons often begin with a literacy starter.
- Our library is a fantastic resource and very popular with our students. All Year 7 students have a library induction lesson to show them how to get the most out of the library.
- We use ‘Accelerated Reader’ at the Academy. This involves students reading books and taking online quizzes to gauge their understanding of what they have read.
- Year 7 tutor groups visit the library in tutor time to take quizzes and discuss their reading.
- For our struggling readers we use ‘Lexia Reading’ an exciting and fun-to-use software programme that provides individualized targeted practice to students who need to enhance their reading skills. The Academy has implemented Lexia Reading as part of our curriculum. Students with a reading age below ‘9 years’ attend Lexia classes for at least two hours weekly, until their reading age is ‘10 years’. Classes are run by a Specialist, who is also a qualified English Teacher.
- The Lexia reading programme works because :
  - a) Lexia responds to Students individual reading needs.
  - b) Students spend time two days per week working on a Lexia Reading programme.
  - c) Lexia Reading automatically paces each student by recognising when they need additional time on task.
  - d) Lexia Reading focuses on the critical skills identified by national reading experts.
  - e) Various levels of activities provide extensive practice in everything from basic phonological awareness, to advanced word-attack strategies and vocabulary development.
  - f) Students systematically progress through the software and gain a sense of achievement, confidence and independence.

## **HOMEWORK, LEARNING AT HOME AND OUTSIDE THE ACADEMY**

Government guidelines on homework give a broad indication of the types of activities and how much time students of different ages might reasonably be expected to spend on homework.

Years 7 & 8 : 45-90 minutes per day

Year 9 : 1-2 hours per day

Years 10 & 11 : 1.5 - 2.5 hours per day

However, the guidelines emphasise that it is more important that homework helps your child to learn rather than whether it takes a certain amount of time.

The Academy Vision ensures that we will, over time, work towards extending the school day and eliminating homework. During the Agreed Learning Activities (ALA) time, students will be encouraged to stay on site to complete their work, as well as participating in the wider activities the Academy offers.

## PROGRAMME OF PERSONAL STUDY - KS3

Students are expected to complete Personal Study projects at home or in The Academy beyond normal lesson times. Parents and carers can provide real support to their child by encouraging him or her to put maximum effort in and focus into achieving high standards. When students work at home we value the support parents and carers give, and the invaluable help this provides in establishing strong work ethics and independent study skills.

The Programme of Personal Study programme is made up of:

- 1) **Challenges** - These are research projects, model making, the preparation of a presentation, designing a poster or leaflets, writing a diary etc.

Students will be expected to spend at least **3 hours** on each challenge. A high level of commitment and effort will be rewarded with merits, certificates and prizes.

- 2) **Assignments** - These will be marked and assessed to give a National Curriculum level or a grade. Assignments could be **tasks** that build up **skills** which will be needed during GCSEs.

Students are expected to spend at least **5 hours** on each assignment

All students are expected to complete every challenge or assignment to a high standard. The Academy keeps a central record of challenges and assignments and report results to parents and carers. Students are helped to plan the work in Personal Study on a week by week basis.

### Helping Your Child to Learn through Personal Study

**Personal Study** can be crucial to a student's success at The Academy.

Every term students in KS3 are set a number of challenges and assignments. As indicated above, these involve a considerable amount of work over several weeks. Students will always have work to do at home and will be expected to meet the deadlines set.

**You can really help your child by:-**

- Asking to see their **Study Planner** and checking what challenges and assignments have been set.

- **Helping** your child to organise his or her work and **checking** that deadlines are met.
- **Encouraging** your child to ask for help from the Teacher if it is needed.
- **Signing the Study Planner** every week.
- **Encouraging** your child to use the library regularly and attend Study Support sessions.

## AGREED LEARNING ACTIVITIES (ALA's) AT COLAI

At COLAI, we believe extended activities play an important part in our students' learning. Agreed Learning Activities offer students the opportunity to work independently of their teachers.

ALA's encourage students to explore sources of information which may not be accessible to them in the classroom, such as interviewing an adult other than a teacher. Or it may require a visit to a library in their own time.

Activities may require students to complete work started in a lesson or to practice skills learned. An ALA can be used to encourage students to carry out research prior to starting a new project within a lesson.

### Some of the ALA's offered at COLAI:

Ks3 I3-4 English booster	Spanish Language Club	French Language Club
Young Writers Club	Revision Classes	Chess Club
Homework Club	School Bank	Art Club
Girls Football	Football	Cheerleading Club
Music Technology	After School Music Club	Gospel Choir
Gymnastics	Beatboxing	Street Dance
Glee Club	Basketball	Athletics
Jazz Dance	Samba Workshop	Dance Club

## SHOULD PARENTS HELP WITH LEARNING?

At COLAI, we are very keen for parents to support and help students with their learning, but there may be times when the Academy will want to see what your child can do on his or her own.

It is important, particularly as your child gets older, for him or her to become an independent learner. All Agreed Learning Activities should be related to work children are doing at Academy. If you are unsure about your role, you can discuss it with us.

**Home can still assist by encouraging the following activities;**

- Reading
- Preparing a presentation to the class
- Finding out information
- Making or drawing something
- Trying out a simple scientific experiment
- Cooking
- Using web-based resources on the internet

## FEEDBACK ON LEARNING

We expect that students will be given feedback on their work. This feedback will inform your child about how well they have done and what they can do to reach higher targets.

There may not always be a written comment from the teacher, sometimes work is discussed in lessons instead.

## EDUCATIONAL SOFTWARE AND WEBSITES

Home computers are a good means of support for learning. For advice on choosing educational software, and for reviews and ratings on over 40 educational websites, the Parents Information Network (PIN) site, in the DCSF website, offers unbiased evaluations of software and internet sites that are tried and tested by teachers, parents and students.



