



chaseterraceacademy

# Transition Pack

2024-2025



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# Welcome

Dear Parent (s)/Carer(s),

With the end of another school year draws closer, and a very exciting time for your child approaching, I want to take this opportunity to welcome you again to Chase Terrace Academy.

This transition pack is full of lots of really useful information supporting you to prepare your child for the move to secondary school.

Please take the time to have a close read of all the information within this pack. If you find that you have any questions, please don't hesitate to contact me and I will do my best to help.

Below is a list of important contact details that you may find useful:

Head of Year 7 and Transition – Mrs S Southwell  
[s.southwell@chaseterraceacademy.co.uk](mailto:s.southwell@chaseterraceacademy.co.uk)

Student Support Officer for Year 7 – Miss V Hobday  
[v.hobday@chaseterraceacademy.co.uk](mailto:v.hobday@chaseterraceacademy.co.uk)

Attendance Officer – Miss R Goodman  
[r.goodman@chaseterraceacademy.co.uk](mailto:r.goodman@chaseterraceacademy.co.uk)

Absence number – 07860054434 or send a message via MCAS app.

Main school office  
[office@chaseterraceacademy.co.uk](mailto:office@chaseterraceacademy.co.uk)  
01543 6822686

We look forward to welcoming you in September.

Kind regards,

**Mrs S Southwell**  
**Head of Year 7**

# Our Values

## Respect the CTA Way: Community, Tenacity and Aspiration

Our values underpin our beliefs as a school and are essential in establishing a strong whole school ethos. We recognise that our values are the link between deeds and actions; they help define our culture; unite our school community collectively; drive our ethical values and provide a moral compass for everyone. All pupils and staff are inspired to 'Respect the CTA Way', which represents how we work together to ignite the aspiration of all members of our school community. We strive for everyone to be tenacious and achieve more than they ever thought possible. Our values are centred around equipping pupils with essential social skills and tools, supporting them both during their academic journey and in their future successes beyond their time at Chase Terrace Academy.

### Respect

At Chase Terrace Academy, we place a strong emphasis on respect. To us, respect means being thoughtful of the feelings, wishes, and rights of others, as well as looking after each other and the environment we share. We expect our pupils to respect adults and their decisions, learning from their experiences and trusting their judgement on creating a positive learning environment.

Our commitment to fostering respect is evident through various initiatives. For example, our Pupil Leadership Team collaborates with Burntwood Town Council to create meaningful projects, such as the poignant poppy memorial in Princes Park, which teaches our pupils the importance of honouring traditions and commemorating significant events like Remembrance Day.

We believe that respect should be intrinsic in society, serving as the foundation for positive relationships and the development of social and cultural capital. All pupils and staff are inspired to 'Respect the CTA Way'. It is essential for fostering a harmonious and inclusive learning environment. By nurturing a culture of respect, we empower our pupils to become compassionate, responsible citizens who contribute positively to their communities.



## Community

At our school, we cherish community as a cornerstone of inclusion and kindness. We emphasise listening, sharing, and learning from each other, ensuring everyone has access to a safe and purposeful environment. These values shape our learning and daily activities, defining us as a strong and loyal team.

Our commitment to the community is demonstrated through regular litter-picking days and participation in 'community kindness' events. Our CATCH Hub also provides essential resources like uniforms and foodbank assistance, along with special initiatives such as Easter egg and Christmas drives. Open year-round, our CATCH Hub embodies our dedication to supporting both our school and the wider community.

## Tenacity

Tenacity means never giving up, being persistent, and staying resolute in our learning journey. We understand that true tenacity involves facing challenges head-on, listening to feedback, and using it to improve. Every day, our pupils are encouraged to attend school consistently, confront the difficulties of their learning, and continue progressing.

We foster an environment where tenacity is a daily practice. We maintain a positive attitude and do whatever it takes to complete our work. We believe that success often follows failure, and that valuable lessons are learned from our mistakes. Effort is celebrated, and perseverance is the cornerstone of our educational philosophy.

## Aspiration

At Chase Terrace Academy, we believe in only comparing ourselves with the best. Our relentless hopes and ambitions for all pupils drive us to help them become the best they can be at this crucial stage of their educational journey.

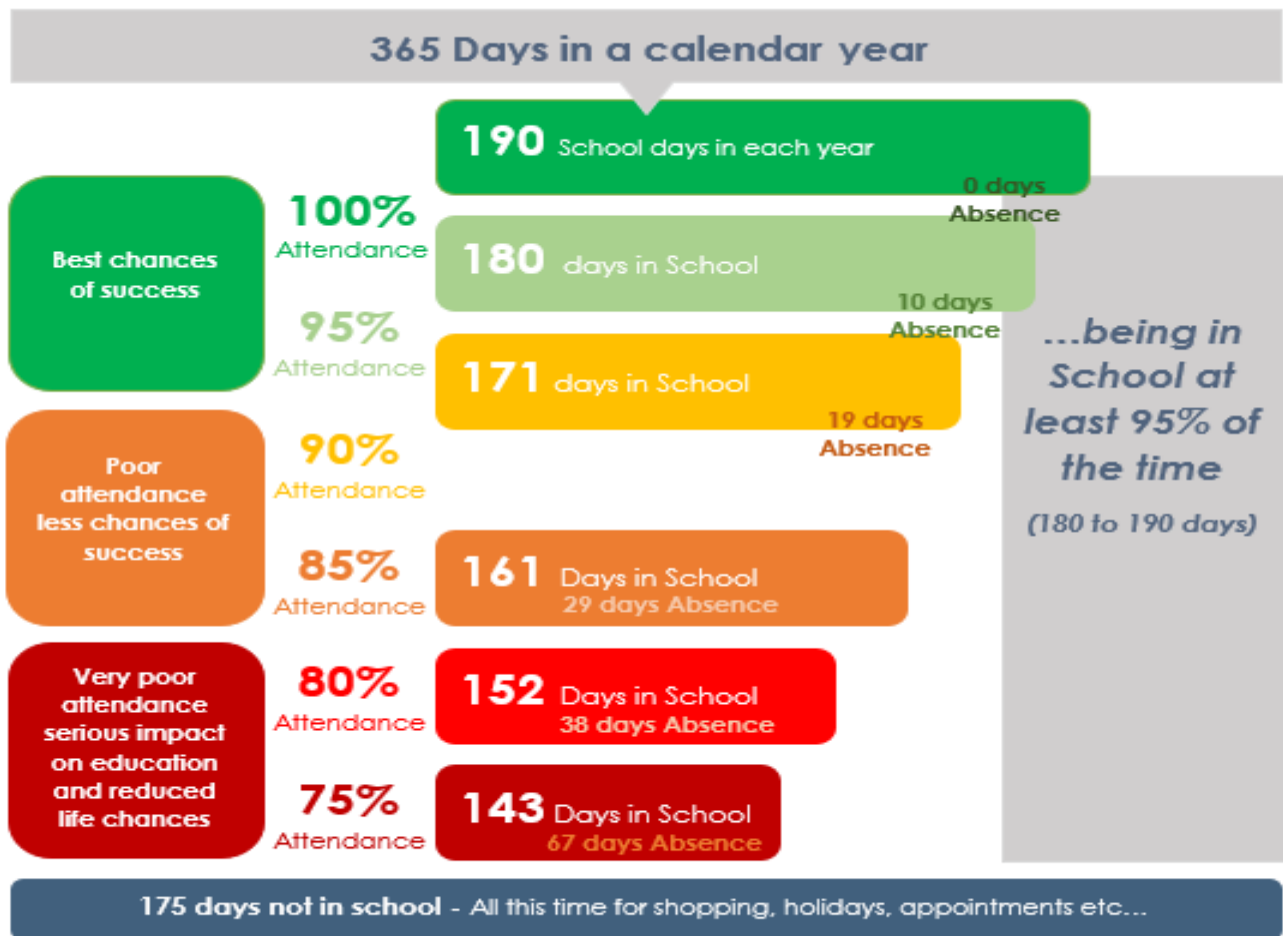
We are dedicated to fostering a culture of aspiration, equipping our pupils with the skills they need to thrive in their future careers. Pupils are regularly encouraged to dream big, set goals, and take action to ensure their success in the long-term. Through regular careers events featuring guest speakers from diverse fields, our pupils are inspired to explore a multitude of career opportunities.

We believe that by instilling a sense of ambition and providing practical support, we are nurturing the next generation of confident and capable professionals.



# Sickness and Absence

Every day matters so we promote good attendance at Chase Terrace Academy and aim for every pupil to be at school at least 95% of the time.



If your child does need to be absent from school, then parents/carers are requested to inform the school via the **MCAS (My Child At School) app** or with an absent text to **07860054434**. It is important to give detailed reasons for absence. For example, 'child has a throat infection/been sick etc' rather than just 'unwell/poorly'.

If your child feels ill at school, then they can see the school's first aider and if necessary then parents will be contacted to collect their child from school. Pupils are not allowed to leave the site unless accompanied by a parent.

For unavoidable medical appointments then details of the appointment must be provided so that the child can receive an exit permit. On the return to school the exit permit can be returned.

Children must be collected from school for an appointment.

# Medication

## Issuing of Medication Parent/Carer Instruction

If you require your child to take medication on the school premises, please complete the form, similar to the one below, found in our [First Aid Policy](#). It is parents/carers responsibility to inform school of any change and/or if the medication is no longer required. It will then need to be collected by the parent/carers. You must make the First Aid Officer aware if your child needs the medication administering.

No child is to carry any medication on them around school, it should be held in First Aid.

Name:		Year		Tutor Group	
Date of Birth		Medical Need			
Name of medication					
Start date of medication		End date of medication			
Dosage/Key details of medication/Time of day to be taken/Amount to be taken.					
Name:		Parent/Carer/Grandparent/ with responsibility			
Signed by:		Date			

# Home Learning

Each pupil is given access to Show My Homework, a site that allows both pupils and parents to log in to track homework that has been set, when it is due, and resources that are there to help pupils.

In Year 7, homework is set regularly by teachers. This is normally every 6-8 lessons except in maths, MFL and English, where it is set every week. In Science, pupils in Year 7 will have homework every 2 weeks.

To support our Teaching and Learning Strategy, we use the "Know, Do, Review Cycle" which pupils will learn more about in their first few weeks.

