



THE WELLS ACADEMY

Family Handbook 2025/26



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THE WELLS ACADEMY

Welcome

Dear Families

Welcome to our Family Handbook. This handbook has been designed to help you understand key information about our academy.

We believe that families are an integral part of a student's education and we want to ensure that you have all the necessary information to support your child's learning. The Family Handbook includes details about our mission and vision, policies and procedures, and expectations regarding student conduct.

Additionally, the handbook outlines information about our curriculum and how we approach teaching and learning. We hope this will help you to support your child's academic progress throughout the year.

We encourage you to review the Family Handbook carefully and keep it handy throughout the year. If you have any questions or concerns, please don't hesitate to reach out to us. We value your partnership and look forward to working with you to ensure your child's success.

Thank you for entrusting us with your child's education.

Best wishes



Mr G Coles, Principal



Critical questions

Why do we exist?

We exist to provide our students with an education that allows them to live a life of meaning and purpose. By the end of Year 11, we want each of our students to be equipped with the knowledge, character and qualifications required to make a positive and lasting contribution to their family, community and the world.

How do we behave?

Integrity

the quality of being honest and having strong moral principles.

Resilience

the capacity to withstand or to recover quickly from difficulties; toughness.

Ambition

a strong desire to do or achieve something.

What do we do?

We teach students a knowledge rich curriculum and support them to gain the very best qualifications.

How will we succeed?

- 1 Uphold a culture of high expectations
- 2 Develop an ambitious and inclusive knowledge rich curriculum
- 3 Raise standards of expert, evidence-informed teaching

Term dates 2025 to 2026

AUGUST 2025						SEPTEMBER 2025						OCTOBER 2025					
M		4	11	18	25	M	1	8	15	22	29	M		6	13	20	27
T		5	12	19	26	T	2	9	16	23	30	T		7	14	21	28
W		6	13	20	27	W	3	10	17	24		W	1	8	15	22	29
Th		7	14	21	28	Th	4	11	18	25		Th	2	9	16	23	30
F	1	8	15	22	29	F	5	12	19	26		F	3	10	17	24	31
S	2	9	16	23	30	S	6	13	20	27		S	4	11	18	25	
S	3	10	17	24	31	S	7	14	21	28		S	5	12	19	26	

NOVEMBER 2025						DECEMBER 2025						JANUARY 2026					
M		3	10	17	24	M	1	8	15	22	29	M		5	12	19	26
T		4	11	18	25	T	2	9	16	23	30	T		6	13	20	27
W		5	12	19	26	W	3	10	17	24	31	W		7	14	21	28
Th		6	13	20	27	Th	4	11	18	25		Th	1	8	15	22	29
F		7	14	21	28	F	5	12	19	26		F	2	9	16	23	30
S	1	8	15	22	29	S	6	13	20	27		S	3	10	17	24	31
S	2	9	16	23	30	S	7	14	21	28		S	4	11	18	25	

FEBRUARY 2026						MARCH 2026						APRIL 2026						
M		2	9	16	23	M		2	9	16	23	30	M		6	13	20	27
T		3	10	17	24	T		3	10	17	24	31	T		7	14	21	28
W		4	11	18	25	W		4	11	18	25		W	1	8	15	22	29
Th		5	12	19	26	Th		5	12	19	26		Th	2	9	16	23	30
F		6	13	20	27	F		6	13	20	27		F	3	10	17	24	
S		7	14	21	28	S		7	14	21	28		S	4	11	18	25	
S	1	8	15	22		S	1	8	15	22	29		S	5	12	19	26	

MAY 2026						JUNE 2026						JULY 2026					
M		4	11	18	25	M	1	8	15	22	29	M		6	13	20	27
T		5	12	19	26	T	2	9	16	23	30	T		7	14	21	28
W		6	13	20	27	W	3	10	17	24		W	1	8	15	22	29
Th		7	14	21	28	Th	4	11	18	25		Th	2	9	16	23	30
F	1	8	15	22	29	F	5	12	19	26		F	3	10	17	24	31
S	2	9	16	23	30	S	6	13	20	27		S	4	11	18	25	
S	3	10	17	24	31	S	7	14	21	28		S	5	12	19	26	

 School Holiday

 Bank Holiday

 Staff Training Days

Key staff

Senior Leadership Team

Mr G Coles	Principal
Mrs N Aveyard	Vice Principal – Behaviour
Mrs S Bailey-Wiles	Vice Principal – Inclusion
Mr A Lawlor	Senior Assistant Principal – Progress
Ms S Bailey	Assistant Principal – Character
Mrs L Boag	Assistant Principal – Engagement
Mr S Gibson	Assistant Principal – Assessment
Mrs D Mason	Assistant Principal – Academic
Ms H Thorpe	Assistant Principal – SENCO

Curriculum Leadership Team

Mr S Gibson	Head of Maths
Ms A Hylton	Head of English
Mrs K Lomax	Head of Science
Mr N Grundy	Head of Humanities
Mrs E Poland	Head of Languages
Mr A Phillips	Head of Vocational
Mrs C Oliver	Head of Performing Arts

