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Independent School

PARENT INFORMATION PACK



“RESPECT YOUR ACHIEVEMENTS NOW”

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THE AIM OF THE SCHOOL:

R.Y.A.N Education Academy (R.E.A) is an Independent School, registered with the Department for Education and approved by Ofsted. R.E.A offers personal development and life skills for young people between the ages of 13 - 17 years old who are not in mainstream education, or at the risk of exclusion. The school also specialises in working with pupils' who have '*Behavioural, Emotional and Social Difficulties*' (B.E.S.D) as well as those pupils who have an Education Health Care Plan (EHCP).

Proprietor/ Head Teacher: Mrs Catherine Elizabeth Ryan-Harris

Assistant Head Teacher: Mr. Abdul Monaim

Head Office and School

R.Y.A.N EDUCATION ACADEMY

C/O Concord Youth Centre

Sparkbrook

Birmingham

B11 1LF

Telephone: 0121 572 6134

e-mail: catherine.e.harris@ryaneducationacademy.co.uk

DCSF Number: 330/6014

Lead Learning Mentor: Mr Leroy Ryan

Telephone: 0121 572 6134

e-mail: info.mentors@ryaneducationacademy.co.uk

The school Office is open between the hours of 08:30 a.m. - 4.30 p.m Monday to Friday during term time. There is a mobile number **07415 454683** in operation to record any messages and contact the Proprietor outside of school hours.



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Board of Governors

Chair Person

R.Y.A.N EDUCATION ACADEMY

C/O Concord Youth Centre

Sparkbrook

Birmingham

B11 1LF

Telephone: 0121 572 6134

E-mail: info.governors@ryaneducationacademy.co.uk

Designated Safeguarding Lead(s)

Mr Monaim

Miss Wint

Mr St. John

Telephone: 0121 572 6134



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Dear Parent (s), Guardian(s) & Carer(s),

The R.Y.A.N. Education Academy, formally welcomes you to its school and the documentation presented in this 'Parent Information Pack' which includes the following:

- (a) Curriculum of study
- (b) Schools Policies and Procedures
- (c) Dress code
- (d) Documentation to be signed and returned to the school

R.Y.A.N. Education Academy (R.E.A.) provides an education for life. We focus on developing the whole person, aiming to ensure that each pupil leave school ready for the challenges of life at college, university and beyond.

R.E.A. believes that excellent education is about more than academic achievement alone: it is also about developing a passion for learning, capacity for independent thinking, moral values, self-confidence without arrogance, and genuine interests that extends beyond the confines of the classroom. We believe that the virtues of tolerance, understanding, respect and courtesy really matter. We strive to ensure that R.Y.A.N. Education Academy pupils have an understanding of their place in society - locally and globally - and seek to make a positive contribution within it.

R.E.A. is served well by staffs who share this vision. Their professional expertise will help to ensure high levels of academic achievement that consistently place us among the top

Independent and Free schools in the country. Our commitment at R.E.A is to ensure that pupils have access to the highest possible standards of pastoral care and a wide-ranging selection of extra-curricular activities. Visitors to R.Y.A.N. Education Academy will be treated with respect and received into a friendly atmosphere, where they will be made to feel welcome.

Yours sincerely,

Catherine Elizabeth Ryan-Harris
Headteacher/Designated Teacher (LAC)/Head of Curriculum and Education



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EDUCATION FOR LIFE

"Education can be described as a structured learning process and is the means of developing oneself as an individual both academically and personally; hence it is a valuable 'life' experience."

PROFILE

R.Y.A.N Education Academy (R.E.A) is an Independent School, registered with the Department for Education (No: 330/6014) and is approved by Ofsted. R.E.A offers G.C.S.E's, personal development and life skills for young people between the ages of 13 - 17 years old who are not in mainstream education, or at the risk of exclusion. The school also specialises in working with pupils' who have 'Behavioural, Emotional and Social Difficulties' (B.E.S.D) as well as those pupils who are statemented.

MISSION STATEMENT

The R.Y.A.N. Education Academy actively promotes positive interpersonal relations between all its pupils' and staff members to encourage the development of effective communication skills and positive self expression. It is our mission to create a 'warm' welcoming and secure learning environment and one that is conducive to the educational development of the pupil. We endeavour to build on a foundation of love and respect for one another so that each pupil can build on their confidence, self-esteem; achieve their academic potential, thus approach the future with great enthusiasm and determination. We endorse the concept that ***'perseverance is the key to success.'***

ETHOS

It is our ethos at R.E.A that all teachers, learning mentor (s) and other support staff work extremely hard to ensure that each pupil is content at school and is making good progress. It is paramount that all staff recognises how pupils are feeling; so that any issues can be dealt with before it escalates into something serious. Therefore, preventing situations that may arise thus, affect educational achievement. Although, we are not a Faith school our morals are founded on spiritual values namely respect, hope, love, faith, forgiveness and being non-judgmental.

TARGET GROUP

- Excluded from school.
- Young people with challenging behaviour.
- Low academic attainment.
- Non-attendee at school
- Young people with disabilities i.e., physical or mental impairment.
- Young people identified under the LEA's Behaviour Support Plan.
- Any pupils who are unable to find a school place because of insufficiency of school places within the local authority.
- The school team works with young people from multi-cultural backgrounds.



TEACHING & LEARNING STRATEGIES

A variety of teaching strategies are used to engage the pupils' in the learning process e.g. experiential, ice breakers, gapped handouts, ideas storming, one to one support, smart board, discussions, presentation, input from other training providers, TV/DVD, questions, verbal and written feedback.

CURRICULUM

The R.Y.A.N Education Academy offers a comprehensive Curriculum at Key Stage 3, 4 & 5 (KS3, KS4 & KS5) and one that follows the Department for Education Curriculum Guide.

Pupils at the R.Y.A.N Education Academy will be taught with dedication, commitment and enthusiasm. The professional expertise of our staff combined with our personalised tutorial system at the end of each week and learning mentor support; enables us to ensure a high academic standard amongst our pupils.