## SUPPORT FOR LEARNING

At COLAI, there is a clearly defined monitoring and supporting structure for the care of all our students.

The Form Tutor is responsible for ensuring that attendance, punctuality, work, uniform, behaviour and academic progress are carefully monitored for each student in the tutor group. As mentioned previously, this is your first point of contact.

The Academy also has adults who are responsible for supporting students in an informal way. They are called **Learning Mentors**. If issues arise students may be referred to a Learning Mentor who can make home visits, speak with students and undertake some monitoring to ensure that students cope with any 'bad patches' they may encounter. They also have informal drop-in sessions at lunch times, where students can come and talk through a range of issues.

## SPECIAL EDUCATIONAL NEEDS

The Academy has a duty to support and encourage students with the whole range of learning needs.

Special Educational Needs is a high priority at COLAI and it involves every member of staff both teaching and non-teaching. Fundamental to our policy is a constructive partnership with parents and carers. That policy embodies inclusive practice and the Code of Practice which was laid down in the Education Act of 1993.

At some time during their Academy life many students will have an educational need that requires particular support. Should this occur the student will be on the Academy's Special Educational Needs record at School Action Stage.

Should their needs become more complex a formal assessment will take place by a specialist agency such as the Educational Psychologist Service, and the student moves to Action Plus.

If a student is given a full Statement of Special Educational Needs, the student moves to a stage where the relevant defined support will be provided inside the Academy.

Support in the Academy includes helping students by:

- Classes being taught mostly in groups with less than 26 students.
- An increasing number of lessons with two teachers in the room.
- The presence in many classrooms of classroom assistants.
- Differentiating work to reflect the individual needs of SEN students so that all students can learn and achieve by understanding and progressing.
- On occasion withdrawing small groups of students for specific support such as reading.

## TO HELP YOUR CHILD YOU CAN:

- Give your child confidence through lots of praise and encouragement
- Read to, and with your child as much as possible
- Encourage your child to observe and talk about their surroundings
- Make use of your local library
- Visit museums and places you think your child might find interesting
- If your child is watching TV, watch it with them. Sometimes talking to them about what they have seen
- Try and set time aside to do 'learning' activities
- Try to provide a reasonably quiet place for your child to read
- Encourage your child to discuss their work with you

## MORE ABLE STUDENTS

It is a key feature of our 'Vision Statement' is that we strive to be:

*'outstanding, both from the viewpoint of the stakeholders, the students, their families, the Community, the staff, and the Governing Body'.*

We believe that all students are entitled to make the greatest progress possible. So it follows that we believe any special abilities, talents or particular potential should be identified as early as possible and be developed during the child's time at the Academy.

At the Academy's more able students are referred to a **Gifted & Talented**. The terms are distinguished as follows:

- **'Gifted'** refers to a child who is achieving a level well above the average in comparison to their peers in an academic subject or area of the curriculum.
- **'Talented'** refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as Sport or Music or Art.

The Academy encourages teachers to identify Gifted & Talented students through ability rather than solely on achievement, ensuring that underachievers are among those identified. We also believe that some students, for a certain period of time, will be achieving above the average of their peers in a specific area of a subject, (e.g. fractions in Maths) and they too should be given the opportunity to extend their ability by further differentiated activities, beyond the classroom situation.

**COLAI assumes that provision for Gifted & Talented children is most effective when it:**

- Is treated as a whole-school issue.
- Promotes inclusion and equality of learning.
- Has a focus on achievement, not just on attainment.
- Offers personalised learning opportunities.
- Places thinking skills and deep learning at the core of the curriculum.
- Encourages independence and self-assessment.
- Offers extension in depth and enrichment in breadth.
- Is monitored effectively at whole - academy and class levels.
- Celebrates the excitement of excellence.

## **SUPPORT FOR ENGLISH AS AN ADDITIONAL LANGUAGE**

COLAI has a number of students whose first language is not English. They may be recent arrivals to the UK or students whose family speaks a language other than English. This linguistic diversity is a source of richness and celebration in the Academy.

We recognise that many of these students require additional help in order for them to reach their full potential. The majority of this help is given in mainstream classes by **Quality First Teaching**: Staff are aware of the diversity in the school and have the tools to deliver to students with varying levels of English. On occasions teachers work together in partnership, or provide support by using an additional specialist teacher. The school also has a Turkish Achievement worker who can help Turkish parents with any enquiries.

Enquiries about English as an Additional Language (EAL) should be directed toward the Ethnic Minority Achievement (EMA) Department.

## SEX AND RELATIONSHIP EDUCATION POLICY

Our policy is to support a programme of sex and relationships education for students that takes account of the views of all stakeholders; students, parents, staff and governors.

In formulating the policy and programme of sex and relationships education, consideration has been given to the following:

- The legal requirement to ensure that the programme reflects the value of family life and moral considerations.
- The local authority guidance on sex and relationships education.
- The DfES guidelines on sex and relationship education (July 2000).
- The age and development level of the students at the Academy.
- Work on SRE is a requirement for National Healthy School status; we are currently working towards this at our Academy.