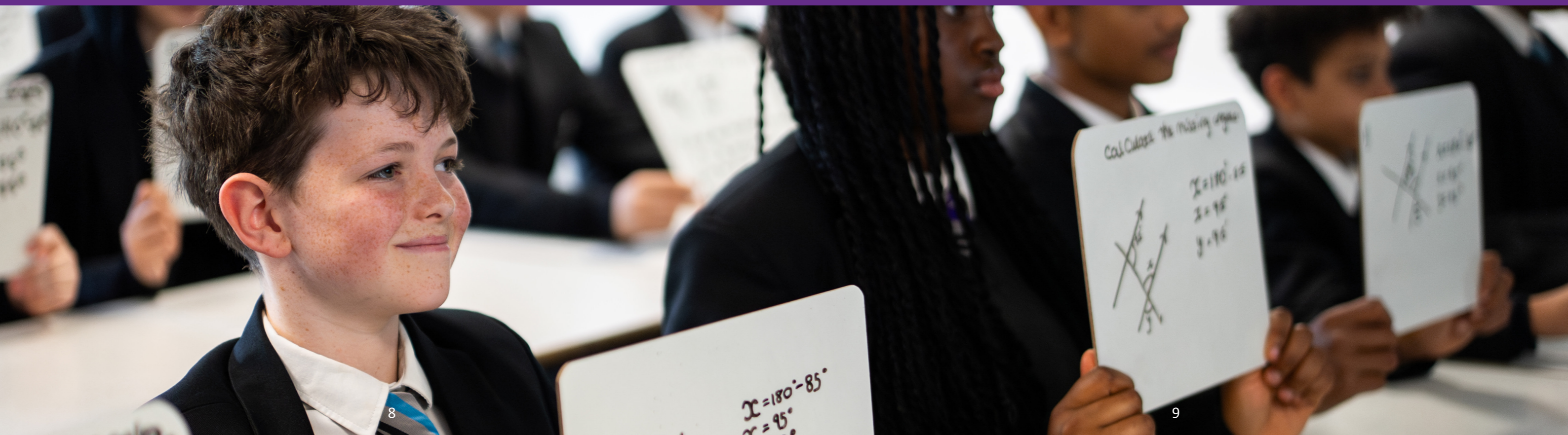
Heads of Year

Ms L Sedgwick	Head of Year 7
Ms N Deller	Head of Year 8
Mr H Gamble	Head of Year 9
Ms A Halliday	Head of Year 10
Ms D Palmer	Head of Year 11

Timings of the day

08:00	Free Breakfast Club for all students
08:20	Gates open
08:30 - 08:40	Line up and entry
08:40 - 09:00	Tutor time
09:00 - 10:00	Period 1
10:00 - 11:00	Period 2
11:00 - 11:15	Break
11:15 - 11:20	Line up and entry
11:20 - 12:20	Period 3
12:20 - 12:55	Lunch*
12:55 - 13:00	Line up and entry
13:00 - 14:00	Period 4
14:00 - 15:00	Period 5

**Year 7 students go to lunch at 12:10*



Communication

We value open communication between families and staff to ensure we achieve the very best support and outcomes for the students in our care.

Head of Year

If you have a question or concern regarding your child, your first point of contact will be your child's Head of Year. Heads of Year are responsible for their year group pastorally and see them on a daily basis. The Head of Year is usually the best placed person to advise or signpost to an appropriate staff member to support you with your enquiry. You can contact your child's Head of Year by writing them a note or phoning the academy and requesting a returned call. Contact during the academy day should be made via the academy office as mobile phones are not allowed in school.

Other staff

Should you wish to speak with a specific member of staff, please leave a message with the academy reception. Staff teach during most of the day so they will return your call at their earliest convenience. We aim to respond to calls within 48 hours but endeavour to respond as soon as possible.

Letters

Letters are regularly sent to provide families with key information and updates about events taking place within the academy. To reduce our carbon footprint, letters are usually sent digitally via a link on an email. Occasionally, they may be sent via a link on a text message. Please contact the academy if there is a change in your contact details.

Text messages

Text messages are predominately used to provide families with quick, brief information, for example to inform families of a student having a detention.

Website

Our academy website is kept up to date with information regarding academy life. Our main policies and procedures can also be found there. Our website is www.thewellsacademy.org

Social media

We regularly share news and stories about life at Wells on our Facebook and X pages [@TheWellsAcademy](https://www.facebook.com/TheWellsAcademy).

Reception

We recognise that from time-to-time issues arise that benefit from a meeting in person. Families are requested not to come into the academy without a prior appointment as staff members are busy teaching throughout the day and will be unable to accommodate an unscheduled meeting. Should you wish to meet with a member of staff, please contact our reception team who will pass a message on for you.

We would like to emphasise that our reception team should not be subjected to any form of abuse. We adopt a zero-tolerance approach towards threatening or hostile language towards staff and anyone that has been abusive will not be permitted to enter the academy premises. We believe that mutual respect is the foundation of a positive and productive relationship between home and the academy.

Media, film and photographs

From time to time, we receive requests from the media to take photographs or films of academy events and activities. Most families are happy for their children to be photographed with appropriate safeguards in place. Families will be asked to provide permission for this.

Lost property

Students are responsible for any items they bring into the academy. Please ensure their possessions, including uniform, are clearly marked with their name in order for lost property to be swiftly returned. Items that are not named are placed in Lost Property.

Money

As a cashless academy, there is no reason for students to bring money into school. Families of new students joining the academy will be given information about ParentPay, an online payment service which allows us to collect payments for meals, clubs and trips.

Causes for concern

Should families have concerns about any aspect of the academy, be it curriculum-based, pastoral or administrative, they are advised to contact the academy at the earliest possible opportunity. All concerns are recorded. Where there is a significant concern, details will be forwarded to an appropriate senior member of staff for their urgent attention and investigation. Families will be informed of the outcome in respect of their own child.

Leaving the academy

If, for any reason, you wish to withdraw your child from the academy, we require this in writing to the Principal. We also need to know the school your child is moving to in order to ensure a smooth transition.





High Expectations

Warm Strict

At The Wells Academy, we advocate a warm strict culture to create an environment where students flourish academically and socially.

Warm strict is an approach that combines high expectations with supportive relationships. A warm, supportive environment helps students feel safe and cared for, while high expectations challenge them to achieve their best.

A warm strict culture helps to create a positive learning environment where students feel valued, respected and supported. High expectations set clear goals for students and help them to push themselves to achieve their best. Students who feel supported and challenged are more likely to be engaged in their learning and develop a sense of ownership over their education.

Our warm strict culture helps to prepare students for the challenges of the real world. In the workplace, high expectations are often placed on employees and a supportive environment can help to build a strong team and foster a positive culture.

Learning Habits

At The Wells Academy, we have six learning habits that we expect students to follow at all times.

Learning Habit 1: In School, On Time

Students' attendance and punctuality is critical to their academic success and social wellbeing.

Students will:

- Attend school every day (unless absent due to a diagnosed medical condition that is supported by a GP)
- Strive to achieve 100% (190 days) attendance
- Enter the gate from 08:20 and line up by 08:30
- Serve a detention if they arrive to the academy after 08:30
- Ensure they arrive to all their lessons on time

Teachers will:

- Take the register within the first 10 minutes of every lesson

The academy will:

- Follow up an unreported absence with a same day text and telephone call

In the event of an illness, families will:

- Contact the academy on the morning of each day of absence no later than 08:30

Anything less than 97% (184 days) attendance is not good enough and the academy would expect this only to be the case for students with serious medical issues. Meetings will be arranged with families and students who have poor punctuality or attendance of less than 97% (184 days). Any holiday request during term time will be refused. We trust that families will only request a leave of absence in exceptional circumstances.

Attending school is an important part of giving children the best possible start in life.