R.Y.A.N Education Academy also recognises the need to address the career aspirations of pupils and so we endeavour to support pupils into vocational learning, further education and or employment. We aim to offer an all-round education whilst providing the opportunity for personal development and life skills.



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R.Y.A.N Education Academy endeavours to:

- Creating an environment in which all pupils are happy, secure, confident and valued.
- Encouraging the development in each pupil of spiritual and moral values, self-discipline, responsibility, and respect for others and their environment.
- Nurturing a positive relationship with parents, guardians, carers and the wider community.
- Supporting and developing enthusiastic, dedicated staffs who feel committed to the school.

This curriculum policy is available to parents and prospective parents on request from the school office and will be accessible on the school website when it becomes active.



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END OF YEAR AWARD

At the end of the year young people will be given a voucher to the value of £100.00, they can work towards receiving an extra £10 bonus voucher will be given for achieving academic or personal improvement. The voucher will be linked to the 'Sanction Points System' - learners will be fined 25p every time they display a negative behaviour which will be deducted from the value of the voucher.

ADMISSIONS

The R.Y.A.N Education Academy will admit pupils from the age range of 13-17 years of age; these will include the following:

- Pupils with behaviour challenges
- Pupils who are statemented
- Pupils with Special Educational Needs (SEN)
- Pupils who have missed the mainstream academic school year
- Pupils who are EAL

The R.Y.A.N. Education Academy has appropriate facilities for pupils and staff with disabilities however; where adaptations may be required over time this will be dealt with accordingly.

The school follows the LEA guidelines for admittance for all pupils and will make every reasonable adjustment in order to accommodate the needs of applicants, pupils, parents, guardians, carers, visitors and employees who have disabilities.

Parents, Guardians, Carers and referrers of prospective pupils must notify the school of any disabilities in advance of registration and must discuss with the school what adjustments could practically be made to accommodate their child [ren.] The school may request a full report from a doctor or educational psychologist to help determine whether it can properly fulfill its legal and moral responsibility to the child and its contractual duties to the parents, guardians and / or carers.

The R.Y.A.N. Education Academy will endeavour to educate and develop the prospective pupil (s) to the best of his/her potential. In particular the school will make that the pupil can, with reasonable adjustments, access to the curriculum whether in the classroom or through other means.



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The school policy is to apply these criteria to all pupils' and potential pupils', regardless of any disability of which it is made aware by parents or outside agencies.

The pupils will be recruited into R.Y.A.N Education Academy via referrals from School, Parents, City of Birmingham School (COBS), Social Services, Special Educational Needs Advisory Services (SENAS) and the Integrated Family Support Services (IFSS) and Mainstream Secondary Schools.

DISABILITY ACCESS FOR PUPILS AND STAFF

The R.Y.A.N. Education Academy's Disability Accessibility Policy 2023 - 2025 proposes to remove administrative, procedural and physical barriers that prevent equal access to services for people with disabilities. It is designed to reflect our commitment to independent access for all pupils, employees and members of the community. The policy endeavours to integrate an awareness of disability issues into policies, practices and procedures in all areas of the school's provision and out of school activities / care. It also gives some guidance as to how this might be achieved thus links to other policies and strategies where appropriate.

FREE LUNCH

R.Y.A.N Education Academy promotes healthy eating and endeavours to ensure this is a part of the pupils' well-being. Lunch will be provided for pupils who are currently receiving free school meals and an allowance of £2.50 per day will be provided.

Note: Lunch allowance will only be given to those pupils who attend promptly before lunchtime.

FREE BUS PASS

R.Y.A.N Education Academy will provide free bus passes for pupils who meet the criteria.

ACCEPTABLE USE OF THE INTERNET

The R.Y.A.N. Education Academy expects every young person to enjoy using the internet however; there are some rules that must be adhered to:

- (a) If a member of staff asks the young person to do something it must be done straight away.
- (b) Young people must not visit sites that are 'inappropriate' or that will cause offence to other users. These comprise:
 - Non-Educational Sexually Explicit Material
 - Racist Material
 - Religious and Culturally Offensive Material
 - Homophobic and Sexist Material
 - Violent Material
 - Offensive Language and Images
 - Music with Foul Language
- (c) Never give any information like your address or phone number, over the web to anybody. **Be Safe!** Do not pass any information that you would not want others to know as this can be dangerous thus lead to aspects of bullying.

CYBER BULLYING

The R.Y.A.N. Education Academy believes that all people in our community have the right to education and learn in a supportive, caring and safe environment without fear of being bullied. We endorse that every individual in the academy has a duty to report an incident of bullying whether it happens to themselves or to another person.

The use of internet and mobile phones have positive power to transform children's lives for the better however; when technology is misused, they can cause real pain and distress.

Cyber-Bullying can be defined as the use of Information Communications Technology (ICT), in particular mobile phones and the internet, deliberately to upset someone else.



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There are many types of cyber-bullying and listed below are those we feel at R.Y.A.N. Education Academy as the most common sort:

1. Text messages —that are threatening or cause discomfort - also included here is *"Blue jacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology.)*
2. Picture/video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed.
3. Mobile phone calls — silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
4. Emails — threatening or bullying emails, often sent using a pseudonym or somebody else's name.
5. Chatroom bullying — menacing or upsetting responses to children or young people when they are in web-based Chatroom.
6. Instant messaging (IM) — unpleasant messages sent while children conduct real-time conversations online using MSM (*Microsoft Messenger*) or Yahoo Chat - although there are others.
7. Bullying via websites — use of defamatory blogs (*web logs*), personal websites and online personal "own web space" sites such as Bebo (*which works by signing on in one's school, therefore making it easy to find a victim*) Facebook and Myspace - although there are others.

The R.Y.A.N. Education Academy takes this type of bullying very seriously as all other types of bullying and, therefore, will deal with each situation individually. An incident may result in a simple verbal warning. It might result in a parental/guardian/carer discussion. Clearly, more serious cases will result in further sanctions.



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POLICIES AND PROCEDURES

To obtain a copy of our policies and procedures please contact our head office on 0121 675 8885.

