



Family Handbook

2022 - 2023

Updated: March 2023

Headteacher's Introduction

Dear parents/carers,

We believe that a strong partnership between parents/carers and the staff at the school is essential, as it will enable your child to grow and develop into a well educated and outstanding citizen. The information provided in this family handbook is to enable us to work together to support your child during their journey at Arena Academy. It will inform you as to what our standards and expectations are; what help and support is available to your child; what your child is studying; and how you can support them with their studies.

Most of the information has been provided to you previously but has now been updated to reflect any changes we have made over the last year. A copy of this document can be found on our website here: [Parents and Carers - Arena Academy \(corearena.academy\)](https://www.corearena.academy/Parents%20and%20Carers), I will notify you if any further updates are made to it.

Please check our school website regularly which will include all the information you may need. <https://www.corearena.academy/>

I hope that this family handbook provides you with the information you need to support.to support your child, but if there is any further information you require, please contact the school.

Yours sincerely,



Mr R Mann
Headteacher

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Timings of the school day

All students will attend school by 08:35 each day and enter by Arena Central doors. Due to the number of students we have in school, we have split the times of breaks and lunches. Break will be 25 minutes and lunch 45 minutes. Food will be available during both break and lunch. Students will have 5 x 1hour lessons each day.

	Arrival Time	Form Time	Period 1	Period 2/Break		Period 3	Period 4/Lunch		Period 5
Year 7	Student Entrance 8.25-8.35	Form Room 8.35-9.00	Period 1 9.00 - 10.00	Break 1 10.00 - 10.25	Period 2 10.25 - 11.25	Period 3 11.25 - 12.25	Lunch 1 12.25 - 13.10	Period 4 13.10 - 14.10	Period 5 14.10 - 15.10
Year 8			Period 1 9.00 - 10.00	Break 1 10.00 - 10.25	Period 2 10.25 - 11.25	Period 3 11.25 - 12.25	Lunch 1 12.25 - 13.10	Period 4 13.10 - 14.10	Period 5 14.10 - 15.10
Year 9			Period 1 9.00 - 10.00	Period 2 10.00 - 11.00	Break 2 11.00 - 11.25	Period 3 11.25 - 12.25	Period 4 12.25 - 13.25	Lunch 2 13.25 - 14.10	Period 5 14.10 - 15.10
Year 10			Period 1 9.00 - 10.00	Period 2 10.00 - 11.00	Break 2 11.00 - 11.25	Period 3 11.25 - 12.25	Period 4 12.25 - 13.25	Lunch 2 13.25 - 14.10	Period 5 14.10 - 15.10
Year 11			Period 1 9.00 - 10.00	Break 1 10.00 - 10.25	Period 2 10.25 - 11.25	Period 3 11.25 - 12.25	Lunch 1 12.25 - 13.10	Period 4 13.10 - 14.10	Period 5 14.10 - 15.10

Guided Reading Time

For the first 10 minutes of period 5 students are required to engage in Guided Reading Time (GRT). GRT involves the class teacher reading a pre-arranged age-appropriate text/article that is relevant to the topic or lesson that is being delivered.

School Breakfast

Free Breakfast is provided for all students from 8:25 to 8:35 in the canteen.



What: Free Toast and Tea

Where: In the canteen

When: 8:20 to 8:35am

For more information about the food we offer, please click here:

<https://www.corearena.academy/school-life/lunch-menus/>.

Line ups

To enable students to enter school following lunch and break time and arrive to lessons with the attitude to start learning, Year 7, 8, 9 and 10 students will line up on the playground at the end of lunch and break time. Subject teachers escort students back into school and into their classroom. This practice helps to ensure a calm and orderly environment following these busy periods.

Form Time

Form time is from 8:35 to 9:00am. Every year group has an assembly once a week in the hall. During Form time students take part in a variety of activities as detailed below. In addition, each student will have an individual academic mentoring meeting term. During this meeting, students will discuss their academic progress and any support they require in order to achieve their potential.