Why is attendance important?

Attendance is important for many reasons. Aside from it being a family's legal responsibility, it is critical for your child's:

- Academic achievement
- Social development
- Sense of belonging
- Acquisition of knowledge and skills
- Ability to build positive routines

Why is punctuality important?

Arriving on time is a vital life skill. Students are expected to be on site by 8.20am and be in their line-ups at 8.30am prompt. Students arriving late will be given a late mark and issued a same day detention.

What do we ask you to do?

- Ensure your child attends school every day on time.
- Make sure your child is wearing perfect uniform.
- Contact the academy straight away if there are any issues with attendance.

Support your child to achieve exceptional attendance by:

- Having a regular bedtime and morning routine
- Preparing for the morning by packing a bag the night before and setting out perfect uniform
- Talking together about the benefits of education and gaining good qualifications
- Arranging routine medical appointments, outings and holidays out of school hours and providing evidence to the academy
- Talking to your child's Head of Year if there are any concerns or anxieties as soon as you can
- Working with your child to develop healthy hygiene practices to enable them to attend every day


In School, On Time

We expect all students to achieve at least 97% attendance and strive to achieve 100%



Days off cost grades



Poor Attendance = Reduced Life Chances 



What happens if your child does not attend school?

We are legally responsible for reporting poor attendance to the Local Authority. As a parent, you are committing an offence if you fail to ensure that your child attends school regularly. You run the risk of being issued with a penalty notice or being taken to court. The LA may decide to prosecute a parent. If your child is going to be absent from school, it is essential that you follow our absence procedure and contact us to provide a reason for their absence.

If you are facing difficulties getting your child into school, it is important to discuss this with us at the earliest opportunity. We are here to support you.

What will we do?

- We recognise attendance through our weekly shout outs to students who have had 100% attendance for that week.
- In addition, we celebrate great attendance as part of our termly Zero to Hero rewards scheme.
- If your child is absent and we have not heard from you in the first instance, we will contact you either by telephone and/or a home visit to find out the reason for their absence.

Every minute counts!



We want to support you and work collaboratively.



Learning Habit 2: Perfect Uniform

Uniform is an important aspect of our identity. It reinforces our community values and helps students to feel a sense of pride in their academy. We expect students to wear Perfect Uniform every day.

To support students:

- Staff will check students' uniform every morning on the gate
- Staff will check students' uniform during morning line up
- Heads of Year will support tutors to ensure that missing uniform items are addressed and uniform has been corrected
- Staff will check students' uniform throughout the day at the start and end of every lesson and at each line up
- Students will ensure their uniform is worn perfectly for the duration of the academy day
- Students will only take their blazers off in lessons after they have been given permission by their teacher



If students fail to wear Perfect Uniform, they will either be lent temporary uniform to wear or families will be contacted and asked to bring in appropriate uniform. Failing this, students will be sent to our academy Consequence Room until their uniform meets our expectations. We will do this to ensure that all our students take pride in their appearance and to make sure that all students are treated fairly.

PE Uniform

All students are expected to have the following items of PE kit with them for every PE lesson:

- A Wells Academy sports t-shirt from our supplier Price & Buckland



- Plain black tracksuit bottoms or shorts. These may have a small logo on them.
- A Wells Academy ¼ zip mid layer long sleeve tracksuit top available from Price & Buckland (optional)
- Trainers suitable for indoor and outdoor use.

Students will only need to bring their PE kit with them on the day they are timetabled for PE. We do not have any storage for PE kits on site so students will be expected to carry it with them in a suitable bag for the duration of that day. When students have had a PE lesson during Period 5, they may leave the academy wearing their PE kit.

Academy Uniform

- ✓ White shirt (regular fit, not fitted) tucked in with top button done up
- ✓ Academy tie
- ✓ Plain black trousers (off the leg – straight cut, not skinny style) or The Wells Academy skirt
- ✓ Plain, black shoes with black socks/black tights
- ✓ Academy blazer to be worn at all times
- ✓ V-neck jumper

Inappropriate uniform (what we will not accept)

Footwear

- ✗ Canvas shoes or trainers
- ✗ Open front shoes
- ✗ Boots

Trousers

- ✗ Skinny/tight fit
This is a particular issue for girls and these trousers cannot be skin tight either across the whole leg or at the thigh
- ✗ Elastic/legging/Lycra based
- ✗ Cropped/showing skin or ankles
This is a particular issue for girls which, along with short socks, show ankles
- ✗ Turned up legs
- ✗ Flared trousers

Jewellery

- ✗ No bracelets
- ✗ No necklaces
- ✗ No rings

Socks

- ✗ White or coloured socks
- ✗ Trainer socks or socks with frills
- ✗ Any short socks which show ankles
- ✗ Socks with tights

Coat

- ✗ Hoodies
- ✗ Cardigans
- ✗ Fleeces
- ✗ Sweatshirts or zipped fabric jackets
- ✗ Wearing additional jumpers to travel to school in
- ✗ Any top that is not included in our uniform
- ✗ Denim
- ✗ Leather

Head wear

- Headscarves worn for religious reasons should be plain
- ✗ Head bands or sweat bands
- ✗ Caps



Hair

- ✗ Any extreme hair style or unnatural hair colours

Make up/Nails

- ✗ Heavy make-up
- ✗ Acrylic or gel nail extensions
- ✗ Bright eye shadow
- ✗ Bold/bright nail varnish
- ✗ Writing or drawing on hands

Piercings

- Ear piercings:** Students **CAN** wear one pair of small studs
- ✗ Multiple ear piercings
- ✗ Hooped earrings
- ✗ Hanging earrings
- ✗ All other types of ear piercings
- ✗ Ear stretchers/Ear expanders

Nose piercings: Students **CAN** wear a small stud in their nose

- ✗ Nose rings
- ✗ Septum piercings

Facial piercings:

- ✗ Any existing unacceptable piercings need to be removed regardless of when the piercings have been done (eyebrow, lip, tongue, or any other facial piercings are not permitted).

Learning Habit 3: Ready to Learn

Students are expected to bring a blue or black pen to the academy every day. When in lessons, students demonstrate they are Ready to Learn by:

- Sitting up, facing forwards
- In silence,
- With nothing in their hands.

Learning Habit 4: Hand Up, Stop Talking

At Wells, staff raise their hand to gain student attention.

When a teacher needs silence to deliver an instruction, they will simply raise their hand. At this point, students will also raise their hand and immediately stop talking. Staff will achieve 100% compliance from students before following with an instruction.