ATTENDANCE AND ADMISSION POLICY

At the R.Y.A.N. Education Academy we believe that high-quality attendance is crucial if pupils are to gain the most out of their education. The success of many other policies such as the Behaviour policy and Curriculum policy is dependent upon good attendance. Therefore, attendance can not be seen in isolation from the whole of a pupil's educational experience and is fundamental to engagement, enjoyment and success.

Objective:

To convey clearly to parents, guardian, carers and pupils that:

- Regular attendance is essential.
- Unauthorised absence and persistent lateness is not acceptable.

Pupils will be recorded as non attendees for the following reasons:

- Attending family weddings, shopping trips with family, birthdays, supporting parents with younger brothers or sisters at home.

Pupils will have an authorised absence for the following reasons:

- Illness acknowledged via a letter or phone call from parents, religious festivals, family bereavements or upsetting occurrence, family holiday to be agreed by Headteacher.

SAFEGUARDING AND CHILD PROTECTION

At the R.Y.A.N Education Academy our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies even before we contact you. The procedures we follow have been laid down by the '*Birmingham Safeguarding Children Partnership.*' If you want to know more about this procedure, please speak to the Head teacher.



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UNIFORM

Pupils attending the R.Y.A.N Education Academy will be expected to wear the appropriate dress code. This will comprise of:

- Navy Jumper/ White Shirt/ Navy Tie
- Black Blazer
- Black trousers
- Black Shoes (*not trainers*)

- Black/ Navy Skirts of suitable length can be worn without revealing slits.
- Black shoes (no heels)
- Pupils are not allowed to wear low cut, sleeveless, see through or cropped tops
- Pupils will not be allowed to wear hats during lesson or in and around the school.

P.E

- Black Tracksuit / White/Black T-Shirt & Black Trainers

PERSONAL / DANGEROUS ITEMS

Pupils must not bring the following items into school:

- Games, MP3/Ipods, Large amounts of money, expensive jewellery
- Weapons, Drugs, Alcohol, laser pens

Any pupil that does not comply with these rules will be informed of the behaviour policy and the item(s) will be confiscated and parent, carers and/or guardians will be notified. Also, appropriate disciplinary action will be taken for example, suspension for persistent refusal.

RESTRAINT AND CONTROL POLICY

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations. **Any parent wishing to view this policy may do so on request.**



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COMPLAINTS POLICY

At the R.Y.A.N. Education Academy we endeavour at our school to provide a good education for all young people through a friendly and safe environment; in which young people will be supported / encouraged to achieve their potential both academically, personal and socially. The Head Teacher / Head of Curriculum and Education Delivery, Teaching and other Staff will work hard to build a positive relationship with all parent(s), carers, or guardians.' The school is aware that at times things can go wrong and therefore is obliged to have procedures in place in case they receive a complaint (s) by parent (s), carers, guardians as well as the public might need to complain if they have a problem with school or young person (s) who attends. **Any parent wishing to view this policy may do so on request. (Please note there have been no parent complaints in the last 12 months.)**

ASSESSMENT POLICY

"Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" [Assessment Reform Group 2002]

Formative Assessment

Formative assessment provides information which can aid further progress, diagnose reasons for both good and poor performance, and target particular learning needs.

Pupils at the R.Y.A.N Education Academy will undertake an initial assessment in literacy and numeracy at the beginning of their academic year; to assess their learning ability at Key Stage 3 & 4,5.

Formative assessment will involve the following:

- Formal assessment, where the pupil is asked to complete tests or set tasks which indicate his or her knowledge or approach to learning
- Marking and review of written work i.e., classwork / gapped handouts;
- Self/Peer assessment

Question and answer in relation to the topic

- Speaking and listening



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- Observation
- Mind maps, before and after topics;

Summative Assessment

Summative assessment measures and reports on pupils' progress, on what has been achieved; it summarises achievement; this will be at the end of a Key Stage or GCSE module.

Summative assessment will involve the following:

- Mock exam papers (GCSE/Functional Skills)
- Presentations
- Controlled assessments
- End of Unit Assessment

BEHAVIOUR POLICY - PROMOTING GOOD BEHAVIOUR AMONGST PUPILS

EXPECTATIONS FOR GOOD BEHAVIOUR

The R.Y.A.N. Education Academy has identified 9 areas that the school believes will assist the re-engagement of young people to achieve academically. These are:

1. Ground rules
2. Attendance
3. Punctuality
4. Participation
5. Co-operation
6. Respect
7. Completing all units of work
8. Team Work
9. Information Communication Technology (ICT)

CLASSROOM BEHAVIOUR

Staff will aim to manage the classroom without demonstrating favouritism and consistency in their classroom management (*whilst recognising that young people start at different*



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levels and have different needs). All young people have the right to learn in a learner safe and friendly environment where good behaviour by each individual is the key. Young people should be encouraged to manage their own behaviour.

POINTS SYSTEM / GROUND RULES CONTRACT

A Points System and Ground Rules Contract are explained at the start of school term. This is agreed and signed by pupils.' *Appendix 1 - Sanctions Points System.*)

BULLYING POLICY

Bullying, of any kind will not be tolerated by staff. Young people are supervised by the Teaching staff, or Learning Mentor (s) at all times. Victims of verbal and physical abuse are encouraged to tell a member of staff so the matter can be dealt with immediately. Young people are encouraged to deal with matters in an adult manner e.g., meet together

With a designated member of staff, and avoid confrontation where possible. **(ON REQUEST YOU MAY SEE OUR PREVENTING AND TACKLING BULLYING - ADVICE FOR SCHOOL LEADERS AND GOVERNORS)**

EXCLUSION FROM THE R.Y.A.N. EDUCATION ACADEMY

Pupil (s) will be permanently excluded from the R.Y.A.N. Education Academy where their behaviour reaches a non-tolerable level e.g., violence (*use of a weapon*), drugs, physical abuse to staff and their peers resulting in a serious injury i.e., hospital admittance. In the case of a serious incident the pupil (s) will be sent home immediately unless other external agencies are involved e.g., police; and the key worker, Parent(s), Carers, Guardian, or Key worker contacted to be followed up with a meeting.