### Aims of the sex and relationships education programme:

- To reassure students of their value and self-worth including aspects of dignity and self respect.
- To present factual information in an open and balanced way so that students are able to understand:
  - ◆ the biological aspects of sex and bodily development (e.g. reproductive process, menstruation and puberty)
  - ◆ the importance of care for the body and personal hygiene
  - ◆ sexual attitudes and behaviour in present day society
  - ◆ methods of contraception and 'safe' sex
  - ◆ those aspects of the law which relate to sexual activity.
- To provide knowledge and skills to develop loving and successful relationships.
- To empower students to make informed choices about sex and relationships.
- To help students to consider and develop their own attitudes and to make informed, reasoned and responsible decisions about their behaviour.
- To develop communication skills with peers, parents and other adults.
- To develop decision making skills, including critical thinking, awareness of choices and how to act on decisions made.
- To educate against discrimination and prejudice. To help students understand the importance of personal responsibility and mutual respect in their relationships with others. This includes issues such as personal choice, safety, restraint and respect for themselves as well as others.
- To help students consider moral and social issues such as the physical and emotional consequences of sexual behaviour, possible consequences of various types of relationships, family life and parental responsibility.

## **Student Withdrawal Procedures**

Parents and carers do have the right to withdraw their child from sex and relationships education, providing the child receives the sex and relationships education specified for Key Stage 3 and Key Stage 4 in the National Curriculum guidance document. (Parents and carers are informed of this right in the Academy prospectus.) Students may not be withdrawn from National Curriculum sex and relationships education in science.

Parents and carers wishing to exercise the right to remove their child from non-compulsory sex and relationships education will be encouraged to make an appointment to discuss the issues with an appropriate Assistant Vice Principal. Once a child has been withdrawn s/he cannot later take part in sex and relationships education without parent/carer approval. Withdrawal of a student must be acknowledged in writing.

## **DRUG EDUCATION POLICY**

The Academy is committed to providing an accurate drug education curriculum that meets the statutory requirements. The curriculum goes beyond what is required in law to include wide-ranging schemes of work in various subject areas to empower students to make healthy informed choices throughout their life.

The Assistant Vice Principal for the Global Environment Learning Community collates schemes of work relating to Drugs Education and other Learning Community AVP's manage schemes of work relating to their own subject areas.

The curriculum will reflect a balance between:

- Personal and social skills.
- Knowledge and understanding.
- Attitudes and values.

## **WHOLE ACADEMY FOOD POLICY**

We aim to influence and improve the health of the whole academy community by equipping students and their families with ways to establish and maintain lifelong healthy eating habits. We want to provide benefits both to individuals and the environment by providing high quality food and food service, nutrition education, and consistent food messages throughout the academy day.

The objectives of this policy are;

- To give our students the information they need to make healthy choices.
- To give consistent messages about food and health across the Academy day.
- To ensure the food and drink available reinforces the healthy lifestyle message.
- To include the whole Academy community in the promotion of healthier lifestyles.
- To ensure access to clean and welcoming toilets.
- To ensure key staff and teachers have the necessary skills to educate the whole Academy on food and nutrition topics.
- To give students and the wider community the opportunity to acquire basic skills in planning, preparing and cooking healthy meals, and an understanding of basic food hygiene.

These policies are available in full detail upon request from the Assistant Vice Principal for the Global Environment Learning Community.

## ATTENDANCE:

We expect excellent attendance from our students and students are expected to attend the Academy every day. **Only genuine illness and domestic emergencies should prevent a student from being at the Academy.** A note should be brought to explain absences on the day the student returns to the Academy.

However, you **SHOULD NOT ALLOW** your child to miss school :

- ◆ To care for brothers and sisters
- ◆ To translate for family or friends
- ◆ To go shopping
- ◆ To spend long weekends with relatives or at your caravan
- ◆ To go on holiday
- ◆ To go on extended leave
- ◆ As a birthday treat
- ◆ To go to the airport

The taking of holidays during term time is **generally not acceptable** and should be avoided. Permission for any such holidays must be sought **well in advance** and directly from the Principal, Ms Palmer. Appointments with dentists and doctors should always be made outside of the Academy day.



## PUNCTUALITY:

It is the Academy's responsibility to provide the best education possible. However, this can only be achieved if students attend regularly in a punctual manner. **Poor punctuality is not acceptable.**

The Academy expects all students to arrive at registrations, lessons and all other appointments made with staff on time. A student arriving late disrupts not only their own continuity of learning but also that of others.

- All students are expected to arrive at the Academy by 8.40am.
- Lessons start promptly at 8.45am.
- Students are expected to be on time both for the morning and afternoon sessions.
- Any student who arrives late to the Academy, or arrives to any lesson late, will be issued with a late detention. Late detentions are student specific and equal the amount of minutes late accumulated within one day. Late detentions are overseen by Student Achievement Leaders (SALs)
- Students should not leave the Academy site at lunchtime without prior permission from their parents and the Academy.

## LETTER FROM OUR EDUCATION WELFARE OFFICER

Dear Parents/Carers,

I am the Education Welfare Officer based at the City of London Academy, Islington.

### What do I do?

My main role is to work in partnership with parents/carers and students to highlight the importance of regular attendance and punctuality at the Academy. If I am unable to offer you guidance and support, I can refer you to another service or agency for assistance.

### What are my aims?

It is vital for students to maximise their learning and achieve their potential here at the Academy. I am responsible for coordinating Education Welfare Services, in conjunction with our Vice Principal, Ms Eileen Griffin. Education Welfare is a statutory service and a legal requirement. Educational Welfare Service involvement is usually triggered by an unacceptable level of :

- Unauthorised absence
- Lateness

### What is authorised absence?

A student who has not attended the Academy on a particular session, but the Academy has received contact from student's parent/carer, giving a reason for absence.

If a student is absent from the Academy, it is vital that the parent or carer contacts the Academy at the earliest opportunity to provide a sufficient reason for absence. If no sufficient reason for absence is provided, attendance will be recorded as unauthorised. Absence can only be authorised where there is a good cause. Parents or Carers cannot authorise absence. This is the decision of the Academy, in accordance within the boundaries set by The Education (Student Registration) Regulations 1996. Whenever a student is absent due to illness, the Academy reserves the right to request medical evidence.