Learning Habit 5: First Time, Every Time

Teachers will give students clear instructions. All students will follow instructions first time, every time. Students will trust staff and never question an adult's decision anywhere in the academy.

If students fail to demonstrate this learning habit, they could be removed from lessons and placed in our consequence provision for a fixed period of time. In some circumstances, students may be suspended for displaying persistent disruptive behaviour.

If a student feels unfairly treated, they must still follow the instruction first time, every time. Later, in their own time, students may approach the adult to discuss the situation. We expect students to ask politely and respectfully. If a student feels uncomfortable approaching the member of staff, they should speak to their Head of Year or a member of the Senior Leadership Team.

Learning Habit 6: Right Place, Right Time, Doing the Right Thing

Our expectations at Wells are intentionally simple because we thrive where there is clarity.

Right Place

During lessons, the default location of all students is in classrooms with their teacher. Students that would like to speak with another member of staff will be permitted to do so outside of lesson time. During break times students will be in the dining hall, library or outside. It is essential that students are in the right place so we can keep them safe.

Right Time

Punctuality to lessons is critical to maximise learning time with teachers, it is also good manners and shows respect to teachers that have spent time planning lessons. Students that are late to a lesson are taken to the Reflection Room where they will stay for the rest of the lesson. Students that are truanting are taken to the Consequence Room where they will stay for the remainder of the day.

Doing the Right Thing

Students are explicitly taught about our core value of integrity. We expect students to do the right thing, even when no one is watching. This means following the other learning habits, but also being an active member of our academy community by being helpful and kind.



Recognition and Rewards

Recognition and rewards are used to celebrate and motivate students getting it right.

Verbal praise

Around the academy and in lessons, staff use positive language and reinforcement to signal to students that they are demonstrating good learning habits. They may also provide students with positive points on ClassCharts.

Positive phone calls home

If a student has gone above and beyond, staff will phone home to share good news with students' families.

Recognition events

At points throughout the year, students attend recognition events to celebrate sustained attitude, effort and commitment over time. This includes:

- Representing the academy
- Zero to Hero that takes place on a termly basis
- The Academy Awards Evening that takes place once a year

Criteria to represent the academy

In order for students to represent the academy in a competitive capacity, they must meet the following criteria during the half term of the event:

- 97% or above attendance
- Perfect Uniform and PE Kit
- No isolations
- No suspensions

Disruption free learning

At Wells, we have a two-stage consequence process for managing disruptive behaviour in the classroom.

Stage 1: Warning

If a student intentionally disrupts learning, they will be given a verbal warning. Examples of disruption might include interrupting the teacher, talking when asked to work in silence, refusing to follow instructions or not sitting in the correct seat.

Following a warning, staff will implement strategies to support the student to make the right choice. Time will be given for the student to correct their behaviour. This might include:

- Change to the seating plan
- Quiet conversation outside of the classroom
- Additional support in the lesson such as extra scaffolding

Stage 2: Remove

A student will be removed from a lesson and isolated from the rest of their class if:

- They have failed to correct behaviour following the staged warning system and additional teacher intervention
- A critical incident has occurred

Multiple removes in a day

If a student is removed from 2 or more lessons in a day, they will receive a 30-minute same day detention.

Mobile phones: never used, seen or heard

The Wells Academy does not permit students to use mobile phones, headphones or other electronic devices on the academy site. Families wishing to contact a child during the day should do so via the academy office.

If families wish for students to bring their mobile phone to the academy it must be turned off and put away in their bag. If a student's mobile phone, headphones or other electronic devices are seen or heard they will be confiscated by the member of staff who saw/heard it and can be collected, by the student, from reception at the end of the day.

If a student refuses to hand over their mobile phone, headphones or other electronic devices to any member of staff they will be issued with an immediate 1-day fixed term suspension for defiance.

Banned items

The following items are banned within the academy:

- Knives and weapons
- Alcohol
- Illegal Drugs
- Stolen items
- Cigarettes or vapes
- Lighters
- Fireworks
- Pornographic images
- Items likely to be used to commit an offence
- Energy drinks
- Chewing gum
- Sporting equipment (for example, footballs or basketballs)
- Smart watches

Staying safe and healthy

Bullying

Bullying is when a person or group deliberately and persistently intends to cause someone else to feel hurt, distressed, threatened, or humiliated. Bullying can take many forms, this could include physical assault, teasing, making threats, name calling or cyberbullying. Bullying is considered a 'red line' behaviour at The Wells Academy and will be dealt with robustly. Everyone deserves to feel safe in school. More information can be found in our Anti-Bullying Protocol on our academy website.

If students are being bullied, they are taught to report it to a member of staff immediately. If students witness bullying, they are taught to report it to a member of staff immediately. If you are concerned about your child being bullied, please contact the academy and arrange to speak with your child's Head of Year.

Reporting Concerns

We have two ways for students to report any concerns and worries:

#Fearless

An anonymous reporting system to share any safeguarding concerns with the team. If you're worried about someone, or have information that might link to someone being at risk, please use this system to report anonymously and it will be followed up so that support can be put in place.

I want to talk...

A way to contact the safeguarding team if you're worried and wish to talk to someone – this is not anonymous and staff including the safeguarding team, Inclusion Team and Heads of Year will respond to offer support.

Both features can be located on the academy website on the 'Culture' page under 'I want to talk...'

Mental Health

"Mental health is a state of well-being in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community."

World Health Organisation, 2018

What supporting Positive Mental Health means to us:

- The student stays at the centre of every conversation.
- We prioritise those who need our help most, but we promote positive mental health with everyone.
- We embedded social, emotional and mental health awareness across the curriculum.
- Children and young people are taught skills to build resilience and manage everyday stressors.
- Staff wellbeing, resilience and mental health is a key focus.
- We have a highly trained Pastoral and Inclusion Team who lead on evidence-based practice for all our interventions.