Incidents such as verbal abuse, not listening to instruction from teachers, the pupil (s) will be asked to leave the classroom, and take time-out with supervision [*in negotiation with the appropriate member of staff they may be allowed to re-join the classroom*]. If the latter does not happen then the young person will be sent home until the following day where the situation will be reviewed; (parent (s), Carers or Guardian will be informed of this decision where applicable. Every effort will be made to deal with the matter at hand in a respected and disciplined manner by all staff. **It is essential that staff do not let their personal feelings cloud their professional judgement at any time.**



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SEVERE BEHAVIOUR

For extreme behaviour the pupil (s) will be sent straight home. The Head Teacher DSL/ Head of Curriculum and Education; Teaching staff and Learning Mentor (s) should be involved before such a decision is made. If possible, the appropriate staff member will talk through the behaviour and why it is unacceptable before sending the pupil (s) home otherwise they will be asked not to return until their Parent (s), Carers, Guardian or Key Worker gets in touch (*A letter should be given to the pupil (s) if appropriate at this time.*)

THE TYPE OF SANCTION TO BE IMPOSED

The Sanction to be used for pupils' attending the R.Y.A.N. Education Academy will be based on a Points System to be used in each subject taught during the day and a record will be kept by each teacher.

The scores in the Points System are from 1-7 and the highest point to be awarded is 7 (*See classification - How does the points system work?*) of which is a reflection of the pupil's performance in relation to their lesson expectations which is linked to learning and behaviour whilst in the classroom.

Expectations within the classroom relate strictly to the pupils' expected attitude, behaviour and conduct whilst being taught by their teacher. Therefore, issues around lack of equipment i.e., pen, pencil or ruler should not be a reason for a dropped point and the pupil should not lose a 7 on this basis.

WHAT SHOULD HAPPEN IF A DROPPED POINT IS IMMINENT OR GIVEN?

- (a) Teachers should **always** give positive reminders of lesson and expectations to pupils at their discretion or when they see it appropriate.
- (b) Teachers **must** give pupil (s) an informal warning when they are failing to meet lesson expectations, letting them know that they are at risk of losing their 7.
- (c) **Dropped Point 5** - signifies that the pupil (s) is displaying inappropriate attitude to learning for example, their work or behaviour has continued beyond warnings. A 5 should be used in a positive way during the lesson as a means to encourage the pupil (s) not to go beyond this point because if they focus and have a change in attitude, they can earn a 7 in another subject.

- (d) **Dropped Point 2** - signifies a serious and significant failure to meet lesson expectations. It is essential that the 2 is followed up and a '**Restoration Process**' is used to address or change any wrong doing through '**Positive intervention**.'

The purpose of restoration process / positive intervention is:

- (a) To show a duty of care to the pupil (s) and or teacher.
- (b) To motivate and empower the pupil (s) to want to learn and achieve.
- (c) To establish standards and good behaviour conduct.
- (d) To allow pupil (s) to evaluate, reflect on what went wrong and to take appropriate action with support where required.
- (e) To re-build a positive relationship between pupil(s) and the teacher before future lessons.
- (f) **Final Point** - All pupil(s) must be made aware of their point score at the end of each lesson which is recorded.

TIME OUT

R.E.A. Behaviour Policy acknowledged that in some situations a pupil taking time out of their learning can be beneficial to reduce conflict and disruption in the classroom. Time out also helps to avoid rapid escalation to the withdrawal process.

However; for reasons of Safeguarding and Legality pupils should never be sent out if the teacher (s) cannot guarantee that all other pupils within the classroom are safe whilst dealing with the issue.

COMPLETE WITHDRAWAL FROM LESSON

This sanction should only be used if the pupil (s) presence in the lesson becomes seriously detrimental to the education and welfare of other pupils around them. Pupils will be sent to the Head teacher with guidance of the Learning Mentor; a slip stating why they have been withdrawn and some work to do (*withdrawal is not a means for the pupil to go home.*)

HOW DOES THE POINTS SYSTEM WORK?

POINTS	LEARNING AND BEHAVIOUR EXPECTATIONS
7	<p>To achieve a SEVEN, you must be on time and have met all of your learning and behaviour expectations:</p> <p>Prepared to Learn</p> <ul style="list-style-type: none"> - Be prepared and equipped for learning - Have on your full uniform - Listen carefully and follow instructions given <p>Positive Attitude</p> <ul style="list-style-type: none"> - Show a willingness to learn - Participate in all tasks and work independently when required <p>Responsibility</p> <ul style="list-style-type: none"> - Value and appreciate your own learning and that of others - Contribute to a harmonious learning environment - Support others if asked - Always strive to do your best <p>Respect / Manners</p> <ul style="list-style-type: none"> - Respect yourself and teachers - Respect others and be polite at all times - Respect your environment and those within the school community
6	<p>You are late to the lesson and will automatically be placed on a SIX, if there is no valid reason given for your lateness.</p>
5	<p>You are on time for the lesson however; a FIVE is given because you need to work much better and change your behaviour i.e., attitude to work, co-operation which means you are not meeting some of your learning and behaviour expectations.</p>

4	You will be awarded a FOUR because you can again, work much harder, also you are not meeting lesson and behaviour expectations as well as missed expectations i.e. not completing homework or a particular piece of work for a designated timescale.
3	You are given a THREE when your teacher is becoming concerned as you are falling well below your learning and behaviour expectations. (<i>Mentor Intervention Required</i>)
2	You are given a TWO because you are continuously late to lessons, during the morning, break time and after lunch. Your teacher is concerned because your learning and behaviour is well below expectations and missed expectations are accumulating. (<i>Mentor Intervention Required - positive discussions also need to be a part of the restoration process.</i>)
1	You are given a ONE if your teacher believes that your presence within the lesson becomes seriously detrimental to the welfare and education of others in the classroom (Head Teacher and Parent Meeting to be scheduled.)
0	Absent
X	Exclusion



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LEARNING EXPECTATIONS

To create a positive and harmonious learning environment, there are expectations required of all R.Y.A.N. Education Academy (R.E.A.) Pupils'.