Year Group	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Reading	Assembly and Academic Mentoring	Reading	Cultural Capital / SMSC / Careers	Conduct Cup Review and Praise Day
Year 8	Conduct Cup Review and Praise Day	Cultural Capital / SMSC / Careers	Assembly and Academic Mentoring	Reading	Reading
Year 9	Reading	Cultural Capital / SMSC / Careers	Reading	Assembly and Academic Mentoring	Conduct Cup Review and Praise Day
Year 10	Conduct Cup Review and Praise Day	Reading	Cultural Capital / SMSC / Careers	Reading	Assembly and Academic Mentoring
Year 11	Assembly and Academic Mentoring	PSHE	Reading	Cultural Capital / SMSC / Careers	Conduct Cup Review and Praise Day

Attendance to school

School attendance is mandatory. As a parent or carer you have a responsibility to:

- Parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school, and they are of compulsory school age;
- Schools' will be recording attendances as legally required and following attendance procedures outlined by Birmingham Local Authority.
- Please use this link to access Birmingham Local Authority Guidance for parents in terms of school attendance:
https://www.birmingham.gov.uk/info/20014/schools_and_learning/1502/school_attendance_advice_for_parents
- The availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.

If your child is unwell, or for any other reason is unable to attend school, please contact Ms Hutchings, Attendance Officer, by emailing CHutchings@corearena.academy or by phoning the school on 0121 729 7310.

ATTENDANCE

Why is it important?

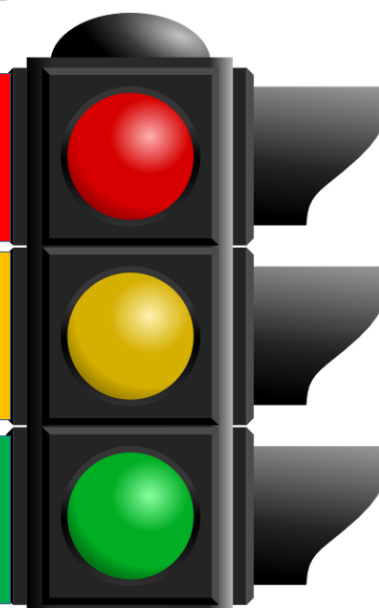


Attendance	Days absent	Weeks absent	Lessons missed
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons
75%	48 days	10 weeks	250 lessons
70%	57 days	11.5 weeks	290 lessons

89% or below
Drastic effect on
academic achievement

96% - 90%
Cause for Concern

100% - 97%
Excellent!



Students who are late to school

At our Arena, we set high expectations for our students, including arriving on time to school so they are ready to learn. If a student arrives after 8:35am, they are classed as late. Late students will sign in at reception using our inventory system, and a senior leader will be there to meet them and guide them to the lates room. In the late room, the student will be given a reflection sheet to complete, which will help them understand why punctuality is so important and how they can improve it. Our dedicated staff members will also work with the student to give them strategies to

help them arrive on time in the future. We believe that when students take responsibility for their learning and behaviour, they are more likely to succeed. That's why students who arrive late to school complete a same-day break time reflection. If a student misses three break time reflections in a half term, we will issue a one-day suspension, we will also work with the student and their Form Tutor to offer support and guidance. Absolutely, we understand that sometimes unforeseen circumstances can make students late for school. If you know that your child will be late due to a valid reason, please do let us know and we will work with you to make sure your child is properly supported.

If your child arrives to school after 8:35am, they must go to reception where they will be met by a senior member of staff and escorted to a late room.

Leaving School at the end of the day

Students will usually be dismissed at 3:10pm unless involved in extra-curricular activities or after school reflections.

When leaving school students should:

- Respect the local community and give a positive impression of themselves and Arena Academy by acting safely and respectfully to all.
- Travel home as quickly as possible and not loiter (especially around the shops in the local area)
- Be safe when crossing roads and use the 'Green Cross Code'.

Taking Holidays during term time

It is the expectation that all children are required to be available for school at the start of the Autumn term. Taking holidays during term time is not permitted and should you intend to do so you must make contact with the attendance officer.

School uniform

Individual uniform requirements are detailed on our school website here [Uniform & Equipment - Arena Academy \(corearena.academy\)](https://corearena.academy/Uniform%20Equipment) Support for families in regard to uniform are considered on an individual basis, please contact Katie Guest, Assistant Headteacher by emailing kguest@corearena.academy.