### Lateness

It is the Academy's responsibility to provide the best education possible. However, this can only be achieved if students attend regularly in a punctual manner. **Poor punctuality is not acceptable.** The Academy expects all students to arrive at registration, lessons and other appointments made with staff on time. A student arriving late will disrupt not only their own continuity of learning but also that of others. In order to improve persistent lateness, the Academy has introduced daily accumulative lateness detentions.

Any student who arrives late to the Academy or arrives late to any lesson late, will be issued with a late detention. Late detentions are student specific and equal the amount of minutes late accumulated within one day. Late detentions are overseen by Student

Achievement Leaders (SALs). If a student is late more than twelve times within a half term period, they will be considered for legal action.

### **Legal Status**

It is also my duty as an Education Welfare Officer to advise parents/carers that under the 1996 Education Act, the parent/carer has a legal responsibility to ensure that their child attends the Academy both regularly and punctually. Failure to do so, could result in the Parent/Carer being prosecuted in the Magistrates Court and potentially gaining a criminal record.

### **How can parents and carers help?**

There are a number of ways to help/support children and young people :

- By working with the Academy and keeping us informed of any absences
- Avoid taking your son/daughter on trips, visits and holidays on Academy days
- Wherever possible, provide some proof of absence such as an appointment card/letter, or a photocopy of a doctor's prescription, keeping labels of prescribed medicine (this will have a name and date on it) or a doctor's certificate. This however, may require a payment
- By not taking holidays in Academy term time

I hope this has been helpful to you. If you have any queries or questions regarding your child's attendance/punctuality, please do not hesitate to contact the Academy.

I would welcome your support and encouragement in raising your child's attendance/punctuality at COLAI. As a parent/carer, you want the best for your child and want them to get as much as possible from their time at the Academy. Parents/carers, the Academy and myself need to work together to help, support and encourage all our students.

I look forward to working in partnership with you.

Yours sincerely

Mr Ben Laker  
Educational Welfare Officer

***'Good attendance and punctuality  
are linked to learning,  
therefore achievement'***

## EXPECTATIONS OF STUDENTS

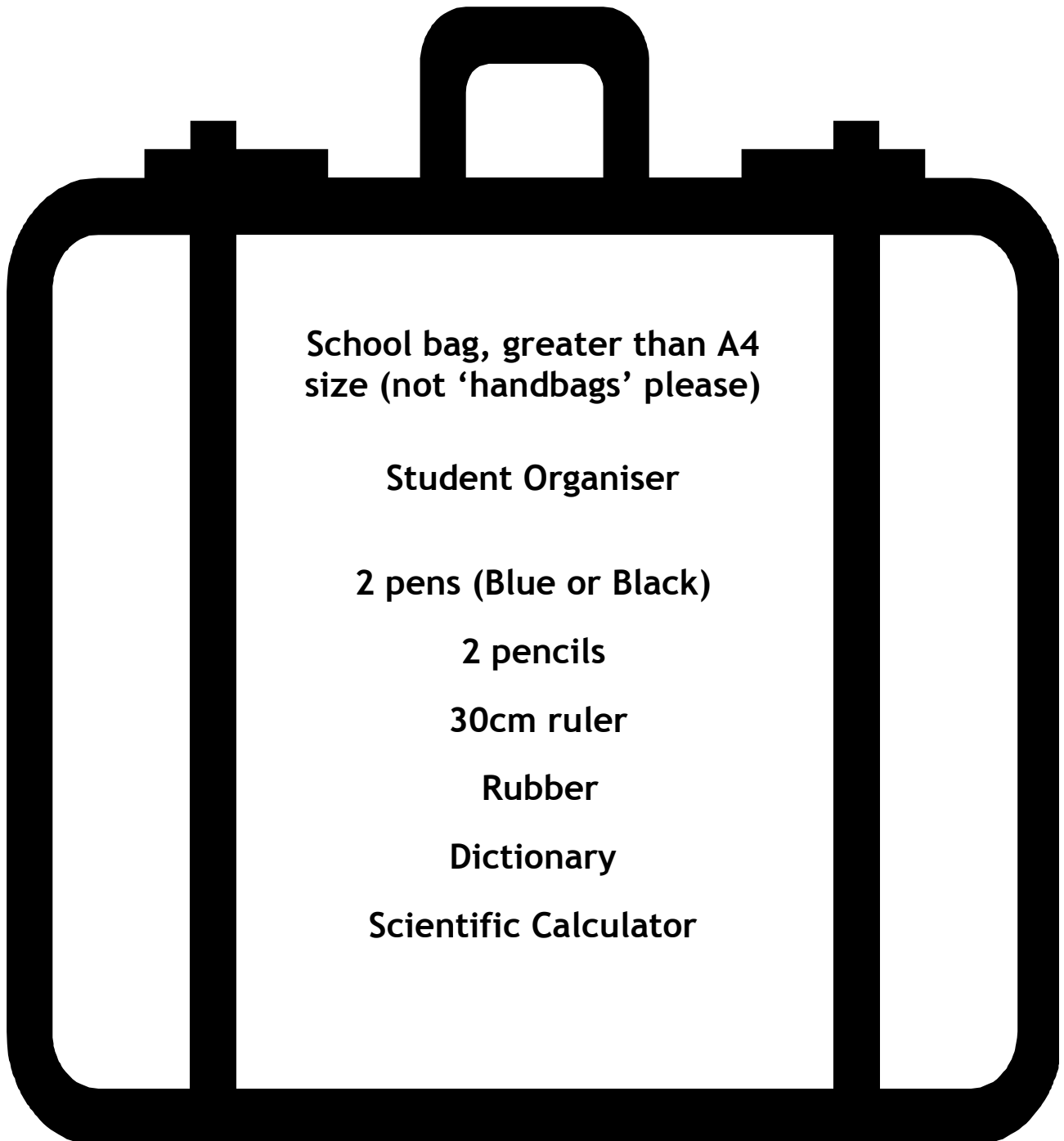
### LEARNING:

- Students are expected to show a commitment to learning in every lesson.
- Students are expected to bring with them to every lesson their planners, the necessary equipment and books for the subject. A good sized, school bag should be bought to the Academy every day.