Mental Health Support

Vice Principal (Inclusion)

Safeguarding Lead

Support

Pastoral support / mentoring from Head of Year or Inclusion Team

Kooth Counselling (accessed independently by the student outside of school)

ELSA Mentoring

CASY Counselling

Mental Health Support Team (MHST)

BeU Notts

Harmless

Base 51 Counselling Service, 29-31 Castle Gate, Nottingham NG1 7AR
(0.26 miles away) 0115 9525040

Educational Psychologist (referral through SENCO)

CAMHS

Kooth <https://www.kooth.com/>
BeU Notts <https://www.beusupport.co.uk/>
Harmless <https://harmless.org.uk/>
Base 51 <https://www.base51.org/>
CAMHS <https://www.nottinghamcity.gov.uk/camhs>
Childline <https://www.childline.org.uk/>
Nott Alone <https://nottalone.org.uk/?a=yp>

**MENTAL
HEALTH
MATTERS**

Online safety

While mobile phones are banned within the academy, we recognise that some families may wish their child to have a mobile phone on them to use to and from school. We remind families that the legal age to access most social media sites such as Instagram, TikTok and Snapchat is 13 and strongly advise families to monitor their child's use of social media and more general use of the internet.

Tips for families to support keeping children safe online:

- Educate your children about online safety and privacy, including the dangers of sharing personal information online.
- Set ground rules for internet usage, such as time limits and appropriate websites and apps.
- Use parental controls and monitoring software to limit access to inappropriate content and track your child's online activity.
- Encourage open communication with your child about their online experiences and any concerns they may have.
- Teach your child to be respectful and kind online and to report any cyberbullying or harassment they may encounter.
- Keep your own devices secure and model safe online behaviour for your child.
- Stay up-to-date on current online threats and trends to better protect your child.

Personal safety

Our students' safety is important to us. At The Wells Academy, we do everything we can to make sure that students learn in a safe environment. If students feel unsafe at any time, they are reminded that they should report any concerns to a trusted adult or a member of the safeguarding team immediately.

Tips for families to support keeping children safe outside of school:

- Set clear boundaries and rules for where they can go, who they can spend time with and what time they should return home.
- Ensure they know how to call for help if they need it and have a designated safe space, such as a neighbour's house, for emergencies.
- Teach them the importance of stranger danger and how to recognise risky situations.
- Encourage them to walk in groups rather than alone and always wear visible clothing when out in the dark.
- Remind them that alcohol and drugs can harm their health and cause them to take unnecessary risks.
- Have open and honest conversations about their experiences to help them feel supported and safe, reminding them that if an adult tries to hurt them it's not their fault.





Break and lunchtimes

The opportunity to relax and socialise with friends is an important part of students' wider educational experience. Furthermore, we know that breaks from lessons support students to regain focus and energy, making it easier for them to concentrate in class.

Breakfast Club

All students at Wells are welcome to our free Breakfast Club which is open from 08:00 each morning. Our breakfast menu includes toast, bagels, yoghurts, fresh fruit and fruit juices.

Break

At 11:00, all students take a 15-minute break. Students may use the toilets, fill up water bottles and go outside with their year group to benefit from fresh air and the opportunity to socialise or engage in physical activity.

Lunch

Lunch is available from 12:10 for Year 7 and from 12:20 for students in all other year groups. Our on-site catering team serve a balanced and healthy choice of meals, catering to all students' dietary requirements, religious beliefs and cultural practices. Alternatively, students may bring a packed lunch into school. If you send your child to school with a packed lunch, please avoid nuts and foods high in fat or sugar. Energy drinks are banned in school and only water is allowed in lessons. During our lunch break, students spend half of their break in the dining hall and the other half outside. In the event of rain, all year groups have an allocated alternative indoor space.

Medical matters

Academy staff cannot administer medication without permission from families. Please ensure you have completed a Medical Form and returned this to the academy office, along with any prescribed medicine that you want your child to take during the academy day.

Medicines should be given to staff at reception for safe storage. When a student is feeling unwell, they will remain in lessons as we know they will be near a member of staff at that point. Students should only miss learning in exceptional circumstances. We have trained First Aiders, but staff cannot help if a student is simply feeling unwell. We will monitor the situation if a student feels unwell and contact home if appropriate.

Families of students with medical needs should complete a Medical Health Care Plan to ensure that appropriate support and provision is in place.

Inclusion

We value inclusion highly to ensure all students have full access to their education.

We adhere to all aspects of the SEND Code of Practice. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Students will be supported by our Inclusion Team, which comprises of:

- Vice Principal: Inclusion
- SENCO
- Teacher of Inclusion
- Inclusion Officer
- SEN Intervention Tutors
- SEN Learning Mentors

In addition to the team in school, we work with a range of external support agencies, including but not limited to:

- Nottingham City Autism, Cognition and Learning, Behaviour Support and Educational Psychologist Teams
- CAMHS and the Mental Health Support Team
- Police Liaison Officer
- Nottingham City Safeguarding Team
- Targeted Family Support Team
- JUNO
- School Counselling Services

Further information about SEND Support at The Wells Academy can be found in the SEN Information Report and through the Local Offer via www.asklion.co.uk





Ambitious Curriculum

Curriculum principles

At The Wells Academy, we advocate a curriculum that is ambitious, inclusive and knowledge rich. These principles guide the design and implementation of our Fundamental Ideas Curriculum.

Ambitious

We believe our curriculum should be unapologetically ambitious so students may achieve the highest possible levels of academic achievement. We set high expectations for all students and provide them with the resources and support they need to reach their goals. We teach our ambitious curriculum explicitly through our academy identified Fundamental Ideas so students may confidently grasp challenging content and ideas.

Inclusive

We believe in a curriculum that is inclusive in terms of what is taught and how we teach it.

- **Content:** we celebrate difference and champion diversity. We believe our curriculum should reflect and celebrate the diversity of our academy community and the world beyond us.
- **Design:** we believe all students, regardless of their starting point, are entitled to the same ambitious curriculum. This means that our curriculum is designed to be accessible to all students. The implementation of the curriculum may vary to ensure that all students may access it.
- **Reading:** we view reading as the gateway to the curriculum. Reading is prioritised within each curriculum area. Students are provided with individualised reading support to ensure that they may access the curriculum fully.

Knowledge rich

A knowledge rich curriculum is one that prioritises the acquisition of knowledge and facts and where knowledge is taught as an end in itself.

We believe that knowledge is power which is why our curriculum is based around clear Fundamental Ideas. Every student, regardless of their background, deserves to learn about 'the best that has been thought and said'. We view the curriculum as a vehicle for social justice and believe students deserve to have a deep and broad understanding of the world around them.