A key part of that strategy is our 'Knowledge Organisers' which contain everything that they need to know about a particular topic to support them in getting a head start. We have included one for Maths and one for English for you to have a look at. The knowledge organisers can be used as part of your child's home learning to revise a topic or complete pre-reading ahead of starting a new topic. Teachers will give pupils more information about this in September.

Some ideas of how pupils can use them in September are below:

1. Turn each of the boxes into a revision card or section on a mind map.
2. Hand the sheet to someone else and get them to quiz you on a particular area – how much can you remember?
3. Use the bullet points to create a paragraph that explains the box in more detail.
4. Turn the sentences into pictures to help you remember them.
5. Use these basics to do some more research on the topic and then teach someone about what you have learnt.

Knowledge organisers offer a great deal of additional support material for subjects, assessments, and exam preparation. Pupils can use them to help them achieve their Minimum Expectations (MEs) and also to set targets and to build examination and assessment skills.

To support your child at home, please read through the knowledge organisers regularly. Talk to them about what they are learning and ask them about what they already know. Where possible, provide them with somewhere suitable to work and encourage them to complete the home learning tasks.

We understand that some children may need additional support to complete their home learning, so we do offer a homework club. More details will follow in September.

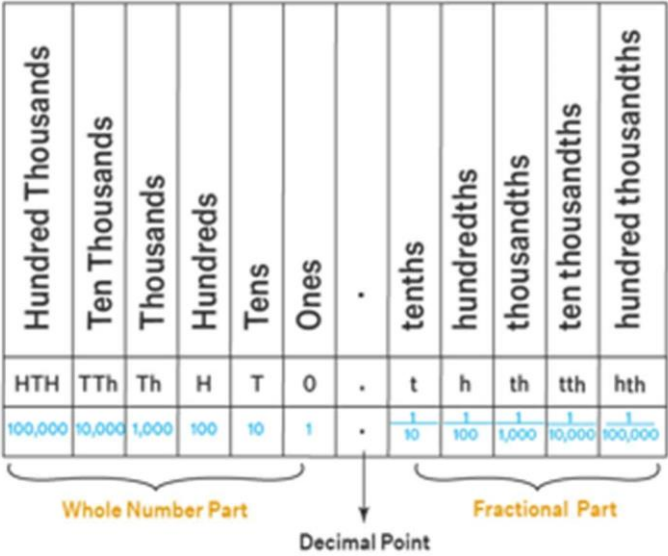
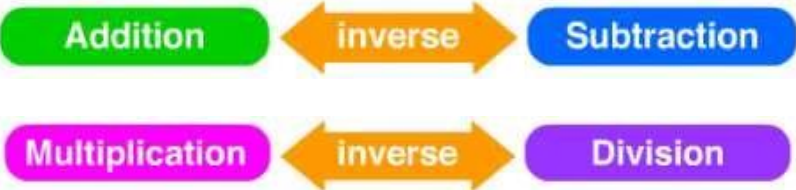


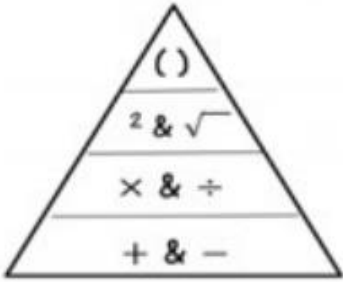
# The 'Know, Do, Review' Cycle

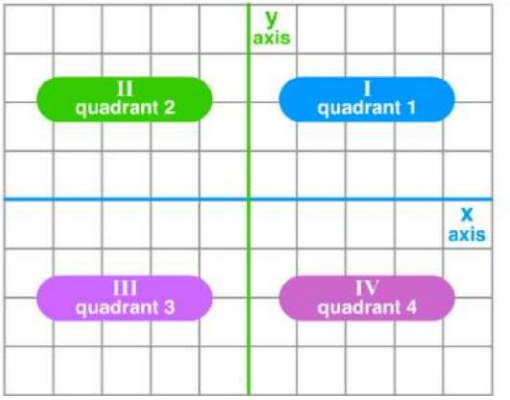


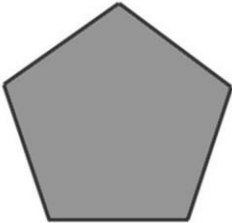
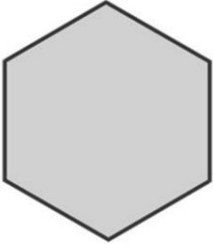
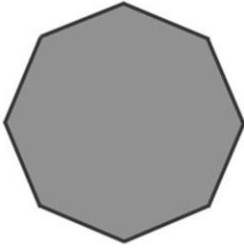
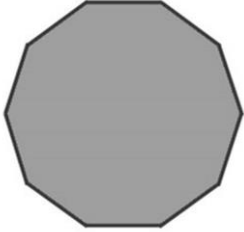
Commit fully to your learning - in lessons and at home. The 'Know, Do, Review' cycle supports you to develop knowledge and skills and to acquire the learning and qualifications that will support you in your next steps.



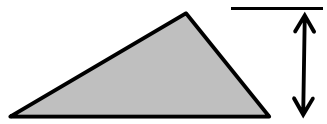
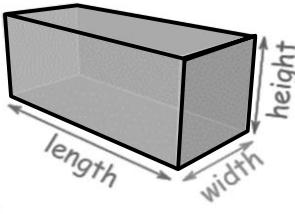
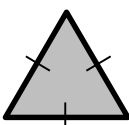
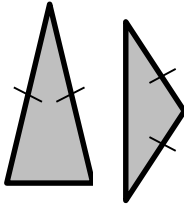

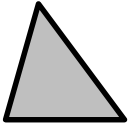
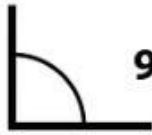
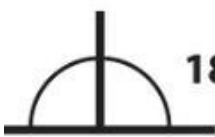


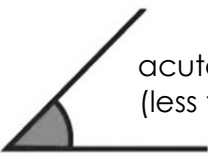
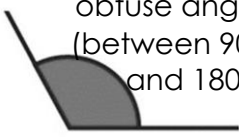
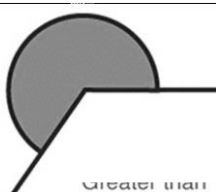
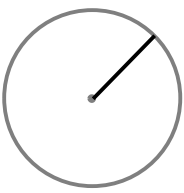
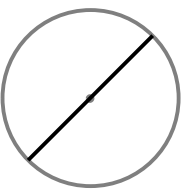
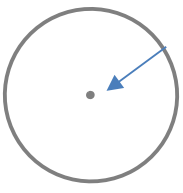


# Maths – Knowledge Organiser

1.	Integer means 'whole number'.
2.	 <p>Place Value chart</p> <p>The chart is a grid with 11 columns. The first six columns are labeled 'Whole Number Part' and the last five are 'Fractional Part'. The columns are: Hundred Thousands (HTH), Ten Thousands (TTh), Thousands (Th), Hundreds (H), Tens (T), Ones (0), a decimal point (.), tenths (t), hundredths (h), thousandths (th), ten thousandths (tth), and hundred thousandths (hth). Below the grid, the values for each column are listed: 100,000, 10,000, 1,000, 100, 10, 1, ., 1/10, 1/100, 1/1,000, 1/10,000, and 1/100,000. An arrow points to the decimal point column, labeled 'Decimal Point'.</p>
3.	To write in figures means using the digits 0-9 to write the number and not use words
4.	The first ten square numbers are: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100
5.	The first five cube numbers are: 1, 8, 27, 64, 125
6.	 <p>An inverse operation is the opposite or reverse operation.</p> <p>The diagram shows two pairs of operations. The first pair is 'Addition' (green box) and 'Subtraction' (blue box), connected by a double-headed orange arrow labeled 'inverse'. The second pair is 'Multiplication' (pink box) and 'Division' (purple box), also connected by a double-headed orange arrow labeled 'inverse'.</p>
7.	Product means 'multiply' (e.g. the product of 4 and 3 is 12)
8.	The multiples of a number are its times table (e.g. multiples of 10 are 10, 20, 30, ...)
9.	A factor goes into another number (e.g. the factors of 10 are 1 & 10, 2 & 5)
10.	A prime number has exactly two factors (1 and itself) Learn the first few primes: 2, 3, 5, 7, 11, 13, 17, 19, ...
11.	Evaluate means to work out the answer.

12.	Placeholder is a number that occupies a position to give value
13.	Solve means find the value of the unknown.
14.	The difference between two quantities or values involves subtraction. The smaller number is subtracted from the larger number.
15.	The sum means finding the total of 2 or more numbers by adding them together.
16.	 <p>Mathematical operations need to be worked out in the correct order. This is called the order of operations. Work from the top of the triangle down.</p>
17	An expression is a combination of numbers or letters e.g. $5h$ , $3a + 9b^2$ (An expression does not include an = symbol)
18	A term in a number in a sequence or a part of an algebraic expression which can be a number, letters or both.
19	In algebra, a coefficient is the number part of a term (e.g. in $4x - 3y$ , the coefficient of $x$ is 4 and the coefficient of $y$ is -3.)
20	A formula is a mathematical rule written using symbols (letters), usually as an equation describing a certain relationship between quantities.
21	Percentage is a proportion of a whole represented as a number between 0 and 100
22	The top number of a fraction is called the numerator. The bottom number of a fraction is called the denominator.
23	$1/4 = 0.25 = 25\%$ $1/2 = 0.5 = 50\%$ $3/4 = 0.75 = 75\%$ $1/10 = 0.1 = 10\%$
24	A proper fraction is where the numerator is smaller than the denominator. E.g. $2/3$
25	An improper fraction is where the numerator is larger than or equal to the denominator. E.g. $5/2$
26	A mixed number is a number written as a whole number with a fraction. E.g. $2 \frac{1}{2}$
27	Equivalent fractions have the same value. E.g. $\frac{1}{2} + \frac{2}{4}$
28	To simplify a fraction means to write an equivalent fraction using the smallest integers possible. You do this by dividing the numerator and denominator by the same number
29	Ascending means 'going up' or 'getting bigger'
30	Descending means 'going down' or 'getting smaller'