1. Show respect at all times to pupils', teachers' and all people you come across with on a daily basis i.e., verbal and physical abuse is not acceptable at R.E.A.
2. Ensure you value your own learning and that of others, always striving to do your best and working to a high standard of excellence.
3. Be on time, for lesson and make sure you are equipped and properly dressed to take part positively and confidently in your lesson.
4. Ensure all instructions are followed from teachers and staff immediately, putting your hand up, waiting for attention, and working in silence if asked to do so.

It is also important for pupils to know:

1. All pupils are expected to arrive to class no later than 9.15 a.m. and will leave promptly at 3.30 p.m.
2. Pupils are required to return from breaks at the specified times (*see attached timetable*)
3. All pupils are expected to take toilet breaks during break and lunch times.
4. You will be encouraged and praised when you follow expectations for learning, participate and are co-operative
5. No eating or drinking apart from water during lessons.
6. Smoking inside or outside school premises and possession of drugs will result in an immediate suspension.



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7. Equipment i.e., pencil, pens, rubber, ruler etc. will be provided by the school and those who wish to bring their own equipment may do so.
8. Pupils must adhere to the school policy on appropriate dress.
9. Expectations apply to all pupils' and no one is exempt
10. That you have to learn the difference between right and wrong choices
11. You will be reminded if you are not following expectations
12. There will be consequences if you choose not to follow expectations
13. There will be serious consequences if you ignore sanctions given
14. That parents, guardians or carer will be informed if you are not co-operating and if you are not complying with R.E.A. expectations

Staff Commitments:

1. All pupils must receive equal and fair treatment
2. Must be proactive in demanding high expectations from pupils learning and behaviour
3. Must be consistent in rewarding success and supporting individuals where necessary
4. Be good humoured
5. Always looking and sounding professional via dress and speech
6. Set high standards by regular marking of work and keeping on top of attendance



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COURSES OFFERED WITHIN THE CURRICULUM

YEAR 8, 9, 10, 11 AND 12 PUPILS WILL DO THE FOLLOWING SUBJECTS

GCSE QUALIFICATIONS:

Delivered by: Miss Ryan, Mr Ahmed, Miss Wint

- English Language 9-1
- Mathematics 9-1
- Religious Studies
- History

SCIENCE - OPEN COLLEGE NETWORK WEST MIDLANDS (OCNWM) ACCREDITATION

- Life Processes and Living Things - Level 2

OCR CAMBRIDGE NATIONAL

- Sports Science - Pass, Merit & Distinction

OPEN COLLEGE NETWORK WEST MIDLANDS (OCNWM) ACCREDITATION

Personal Development /Employability & Development Skills, Life skills units have been designed and developed to meet the pupils' personal, social and health education needs.

- Developing Interpersonal Skills - Level 2
- Developing Confidence & Self-Esteem - Level 2
- Improving Assertiveness and Decision-Making Skills - Level 2
- Recognise and Dealing with Bullying - Level 2
- Beliefs and Values - Level 2
- Knowing one Self - Level 2
- Building a Personal Career Portfolio - Level 2
- Using Teamwork Skills - Level 3
- History Through Time - Level 1 & 2
- General Religious Studies - Level 1
- Starting Your Own Business
- Craft & Design - Level 2



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FUNCTIONAL SKILLS

- English - Entry 1, 2, 3 & Level 1 & 2
- Maths - Entry 1, 2, 3 & Level 1 & 2
- ICT - Entry 1, 2, 3 & Level 1 & 2

CITIZENSHIP ACCREDITATION

- Understanding Active Citizenship in the Local Community - Level 2
- Understanding Aspects of Citizenship - Level 2

NON-ACCREDITED LEARNING

- Select and use ICT (*Information Communication Technology*)
- Equal Opportunities
- Accelerated Reader
- BKSb GCSE and Functional Skills eLearning
- Relationship and Sex Education (RSE)
- Personal, Social, Health and Economic (PSHE) education
- National Literacy Trust

PROFESSIONAL SERVICES

- Counselling Two-Ten Therapy Services
- Communication Autism Team (*Birmingham City Council*)
- Education Psychologist (*Birmingham City Council*)
- Accelerated Bespoke Learning Experience (*ABLE School*)



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COURSE / EDUCATIONAL PROGRAMME

All pupils who attend the R.Y.A.N Education Academy will be required to undertake a Basic Skills initial assessment in numeracy and literacy (Entry Level 1 - 3 to Level 1/2) to assess their level of educational ability.

PUPILS WITH HIGH EDUCATIONAL ABILITY WILL HAVE ACCESS TO THE FOLLOWING CURRICULUM SUBJECTS:

GCSEs

- English Language
- Mathematics
- Religious Studies
- History

OCR CAMBRIDGE NATIONAL

- Sports Science - Level - Pass, Merit, Distinction

SCIENCE

- Life Processes and Living Things - Level 2

(Also, a selection of personal development qualifications at Level 2/3 to support their ongoing educational and social development)

PUPILS WITH EHC PLANS

The R.Y.A.N. Education Academy will do all that is practical to support pupils with Education Health Care Plan (EHCP) and “Special Educational Needs.”

Staff will continue to be made aware of teaching strategies within the classroom so as not to place pupils with EHCP's at disadvantage in accessing the curriculum.