### ATTITUDE:

- Everyone is expected to be polite, helpful and tolerant. Racist, sexist or homophobic attitudes or actions are not acceptable and will be dealt with firmly.
- Verbal abuse of fellow students or staff is unacceptable. Physical assault could lead to exclusion from the Academy.
- Excellent behaviour is expected at all times and in all areas of the Academy.
- It is expected that students will behave appropriately on the way to and from the Academy, and any identified misbehaviour will be dealt with as if it had occurred in the Academy.
- Eating and drinking is allowed in the permitted areas of the Academy only. **Smoking** is not permitted on the Academy site. **Chewing gum** is not permitted on the Academy site.
- Potentially dangerous items such as cigarettes, matches, lighters or knives must not be brought to the Academy.
- Students are expected to take responsibility for all personal property. Large amounts of money, radios, mobile telephones, pagers and I-pods & MP3 players **must not** be brought to the Academy. The Academy will not accept liability for loss, theft or damage.

# Minimum Equipment



## REWARDS AND AWARDS

Rewards and praise are given at every opportunity to acknowledge positive behaviour and reward achievement and effort. They are not bribes and will not be used as such. Praise will be honest and deserved. The effective teacher at COLAI knows the importance of reinforcing successes through celebrating and rewarding achievement.

Student achievement will be celebrated through one or more of the list provided. (Note that not all are appropriate to all students.)

- Making a student aware of success throughout each lesson.
- Talking about successes at the end of a lesson.
- Positive comments in the students' planners.
- Pointing out achievements to the rest of the group.
- Displaying work.
- Celebrating successes in assemblies
- Informing parents by telephone.
- Informing parents by letter.
- Informing students by letter.

## RECOMMENDED FORMS OF PRAISE - Ladder of Praise

13. Nominations for local and national awards.
12. Special awards including taking part in theatre trips, outings etc.
11. Certificates or prizes given in special assemblies/awards evenings.
10. Certificates or prizes for excellent work or effort in year assemblies.
9. Recommendation to Principal or Leader of the Learning Community
8. Recommendation to Tutor for praise
7. Letter/phone home.
6. Effort, attainment and progress awards.
5. Public word of praise from teacher.
4. Private word of praise.
3. Private word of praise via student's book or planner. Merits are awarded
2. Student's work evaluated by class - establish this as a method of evaluating the learning and restrict to praise not criticism.
1. Display students' work.

There will continue to be further opportunities for review and expansion of the procedures for praising and rewarding students and celebrating achievement, through our links with local industry and business.

## **BEHAVIOUR AND SANCTIONS**

At COLAI we insist on sensible and caring behaviour. We expect behaviour, which is considerate to others, and which allows all students to concentrate on their work in lessons and to enjoy all that the Academy has to offer. Teachers at COLAI will work hard to prepare and mark the work and students are expected to work hard and to complete the work set.

Fighting and bullying are considered very serious matters and will not be tolerated. The Academy's policy on bullying is available on request.

Where students fall short of expected standards a wide range of sanctions exist. We take care to apply the sanctions most appropriate to the situation.

Detentions are set for poor or unfinished work and for lateness to the Academy.

In very serious cases of misbehaviour parents/carers are asked to keep their son/daughter at home. If students are excluded from the Academy, parents/carers are informed immediately and an appointment will be made for the parents/carers to meet a member of staff to discuss the matter.

It is most important to stress that we place a strong emphasis on praising and rewarding students for kind and considerate behaviour and for taking on responsibilities within the Academy and the community.

## **EDUCATIONAL VISITS**

Educational visits feature as part of life at the Academy. All students are encouraged to participate and some trips are essential for the completion of work or coursework.

## CHARGING AND REMISSION POLICY

Support and encouragement are given for educational activities off the Academy premises. If such activities are to be offered, they should, wherever possible, be offered to ALL students in an age group or subject area. Education law with respect to “Charging for School Activities” does mean that:

- Only voluntary contributions towards the cost will be requested.
- No student should be denied access to a visit on the basis of being unable or unwilling to make that contribution

A letter is used to inform parents about such visits, the educational aims of the visit, how it relates to the Academy’s curriculum and the work that will be undertaken by the students.

We have to ascertain numbers who will participate and the level of financial contributions, which will be forthcoming, before we can confirm that a visit will take place.

If a parent wishes to discuss issues relating to costs with us, this can be done in confidence with the Tutor or the Student Achievement Leader. The Academy has limited funds to assist students where they are unable to meet the full cost of educational visits.

## INFORMATION REQUIRED FROM PARENTS/CARERS

- **A completed free-dinners form, if you and your child are eligible. It is important that a claim is made, even if the meal is not taken. This ensures that the Academy receives extra resources to support your child’s learning**
- A medical form, listing anything important the school needs to know
- Please keep us informed of changes of telephone numbers/mobile numbers. If your child is taken ill at the Academy, it is essential that we reach you
- An emergency contact number
- A letter and telephone call every time your child is away from the Academy

## FINANCIAL ASSISTANCE

Free school meals - as above

## **POLICY ON LIAISON WITH PARENTS AND CARERS**

### **Aims:**

As an Academy, we aim to establish a partnership with parents/carers and other family members, so that we are able to work together to ensure that all our students enjoy school and achieve success.