Students will attend school in full uniform every day and bring PE kit on the day that they do PE, timetables will be issued to students on their first day in September,



Our School Uniform

Headscarf (optional)

- Plain navy blue or black

Blazer

- Navy blue jacket with school logo
- Must be worn when walking around the building (can be taken off in classrooms with staff permission)

Jumper (optional)

- Plain grey V-necked jumper (no logo)

Skirt/Trousers

- Plain grey skirt or trousers (not too tight)
- Skirt must be at least knee length
- Skirt must be appropriate fit and not be jersey material

Shoes

- Smart plain black shoes
- No trainer style shoes



ARENA
ACADEMY

No hooded tops

**No coats/jackets,
hats, scarves or
gloves on inside of
the building**

**Shirt must be
tucked in at all
times**



Shirt & Tie

- Light blue shirt with top button done up at all times
- Tie must be waist length

Trousers

- Plain grey trousers
- No skinny fit trousers or jeans

Accessories & Jewellery

- 2 pairs of studs, sleepers or small earrings are allowed
- 1 simple small ring is allowed
- 1 discreet nose stud is allowed
- No heavy makeup (must be discreet)
- Nails allowed to be painted one colour (nail extensions are not allowed)

Uniform infringements

To ensure students are ready for school, and respectful of the uniform expectations in school, they must ensure that:

- Shirts are tucked in neatly.
- Ties worn at a reasonable length to show eight stripes below the knot
- Smart shoes should be worn – no trainers, pumps or boots
- Skirts and trousers must be an appropriate length, colour and fit – not jersey material- Jumpers worn underneath blazers are either the school jumpers or a plain grey V neck jumper.
- Students must wear their blazers when on the school site. In classrooms, if students want to remove their blazers, they may do so at the teacher's discretion.
- Students should not be wearing a hooded top. Instead they should wear a coat if applicable.
- All coats, trainers, hats, and scarves must be removed when entering the school building.

If students attend school with incorrect uniform, a phone call home will be made by the Year Group Coordinator to try and resolve the issue the same day, where this is not possible students will have to correct the issue by the following day, parents will be informed by a note in the planner as well as a phone call home.

PE Kit

All students must bring their full PE kit to every PE lesson. If your child is ill or injured they must still bring their full PE kit along with a note in their planner from their parent/carer. Your child will be given an alternative role within the lesson.

In colder weathers, students are not permitted to wear coats, hoodies, hats, scarves or gloves within their PE lessons. However, we do allow plain black legging/underlayers to be worn **under** their PE kit.

If students do not bring their PE kit to lesson they will incur a 30 minute reflection. This sanction will escalate if this repeatedly happens.

Year 6 to 7 Transition

The transition from primary to secondary school is an exciting time, full of challenges and experiences for both parent and child. We work very hard to ensure maximum success for all our pupils so they are ready for the challenges of high school, enjoying new friendships and the new opportunities high school brings. To help all pupils prepare for this change and to make the move to Year 7 successful, we have held Induction days and a Summer School. For further information on Year 6 to Year 7 transition please visit our microsite which contains all essential transition information. [Admissions - Arena Academy \(corearena.academy\)](https://corearena.academy/admissions)

Here are some top tips for pupils joining us in Year 7

- Buy an alarm clock or set an alarm on your phone. School starts at 8:35am and the main doors open at 8:25am.
- Always eat some breakfast, even if you feel nervous.
- Work out your route to school, whether you're walking or taking public transport. Practise until you're confident and time yourself. Also, make sure you have an alternative route in case of problems with transport or people you want to avoid. If it helps, draw a map.
- Buy a very big, very strong bag. You will have loads to carry. And that's not counting the days when you'll have your PE kit.
- If you can, find a friend to walk with on your first day. Things won't seem so daunting if you can travel with someone.
- Be prepared to just 'hang out' at playtime.
- Don't call it 'playtime' – it's 'break' now.
- Work out how you'll be paying for your lunch – we have a fingerprint system, make sure you're topped up for your first day.
- Find out where the toilets are.
- Make sure you turn your mobile phone off and put it in your bag during school time.
- When you are given your timetable, make at least three copies: one for your bag, one for your pocket and a spare for home.
- Be organised. When you are given your student planner, use it to write down your homework – when there is so much going on, it's easy to forget.
- Go through your timetable and pack your bag the night before – there's never time in the morning to find your maths book.
- Never be afraid to ask for help if you're not sure where to go.
- At lesson changeover, stick with someone who knows where they're going. And don't try to go against the flow of traffic.
- Relax and try to enjoy it – in no time at all, it'll seem like you've been there forever. This time next year, you'll be showing the new intake around the school.