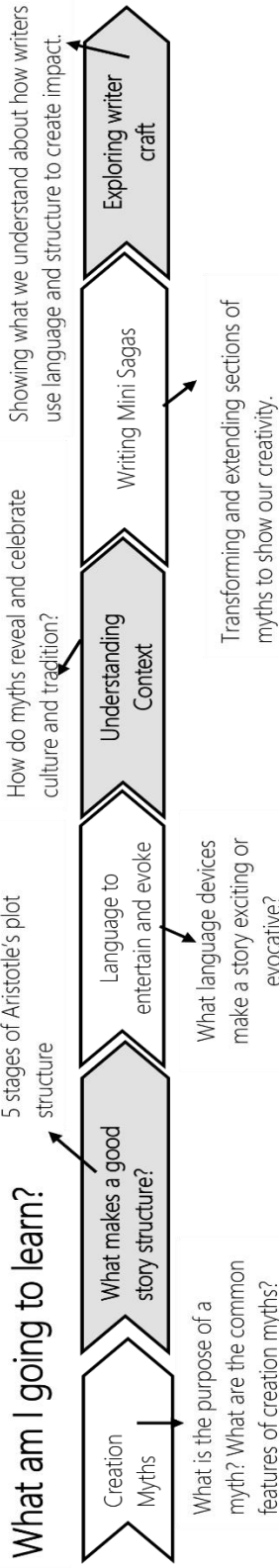
31.	<p>The coordinate grid is divided into 4 quadrants by the x and y axes.</p> <p>The x axis is horizontal.</p> <p>The y axis is vertical.</p>	
32.	<p>Position on a grid is described using a coordinate. The x coordinate is first, followed by the y coordinate. You must put brackets around the pair of numbers. E.g. (2, 7)</p>	
33.	<p>The origin is the point (0,0)</p>	
34.	<p>Compass directions</p>	
35.	<p>A polygon is any shape with straight sides (e.g. triangle, hexagon, octagon)</p>	
36.	<p>A regular polygon has <u>all equal sides</u> and <u>all equal angles</u></p>	
37.	<p>Perimeter is the total distance around the outside of a shape</p>	
38.	<p>Units of length: 10mm = 1cm      100cm = 1m      1000m = 1km</p>	
39.	<p>Units of mass/weight: 1 kg = 1000 g</p>	
40.	<p>Know the names of these polygons:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Quadrilateral</p> </div> <div style="text-align: center;">  <p>Pentagon</p> </div> <div style="text-align: center;">  <p>Hexagon</p> </div> <div style="text-align: center;">  <p>Octagon</p> </div> <div style="text-align: center;">  <p>Decagon</p> </div> </div>	

41.	<p>Rectangle <math>Area = b \times h</math></p>  <p>Parallelogram <math>Area = b \times h</math></p>  
42.	<p>Volume of a cuboid</p> <p><math>Volume = l \times w \times h</math></p> 
43.	<p>Know these special triangles:</p>  <p>Equilateral triangle (3 equal sides)</p>  <p>Isoscel</p>  <p>Right-angled triangle</p>  <p>Scalene triangle</p>
44.	 <p>90°</p> <p>1 right angle quarter turn</p>  <p>180°</p> <p>2 right angles half turn</p>  <p>270°</p> <p>3 right angles three quarter turn</p>  <p>360°</p> <p>4 right angles full turn</p>
45.	 <p>acute angle (less than 90°)</p>  <p>obtuse angle (between 90° and 180°)</p>  <p>Reflex angle (Between 180° and 360°)</p>
46.	<p>Know these parts of a circle:</p>  <p>centre</p>   <p>radius diameter</p>

47	There are 52 weeks in a year and 12 months in a year.
48	There are 365 days in a year (366 in a leap year which happen every 4 years – 2024 is a leap year).
49	Frequency means how often something happens.
50	The three averages are median, mode and mean. Median – the middle number when all the values are in order. Mode – the most common value Mean – the sum of all the values divided by how many there are.

# English – Knowledge Organiser

## Learning Organiser for English – Y7 Mythology



### Creation Myths

Throughout history, people have told different stories about how the world was created.

Many parts of the world still have different explanations for how the world was created.

Creation Myths should:

1. teach us a moral or show us how to act.
2. have memorable characters. They typically contain Heroes and Villains.
3. explain to us the purpose or plan behind something, eg, why nature is the way it is.
4. Use language to help us imagine extraordinary and exciting worlds.

### 5 Stages of Aristotle's Plot Structure

**Exposition:** the background; the setting.

**Inciting Incident:** The moment that starts the action.

**Rising Action:** What happens after the inciting incident leading towards the climax.

**Climax:** The point at which the main character in the story will succeed or fail.

**Falling Action/Denouement:** The consequences of the outcome of the climax.

### What is a Mini-Saga?

A mini-saga is a story (or part of a story) told in exactly 50 words.

This means you have to think really carefully about what to include and what to edit out!

**SUCCESS CRITERIA:**

- ✓ Write a mythological monster saga in 50 words or less.
- ✓ Use relative clauses- that, which, who, whose, when, whom.
- ✓ Use interesting adjectives and vocabulary.
- ✓ Use simile.

### Key Vocabulary to Learn

**Creation** – something that has been built, produced or made.

**Forethought** – considering the near future, before you act!

**Malevolent** – causing or wanting to cause harm or evil.

**Hubris** – to have excessive pride in yourself.

**Avaricious** – an extremely strong desire to gain money or possessions.

**Banishment** – sending someone/something away. Refusing to allow them/it to return.

**Redemption** – improving your morals and behaviour through self-reflection.

**Unyielding** – being unwilling to change.

**Tradition** – beliefs or ways of thinking that have existed for a very long time.

# Accelerated Reader

Reading has a huge profile at Chase Terrace Academy, and we aim for all our pupils to develop a love of reading and to become avid readers as it is our philosophy that reading is the key to learning and success! During Year 7 your child will be participating in the Accelerated Reader programme, which is designed to ensure that all of our students read well for their age. We strive for our pupils to excel in this area to facilitate their achievement in all subjects across the curriculum. Therefore, there is an expectation of a minimum 30 minutes reading per night to ensure maximum progress. It is important that pupils fulfil this expectation so that they can be regularly tested and can access a wealth of texts. We would really appreciate your support in monitoring this taking place at home each evening. Ideally, your child should have a relaxed and quiet environment to be able to read in with no distractions in order for them to concentrate fully on what they are reading. It would also be beneficial for you to engage with them about what they are reading.

At school, we provide opportunities for additional reading in library lessons. We expect that your child should be completing book quizzes on the Accelerated Reader website within 24 hours of completing the text. The tests can be carried out in the library at break and at lunchtime. The individual reading tests are crucial as they allow the AR system to calculate how much and how well your child is reading. With regular testing of each book read, we are able to report accurate and useful information to you as parents/carers, so you know how our child's reading journey is progressing. Our excellent librarians have a dedicated section to Accelerated Reader texts in the school's library where your child can come and select an age and ability appropriate text to read at school and at home. English teachers and librarians will be more than willing to assist in the selection of books, though it is important for your child to select books they think they will enjoy and challenge them.

It is an expectation that your child has an AR book with them every day in school and takes books out of their own accord. You and your child will be provided with a login for the website so that you have immediate access. For students that struggle with their reading or to make time to read at home, we facilitate additional reading sessions at school, both during the school day and afterschool.



- Every pupil in Year 7 and 8 takes part in the Accelerated Reader programme.

- During the school year, you will take five Star Tests - this will tell us your reading age and ZPD (which basically means, the book levels you should be reading)



- You can then choose books from our dedicated Accelerated Reader section of the library.

- Every time you read a book, you will need to take a Book Quiz. You can earn points from your book quiz and points mean prizes!

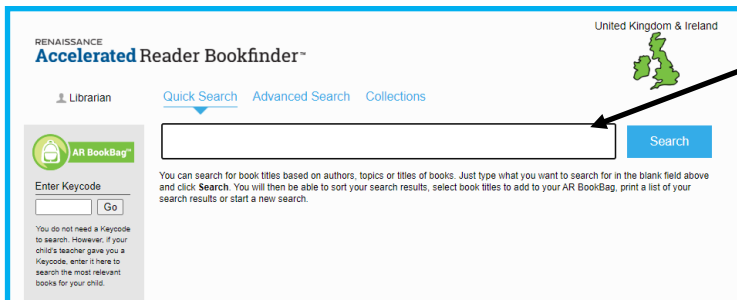


- You are expected to read for a minimum of 30 minutes per day and regularly take book quizzes. Your English teacher will be able to track your progress using online reports.

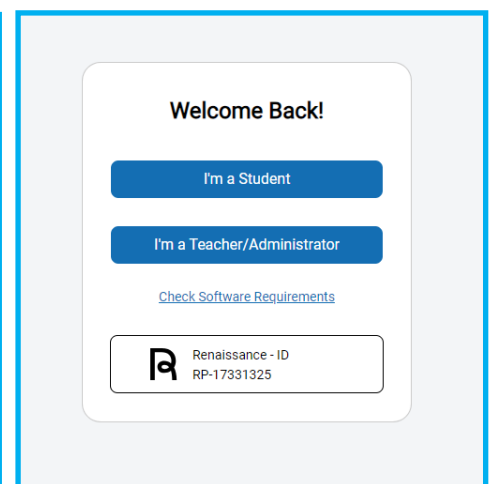
- If you need any support with reading or Accelerated Reader, you can speak to your English teacher or the Librarian Mrs Dutton.



- Make sure you are choosing a book within your correct ZPD reading range (you are given this after taking a STAR test).
- You can read books from home, however check on the website [www.arbookfind.co.uk](http://www.arbookfind.co.uk) to see if it is an Accelerated Reader book and if it is, what level it is.



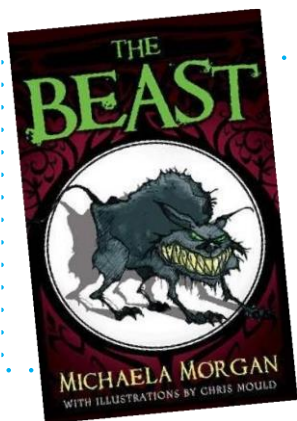
- Remember to do your book quizzes as soon as you have finished your book, this will show your teachers you have done the required reading.
- You can continue to do your book quizzes at home until 10pm.
- **You can log in to Accelerated Reader through the school website [www.chaseterraceacademy.co.uk](http://www.chaseterraceacademy.co.uk) under 'ICT Services' > 'Accelerated Reader'.**



- If you lock yourself out of your AR account, your account will unlock itself after 5 minutes. If this doesn't happen, please see your teacher or the librarian.
- Please visit <https://chaseterraceacademy.co.uk/school-life/accelerated-reader/> for further information about the AR programme.