### **In order to achieve this, we will:**

- Keep parents and carers fully informed about the Academy, via a detailed prospectus, curriculum booklets and the Academy website. In addition, we will hold events such as open mornings; curriculum evenings; drama, music and sports events which increase your knowledge of the Academy.
- Continually review our system of reporting to parents, to ensure that the format, organisation and information conveyed, is accessible and useful.
- Hold regular parents' meetings, where parents/carers are made to feel welcome and where they can discuss their child's progress with individual teachers.
- Involve parents/carers in educational visits, awards evenings and other Academy activities.
- Carry out regular reviews of the Home-Academy agreement, to ensure it meets the needs of all parties.
- Use community languages for communicating with parents, either orally or in writing, whenever this is desirable and feasible.
- Seek the views of parents and carers about the strengths and weaknesses of the Academy, when we review our Academy Improvement Plan
- Ensure there is a full induction programme for parent governors and the opportunity for parent governors to meet with other parents to discuss and review any issues relating to the Academy.
- Ensure that teachers and support staff, especially tutors, maintain regular ongoing contact with families about the positive aspects of their child's work and behaviour, as well as communicating areas of concern, at an early stage. This contact will take place by telephone, letter and via the student planner.
- Maintain a regular programme of home visits, where there are concerns about the work, behaviour or welfare of students.

## PARENTAL COMPLAINTS

Parents and the Academy wish to do their best for each and every child in their care. The responsibilities and rights of parents, teachers and the Governing Body fit together, to fulfil this purpose.

There may be occasions when dissatisfaction is expressed by one of these parties, and arrangements need to be established for addressing these. The purpose of these arrangements is to reinforce the partnership between the Academy and parents by setting out a common framework for dealing with concerns and complaints that parents may have with regard to their child's education at the Academy. It is to be used with a degree of flexibility, depending on each individual case with the objective of resolving concerns.

The overall responsibility for the conduct of the Academy rests with the Governing Body. The specific responsibility for the organisation and management of the Academy rests with the Principal. The Governors and the Principal recognise that the partnership between the Academy and parents, which is based on mutual trust and respect, plays an essential part in building an effective school. In the absence of such a partnership and the trust on which it is based, the child will be the loser.

## POSSIBLE AREAS OF CONCERN

A parent's concern may be, for example, about any of the following:

- A child's learning;
- What happens in the classroom or around the Academy;
- Bullying;
- Racial and sexual harassment;
- The conduct of other children or parents in the Academy;
- Teachers or other staff;
- Any incident affecting relationships in Academy.

The Academy hopes it can resolve any concerns that parents might have.

## HOW TO RAISE AND RESPOND TO A CONCERN

If you, as a parent, are unhappy about something in the Academy, you should in the first place, talk with the subject teacher or tutor and say briefly what it is about. If the subject teacher or tutor thinks it will take some time to discuss, an appointment will be fixed as soon as possible. This will give the teacher an opportunity to explore the matter before the meeting or to involve other staff concerned with the issue, if appropriate. A parent should not approach other students.

If a parent does not wish to speak to the class teacher or tutor, or considers the matter of such seriousness, he/she can ask to see the appropriate Student Achievement Leader who will liaise with a Vice Principal.

If a parent feels uneasy or wants support in putting the case, he/she can bring a friend. This could be very important if help with language is required.



**ACADEMY TERM AND HOLIDAY DATES 2011/2012**

ACADEMY TERMS	STUDENTS HOLIDAYS
<p><b>AUTUMN TERM 1:</b></p> <p>Monday 5<sup>th</sup> September 2011 to Friday 21<sup>st</sup> October 2011</p>	<p><b>Staff training days: Monday 5<sup>th</sup>, Tuesday 6<sup>th</sup> &amp; Wednesday 7<sup>th</sup> September Thursday 6<sup>th</sup> October</b></p> <p><b>Half Term</b> Monday 24<sup>th</sup> October 2011 to Friday 28<sup>th</sup> October 2011</p>
<p><b>AUTUMN TERM 2:</b></p> <p>Monday 31<sup>st</sup> October 2011 to Friday 16<sup>th</sup> December 2011</p>	<p><b>Staff training day: Monday 31<sup>st</sup> October</b></p> <p><b>Christmas Break</b> Monday 19<sup>th</sup> December 2011 to Monday 2<sup>nd</sup> January 2012</p>
<p><b>SPRING TERM 1:</b></p> <p>Tuesday 3<sup>rd</sup> January 2012 to Friday 10<sup>th</sup> February 2012</p>	<p><b>Half Term</b> Monday 13<sup>th</sup> February 2012 to Friday 17<sup>th</sup> February 2012</p>
<p><b>SPRING TERM 2:</b></p> <p>Monday 20<sup>th</sup> February 2012 to Friday 30<sup>th</sup> March 2012</p>	<p><b>Staff training days: Thursday 29<sup>th</sup> &amp; Friday 30<sup>th</sup> March</b></p> <p><b>Spring Break</b> Monday 2<sup>nd</sup> April 2012 to Friday 13<sup>th</sup> April 2012</p> <p><b>Good Friday</b> Friday 6<sup>th</sup> April 2012 <b>Easter Monday</b> Monday 9<sup>th</sup> April 2012</p>
<p><b>SUMMER 1:</b></p> <p>Monday 16<sup>th</sup> April 2012 to Friday 1<sup>st</sup> June 2012</p>	<p><b>Half Term</b> Monday 4<sup>th</sup> June 2012 to Friday 8<sup>th</sup> June 2012</p> <p><b>May Day</b> Monday 7<sup>th</sup> May 2012 <b>Late Spring Bank Holiday</b> Monday 4<sup>th</sup> June 2012 (during half term) <b>Queen's Jubilee Bank Holiday</b> Tuesday 5<sup>th</sup> June 2012</p>
<p><b>SUMMER 2:</b></p> <p>Monday 11<sup>th</sup> June 2012 to Friday 20<sup>th</sup> July 2012</p>	<p><b>Staff training days: Thursday 19<sup>th</sup> and Friday 20<sup>th</sup> July</b></p> <p><b>Summer Break</b> Monday 23<sup>rd</sup> July 2012 to - <i>to be advised</i></p>