Fundamental Ideas Curriculum

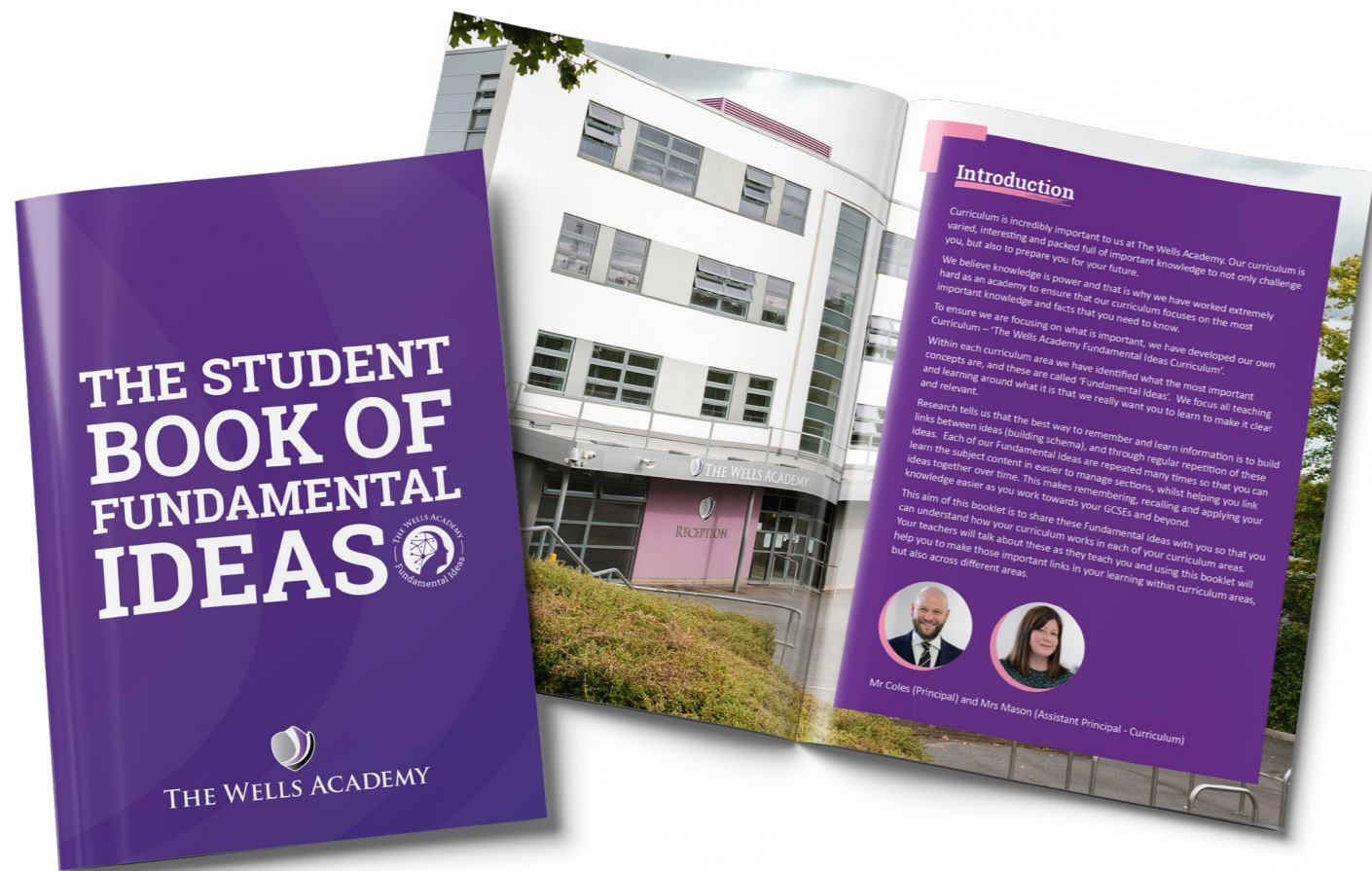
We have developed our own curriculum which we call our 'Fundamental Ideas Curriculum'. Within each curriculum area we have identified what the most important concepts are and these are called 'Fundamental Ideas'.

We focus all teaching and learning around what it is that we really want students to learn to make it clear and relevant.

Research tells us that the best way to remember and learn information is to build links between ideas (building schema), and through regular repetition of these ideas. Each of our Fundamental Ideas are repeated many times so that students can learn the subject content in easier to manage sections, whilst helping them link ideas together over time. This makes remembering, recalling and applying knowledge easier as they work towards their GCSEs and beyond.

The Student Book of Fundamental Ideas

To complement our curriculum, we have developed our own book called, 'The Student Book of Fundamental Ideas'. Inside you will discover how these powerful ideas shape your child's learning across every subject. Our teachers bring these concepts to life in the classroom, weaving them into each lesson to help students make deeper connections and truly understand what they are learning and why it matters. A copy of 'The Student Book of Fundamental Ideas' can be obtained in the curriculum section of our academy website.



Lessons

In Years 7 – 9, students access a broad curriculum comprising the following subjects:

English	Religious Education	Drama
Maths	French	Technology
Science	Physical Education	Personal Development
History	Music	Computing
Geography	Art	

In Years 10 and 11, all students study:

GCSE English Language	GCSE Sciences
GCSE English Literature	Core Physical Education
GCSE Maths	

Then also choose 3 options from a range of courses, including:

Art and Design	Media
Drama	Music
French	Religious Studies
Geography	Separate Sciences:
Health and Social Care	Biology, Chemistry and Physics
History	Sports Science
Hospitality and Catering	

Tutor time

All students are placed in a tutor group which is a class comprising of students from the same year group. Each morning, tutors lead a 20-minute tutor time session before lessons begin. During tutor time, tutors take the register and provide students with key updates and announcements. They also ensure that students have Perfect Uniform.

Students engage in a weekly tutor time curriculum that allows opportunities for development of both our academy core values of Integrity, Resilience and Ambition and links to our academy Personal Development curriculum.

The tutor time programme comprises:

- Year group assembly
- Tutor led reading of a fiction text

Literacy

Literacy encompasses all elements of communication, enabling our students to read, write and speak in a way which is clear, effective and purposeful. Through these three key strands we teach our students how to use their literacy skills to be successful both in the varied areas of the curriculum as well as preparing them for the world beyond the academy.

Writing

In class, teachers will always seek opportunities to support your child with mastering written elements of handwriting, spelling, vocabulary and sentence structures. We encourage our students to plan their longer writing tasks before beginning so that their ideas are clear, but also to review their work as they create to ensure that they are constantly focused on the technical accuracy of their work. As an academy, we are driven to ensure every child reaches their potential and, through our actions, ensure that students are able to use writing skills to describe and explain the world around them as well as their personal experiences.