# Recommended Reads for Year 7&8

## (Accelerated Reader)

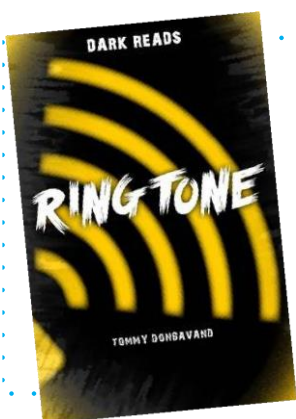


**The beast by Michaela Morgan**  
Keywords: Supernatural, Mystery stories  
AR: 2.8, MY

Two friends investigate a mystery in the woods and find the cause is not as supernatural as they had expected. When Robbie and Gaz hear a strange howling sound in the woods behind Robbie's house, they decide it's their chance to take a photo of a big cat and make a fortune selling it to the papers. Nothing quite goes according to plan, but Robbie and Gaz end up famous for entirely different reasons.

**Half-pipe panic by Brandon Terrell**  
Keywords: Sport stories, Cartoons and comics, Winter sports  
AR: 2.8, MY

Payton Park is a snowboarding artist. He's wowed many crowds with his incredible half-pipe stunts. But during a major competition, he falls hard while trying to pull off his biggest trick yet. Unfortunately, his main rival recorded his wipeout and put it on the Internet for all to see. Now the embarrassing moment keeps replaying in his mind. It's messing with his concentration and he can't seem to land any of his tricks. Can Park shake off his fears in time to nail his special move at the next big event?

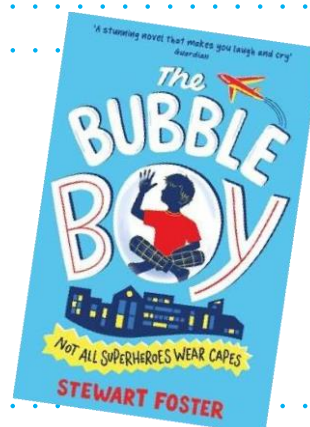


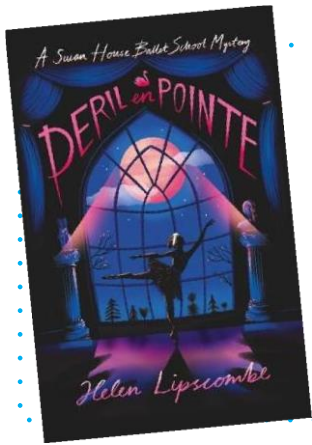
**Ringtone by Tommy Donbavand**  
Keywords: Death, Ghost stories, Dyslexia-friendly, Telephone, Horror stories  
AR: 2.7 MY+

A teenage boy starts to get phone messages from his dead friend who he accidentally killed while they were both messing about in the woods. I didn't mean to kill my best friend. It was an accident. You have to believe me. But now, ever since I buried his body in the woods, he keeps ringing me. Using our own secret ringtone. He won't leave me alone...

**The bubble boy by Stewart Foster**  
Keywords: Hospitals, Emotions, Diseases  
AR: 3.6 MY

An eleven-year-old boy is permanently confined to an isolation unit due to an immune system disorder, but conspires with his new nurse to have an adventure outside. Eleven-year-old Joe can't remember a life outside of his hospital room, with its beeping machines and view of London's rooftops. His condition means he's not allowed outside, not even for a moment, and his few visitors risk bringing life-threatening germs inside his 'bubble'. But then someone new enters his world and changes it for ever.



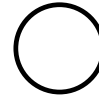


**Peril en pointe by Helen Lipscombe**

**Keywords:** School stories, Dancing, Ballet, Spies

**AR:** 3.9, MY

**Milly yearns to dance like her ballerina mum - but during the biggest performance of her life, she messes up and her mum disappears.** Milly's in trouble. Moments after messing up the most important dance of her life, her prima ballerina mother vanishes. And that's just the beginning. Out of the blue, Milly is invited to join a mysterious ballet school. But Swan House isn't just a school for ballet dancers. It's a school for spies. Milly learns that she and her mother are in terrible danger. But has she got what it takes to face peril en pointe?

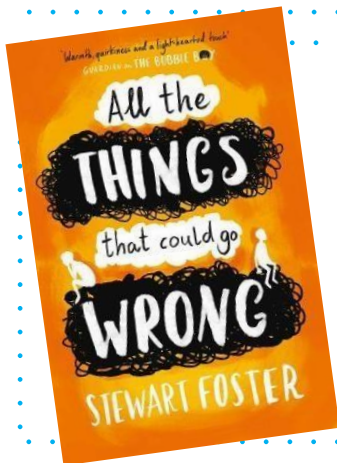
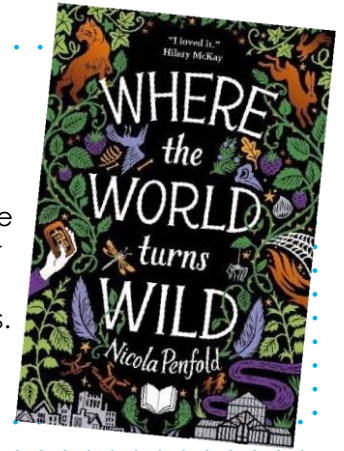


**Where the world turns wild by Nicola Penfold**

**Keywords:** Adventure stories, Nature, Siblings, Dystopia

**AR:** 3.9, MY+

**Juniper Greene lives in a walled city from which nature has been banished, following the outbreak of a deadly man-made disease many years earlier.** While most people seem content to live in such a cage, she and her little brother Bear have always known about their resistance to the disease, and dream of escaping into the wild. To the one place humans have survived outside of cities. To where their mother is. When scientists discover that the siblings provide the key to fighting the disease, the pair must flee for their lives.



**All the things that could go wrong by Stewart Foster**

**Keywords:** Bullying, Mental Health, PSHE, Friendship

**AR:** 3.9, MY+

**Two boys, one of whom has been bullying the other, are forced to spend the summer cooperating together in the building of a raft.** Dan is angry. Nothing has been the same since his big brother left and he's taking it out on the nearest and weakest target: Alex. Alex is struggling. His OCD makes it hard for him to leave the house, especially when Dan and his gang are waiting for him at school. Then the boys' mums arrange for them to meet up and finish building the raft that Dan started with his brother. Two enemies stuck together for the whole of the school holidays - what could possibly go wrong?



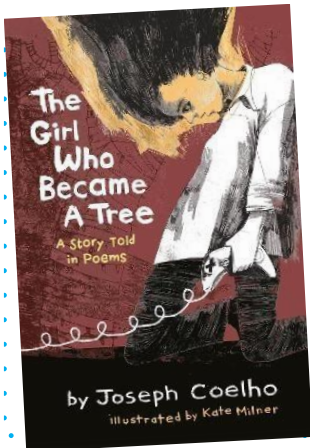
**Jemima Small Versus the Universe by Tamsin Winter**

**Keywords:** School stories, Bullying, Body, Families

**AR:** 4.8 MY+

**A girl mocked for being overweight decides to compete in her favourite TV show.** Jemima Small is funny and smart. She knows a lot of things. Like the fact that she's made of 206 bones, over 600 muscles and trillions of cells. What she doesn't know is how that can be true and yet she can still sometimes feel like nothing. Or how being made to join the school's "special" healthy lifestyle group - aka Fat Club - could feel any less special. But Jemima also knows that the biggest stars in the universe are the brightest. And maybe it's her time to shine.





### The girl who became a tree by Joseph Coelho

AR: 4.8 MY+

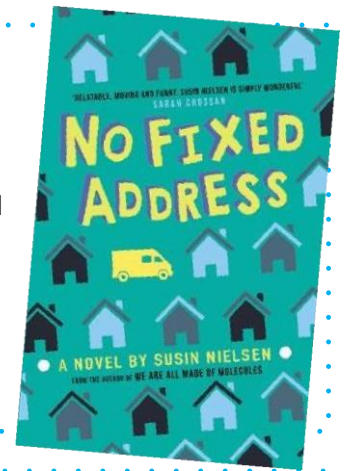
A story told in poems about a young girl deeply affected by her father's death, who finds herself in a strange library and a dark forest as she grapples with her loss. Daphne seeks solace both in the security of her local library and the escape her phone screen provides by blocking out the world around her. As Daphne tries to make sense of what has happened she recalls memories of shared times and stories past, and in facing the darkness she finds a way back from the tangle of fear and confusion, to feel connected once more with her friends and family.

### No fixed address by Susin Nielsen

Keywords: Families, Adolescence, Homelessness

AR: 4.3 MY+

A boy has to hide from his friends and teachers the fact that he and his mum are living in a van. Felix Knutsson is nearly thirteen, lives with his mother and pet gerbil Horatio, and is brilliant at memorising facts and trivia. So far, pretty normal. But Felix and his mom Astrid have a secret: they are living in a van. Astrid promises it's only for a while until she finds a new job, and begs Felix not to breathe a word about it. But Felix has a plan to turn his and Astrid's lives around: he's going to go on his favourite game show Who, What, Where, When and win the cash prize. All he needs is a little luck and a lot of brain power...



### Seasons of war by Derek Landy

Keywords: Fantasy stories, Horror stories

AR: 4.7 MY+

To avert catastrophe, Skulduggery and Valkyrie are sent on a secret mission that takes them away from everything they know, to a forsaken land of magic and grim, unrelenting terror. It is here that Valkyrie will have to fight the hardest - not only against the enemies who want her dead, but also against her own self-destructive impulses. It's only by crawling through darkness that she'll be able to once again stand in the light.

### The Good Thieves by Katherine Rundell

Keywords: Adventure stories, Historical stories, Crime stories

AR: 5.1, MY

Vita Marlowe has a mission. Her beloved grandfather, Jack, has been cheated out of everything he owns by a notorious conman with Mafia connections. Seeing Jack's spirit is broken, Vita is desperate to make him happy again, so she devises a plan to outwit his enemies and recover his home. She finds a young pickpocket, working the streets of the city. And, nearby, two boys with highly unusual skills and secrets of their own are about to be pulled into her lawless, death-defying plan.



# Tracking Progress

One of our main aims in school is to ensure that each of our pupils is working towards achieving their potential in every one of their subjects. In order to help track the progress of each individual pupil, we will give a minimum expectation in each of their subjects.

The minimum expectation is, as the name suggests, the minimum that each pupil is capable of in their individual subjects. It is calculated using the test scores of each pupil in their Year 6 SATs and CATs tests which are sat in school at the beginning of Year 7.