Where appropriate pupils with an EHCP will be given a '*Personalised Time-table.*'

TIME TABLE - MIXED / HIGH EDUCATIONAL ABILITY - GROUP C

DAYS	Period 1 9.30am-10.30am	Period 2 10.30am-11.15am	BREAK 11.15am - 11.45am	Period 3 11.45am-12.45pm	LUNCH 12.45pm-1.45pm	Period 4 1.45pm-2.30pm	Period 5 2.30pm-3.30pm
Monday <i>Classroom</i>	City & Guilds Electrical Installation <u>Mr Mustifa/</u> <u>Mentors</u>	OCNWMR History <i>Mrs Cobblah</i>	<u>B</u>	G.C.S.E. R.E. <i>Miss Forde</i>	<u>L</u>	G.C.S.E. R.E. <i>Mr Monaim/</i> <i>Mr Dooley</i>	OCNWMR Science <i>Mrs Healey</i>
Tuesday <i>Recreational Area</i>	OCNWMR Personal Development/ Communicate <i>Mrs Ryan-Harris</i>	OCNWMR Personal Development <i>Mrs Cobblah</i>	<u>R</u>	G.C.S.E. Maths <i>Mrs Healey</i>	<u>U</u>	G.C.S.E. Maths <i>Mrs Healey</i>	Functional Skills English <i>Mrs Cobblah /</i> <i>Mentors</i>
Wednesday <i>Recreational Area</i>	ICT <i>Miss Forde/</i> <i>Mr St John /</i> <i>Mr Dooley</i>	G.C.S.E. Sports Science <i>Mr Monaim</i>	<u>E</u>	G.C.S.E. Sports Science <i>Mr Monaim</i>	<u>N</u>	Functional Skills Maths <i>Mrs Healey/</i> <i>Mr Dooley</i>	Creative Arts <i>Mentors</i>
Thursday <i>Classroom</i>	G.C.S.E. P.S.E. <i>Mrs Ryan-Harris</i> <i>/Mr Monaim</i>	Accelerated Reading <i>Mrs Cobblah /</i> <i>Mr Ryan</i>	<u>A</u>	G.C.S.E English <i>Mrs Cobblah</i>	<u>C</u>	G.C.S.E English <i>Mrs Cobblah</i>	ASDAN Y.A.A/ Employability/ Communicate <i>Mrs Cobblah /</i> <i>Mentor</i>
Friday <i>Flexible Sharing</i>	Period 1 9.30am-10.30am	Period 2 10.30am-11.15am	BREAK 11.15am - 11.45pm	Period 3 11.45pm-12.45pm	LUNCH 12.45pm-1.30pm	Period 4 1.30pm-2.30pm	Period 5 2.30pm-3.30pm
	<u>G.C.S.E</u> <u>English</u> <u>Language</u> <i>Mrs Cobblah</i>	<u>G.C.S.E</u> <u>English</u> <u>Language</u> <i>Mrs Cobblah</i>	<u>K</u>	Learning Mentor Session/ Enrichment/ Communicate <i>Mentors</i>	<u>H</u>	Physical Education/ Games <i>Mr Woolcock</i>	Physical Education/ Games <i>Mr Woolcock</i>

Timetable studied will be 25 Periods (60 minutes slots.) Total teaching time for the week will be 25 hours. Support Staff: *Mr Ryan* (Lead Mentor), *Mr Dooley* (Mentor), *Mr St John* (Mentor/DSL), *Mrs. Hendrickson* (Teaching and Learning Support Assistant)



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PUPILS WITH HIGH EDUCATIONAL NEED WILL HAVE ACCESS TO THE FOLLOWING CURRICULUM SUBJECTS:

FUNCTIONAL SKILLS

- English - Entry Level 1 - 3 to Level 1 and 2
- Maths - Entry Level 1 - 3 to Level 1 and 2

TOE BY TOE READING

- A system which will support the pupil (s) reading and speaking development.

NATIONAL LITERACY TRUST (NLT)

- NLT is an online resource intervention; helping to support our learners with developing their reading, writing and grammar skills.

ENGLISH AS AN ADDITIONAL LANGUAGE

Pupils with English as an Additional Language (EAL) will have access to the ESOL and Basic skills curriculum which will cater to their individual learning needs. This will be delivered by our EAL staff members who are multi-lingual.

(Also, a selection of personal development qualifications at Level 1/2 to support their ongoing educational and social development)

All pupils will follow a core curriculum of *G.C.S.E's (or equivalent)* in English Literature and Language, Mathematics, Science (OCNWMR - Accreditation) and a short course GCSE in Religious Studies, along with OCR Cambridge National Sports Science, which incorporates

Physical Education - GCSE equivalent. *G.C.S.E's* will account for 60% of curriculum time and the other 40% will be filled with OCNWMR personal development and lifeskills learning.

TIME TABLE - HIGH / MIXED EDUCATIONAL ABILITY - GROUP B

DAYS	Period 1 9.30am- 10.30am	Period 2 10.30am- 11.15am	BREAK 11.15am- 11.45am	Period 3 11.45am- 12.45pm	LUNCH 12.45pm- 1.45pm	Period 4 1.45pm- 2.30pm	Period 5 2.30pm- 3.30pm
Monday Recreational Area	City & Guilds Electrical Installation <i>Mr Mustifa/ Mentors</i>	OCNWMR History <i>Mrs Healey/ Mr Dooley</i>	<u>B</u>	G.C.S.E English Preparation <i>Mrs Cobblah /</i>	<u>L</u>	G.C.S.E English Preparation <i>Mrs Cobblah</i>	Accelerat- ed Reading <i>Mrs Cobblah Mr St John</i>
Tuesday Classroom	G.C.S.E. Maths Preparation <i>Mrs Healey/Mr Ryan</i>	G.C.S.E. Maths Preparation <i>Mrs Healey/ Mr Ryan</i>	<u>R</u>	Creative Arts <i>Mrs. Hendrickson / Mr Ryan</i>	<u>U</u>	G.C.S.E. R.E. Preparation <i>Mr Monaim</i>	OCNWMR Science <i>Mrs Healey/ Mr St John</i>
Wednesday Shared	G.C.S.E. P.S.E. <i>Mrs Ryan- Harris/Mr Monaim /Mr Ahmed</i>	G.C.S.E. R.E. Preparation <i>Mr Monaim/ Mr Dooley</i>	<u>E</u>	ICT <i>Miss Forde</i>	<u>N</u>	OCNWMR Personal Developme nt <i>Mrs Ryan - Harris / Mr Dooley</i>	OCNWMR History <i>Mrs Healey/ Mr Dooley</i>
Thursday Recreational Area	Functional Skills English <i>Mrs Cobblah/Mr Ryan</i>	OCNWMR Science <i>Miss Wint</i>	<u>A</u>	G.C.S.E. Sports Science <i>Mr Monaim/Mr Dooley</i>	<u>C</u>	G.C.S.E. Sports Science <i>Mr Monaim/Mr Dooley</i>	ASDAN YAA/ Workshop <i>Mr Monaim/ Mr Ryan</i>
Friday Flexible Sharing	Period 1 9.30am- 10.30am	Period 2 10.30am- 11.15am	BREAK 11.15am- 11.45am	Period 3 11.45am- 12.45pm	LUNCH 12.45pm- 1.30pm	Period 4 1.30pm- 2.30pm	Period 5 2.30pm- 3.30pm
	Functional Skills Maths <i>Mrs Healey/ Mr St John</i>	Functional Skills Maths <i>Mrs Healey/ Mr St John</i>	<u>K</u>	Learning Mentor Session/ Enrichment/ Communicate <i>Mentors</i>	<u>H</u>	Physical Education/ Games <i>Mr Woolcock</i>	Physical Education/ Games <i>Mr Woolcock</i>