At home, encourage your child to write descriptions about images or their favourite activities. Spend time looking at their letter formation and punctuation, reading work aloud together to ensure clarity and to check for small mistakes. Revisiting written pieces is also incredibly powerful, allowing students to develop stronger word choices and use language techniques such as similes and metaphors to give their writing further depth. Use a different colour to make these changes to allow your child to see how they are improving!

Oracy

At The Wells Academy we value every voice and hold high expectations of our students' ability to articulate their ideas and opinions both with clarity and sensitivity to the views of others. Within their lessons, your child will encounter various opportunities where they will be expected to work with others, using the ideas of others to springboard their own, to explore different avenues of an argument or to analyse and solve problems. Collaborative working and the ability to share ideas within this setting is a vital skill which your child will need to take into the world beyond the academy.

You may also find your child being asked to create presentations to give to the rest of their class, either as part of a team or as an individual. Students will be explicitly taught oracy skills such as volume, pitch, gesture and appealing to an audience to truly develop their abilities. These are amazing opportunities for our students to exhibit their learning to both staff and students, showing their understanding of a topic as well as practising communicating to others in a more formal setting.

At home, encourage your child to speak about their day or activities. Draw attention to non-standard English, making it clear where their choices are different to those they will use in the academy or the world of work. Using 'how' and 'why' questions are also a great way to engage your child in conversation, ensuring that they can't escape with a 'yes' or 'no' answer! Being able to hold conversations with adults and share their feelings and experiences is not always easy, so practising this at home is an excellent opportunity to develop.



Reading

Reading is the basis for accessing all areas of the curriculum and the outside world, from completing exams and assessments to reading job descriptions and work reports. We have created an academy wide reading culture at The Wells Academy, ensuring that our students acknowledge the crucial importance of reading both widely and regularly. They have opportunities to visit the library to read and exchange different reading materials, participate in academy competitions or join one of our after school book clubs. Through reading, our young people learn about new experiences, different ways of writing, different formats through which to express themselves and widen their own vocabulary. It is an incredibly valuable life skill.

With the rise of the internet, reading can be a challenge to face in the home, especially with the inevitable argument of 'I don't like reading'! Remember, reading does not have to be making their way through a full novel from cover to cover; there are a whole range of different materials which can help them continue to make progress. Why not look at football programmes, magazines or leaflets that drop through the door? What about books that were used to create tv series or films that they enjoy? Look at different extracts or opening chapters to try different genres of novel – perhaps it isn't that they don't like reading, but that they haven't found the right book!

Library

Our library is a vibrant, colourful and popular space, designed to encourage students to read for enjoyment and information. Students can access the library to borrow and return books, read and study.

The library can accommodate small groups and also full classes, such as our Key Stage 3 library lessons. During library lessons students learn about ways reading can enrich their lives, drawing on themes and exploring many of the great books in our library.

The Library also offers:

- A full-time librarian
- Fiction and non-fiction resources
- A dedicated Careers Resources area
- A Book Vending Machine for rewards
- Regular activities, events and quizzes to promote enjoyment of reading

Students can earn rewards for reading in the following ways:

- Taking part in reading competitions in the library and around school
- Writing a book review or producing a creative response to their reading
- Using the library for reading at break and lunch

Rewards include:

- Golden Tokens which can be used in the library's book vending machine
- School visits to promote reading

Reading Ambassadors

The library encourages students to become Reading Ambassadors. Reading Ambassadors are trained in using the Library System to assist the librarian at break and lunch times, issuing books to students as well as helping them to find resources.

Library

- Students are automatically members of our library and many borrow books for pleasure or study.
- Students can search for available resources in the library.
- There is a facility to leave book reviews for rewards.
- The librarian and Reading Ambassadors help students select books they will relate to and love, nurturing a lifelong enjoyment of reading.

How you can improve your child's confidence in reading:

- Ask them to visit the academy library. They don't have to choose a fiction book; there are plenty of other resources available such as biographies, self-help and wellbeing books, graphic novels, comics and magazines. **All reading is important!**
- Read with or listen to your child read. A small amount and often is best.
- Provide a quiet space in which your child can concentrate in, when reading.
- Watch something together on TV that you enjoy and put the subtitles on. This is a subtle reading technique as your child will associate the words they read with the spoken words in the film/programme.
- Send links to their phone from news articles or websites on subjects that interest them, or that they've talked about with you. Follow up with questions on what they thought about the article
- Ask your child to write a magazine profile about a character in a book they are reading, or create a map, flow chart or a list of the key events in a piece of reading.
- Encourage your child to join our after school book club.
- Audiobooks are available through many platforms as well as public libraries. Listening to books shares many benefits that reading does, including improving literacy.

Personal Development Programme

Our Personal Development Programme is designed to teach students how to become well-rounded individuals and conscientious citizens of Modern Britain. Our programme is aligned to our core values of Integrity, Resilience and Ambition and supports with the development of students' character.

Our Personal Development Programme comprises the following strands:

- Personal, social, health and economic education (PSHE)
- Relationships and sex education (RSE)
- Citizenship
- Careers
- British Values
- Equality, diversity and protected characteristics
- Spiritual, moral, social and cultural development
- Character development
- Student leadership
- Wider opportunities

Personal Development is taught as a discrete lesson at Key Stage 3 and focusses on the following Fundamental Ideas:

1. Health and wellbeing
2. Relationships
3. Wider world

The knowledge taught in lessons is further enhanced by a cohesive programme of:

- Assemblies
- Drop down days
- Curriculum subject lessons
- Student leadership opportunities
- Enrichment trips and activities





Personal Development Programme



Personal, social, health and economic education

Relationships and sex education 



Citizenship



British Values



Careers

Equality, diversity and protected characteristics 



Spiritual, moral, social and cultural development



Character development



Student leadership



Wider opportunities

Wider opportunities

At The Wells Academy we take pride in providing enriching educational opportunities that extend beyond the classroom. Field trips and clubs empower students to connect with their subjects on a deeper level and foster a greater appreciation for the world around them.

Many students participate in extra-curricular sports activities and represent the academy in our teams playing football, badminton and volleyball. Students also have the opportunity to participate in a wide range of cultural activities, including art club, book clubs and school productions.

Fundamental Ideas Challenge

We encourage all our students to complete our Fundamental Ideas Challenge, a set of engaging activities linked to our curriculum and designed by our expert teachers. The challenge is open to all students and aims to inspire them to take ownership of their learning by participating in fun and meaningful experiences beyond the classroom. To successfully complete the challenge, students must work through a set number of these activities over the course of the academic year.