CITY OF LONDON ACADEMY  
ISLINGTON

Academic Year 2011/2012  
Times of the day

Lesson 1	08.45am
Lesson 2	09.45am
Tutor or Assembly	10.45am
Break	11.05am
Lesson 3	11.20am
Lesson 4	12.20pm
Lunch	1.15pm
Staff ready to receive students	2.05pm
Lesson 5	2.10pm
Academy ends	3.10pm

## BOYS' UNIFORM

## CHECKLIST

Blazer	Regulation Academy, Maroon Blazer, with logo and lining.	
Jumper	Regulation Academy, grey jumper, logo and piping. No other jumpers, cardigans, sweatshirts or waistcoats are permitted.	
Trousers	Grey classic style, school trousers. No jeans, washed grey, navy blue, corduroy, jean like material, high fashion trousers (no studs or trimmings) or shorts.	
Shirt	Plain white school shirt, tucked in and closed/buttoned/fastened at the neck. (Any polo neck/'T' shirt or underwear worn underneath should not show or be visible through the shirt).	
Tie	Regulation Academy, Maroon tie, with logo - in good condition, worn with a closed knot, with the logo and stripes showing directly below the knot, giving a sensible length. <b>For students in current Years 7 and 8 it is compulsory to wear a clip on Academy tie.</b>	
Socks	Plain black/white socks.	
Shoes	Plain black school shoes. No trainers, ankle boots, boots or fabric shoes. No trimmings i.e. buckles, labels, tags or decorations.  Laces and stitching must be black. Black shoes should be worn on the way to and from the Academy. Students will not be allowed to attend lessons if trainers are worn in the Academy.	
Coat	Plain black outdoor coat. No denim. No logos. Cardigans, jumpers, sweatshirts, tracksuit tops, waistcoats, hooded tops are not to be worn as coats.	
D&T/Art	Plain black/maroon/white apron.	
PE Kit	Shorts	Plain Black No large logos, trimmings or cycling shorts.
	PE shirt	White with Academy logo.
	Socks	White sports socks for indoor sports. Black/Maroon for outdoor sports.
	Training Shoes	Lacing training shoes must be brought to every PE lesson. (Non marking soled trainers only).
	Tracksuit	Black with Academy logo.
For outdoor sports students will be informed of dates before purchasing.		
Football Boots	For use on grass	
Shin Pads	Compulsory for football	
Football shirt	To be agreed	

## GIRLS' UNIFORM

## CHECKLIST

Blazer	Regulation Academy, Maroon Blazer, with logo and lining.	
Jumper or Cardigan	Regulation Academy, grey jumper or cardigan, logo and piping. No other jumpers, cardigans, sweatshirts or waistcoats are permitted.	
Skirt/Trousers	Regulation grey, classic style. Skirts should be of a sensible pleated length (knee or calf length). Trousers; regulation, grey classic style Academy trousers. No jeans, washed grey, navy blue, corduroy, jean like material, high fashion trousers/leggings (no studs or trimmings) or shorts.	
Shirt	Plain white school shirt, (no fitted blouses) tucked in and closed/buttoned/fastened at the neck. (Any polo neck or 'T' shirt or underwear worn underneath should not show or be visible through the shirt).	
Tie	Regulation Academy, Maroon tie, with logo - in good condition, worn with a closed knot, with the logo and stripes showing directly below the knot, giving a sensible length. <b>For students in current Years 7 and 8 it is compulsory to wear a clip on Academy tie.</b>	
Socks	Plain black/white socks. To be worn below the knee	
Tights	Plain natural/black tights only. No footless, patterned or fishnet tights or leggings	
Shoes	Plain black school shoes. <b>No</b> trainers, ankle boots, knee length boots or fabric shoes or shoes with open toes or open heels. No trimmings i.e. buckles, labels, tags or decorations.  Laces and stitching must be black. Black shoes should be worn on the way to and from the Academy. Students will not be allowed to attend lessons if trainers are worn in the Academy.	
Coat	Plain black outdoor coat. No denim. No logos. Cardigans, jumpers, sweatshirts, tracksuit tops, waistcoats, hooded tops are not to be worn as coats.	
D&T/Art	Plain black/maroon/white apron.	
PE Kit	Shorts	Plain Black No large logos, trimmings or cycling shorts.
	PE Skirt	Black PE type only
	PE shirt	White with Academy logo.
	Socks	White sports socks for indoor sports. Black/Maroon for outdoor sports.
	Training Shoes	Lacing training shoes must be brought to every PE lesson. (Non marking soled trainers only).
	Tracksuit	Black with Academy logo.



CITY OF LONDON ACADEMY  
ISLINGTON

WHERE STUDENTS SUCCEED

## DRESS CODE

The requirement for adherence to the Academy Uniform will be reinforced by all staff at the Academy, both teaching and non-teaching. The City of London Academy, Islington staff will ensure that when students enter the Academy grounds, they are in proper uniform. Form tutors and Student Achievement Leaders are also expected to work with students and encourage/reward them for the standard of their uniform. Any students who break the uniform requirements will be dealt with as detailed below.