Once each pupil's minimum expectation is calculated, they will be informed what it is for each subject. Achieving at this particular level by the end of each year would indicate that a pupil is on course to achieve their minimum expectation in examinations at the end of Year 11.

The minimum expectations are outlined below. Each word is linked to a grade as this is the grade that a pupil working at that level will typically achieve in their GCSEs. All reporting and in-class assessment documentation will use the worded descriptors only. Pupils are not expected to progress through the grade descriptors – they should be aiming to consistently perform in line with their minimum expectation throughout years 7, 8 and 9.

Typical GCSE Grade Link	Descriptors used in reports and assessments
1	Initial
2/3	Beginning
4	Approaching
5	Secure
6	Exceeding
7/8	Outstanding
9	Mastered

## Progress Updates

As well as being able to see feedback given to your child in their books and folders, you will also receive a formal progress update twice per academic year. One will provide a data overview of the progress being made, whilst the other will provide a data overview, along with more detailed explanation about the key skills and knowledge being developed in each subject area; there will also be clear targets for further development in the form of next steps statements. On each report, you will see your child's Minimum Expectation, a Current Grade and an Attitude to Learning score.

The Current Grade (CG) will provide an indication of the average grade that an individual child's work has been graded at to-date. For example, if the majority of a child's work has been graded at secure and one piece at outstanding, then it is likely that a grade of secure will be awarded overall.

You will be able to compare this against their Minimum Expectation to see if satisfactory progress is being made towards their end goal.

It is vital that pupils make every effort to consistently perform in line with the minimum expectation. If they start to slip behind in Year 7, it becomes very difficult to make up the ground in later years.

The reports that you receive will also include an attitude to learning grade. This is on a four-point scale as outlined below:

Attitude to Learning Score	Description
1 - Exceptional	Consistently applies outstanding levels of focus and commitment. Highly organised and always completes homework to a high standard by the deadline set. Often goes above and beyond what is expected in and out of lessons.
2 - Good	Works with self-discipline, showing respect for the teacher/support staff and consideration for other students. Organised and completes homework to an appropriate standard by the deadline set. Almost always completes work to the expected standard in lessons.
3 – Inconsistent	Mostly works well and responds appropriately and readily to requests made by teachers and support staff, although, there are occasional lapses. Can also sometimes become involved in low-level, disruptive behaviour. Generally, brings equipment and completes most homework, but not always within the deadline set. Work is sometimes not completed to the expected standard.
4 - Poor	Can often be a disruptive influence in lessons, affecting his/her work and/or the work of others. Often poorly prepared for lessons and often misses deadlines for homework. Work is rarely completed to the expected standard.

# The School Day

Time	Lesson/Break
08:30 – 09:00	Personal Development Lesson: To promote PSHE, Personal Development, School and British Values
09:00-10:00	Period 1
10:00 – 11:00	Period 2
11:00 – 11:20	Break Time
11:20 – 12:20	Period 3
12:20-13:20	Period 4
13:20 – 14:00	Lunch Time
14:00 – 15:00	Period 5
15:00	End of School Timetable
15:00 – 15:30	Some pupils may be required for homework support, catch ups/intervention support, extra-curricular activities, and detentions.

NB. Doors to school open to pupils at 08:20

## Equipment List

Pupils are expected to bring the following equipment with them every day. Pupils will also need to bring the required books, kit or equipment for particular lessons according to their timetable:

- School Bag
- Pencil Case
- 30cm ruler
- Protractor
- Pair of compasses
- Glue stick
- Highlighter
- Rubber
- Pencil sharpener
- Coloured pencils
- Scientific calculator
- Purple pen
- Black or blue pen (several)
- Pencil (several)
- Reading book



# Uniform Expectations

Uniform at Chase Terrace Academy has been designed by Governors, staff, pupils, and parents to ensure a smart outward appearance and with affordability and equality in mind. Chase Terrace Academy believes in upholding standards and expects all students to comply with the dress code.

The school has published a detailed list of what is acceptable uniform, all of which is readily available from our uniform suppliers. Uniform bought from these suppliers will comply with our uniform requirements, uniform bought elsewhere may not do. Whilst we have enabled parents to buy uniform from any outlets, please ensure that if you are purchasing from wider shops, that the styles are in line with our guidelines. If you are in any doubt **please contact us** and we will support you.

As a school Chase Terrace Academy is determined to maintain a positive learning environment at all times. Challenges to uniform create unwanted tension which makes for an unproductive learning environment. Wearing the right uniform at all times ensures that challenges are not needed thereby ensuring a purposeful atmosphere is maintained.

**Please note: CTA strives to maintain a high standard of uniform. Many of our decisions regarding uniform are made for health and safety reasons, as well as a neat and modest appearance. There should be no exceptions to the uniform policy, families should contact school directly should there be any circumstances under which they would have difficulties adhering to the school policy BEFORE buying items that do not comply with our uniform code.**

Failure to attend school in the correct trousers or length skirt will result in school providing an alternative item of school uniform to wear. Students are expected to wear these if they do not comply with uniform policy. Any breach of the uniform policy will be recorded on the Student Expectation Card, appropriate uniform will then be loaned to the student until their uniform is corrected. Any student refusing to wear uniform provided by school will be placed in isolation at break and lunch until the correct item is worn.

Regular weekly uniform clothing checks will be completed by members of the Senior Leadership Team, Heads of Year and Form Tutors during tutor time in the morning and throughout the day.

Pupils who persistently choose to wear non-compliant clothing once the problem has previously been rectified will go into isolation until the correct uniform is worn to school, or if they refuse to wear the alternative item provided by school.

**THE DECISION REGARDING WHAT IS APPROPRIATE OR ACCEPTABLE IS AT THE SCHOOL'S DISCRETION**

## **GENERAL POINTS REGARDING DRESS AND APPEARANCE**

Please note the following points which are applicable to all pupils:

Outdoor garments (coats, scarves, gloves etc.) must be removed within classrooms. Pupils may wish to leave these in their lockers throughout the day.

All non-uniform jumpers/coats/hoodies should NOT be worn inside any school building. School hoodies should only be used for the purposes of Physical Education.

Please ensure that all school clothing is clearly named.

### **Hairstyles**

Hair should be neat with no extremes in style, cut or colour, no sharply contrasting colours and hair length should be not less than Grade 1. Designs cut into hair are also not acceptable. Hair should be tied back for practical lessons.

### **Jewellery**

Jewellery should be kept to a minimum – a watch, ONE small pair of stud earrings (one in each ear). Nose, tongue and eyebrow studs and other such piercings are not acceptable, and pupils will be required to remove them. It is not an acceptable excuse for a pupil to ask to wear unapproved jewellery to prevent a pierced ear or nose from closing up. Covering piercings with a plaster or other items is not acceptable due to Health and Safety. Please note: Excessive jewellery will be confiscated and returned to the pupil at the end of the school day. No plugs, tapers and stretchers are permitted, and pupils will be told to remove these should they arrive with them in school.

### **Make up**

Make-up is discouraged and if worn at all, should be barely visible. False eyelashes are not acceptable. Please note: pupils wearing excessive make-up will be asked to remove it immediately and be provided with make-up remover to do this by the year office.

### **Nails**

Nail varnish must look natural. Coloured nail varnish is not acceptable and all nail varnish must be removed for practical lessons for Health and Safety regulations – False nails are not permitted.

Please note pupils wearing coloured nail varnish will be asked to remove it immediately and provided with nail varnish remover to do this by the year office.

Please note: Pupils wearing false nails that cannot be removed at school will be issued with a '24hr uniform infringement' notification. Pupils will be expected to remove the false nails for the following school day. Failure to act upon this notification will result in the pupil being placed in isolation until the matter is resolved and false nails are removed.

## UNIFORM DETAILS

For all pupils, school dress is as follows: -

- Navy Blazer with school logo embroidered on the pocket. Badges can be purchased from our uniform suppliers should you wish to purchase a navy blazer from other outlets.
- A Stitch Down Pleated Skirt – Code: GST8733830 by Trutex GPB-HGY in length 20 or 22
- Trousers - Trutex GTN-GRA-R-30 in Harrow Grey or Graphite Grey. Trousers should not be worn as cropped style or above the ankle. There is no requirement to have the school logo embroidered on. Plain traditional school trousers from other suppliers should be mid grey in colour and tailored, not skinny or ponte style. Skinny trousers, leggings or jeans are not permitted.
- Light blue short or long-sleeved shirt
- Navy/Twin Blue Stripe clip-on tie – code: DS102 or House colour tie (Red – Brocket; Yellow – Elk; Blue – Fallow).
- Navy knitted V-neck jumper (optional). Jumpers can be worn with a blazer, but not in place of a blazer.
- Plain black, navy, or grey coloured tights (as required, and with a skirt)
- Short or three-quarter length below the knee socks, plain black, grey, or white
- Shoes – black flat shoes – leather, robust shoes are preferred. (Boots, trainers, high heels, canvas shoes or pumps are NOT ALLOWED – shoes must not have logos or writing on them)

## PE uniform

The following uniform has been developed in consultation with pupils and is regularly reviewed and communicated to pupils to ensure appropriateness and clarity. It is also clearly displayed on the school website under the uniform tab.

Pupils should bring the following kit on days they have PE:

Physical Education Clothing for Boys:

- Rugby Shirt: Reversible Royal blue and black (school branded)
- Polo Shirt: Royal blue and black (school branded)
- Shorts: Black (school branded or other)
- Football socks: Royal blue (school branded or other). In KS4 (Years 10 & 11) option to wear white socks unless on Football
- Training shoes: (MUST NOT be the footwear worn as part of school uniform)
- Studded or moulded bottom footwear for Football and Rugby
- Gum shields: compulsory for Rugby and Hockey
- Shin pads: compulsory for Football

## Optional items worn with permission of class teacher:

- Track suit bottoms: Dark Blue or Black (plain, small logo acceptable) can be worn over shorts as a thermal layer at teachers' discretion
- Navy blue hoodie: school branded (name on the back optional) can be worn over Rugby shirt and/or Polo shirt as a thermal layer at teachers' discretion.

### Physical Education Clothing for Girls:

- Sky blue sports shirt with white piping (school branded)
- Navy Blue shorts (school branded or other) or skorts (school branded only)  
– not mandatory for KS4 girls, black sports leggings can be worn
- Navy blue hoodie with school logo, (school branded)
- Training shoes
- Royal blue Football socks. In KS4 (Years 10 & 11) optional white socks
- Gum shields: compulsory for Hockey
- Shin pads: compulsory for Football and Hockey

### Optional item worn with permission of class teacher:

- Black cotton leggings (school branded or other) that can be worn under shorts or skort as a thermal layer.