Student Planners

Every student at Arena Academy is issued with a Student Planner on their first day in the Autumn Term. The planner is central to their learning and organisation at Arena Academy. You can support your child best by asking for their planner every day and signing it each week. This will enable you to:

- See your child's conduct in every lesson
- Communicate with your child's Form Tutor by writing notes
- Explain any absences
- See what your child has logged in terms of homework that needs to be completed
- Review how many conduct (both positive and negative) points they have received as well as their running attendance figure.

Key Information about your child's planner:

1. It is important to make it part of your daily routine to check your child's planner and hold conversations with them about lesson content, conduct, rewards achieved and home learning opportunities.
2. It is also vital to ensure you sign your child's planner weekly.
3. If students cannot present their planner to their tutor in Form Time, they will receive an automatic 30-minute reflection and a daily planner will be issued.
4. Replacement planners can be purchased on Parent Pay (see Parent Pay). If you have any concerns in terms of your child(ren)'s planner please contact Miss K Guest – Assistant Headteacher kquest@corearena.academy

Term Dates 2022 – 2023

Autumn 1
Monday 5 th September 2022 to Friday 21 st October 2022
Training days: Monday 5 th September 2022 Monday 26 th September 2022
Half term break: Monday 24 th October 2022 to Friday 28 th October 2022
Autumn 2
Monday 31 st October 2022 to Friday 16 th December 2022
Winter break: Monday 19 th December 2022 to Friday 30 th December 2022
Spring 1
Tuesday 3 rd January 2023 to Friday 17 th February 2023
Training Day: Tuesday 3 rd January 2023
Half term break: Monday 20 th February 2023 to Friday 24 th February 2023
Spring 2
Monday 27 th February 2023 to Friday 31 st March 2023
Spring Break: Monday 3 rd April 2023 to Friday 14 th April 2023
Summer 1
Monday 17 th April 2023 to Friday 26 th May 2023
Bank Holiday: Monday 1 st May 2023
Training Day: Monday 17 th April 2023
Half term break: Monday 29 th May 2023 to Friday 02 June 2023
Summer 2
Monday 5 th June 2023 to Tuesday 25 th July 2023
Training Days: Monday 24 th July 2023 Tuesday 25 th July 2023
Summer break: Wednesday 26 th July 2023 to Friday 1 st September 2023

Contact information

Heads of Year and Year Group Coordinators		
Year 7	Head of Year 7: Ms Noone Year 7 Group Coordinator: Ms Smith	Hlves@corearena.academy FSmith@corearena.academy
Year 8	Head of Year 8: Mr Stephens Year 8 Group Coordinator: Mr Daley	AStephens@corearena.academy BDaley@corearena.academy
Year 9	Head of Year 9: Mr Taylor Year 9 Group Coordinator: Mr Hutchinson	ATaylor@corearena.academy JHutchinson@corearena.academy
Year 10	Head of Year 10: Ms Van Deventer Year 10 Group Coordinator: Ms Lockley	Lvandeventer@corearena.academy MLockley@corearena.academy
Year 11	Head of Year 11: Mr Lowe Year 11 Group Coordinator: Mr Tennant	MLowe@corearena.academy CTennant@corearena.academy

Heads of Department/subject areas		
English	Ms M Khatun	MKhatun@corearena.academy
Maths	Ms P Gogna	PGogna@corearena.academy
Science	Mr Levy	CLevy@corearena.academy
Head of MFL	Ms Titus-Glover	FTitus-Glover@corearena.academy
Head of History	Mr Hart	DHart@corearena.academy
Head of Geography	Ms Laurent	JLaurent@corearena.academy
Head of RE	Ms S Nahar	SNahar@corearena.academy
Head of PE	Ms S Allen	SAllen@corearena.academy
Head of Vocational & Social Sciences	Ms Joyce	KJoyce@corearena.academy
Head of Computing & Business	Mrs Sandhu	DSandhu@corearena.academy
Head of Visual Art & Design	Ms Freeman	LFreeman@corearena.academy
Head of Design Technology	Mr Oakes	JOakes@corearena.academy

