

The Axholme Academy Vision and Mission:

At The Axholme Academy we aim to achieve excellence in all aspects of school life through high quality teaching and learning, a creative and challenging curriculum, and an ethos of support, in order to develop independent learners who are well prepared for the next stage of their lives.

'Every learner is ready and able to go beyond expectations.'

We achieve our vision through quality first teaching and a 5 year learning journey which enables every learner to be :

- Confident
- Ambitious
- Independent
- Resilient
- Responsible
- Aware
- Thoughtful
- Involved
- Reflective

We provide opportunities for every learner to achieve their best possible outcomes, make a positive contribution and be prepared for their future learning and life.

To achieve our vision we will:

- All share a relentless drive to improve the academy
- Have the highest expectations of all students and staff
- Ensure all students have high aspirations
- Recognise and reward success
- Deliver consistently high quality lessons which enable students to learn well
- Develop independent learning, communication, literacy and numeracy skills across all subject areas
- Provide a creative and challenging curriculum which is personalised to meet the needs of all students
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development
- Provide excellent information, advice and guidance to fully prepare students for their future education, employment and training

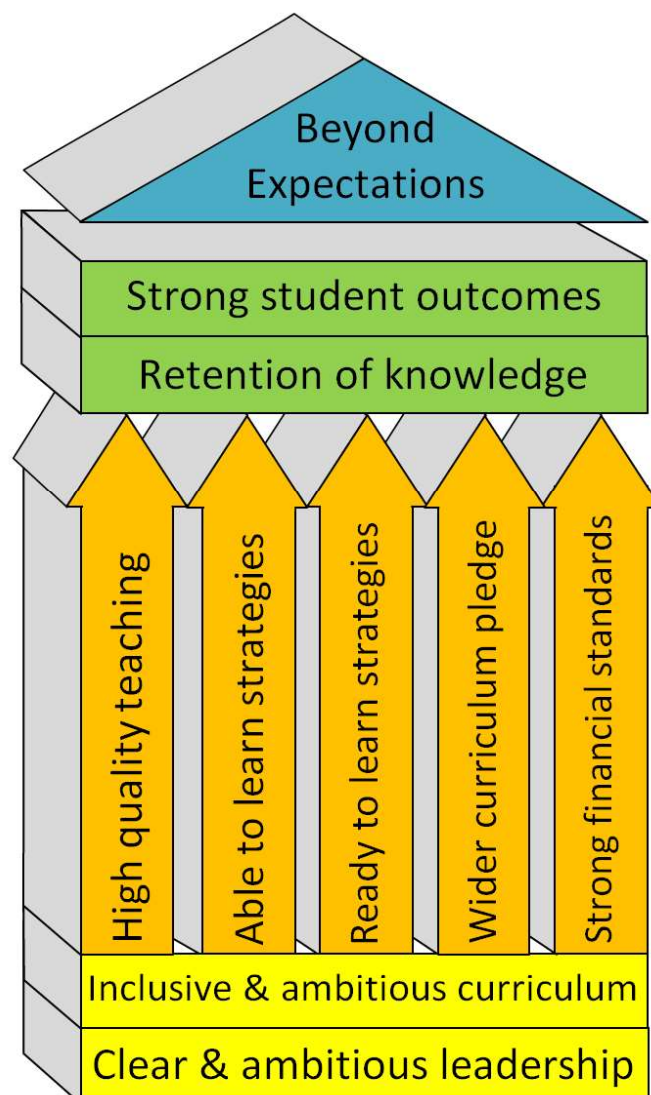
- Work with parents, carers, other schools and the wider community to provide the best opportunities for all students

Strategic Planning

Improvement Priorities 2022/23

Enable students to retain knowledge, make at least good progress in all subjects and gain the qualifications and cultural capital to succeed in life by:

- Embedding an ambitious, broad, well sequenced and structured curriculum
- Further improving the quality of teaching through the consistent use of high impact evidence based approaches
- Further improving students' readiness and ability to learn



Staffing

Senior Leadership Team		
Principal		Damien Keogh
Vice-Principal		Ben Creasy
Assistant Principal		Liane Kinroy Kate Causier
Business Leader		Sophie Leggott
Teaching and Educational Support Staff		
Subject	Subject Leader	Teacher
Mathematics	Dawn Robinson	Gemma Brewer Anna Brown Brett Pendrey Lisa Woodhall
English	Joanne Kilmore	Emma Brameld Joanne Collins Jane Laird Rachel Wharton
Science & ICT	Marie Miriello	Zoe Hall Mick Liddle Anne-Marie Pendrey Brett Pendrey Annabelle Davies Ben Creasy (Computer Science)
Humanities	Natalie Wright	Cheryl Carter (Geography) Richard Thorpe (History) Dan Wayte (Religious Ed)
Creative Arts	Hayley Childs	Fiona Bishop (Music)
MFL	Emmelia Garland	Kristen Patrick
Technology		Scott Bright (Technology) Liane Kinroy (Textiles) Anne-Marie Pendrey (Food)