Timetable studied will be 25 Periods (60 minutes slots.) Total teaching time for the week will be 25 hours. Support Staff: *Mr Ryan* (Lead Mentor), *Mr Dooley* (Mentor), *Mr St John* (Mentor /DSL), (Teaching and Learning Support Assistant



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OCNWMR - PERSONAL DEVELOPMENT -EMPLOYABILITY & DEVELOPMENT SKILLS QUALIFICATIONS LEVEL 1 - 3 OFFERED TO ALL PUPILS':

- Developing Interpersonal Skills
- Improving Assertiveness and Decision-Making Skills
- Recognise and Dealing with Bullying
- Using Teamwork Skills
- Understanding Active Citizenship in the Local Community
- Understanding Aspects of Citizenship
- Beliefs and Values
- Knowing one Self
- History Through Time
- Employability

ALL PUPILS WILL HAVE ACCESS TO THE FOLLOWING:

DUKE OF EDINBURGH AWARD (*SECTIONAL CERTIFICATE IN LIFE SKILLS*)

- Accredited Prior Learning

ASDAN

- Youth Achievement Award - Bronze Level

NON-ACCREDITED LEARNING

- Select and use ICT (*Information Communication Technology*)
- Equal Opportunities

LIFE SKILLS

- Work Experience
- Healthy Lifestyle
- Vocational Learning

PHYSICAL EDUCATION

- Boxercise
- Gym Fitness & Training,
- Cool Kids (*Sensory Motor approach - aims to help development including paying better attention in class*)



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ENRICHMENT ACTIVITIES

- Creative Arts
- Music & Performing Arts
- Robocode Learning Centre (*Coding, Design, and Robotics for Kids and Teens*)

Nechells Community Fire Station:

- Day in the Life of a Fire Fighter
- First Aid Awareness
- Demonstration - Road Traffic Accident (RTA)

Educational Visits to:

- Theatre
- Library of Birmingham
- Birmingham Museum & Art Gallery
- Parliament
- Places of Worship
- Safeside - Eastside (*Road Safety & Life skills*)
- Day/ Field trips, visits and residential (*Optional*)
- Birmingham City Mission - Food Bank
- Canal Project with

INDIVIDUAL SUPPORT

- On site Support with Birmingham Careers Service - Personal Adviser
- Individual Development Plans/Individual Educational Plans
- One to One Learning Mentor Support to include offsite personal and social development
Intervention, individual and group sessions.
- Tutorial Support / Emotional Resilience Mentor Intervention
- Assessments - Pupil Support Services
- Assessments - Educational Psychologist
- Assessments - Occupational Therapist - Sensory Therapy

HOMEWORK

All pupils are required to complete homework set by their teachers. Teachers will set homework every fortnight and this must be completed promptly on time. Pupils failing to



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complete homework will be given an opportunity to complete before the following lesson or after school with parent consent.

The importance of completing homework is in order:

- To support pupils, make further progress in their learning and development
- To encourage pupils to practice using their own initiative to enhance their secondary /further education
- To reinforce practice of skills learnt during lesson time
- To promote a beneficial parent and child working relationship
- To ensure pupils have the discipline required to meet work deadlines

Homework may include the following:

- Presentations
- Research
- Reading, writing, and spelling
- Group project
- Practical work/experiments
- BKS*B* GCSE and Functional Skills Assessment and Revision Scenarios



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SCHOOL TERM DATES

AUTUMN TERM 2025

Monday 8 September to Friday 24 October

Half Term Holiday: Monday 27 October to Friday 31 October (1 week)

Monday 3 November to Friday 19 December

**Christmas Holiday 2025: Monday 22 December to Tuesday 6 January 2026
(2 weeks)**

SPRING TERM 2026

Wednesday 7 January to Friday 13 February

Half Term Holiday: Monday 16 February to Friday 20 February (1 week)

Monday 23 February to Friday 27 March

Easter Holiday 2026: Monday 30 March to Friday 10 April (2 weeks)

SUMMER TERM 2026

Monday 13 April to Friday 22 May

Half Term: Monday 25 May to Friday 29 May (1 week)

Monday 01 June to Thursday 23 July

May Day is Monday 04 May 2026



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PUPILS MEDICATION MANAGEMENT:

- Parents, Carers or guardians must give a written request to the Headteacher/Assistant Headteacher to manage the pupils' medication intake.
- Before school staff can administer any medication to pupils, parents or carers must complete a pupil care plan for pupil's individual medication
- The centre will not be responsible for pupils who are sent to school with medication but have not completed a pupil care plan.
- Medication must be in boxes provided by the pharmacists which has clear labels indicating: The Child's name, name of medicine, dosage, when to be given.