Students are expected to be of a smart and sensible appearance. Individual fashion statements such as extreme hair styles or colours, designer shirts, trainers and decorated footwear are **NOT permitted**. No decorative attachments are to be worn in the hair. Make-up and nail varnish or nail extensions must not be worn at any time. Tinted or cosmetic contact lenses and decorative dental wear are not permitted. No bandannas, hoods, caps or hats. Hijabs worn for religious purposes and agreed by the Academy must be plain black or maroon, and must not cover either the face or uniform.

No jewellery except for one wrist watch and a maximum of one plain stud earring in each ear. Nose studs and other forms of body piercing are not permitted. No accessories are to be worn around the neck or attached to clothing.

Personal stereos, mobile telephones, pagers, computer games **MUST NOT** be brought to the Academy. Jewellery and other forbidden items will be confiscated and only returned at the end of term, collected by the parent. Money should be kept in purses or money belts. No other money pouches will be acceptable.

Ties - it is compulsory that each and every student wear the regulation Academy tie, which is maroon with the Academy logo. It must be in good condition, worn with a closed knot, with the logo and stripes showing directly below the knot, giving a sensible length. For students in current Years 7 and 8 it is compulsory to wear a clip on Academy tie.

If students are not in full uniform they will not be able to attend lessons. They will work in a designated area until the correct uniform is brought to them or they will be sent home to change and return. All items of uniform should be clearly marked or labelled with the student's full name.

## SPORTS KIT

PE polo-shirts and tracksuits with the Academy logo are available to purchase from our uniform suppliers, Rough Cut Casuals. Plain black PE shorts should be worn for PE, which can be bought from any suitable high street retailer - please refer to the uniform list for details on footwear.

## EQUIPMENT FOR EVERY LESSON

- Large, school bag, suitable for A4 size books.
- 2 pens (black or blue)
- 2 pencils (sharpener and eraser)
- Coloured pencils or felt pens
- 30cm ruler
- Scientific Calculator
- Geometry set for Mathematics
- Dictionary

It is very important that students have the correct equipment with them at all times.  
Successful learning will often be dependent upon this.

If students forget to bring equipment appropriate sanctions will be applied.





CITY OF LONDON ACADEMY  
ISLINGTON

WHERE STUDENTS SUCCEED

## The Academy's School Uniform

### Suppliers Are:

Rough Cut Casuals

16 Chapel Market , London N1 9EZ

Tel : 020 7837 7924

Fax : 08700 668 499

#### Boys Uniform

Blazer , Jumper, Trousers, Plain White shirt, Tie (clip on tie for those in current Year 7 and 8)

School Bag

PE Polo Shirt

PE tracksuit (top and trousers)

#### Girls Uniform

Blazer, Jumper and/or Cardigan, Trousers and/or Skirt, Plain White Shirt, Tie (clip on tie for those in current Year 7 and 8)

School Bag

PE polo shirt

PE tracksuit (top and trousers)

### Opening Hours :

Monday, Tuesday, Wednesday and Friday from 10.00am to 6.00pm

Thursday from 10.00am to 2.00pm

Saturday from 10.00am to 6.00pm

Sunday from 10.00am to 3.00pm

## ACADEMY PLANNERS/ORGANISERS

As well as planners being used for work and contact with the Academy, they are an essential piece of equipment for all students. Parents/carers can use these to write messages to staff. Staff will also use this as a means of contact with parents. Please check your son/daughter's planner on a daily basis. In the event that a student loses their planner, a replacement is available at a cost of £3.50 (at time of publication).

## ACADEMY MEALS

- Free school meals are available for parents/carers who have applied for them and who are eligible. Please contact the local authority. The Academy also has forms if you wish to make an application.
- Students in Years 7 through to 10 are not allowed off-site during lunch times. It is important that they are in an area where they are safe and supervised. If you would like your son/daughter to return home for meals, please will you inform the Student Achievement Leader in writing, who will then issue them with a lunch pass. Lunch passes are only issued to students who are going home and not students going to the local shops. Your support is appreciated.
- The Academy offers a wide variety of good quality hot and cold lunches. There is also an area available for students to sit and eat packed lunches.



# Breakfast *Club*

“Breakfast is the most important  
meal of the day!”

Come and be part of our free breakfast  
club - every morning from  
8.00am - 8.30am.

Breakfast available - toast, cereal,  
fresh juice, and much, much more!

## FREQUENTLY ASKED QUESTIONS

### **What if my child has special educational needs?**

Help is available. (See the section on SEN)

### **Where can I find help if my child has health or social problems at the Academy?**

COLAI is about much more than learning: it's about your child growing up and becoming confident. We have many support mechanisms in school, including your child's form tutor and the Learning Mentors who can offer counselling and advice and other drop-in advice services.

### **I see there are tips in this Handbook for helping my child, but I don't have time to do them all - will my child be behind?**

No. The tips in this Handbook are there for you to help your child as s/he plans her/his work and coursework, but at this age children need to learn to take responsibility for their own learning. This will come in useful from time to time, especially when your child asks for help. The best way is to show an interest in what your child is learning in the Academy.

### **My child seems to have difficulty keeping up at the Academy and finds the work difficult to do?**

Talk regularly to your child's teachers. You don't have to wait for a parents evening. Contact the Academy to speak to your child's teachers at any time. Find out more about what they are doing at the Academy and ask the teacher what your child could do at home to help them with their learning.

### **What is a Home-Academy Agreement?**

You will be given a written Home-Academy agreement. The agreement will list the Academy's responsibilities, your responsibilities and what COLAI expects of its students. Each Academy's agreement is different, but will cover the important area of punctual attendance, discipline and good behaviour and work.

## NOTES PAGE

Please feel free to write anything related to the Academy that you need, such as key dates or contact made with members of staff.

## NOTES

# Working in partnership



CITY OF LONDON ACADEMY  
ISLINGTON