### Health and Safety

- Jewellery must not be worn during PE lessons, this is a risk to students themselves, and others.
- All long hair must be tied back for both boys and girls, long fringes must be secured away from the face using clips or a sports headband.
- Protective equipment is compulsory when performing contact sports such as Rugby, Football and Hockey
- Suitable Athletic shoes which offer the correct support are required for all PE lessons. It is important to wear the correct footwear when taking part in any type of physical activity. Incorrect footwear can lead to injuries such as heel pain, shin splints, shin pain, back pain, sore calf muscles and ankle sprains. By wearing the correct footwear, injuries are less likely. Pupils must also not wear the shoes that they are wearing as part of their school uniform.

### Swimming

- All KS3 pupils will have swimming lessons, it is optional at KS4.
- Pupils need an appropriate swimming costume (one piece) and towel for each lesson.
- Swim hats, goggles and nose clips are optional extra equipment.
- Verruca socks are not permitted, those with Verruca's should bring their indoor PE kit to coach from pool side along with suitable indoor footwear.
- If unable to participate then learners should bring their indoor PE kit to coach.

### Unable to Participate in PE Lessons due to Illness or Medical Issues

- If your child is not able to participate in a PE lesson for any reason, they must bring a note to explain why they cannot take part.
- Pupils will still be expected to change into school PE kit with extra optional clothing (tracksuit or black leggings under shorts/skorts for girls).
- Although they are not engaging in the physical activity they will still take part in the lesson by working to develop their officiating, coaching and leadership skills.

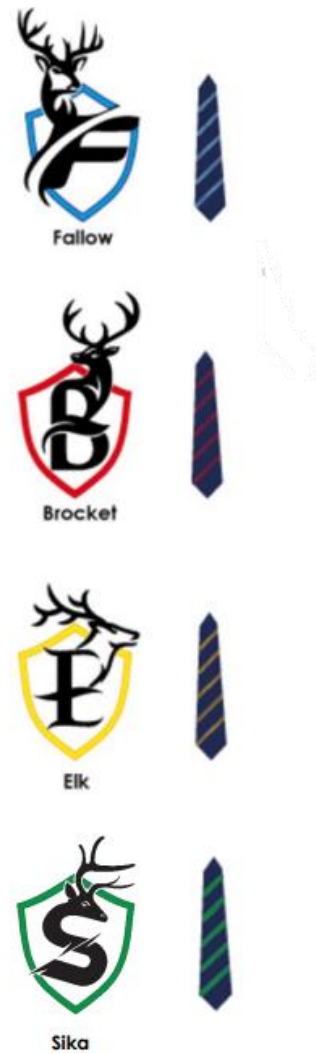
## Personal Protective Equipment Guidelines

- Personal Protective Equipment Required for Rugby, Football and Hockey
- Shin pads worn under royal blue football socks – required for Football and Hockey
- Mouth guards/Gum Shields When it comes to protecting your mouth, a mouth guard is an essential piece of equipment, which helps to minimize the risk of broken teeth and injuries to your lips, tongue, face, and jaw. They typically cover the upper teeth and are a great way to protect the soft tissues of your tongue, lips and cheek lining – required for Rugby and Hockey
- We recommend looking at the Physical Education Curriculum Activity Rotation Plan (which can be found on the school website and is displayed in the Sports Hall and Gym) to find out when you will need your mouth guard/shin pads and plan accordingly.
- There are different types of mouth guards: Custom-fitted: These are custom made by your dentist. They are more expensive and need to be ordered well in advance as they take several weeks to make.
- Boil and bite: These mouth protectors can be purchased at many sporting goods stores, Uniform Plus or from the PE Department. They are softened in boiled water, then inserted into the mouth and allowed to adapt to the shape of your mouth. This process can be done as many times as you need.
- A mouth guard is especially important for people who wear braces. A blow to the face could damage the brackets or other fixed orthodontic appliances. A mouth guard also provides a barrier between the braces and your cheek or lips, limiting the risk of soft tissue injuries. If you have a fixed brace, it is important to remoulding your mouth guard regularly as your teeth are moving position.
- If you have a retainer or other removable appliance, do not wear it during any contact sports. Valuables The PE Dept cannot guarantee the security of the changing rooms. Students will enter and leave the changing rooms unsupervised for a number of reasons having forgotten equipment, go to the toilet, or collect a water bottle. Pupils are strongly advised not to bring any items of high value into school. Any items that are brought into school of value that are a cause for a concern should be left in the pupil's locker during the lesson or if unable to do this then left in Head of Year office prior to lesson.

We have 2 main uniform suppliers:

<p>Uniforms Plus          Unit 6,          Burntwood Town Shopping Centre,          Cannock Rd,          Burntwood          WS7 1JR          Tel 01543 677068 Email:  <a href="http://www.uniformsplus.co.uk">www.uniformsplus.co.uk</a></p>	<p>A &amp; J Designs (Staffs) Ltd          Unit 2, The Innovation Centre,          Pool Road, Brownhills,          Staffs          WS8 7NL          Tel/Fax 01543 360055          Mobile. 07890 387533  <a href="http://www.a4jdesigns.co.uk">www.a4jdesigns.co.uk</a>          Email <a href="mailto:a5jdesigns@aol.com">a5jdesigns@aol.com</a>          The code for use when purchasing online is          code AJ684</p>
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Examples of **ACCEPTABLE** uniform: 



Examples of **ACCEPTABLE** shoes: ✓



Examples of **UNACCEPTABLE** shoes: ✗



# My Child At School App

We would like to invite our new Year 7 parents/carers to register for the My Child At School (MCAS) app on your child's first day at Chase Terrace Academy. You will not be able to do so prior to this.

It is a requirement for all parents and carers to use the app to allow us to effectively communicate with you about your children.

The MCAS app offers a range of valuable features, allowing you to stay informed and engaged in your child's school life.

Here are some of the benefits of using the MCAS app:

1. Important Announcements: Receive timely updates from the school, including important announcements and latest news posted to the website.
2. Data: Log on an update personal details via the app, which once approved by the Year Team, will automatically update on our system.
3. Provide Consent: Permissions required for your child to fully participate in school activities.
4. Receive Reports: We are going paperless! All attendance and progress/school reports are sent via the MCAS app so it is essential that you have access to the app to receive up to date information about your child.
5. Manage Your Child's Dinner Money: Easily top-up and manage your child's dinner money account, ensuring they have access to nutritious meals at school. You can also see what your child has purchased at school.
6. Payment Convenience: Make secure payments for various school-related items, including school trips and special events, all through the app – the school is no longer able to accept cash payments.
7. Progress: View your child's behaviour reports and house points.

To help you get started with the MCAS app, we have attached a helpful instructional video that provides step-by-step guidance on registering and navigating its features. [https://youtu.be/PVi\\_kL0COYw?feature=shared](https://youtu.be/PVi_kL0COYw?feature=shared)

Should you have any questions, concerns, or require assistance with the app, we are here to support you. Please feel free to reach our team via [mcas@chaseterraceacademy.co.uk](mailto:mcas@chaseterraceacademy.co.uk) and they will be happy to assist you.



# Consents

Please scan the QR code or use [this link](#) to complete the required consent form and allow your child to fully participate in school life at Chase Terrace Academy.



The accompanying information for each of these consents can be found within the transition pack. For more information about the data we collect, what we do with it, with whom we share it with and who you should contact if you have any concerns, please visit the JTMAT website via [this link](#).

The consent form must be completed by **9am on Monday 1 July 2024** to support us in getting ready to welcome your child to Chase Terrace Academy in September. Regardless of whether you do or do not give consent, it is essential that the form is completed.

## **BIOMETRIC FINGERPRINT**

We operate a cashless system for buying food and drink from our canteen areas, which eliminates the need for pupils to carry cash. As the system is biometric, it recognises the thumb print of a pupil at the pay points.

Any amount of money can be paid into a pupil's account and money spent on food and drink will be deducted accordingly. You can add money to your child's account via the MyChildAtSchool (MCAS) app. A daily spend limit of £5.00 will be programmed into the system and this can be increased or decreased by parents/carers by making a written request to your child's Student Support Officer.

If you choose not to have your child registered onto the biometric system, then a four-digit pin code will be allocated. Please note that pin codes do not have the same level of security and it will be your child's responsibility to remember this code and keep it secure.

We require the consent of at least of one parent/carer to enable us to process the biometric information of your child. Please be assured that this information remains in school and that biometric information is an algorithm and not the actual fingerprint.

## **ACCEPABLE USE POLICY FOR PUPILS' INTRODUCTION**

This is an important document which covers our policies for and the use of:

- ICT and electronic equipment;
- Cloud based platforms;

The information below explains expectations for students using our ICT systems, what electronic systems and facilities we make use of in school and how we may wish to use and store the personal data of students.

This document should be read in conjunction with the John Taylor Multi-Academy Trust (JTMAT) Data Protection Policy and Records Management (GDPR) Policy which fully explains how your data will be used and processed. These can be found by visiting <https://jtmat.co.uk/privacy/>

Please read this information carefully and then indicate your acceptance of these policies (if any) at the end of this document and return the form to school. Your response to this document will be stored digitally in school for our records.

### **ICT AND ELECTRONIC EQUIPMENT ACCEPTABLE USE POLICY - OVERVIEW**

This is a statement of good computer practices to protect Chase Terrace Academy, its pupils, staff and all equipment from casual or intentional abuse. With the prolific use of e-mail, mobile technology and access to the Internet throughout the school there are a number of threats and legal risks to the school, as well as the potential costs of time wasting that can be avoided by following the practices outlined. Although these tools are provided first and foremost for school use, Chase Terrace Academy accepts that on occasion they may be used for personal use, however this should be kept to a minimum. Users should take in to account these guidelines and adhere to them at all times.

These guidelines apply to all pupils who have access to email, the internet, any computer systems, mobile phones or any other relevant electronic device being used whilst on school premises, school owned equipment or any device connected to the school network at any time and in any place.

All users will be notified of these Acceptable Use Policies, via a logon screen which will appear whenever a user logs on. To proceed, users will have to click on a button that states, "By logging on to the school system, I accept all Chase Terrace Academy policies on the use of IT systems and equipment including email and the internet." New pupils will not be given access to e-mail, the

Internet or any Chase Terrace Academy IT systems until they have seen and accepted these policies.