PARENTS, CARERS AND GUARDIAN RESPONSIBILITY:

- Update school of any new medications being taken by the pupil
- Ensure pupils have sufficient supplies of medication
- Ensure enough medication is supplied to pupil for their daily dosage
- Ensure the pupil care plan is complete and is handed to the school.
- To make sure pupils take responsibility of their own medication.



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OFF-SITE SUPERVISION OF PUPIL'S ACTIVITIES/ TRIPS

The R.Y.A.N. Education Academy will ensure that supervision of off-site pupil's activities and or trips will be managed in line with Safeguarding and Health & Safety policies and procedures. This will be maintained through competent teacher leadership, school workers and volunteers.

- Teachers / school workers & volunteers will be suitably experienced to be best able to make specific judgements relating to the activity or trip in the light of prevailing circumstances. This permits maximum flexibility of response by them in terms of changes in weather, group character, individual challenges etc.
- Teachers, mentors, school workers will consider and apply as necessary, operational and safety procedures appropriate to the activity in question e.g., risk assessment, completion of Notification of Off-Site Visits Form which will ensure all venues have public liability insurance.

Teachers / school workers, volunteers will consider the following factors in relation to the particular activity.

The Group

The group size must reflect the risk assessment of the venue and activity, bearing in mind that in an emergency a safe, quick and efficient response should be taken.

Group members must be briefed about the venue and activity to ensure that the day (s) run smoothly and in line with safeguarding and health and safety procedures.

Note:

- The selected activity will be appropriate to the age, maturity and fitness of all members of the group. Care will be taken to ensure that the activity skills and abilities of any accompanying, supervisory adults are significantly above those of the group members.

Teachers / school workers, volunteers will ensure the following documentation is in place:



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- Consent and Medical Form under 18
- Photograph Consent Form
- Emergency Contacts / Medical Form for Staff Over 18s
- Consent Form - Permission to take photographs or video
- Notification of Off-Site Visits Form to include Public Liability Insurance
- Letter to parents / guardian informing them of activity, personal insurance cover, emergency contact number
- Risk Assessment of the venue
- Learners Contact Numbers

A copy of the school's safeguarding Policy is available on request.

IN-SCHOOL PROGRAMME

R.Y.A.N. Education Academy (R.E.A) offers an exclusive 10-12 week '*Personal Development*' in school programme, two hours per week for 10 pupils' accredited by Open College Network West Midlands Region (OCNWMR.) The programme aims to support pupils' who display emotional, social and challenging behaviour. The objective is to develop pupils' independent skills through discussions, role play and reflection. In addition, Boxercise sessions are introduced to teach discipline, as an alternative method to channel negative energy and work towards a healthy attitude to life.

The OCNWMR accreditations pupils will achieve:

- Beliefs and Values - Level 2 or
- Knowing one Self - Level 2

Private Trainer

- The **B.E.G.I.N** (*Life Coach - 7 Week Programme*)

Also includes an end of programme activity/trip.



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DOODLE ONLINE WITH DISCOVERY EDUCATION

What is Doodle?

DoodleLearning is a suite of award-winning maths and English programmes that are proven to close learning gaps and boost ability!

Their programmes provide personalised learning experiences that continually adapt to each child's strengths and weaknesses, plugging gaps and consolidating knowledge taught in class. This means no child falls behind.

Filled with thousands of interactive exercises, games and rewards, Doodle transforms learning into a rewarding activity that children always look forward to.

The benefits of Doodle:

Makes learning fun – Filled with thousands of interactive exercises, games and rewards, Doodle transforms learning into a rewarding activity that children always look forward to. Our Summer Challenge is sure to get children excited, with the opportunity to get a free pin badge and certificate!

Carefully crafted questions – Every question and topic explanation has been carefully crafted to suit all types of learners, ensuring that Doodle is accessible to all.

Promotes independent learning – By setting work at just the right level, Doodle lets all young people work without supervision, helping to boost their confidence and supporting them with homework too!

Levels the playing field – Doodle rewards children for their effort rather than their ability, letting even the least confident pupils work alongside each other and experience ongoing success.

Why we use Doodle in school:

Proven to raise attainment – A study by the University of Bath proved that using Doodle can double a child's rate of progression!

Effective when used 'little and often' – Doodle can be used for as little as 10 minutes a day for pupils to reap the rewards. This means we can use it during registration, during transition times, or even as homework to help keep their learning on track.



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Breaks down barriers to learning – Every question and explanation has been crafted to suit every pupil’s needs.

Every pupil experience ongoing success – Doodle’s personalised nature means every child works at a pace and level right for them.

Motivational rewards – As well as the fantastic in-app rewards, we get to create our own rewards in class too. This encourages pupils to complete their daily Doodling and celebrate their hard work together!



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**REPORT
ACADEMIC PERFORMANCE**

GCSE

ENGLISH	(2 x young person achieved)
SPEAKING & LISTENING	(2 x young person achieved)
MATHS	(2 x young person achieved)
RELIGIOUS STUDIES	(No exams taken)
SPORT SCIENCE	(No exams taken)

FUNCTIONAL SKILLS

ENGLISH

ENTRY 1	(6 x young people achieved)
ENTRY 2	(4 x young people achieved)
ENTRY 3	(1 x young people achieved)
LEVEL 1	(No exams taken))

MATHS

ENTRY 1	(5 x young person achieved)
ENTRY 2	(3 x young people achieved)
ENTRY 3	(2 x young people achieved)
LEVEL 1	(1 x young person achieved)

ICT

ENTRY 1	(3 x young people achieved)
ENTRY 2	(1 x young people achieved)
ENTRY 3	(4 x young people achieved)
LEVEL 1	(2 x young person achieved)

PERSONAL DEVELOPMENT - LEVEL 2

LIFE PROCESESS & LIVING THINGS	(1 x young person achieved)
IMPROVING ASSERTIVENESS & DECISION MAKING	(No Exam Taken)
BUILDING A PERSONAL CAREER PORTFOILIO	(No Exam Taken)
KNOWING ONESELF	(1 x young person achieved)
HISTORY THROUGH TIME LEVEL 1 & 2	(2 x young person achieved)