Physical Education	Lee Mason	Emma Winder Leah Underwood Julie Harrison	
Transition	Emma Leigh		
Complementary Studies	Emma Winder		
Vocational Lead	Lee Mason	Careers	Fiona Bishop

Pastoral Staff/SEND/Support Staff			
DDSL & Student Support Manager	Doreen Millward	Head of Year 7	Emma Leigh
Head of Pastoral Care & KS4	Cheryl Carter	Head of Years 8 & 9	Dan Wayte
Student Support Worker (Reflection Room)	Danielle Shipman	Cover Supervisor	John Hardy
SEND CO	Julie Harrison	HLTA	Louise Payne
Teaching Assistant	Samantha Ackroyd Steph Parkinson Diane Nunns	Hayley Coel Alex Finnegan Chloe Godfrey	Dan Leggott Dylan White

Administrative and Support Staff			
Finance/HR Officer	Amanda Audifferen	Site Supervisor/ DT Technician	Darren Hague
Data Manager	Nicky Sample	Administrative Officer	Ashlee Do Couto
Attendance Officer	Laura Flanagan	Administrative Assistant	Jo McBride
Exams Officer	Stacey Haith	Finance/HR Assistant	Rebecca Crow

Administrative Assistant (SEN)	Janet Kaye	Communications & Events Officer	Anna Lovell
Site Assistant	Mick Rudkin	Network Manager	Alberto Legido
Science Technician	Teresa Turner	Technology Technician	Kerry McVeigh

Teaching and Learning



T&L Policies/Procedures

The Axholme Academy provides Quality First Teaching to ensure our students are **Able to Learn**. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered
- Students think hard about their learning within and beyond the classroom
- Students are Ready to Learn

Approach

Our evidence based Able to Learn Lesson Cycle (appendix 1) ensures that lessons are well structured to ensure that concepts and processes are introduced, understood and embedded.

Our **6Rs Independent Learning** Framework develops students lifelong learning skills and consists of:

1. REVIEW what has been learned to identify gaps
2. RESTRUCTURE information by producing revision materials
3. RETRIEVE information from memory by self-quizzing
4. REVISIT learning that hasn't been retained over time
5. REPEAT steps 2 and 3 until learning has been retained
6. REFLECT on how effectively you are using these independent learning activities

Curriculum

Our Curriculum Intent

At The Axholme Academy, our '5 Year Learning Journey' is designed to ensure that every learner is ready and able to go beyond expectations. This vision underpins three pillars upon which our curriculum is constructed, these are:

Pillar 1: Ready to Learn (RtL)

The Axholme Academy has Disruption Free lessons and our students are Ready to Learn. Our classrooms are spaces where learning can always take place because our approach is binary - students are either Ready to Learn or they are not. Three universal principles underpin our approach:

- Every student has the right to learn without disruption.
- Every teacher has the right to teach without disruption.
- Students are either Ready to Learn or they are not.

Our Ready to Learn strategies maximise the amount of curriculum time available for teachers to teach and for students to learn.

Pillar 2: Able to Learn (AtL)

The Axholme Academy provides Quality First Teaching to ensure our students are Able to Learn. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered.
- Students think hard about their learning within and beyond the classroom.
- Students are Ready to Learn.

All lessons are designed using our 'AtL Lesson Cycle'. This structure ensures that learning is introduced in small chunks, modelled using worked examples, scaffolded to develop confidence and practised to develop independence. Our approach to lesson planning and delivery has been informed by Rosenshine's Principles of Instruction, an evidence based approach proven to help students know more and be able to do more.

Pillar 3: Wider Curriculum Pledge:

Our wider curriculum provides all students with a range of experiences to equip them with the knowledge and cultural capital they need to succeed in life. Our pledge encourages students to be: Ambitious, Aware, Involved, Responsible and Thoughtful.

Workload and Wellbeing



The biggest asset The Axholme Academy has is its staff; the biggest asset they have is their health and wellbeing. We aim to identify ways in which we can work together to make sure our school is a safe, caring and happy place to work which enhances individual wellbeing, through personal fulfilment and professional identity.

We believe that this will in turn benefit our students and our community. We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives. Our approach to supporting staff wellbeing is detailed in our staff wellbeing policy.

At The Axholme Academy we aim to promote a healthy work-life balance for all staff, where hard work and dedication, as well as the challenges of working in the context of a one form entry school, are recognised.

We aim to do this by:

- Producing calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload.

- Investing in staff CPD, including professional and academic qualifications, such as NPQML, NPQSL or Masters courses.
- Reducing workload:
 - No expectation to mark every piece of learning or write extensive comments.
 - No formal lesson observations
 - No grading of lessons
- Engaging staff in annual wellbeing questionnaires to listen to and identify their needs.
- Enforcing the rule that no emails should be sent out before 08:00, after 18:00 or at the weekends.
- There is no expectation for staff to respond to emails or carry out work outside of typical school working hours (08:00 - 18:00).
- Offering easy access to occupational health/professional mental health support where necessary.
- Offering staff meeting time to complete specific tasks, such as medium term planning, action planning and theme week planning