## **PRIVACY AND SAFEGUARDING**

All users should be aware that Chase Terrace Academy takes the security and safety of all users very seriously. As a result, the school makes use of Proxy, Firewall, Filtering and Monitoring software to monitor all internet and PC usage. These systems are checked and monitored by ICT support, safeguarding, leadership and pastoral staff on a regular basis, and some systems also produce reports of concerns and infringements automatically. Although Chase Terrace Academy respects privacy, in the context of safeguarding and the safe provision and monitoring of ICT services, users should not have any expectation of privacy whilst using school systems and should not conduct any personal or sensitive business on school systems, including the sending and receiving of personal email. You should be aware that all text entry, regardless of the application being used is monitored for key words that may be deemed unsafe, inappropriate, or defamatory.

## **USE OF ICT EQUIPMENT**

Pupils are granted access to a wide range of technology and equipment within school. This may include desktop PCs, laptops, and tablet computers. Pupils must treat all equipment with respect, adhering to any health and safety procedures, display safe working practises and report immediately any faults or damage to ICT services or their teacher. Any wilful damage to school equipment will be pursued by the school.

Pupils will be provided a unique username and will be expected to set a password which conforms to the complexity requirements set. This is at minimum, a password which is more than 8 characters in length and contains a mixture of upper- and lower-case characters and a special character. Pupils are **solely** responsible for keeping their username and password safe and must never reveal their password to any other pupil, write it down or leave it anywhere where it could be abused by another individual.

Pupils are solely responsible for any legal, moral, and professional issues that may arise through their actions using any electronic equipment or systems. Pupils should therefore ensure their familiarity with all related policies, if in doubt please seek advice from ICT support, tutors, or the pastoral team. Pupils should be aware that any inappropriate use of any electronic systems may lead to disciplinary action being taken, in extreme cases possibly exclusion or

permanent exclusion. Pupils are responsible for maintaining the security of their account and must never share their password with any other individual as any misuse of ICT can be linked directly to the pupil's assigned user account.

Pupils are not permitted under any circumstances to use any school ICT equipment for the purpose of:

- File sharing of copyrighted material
- Gambling
- Gaming
- Online purchases
- Installing software
- Accessing inappropriate materials
- Any form of activity that could be considered dangerous or illegal

Failure to adhere to the terms of the acceptable use policy will result in disciplinary action as set out in the school behaviour policy against any users who are found to breach the policies outlined in these guidelines. The school reserves the right to suspend system access for an individual user without notice or reason.

### **USE OF THE INTERNET, EMAIL AND COMMUNICATION TOOLS**

Pupils should not send messages that contain any unsuitable material or defamatory statements about other individuals or organisations. The wilful or deliberate display of emails or documents attached to emails containing any of the following will be considered a serious matter that will be dealt with in accordance with the school behaviour policy:

- Obscenities;
- Offensive language;
- Any mention of, or reference to, illegal activity;
- Discriminatory language, references or inferences;
- Sexually explicit content;
- Any other content which may be deemed unreasonable or unacceptable in a school context.

Pupils should never let anyone else use their school email account and should make every effort to apply a common-sense approach to using their email accounts:

- Do not open emails from recipients you do not recognise;
- Never open email attachments unless you are sure of the source;

- Use your school email account in any communication with organisations or individuals outside of school for school purposes (for example when organising a work experience placement);
- Use basic email etiquette – always include a subject and always use an appropriate greeting;

Pupils have access to the internet and this is both filtered and monitored for the safety of our pupils and staff. Filtering software and rules, however, are not fool proof and it is simply not possible to block/filter all websites which may be inappropriate or cause distress to individuals. Whilst we take all possible precautions to protect our staff and pupils, Chase Terrace Academy cannot under any circumstances guarantee the safety of students using our internet provision.

Under no circumstances should a pupil access a site that contains sexually explicit, offensive, discriminatory or illegal material. Should a pupil access a website that is inappropriate or they feel is unsuitable, they should immediately close their web browser and inform a teacher or ICT services who will then take steps to block the site in school.

We have an active programme of e-safety education and as such pupils should be well equipped to spot, avoid and report any online behaviour that is in any way inappropriate. If in school, students should report any concerns immediately to any member of staff who will then ensure the situation is addressed. If outside of school or a pupil feels they cannot discuss a matter with a member of staff, then they should use the National Crime Agency online reporting tools which can be found on <https://ceop.police.uk/safety-centre/>

Misuse of the internet in school may result in the suspension of any user accounts involved pending further investigation or action.

## **PRINTING**

We provide both colour and black and white printing in school. Pupils are not charged for printing at Chase Terrace Academy. We do, however, operate a system whereby limits are set on the number of pages each user may print. Furthermore, we actively monitor the use of our printing systems and reserve the right to immediately remove the ability to print from any user found to be abusing or circumventing our quota system or printing inappropriate materials.

Pupils should consider the need for printing and, wherever possible, should always consider using suitable electronic alternatives such as PDF documents which can be viewed on any computer, laptop, phone or tablet. As a general guideline, any document which is not class work or coursework should **not** be

printed in school. Pupils that need exam or specification material should arrange this with their class teacher who may print these through our reprographics department.

## **USE OF PERSONAL MOBILE TECHNOLOGY (BYOD) AND SOCIAL MEDIA**

It is imperative that both parents/carers and students understand that no school has the facilities to monitor and protect students whilst they are using mobile data services (3G, 4G or similar). It is for this reason that we cannot take any responsibility for student actions whilst using devices that are making use of mobile data.

At Chase Terrace Academy, we recognise the importance of mobile devices to both parents/carers and students. As a school, however, we do not allow their use during the school day under any circumstances for any purpose unless under direct instruction from a member of staff. Pupils must never use their mobile devices to take pictures or videos of any member of staff or another pupil. Failure to adhere to this policy can result in serious disciplinary action being taken.

Pupils are not allowed to connect, or attempt to connect, their device to any of the school wireless networks without the explicit permission of ICT services. Wireless access for personal devices is only permitted for sixth form pupils.

Chase Terrace Academy will provide basic internet filtering to internet access provided for personal devices. We will not take any responsibility for misuse, data loss or any kind of virus/malware that may become installed on a device whilst in school. It is the responsibility of pupils to make sure that any device they use is suitably up to date and protected. We do not provide any kind of insurance or coverage for physical damage to student devices whilst they are on the premises.

We actively discourage the use of **any** social media whilst pupils are in school. Misuse of social media platforms can cause catastrophic consequences and are very difficult for the school to manage effectively. Chase Terrace Academy has absolutely no control over images, video or text posted to any social media platform and we cannot guarantee that any requests to social media organisations to remove content will be actioned. Any pupil that is found to be posting any material that on social media that falls into the following categories will be dealt with to the full extent of the school behaviour policy:

- Images or video of any other student or member of staff without their explicit permission;

- Any message which could be:
  - offensive to another individual regardless of context;
  - Racist;
  - Sexist;
  - Homophobic, transphobic or similarly discriminatory
  - Obscene;
  - Illegal;
  - Defamatory;
  - Slanderous;

We actively carry out a program of education about the dangers of misusing social media and would take this opportunity to remind pupils that they should **never under any circumstances** meet or arrange to meet an individual they have met online. Any such approaches should be immediately reported to a member of staff.

## **COPYRIGHT**

Pupils are reminded that material found online should be presumed to be the intellectual property of the author and, as such, should either seek to find if material is free for educational use or whether permission can be granted for content to be used in their work. There is obviously a case for “fair use” of material found online, but if in doubt pupils should seek help from a member of staff or the ICT support team. Any material that a pupil uses from the internet should be clearly referenced in their work.

## **CLOUD BASED PLATFORMS**

A cloud-based system is simply any service which is provided by an external organisation and is accessed through the internet. In the context of our school we use a number of industry standard online systems such as Office 365 for Education, Satchel One, GCSEPod and others relevant to specific subject areas or to aid school administration. A full list of cloud providers along with relevant privacy policies can be obtained from the school by request. External providers of ICT systems undergo a rigorous data protection impact assessment prior to any pupil data being shared to ensure that data is processed entirely in accordance with GDPR legislation and the trust's privacy policies.

Pupils are given access to a range of online facilities which provide a range of learning opportunities and tools to assist in their work.

Access to Office 365 will provide your child with the ability to access work at home, to produce work using online tools through a web browser and have access to communication and organisational tools. Office 365 works on PC, Mac and Tablet computers. Some of the benefits are outlined below:

- **Mail** - an individual email account for school use managed by the school;
- **Calendar** - an individual calendar providing the ability to organize schedules, daily activities, and assignments;
- **Office Online** – students can access Word, Excel, OneNote, Powerpoint and more through a web browser – no install required;
- **OneDrive** – all students have access to 1Tb (Terabyte) of online cloud storage to enable them to store, backup and access work from home.
- **Office 365 suite of applications for a number of home devices**

Using these tools, students collaboratively create, edit and share files and websites for school related projects and communicate via email with other students and members of staff. These services are entirely online and available 24/7 from any Internet-connected computer.

Examples of student use include showcasing class projects, building an electronic portfolio of school learning experiences, and working in small groups on presentations to share with others.

The school believes that use of the cloud tools significantly adds to your child's educational experience.

By agreeing to this policy, you are confirming that:

- The school may create user accounts for your child on relevant cloud platforms;
- You understand that, due to the nature of these being online services, a certain amount of personal data (names, user names, passwords) will inevitably stored on external servers out of the control of the school;
- The school expects students to follow safe and responsible working practises when using online facilities;
- You understand that your child will have access to these facilities outside of school and may be set tasks to complete using them. Furthermore, you understand that the school cannot monitor the use of online platforms outside of the school premises.



# Pupil Premium and Free School Meals

If your child is eligible for 'free school meals' and you register them for this, we'll receive extra funding called 'Pupil Premium'. We use this extra money to improve the educational provision and resources at the school.

## **What is pupil premium funding?**

Pupil premium funding from the government is given to schools to help pupils reach their full potential, regardless of their background or financial situation. It's provided for pupils who:

- Are registered for free school meals
- Have been registered for free school meals at any point in the past 6 years
- Are, or have been, in care
- Have parents in the armed forces

At Chase Terrace Academy, we receive an extra £1,050 per pupil for every eligible pupil who is registered for free school meals. This extra money could make a real difference to the quality of education we offer.