Challenge categories

Students can choose from a variety of challenges across five categories, including:

1. Values – Integrity, Resilience and Ambition in action and Fundamental British Values
2. Personal Development – Health and wellbeing
3. Personal Development – Relationships
4. Personal Development – Living in the wider world
5. Exploring your own strengths and interests

How to take part

Students are provided with a booklet containing further information about the Fundamental Ideas Challenge and will receive ongoing support in school. To find out more information about our Fundamental Ideas Challenge you can visit the curriculum section of our academy website.

Duke of Edinburgh Award

We are proud to offer the Duke of Edinburgh (Bronze and Silver Award) at The Wells Academy. The Duke of Edinburgh Award is held in high regard by employers and universities.

There are four sections to the Duke of Edinburgh Award: Skill, Physical, Volunteering and Expedition. In the Skill section, students need to learn and develop a new skill (e.g., computer programming, sewing). In the Physical section, students need to take part in a new physical activity. In the Volunteering section, students need to volunteer their time to a good cause. The Expedition section involves students working as a team to plan and complete a two-day (one night) expedition.



Details of our wider opportunities offer will be shared with students and families towards the start of the academic year and is updated on a termly basis.

Careers

The Wells Academy has a full programme of careers, aspirations and employability activities for students in all year groups, all designed to ensure that your child leaves The Wells Academy with the skillset required to be successful in their further educational journey and the working world beyond.

Our Careers Lead can be contacted at amartin@thewellsacademy.org for more information.

Students across all year groups can expect to access information about their futures and careers through our annual Careers Fair, assemblies and workshops from our local FE/HE Providers and timely sessions using Unifrog, a career and destinations platform.

Students in Key Stage 3 will also take part in several careers-focused Personal Development sessions and a programme of events that firmly places Careers in the Curriculum.

Students in Year 10 and Year 11 will benefit from Careers Enrichment Days and 1-to-1 Careers Guidance respectively, as well as opportunities to experience a variety of workplaces as they work towards the end of their time at The Wells Academy.

How can you help?

- Positive discussions with your child on around their futures
- Push them to be inquisitive and aspirational about their futures
- Promote independence in researching their future options and entry routes
- Encourage them to seek advice from our Careers Lead and to keep an eye out for any relevant events that may become available to them



Expert Teaching

Teaching Framework

All lessons at The Wells Academy are built upon our Teaching Framework. Our framework is based on the best educational research that supports students to acquire knowledge and commit it to their long-term memory.

There are four strands to our framework:

- Retrieve:** We support students to remember previous learning through retrieval. We place lessons in context, explaining how they relate to last lesson, last term or last year.
- Instruct:** We present subject matter clearly in a way that minimises cognitive overload. We provide precise explanations, worked examples and models so students can see success.
- Assess:** We assess and check student understanding constantly through questioning and discussion. We provide feedback and adjust our instruction accordingly.
- Embed:** We provide opportunities for students to embed new learning. When students show confidence, we begin to remove scaffolds.

Presentation

We believe that presenting work neatly and professionally is not only a sign of respect for oneself and others, but also a critical component of learning.

In each lesson, students are expected to:

- Write in neat handwriting using a blue or black pen,
- Write a date and title at the top of each page, which should be underlined with a pencil,
- Never doodle on or in their books, as this can be a distraction and detract from the quality of their work.

This not only helps students stay organised and focused but also serves as a reference for future studying. By emphasising the importance of presenting work well, we are helping students develop the skills and habits they need to succeed both inside and outside of the classroom.

Home learning

Home learning at The Wells Academy supports the development of strong study habits and reinforces what is taught in class.

Home learning will be assigned regularly and consolidates learning, rather than introducing new material. Students are expected to read daily as reading is the foundation of the curriculum.

Home learning may include a range of activities such as revision and consolidation tasks. Students are also encouraged to take part in the Fundamental Ideas Challenge to deepen their understanding across subjects.

In Key Stage 4, all students will be set tasks on a platform called Tassomai, with an expectation to complete these and meet targets set.

Engagement with home learning is linked to each student's attitude to learning grade. Consistent effort at home supports academic progress and a positive mindset.



Your child's progress

As an academy, we want to ensure you are provided with regular information about your child's progress.

Reports

In addition to the regular assessments that teachers undertake as part of their standard classroom practice, we also conduct internal summative assessments during the year to capture student progress. Once these assessments have been checked and standardised, we publish them in the form of trackers. Trackers detail your child's progress and attitude to learning in each of their subjects. They also provide information about their attendance and behaviour.

Parents' Evenings

Parents' Evenings are held once a year and provide families with a vital opportunity to meet with subject teachers in person to discuss their child's attitude to learning and academic progress.

You will be informed of your child's Parents' Evening a few weeks beforehand and will be given access to an online booking system where you will be able to book 5-minute appointments. Parents' Evenings are mandatory at The Wells Academy as there is a strong correlation between family involvement in a child's education and their eventual academic success.

Public		
THE WELLS ACADEMY		
Year 9 Interim Report 1		
Name	Elliott Durham	
Tutor group	09TWA	
Attendance	100.0%	
Subject	Attitude to Learning	Current Progress
Art	Good	Good
Drama	Excellent	Excellent
English	Good	Good
Food Technology	Good	Good
French	Good	Good
Geography	Good	Good
History	Good	Good
Mathematics	Excellent	Excellent
Music	Excellent	Excellent
Physical Education	Excellent	Excellent
Religious Education	Excellent	Excellent
Science	Good	Good

Current Progress Key		
On course to:		
exceed minimum expected grade	Green	Green
secure minimum expected grade	Yellow	Yellow
not secure minimum expected grade	Red	Red

Attitude to Learning Key	
Excellent	Students routinely arrive to lessons on time, ready, prepared and eager to learn. They complete work to a very high standard and take responsibility for their own learning.
Good	Students routinely arrive to lessons on time, ready, prepared and eager to learn. They complete work to a good standard and are beginning to take responsibility for their own learning.
Below expected	Students do not routinely arrive to lessons on time, ready, prepared and eager to learn. They do not routinely complete work to a good standard and do not always take responsibility for their own learning.
Concern	Students do not routinely arrive to lessons on time, ready, prepared and eager to learn. They rarely complete work to a good standard and do not take responsibility for their own learning.

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RECEPTION

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