For example, we've previously used pupil premium funding for:

- Educational provision/resources
- Academic interventions
- Wellbeing and self-esteem building interventions

## **Is my child eligible for free school meals?**

Your child might be eligible if you access:

- Universal Credit with an annual net earned income of no more than £7,400.
- Income Support.
- Income-based Jobseeker's Allowance.
- Income-related Employment and Support Allowance.
- Support under Part 6 of the Immigration and Asylum Act 1999.
- The guarantee element of Pension Credit.
- Working Tax Credit run-on (paid for the four weeks after you stop qualifying for Working Tax Credit).
- Child Tax Credit (provided you're not also entitled to Working Tax Credit) with an annual income of no more than £16,190.

### Does my child have to eat the free school meals?

No. Pupils who are registered for free school meals don't have to eat them. If you're eligible, but you want your child to have packed lunches, you should still register because the school will receive the funding which can support your child in other ways.

### How do I register for Free School Meals?

You only need to register once at the school.

To register, please visit Staffordshire County Council's Website and complete the online form:

<https://apps2.staffordshire.gov.uk/web/fsmweb/>

I do understand that the information that we are requesting is highly sensitive. Please be reassured that we will treat all information as highly confidential. Alternatively, if you would prefer to discuss your child's situation, rather than completing paperwork, please do contact me on the details below.

I would be grateful if you could complete the box below to indicate your child's situation.

Your child's name:	Please tick where applicable
My child does not meet any of the Pupil Premium criteria.	
My child is entitled to FSM, and I already claim them.	
My child is entitled to FSM, but I do not claim for them.	
My child is/has been in Local Authority care.	
My child has parent(s) in the Armed Forces	
I would prefer not to say.	

For more information about Pupil Premium, go to our website, which contains details of how the Pupil Premium has been spent in the past academic year and how it will be spent this year.

If you have any questions or specific concerns, please do not hesitate to contact Miss J Devereux Assistant Headteacher at [j.devereux@chasteterraceacademy.co.uk](mailto:j.devereux@chasteterraceacademy.co.uk).  
01543 682286 (ext. 109).

# Lunch Menus

## Lunch week 1

All our ingredients are locally sourced and delivered fresh by local suppliers. Our eggs are free-range and Red Lion stamped, our fish is sustainably sourced and MSC approved and our meat is British Red Tractor accredited wherever possible.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MAIN MEAL</b> £2.20	CHICKEN BURGER BAKED WEDGES & BEANS	CREAMY CHICKEN PASTA SERVED WITH GARLIC BREAD	ROAST CHICKEN WITH SEASONAL VEG & POTATO	SAUSAGE, MASH & GRAVY	CHIP SHOP FRIDAY
<b>PLANT BASED MAIN MEAL / VEGETARIAN</b> £2.20	VEGETABLE BURGER WITH CHIPS & BEANS (V)	VEGETARIAN QUORN CHILLI SERVED WITH SAVOURY RICE (V)	BROCCOLI PASTA BAKE (V)	POTATO AND LENTIL CURRY SERVED WITH TURMERIC INFUSED RICE (V)	CHIP SHOP FRIDAY
<b>STREET FOOD</b> £2.20	KOREAN CHICKEN WRAP & ASIAN 'SLAW	BAKED TACO SWEET CHILLI CHICKEN & RICE	CHICKEN GYRO PITTAS WITH PEPPERS, TZATZIKI	MEXICAN BEAN SALAD TORTILLA (V)	SOFT FISH TACOS WITH SLAW & TARTAR SAUCE
<b>TAKEAWAY TUBS</b> £2.20	CHICKEN CURRY	SPICY CHICKEN WINGS	CHICKEN ALFREDO	SWEET CHILLI CHICKEN	BBQ CHICKEN WINGS
	PENNE ARRABIATA	ONION BHAJI WITH MINT SAUCE	SPAGHETTI POMODORO	MAC 'N' CHEESE (V)	PATATAS BRAVAS
<b>PIZZA SLICE FROM £1.40</b>	MARGHERITA (V)	SWEET CHILLI CHICKEN	MARGHERITA (V)	TOMATO, GREEN CHILLI, CHICKEN	MARGHERITA (V)
	PEPPERONI	ROASTED VEGETABLES(V)	AMERICAN HOT	MIXED PEPPER & SWEETCORN(V)	BBO CHICKEN
<b>JACKETS</b>	TRY OUR DELICIOUS FILLINGS FROM 80P EACH				
<b>DESSERTS</b>	AVAILABLE DAILY	AVAILABLE DAILY	AVAILABLE DAILY	AVAILABLE DAILY	AVAILABLE DAILY

### Meal Deal

Main Meal with  
Vegetables and Dessert



**£2.35**

All of our Main Meals,  
Sandwiches & Desserts  
are Freshly Made on  
Site Every Day



## Lunch week 2

All our ingredients are locally sourced and delivered fresh by local suppliers. Our eggs are free-range and Red Lion stamped, our fish is sustainably sourced and MSC approved and our meat is British Red Tractor accredited wherever possible.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MAIN MEAL</b> £2.20	CHICKEN & VEGETABLE PIE WITH SEASONAL VEG & POTATOES	BEEF BURGER WITH POTATO WEDGES	ROAST CHICKEN WITH SEASONAL VEG & POTATOES	ITALIAN CHICKEN & PASTA	CHIP SHOP FRIDAY
<b>PLANT BASED MAIN MEAL / VEGETARIAN</b> £2.20	VEGETABLE QUICHE WITH SEASONAL VEG & POTATOES (V)	VEGETABLE QUESADILLAS WITH RICE (V)	MAC 'N' CHEESE (V)	CAULIFLOWER & POTATO CURRY WITH RICE (V)	CHIP SHOP FRIDAY
<b>STREET FOOD</b> £2.20	CHICKEN BITES WITH SPICY POTATO WEDGES	CHILLI BEEF TACOS WITH TOMATO SALSA	SPICY CHICKEN NACHOS	CHICKPEA & VEGETABLE BIRYANI (V)	KATSU CHICKEN BURGER WITH RED CABBAGE 'SLAW
<b>TAKEAWAY TUBS</b> £2.20	MEXICAN CHICKEN	SPICED CHICKEN WRAPS WITH RAINBOW SALAD	PORK SAUSAGES WITH SPICY POTATO WEDGES	MILDLY SPICED BEEF & RICE WRAPS	CHICKEN CURRY TOPPED WITH POTAO WEDGES
	PENNE ARRABIATA (V)	CHEESE & TOMATO PASTA (V)	SPAGHETTI POMODORO	MAC 'N' CHEESE(V)	MEATBALLS & PASTA
<b>PIZZA SLICE FROM £1.40</b>	MARGHERITA (V)	SWEET CHILLI CHICKEN	MARGHERITA (V)	TOMATO, GREEN CHILLI, CHICKEN	MARGHERITA (V)
	PEPPERONI	ROASTED VEGETABLES (V)	AMERICAN HOT	MIXED PEPPERS & SWEETCORN (V)	BBQ CHICKEN
<b>JACKETS</b>	TRY OUR DELICIOUS FILLINGS FROM 80P EACH				
<b>DESSERTS</b>	AVAILABLE DAILY	AVAILABLE DAILY	AVAILABLE DAILY	AVAILABLE DAILY	AVAILABLE DAILY

### Meal Deal

Main Meal with  
Vegetables and Dessert



**£2.35**

All of our Main Meals,  
Sandwiches & Desserts  
are Freshly Made on  
Site Every Day



# Lunch week 3

All our ingredients are locally sourced and delivered fresh by local suppliers. Our eggs are free-range and Red Lion stamped, our fish is sustainably sourced and MSC approved and our meat is British Red Tractor accredited wherever possible.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MAIN MEAL</b> £2.20	CHICKEN TIKKA WITH RICE	COTTAGE PIE SERVED WITH SEASONAL VEGETABLES	ROAST CHICKEN WITH VEGETABLES, POTATOES & GRAVY	BEEF & SWEET PEPPER LASAGNE	CHIP SHOP FRIDAY
<b>PLANT BASED MAIN MEAL / VEGETARIAN</b> £2.20	VEGETABLE COTTAGE PIE (V)	QUORN CHILI BURRITO WITH SALSA & SOUR CREAM (V)	VEGETABLE LASAGNE (V)	VEGETABLE STIR FRIED NOODLES (V)	CHIP SHOP FRIDAY
<b>STREET FOOD</b> £2.20	CAJUN CHICKEN IN A FLAT BREAD	SPICY BEEF BURRITOS WITH FRESH SALSA & SPICY RICE	TEX MEX CHICKEN TACO WITH ASIAN SLAW	THAI GREEN CHICKEN CURRY TORTILLA BOWLS	ONION BHAJI FLATBREAD WITH SWEET CHILLI 'SLAW
<b>TAKEAWAY TUBS</b> £2.20	SCHIZUAN CHICKEN	VEGETABLE CHOW MEIN	CHICKEN ALFREDO	CHILLI CHICKEN NACHOS	CHEESE & CHIPS WRAP (V)
	PENNE ARRABIATA (V)	ONION BHAJI WITH MINT SAUCE (V)	SPAGHETTI POMODORO	MAC 'N' CHEESE (V)	CHEESE & TOMATO PASTA (V)
<b>PIZZA SLICE FROM</b> £1.40	MARGHERITA (V)	SWEET CHILLI CHICKEN	MARGHERITA (V)	TOMATO, GREEN CHILLI, CHICKEN	MARGHERITA (V)
	PEPPERONI	ROASTED VEGETABLES (V)	AMERICAN HOT	MIXED PEPPERS & SWEET CORN (V)	BBQ CHICKEN
<b>JACKETS</b>	TRY OUR DELICIOUS FILLINGS FROM 80P EACH				
<b>DESSERTS</b>	AVAILABLE DAILY	AVAILABLE DAILY	AVAILABLE DAILY	AVAILABLE DAILY	AVAILABLE DAILY

## Meal Deal

Main Meal with Vegetables and Dessert



£2.35

All of our Main Meals, Sandwiches & Desserts are Freshly Made on Site Every Day



# School Lottery

## **SUPPORT OUR SCHOOL PLAY OUR LOTTERY**



- Tickets cost just £1 a week
- The easy way to help us raise funds
- Local cash prizes every week



### **BUY TICKETS:**

Go to: [www.yourschoollottery.co.uk](http://www.yourschoollottery.co.uk)

And search for: Chase Terrace



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