Other Useful Contacts		
Attendance	Ms Hutchings	CHutchings@corearena.academy
Safeguarding	Mrs Kilroy or Ms Campbell-Williams	CKilroy@corearena.academy

		DCampbell-Williams@corearena.academy
Parents Evenings	Mr Afzal	SAfzal@corearena.academy
Reading	Ms M Khatun	MKhatun@corearena.academy
Careers	Ms K Barlow	KBarlow@corearena.academy
Admissions	Ms K Bhamra	KBhamra@corearena.academy

Form Tutors 2022 – 2023

YEAR 7	HEAD OF YEAR 7	Ms Noone			
	Year Co-ordinator	Ms Smith			
	SLT Link	Ms Whitehouse	Form	Band	Room
	Form Tutors	Ms Allen (except Friday)	7SLN	Y	32
		Mr Ali	7SAL	Y	141
		Ms Coates	7CC	Y	22
		Ms Hussein	7SHU	Y	142
		Mr Joyce	7BJE	Z	33
		Ms Dowe	7SDW	Z	12
		Ms Dad	7MKH	Z	26
		Ms Chowdhury	7WCH	Z	34
YEAR 8	HEAD OF YEAR 8	Mr Stephens			
	Year Co-ordinator	Mr Daley			
	SLT Link	Ms Kilroy	Form	Band	Room
	Form Tutors	Ms Rowles	8KRW	Y	15
		Mr Carvahlo (except Monday and Friday) and Ms Hazem	8RCA	Y	29
		Mr Singh	8RSI	Y	HUB1
		Ms Sandhu	8DSA	Y	2
		Ms Laurent	8JLA	Z	9
		Mr Hart	8DH	Z	27
		Ms Bangar (except Thursday and Friday)	8RBA	Z	23
YEAR 9	HEAD OF YEAR 9	Andy Taylor			
	Year Co-ordinator	Jordan Hutchinson			
	SLT Link	Karen Curtis	Form	Band	Room
	Form Tutors	Ms Spence	9HBR	Y	FR1
		Ms Titus-Glover	9FTI	Y	FR2
		Mr Hussain	9UHU	Y	1
		Mr Zahoor	9MZA	Y	139
		Ms Oharia (except Monday and Tuesday) and Ms Darr	9TOH	Z	143
		Mr Oluwamuyiwa	9NYE	Z	13
		Mr Zs	9DZS	Z	24
		Ms Freeman (except Tuesday and Friday) and Ms Darr	9LFR	Z	17
YEAR 10	HEAD OF YEAR 10	Ms Van-Deventer			

	Year Co-ordinator	Ms Lockley			
	SLT Link	Ms Guest and Ms Campbell-Williams	Form	Band	Room
	Form Tutors	Ms Nahar	10SNA	Y	5
		Ms Cusack	10HCU	Y	11
		Ms Kanwal	10FBE	Y	6
		Mr Skidmore	10GSK	Y	10
		Ms Christian-Doherty	10TCH	Z	8
		Mr Amos	10LAM	Z	16
		Ms Ellis	10FEI	Z	14
		Ms Blackwood	10KBL	Z	30
YEAR 11	HEAD OF YEAR 11	Mr Lowe			
	Year Co-ordinator	Mr Tennant			
	SLT Links	Ms Wain and Mr Afzal	Form	Band	Room
	Form Tutors	Mr Singh	11HKA	Y	140
		Ms Joyce	11KJO	Y	7
		Ms Alam	11JDH	Y	25
		Ms Rahl	11SRA	Z	28
		Ms Fenton	11SFE	Z	31
		Mr Rahman (except Friday) and Ms Darr	11ARA	Z	138

Please note: there will be planned sessions for all year groups throughout the year for Careers and influential figures from around the world.

Student Council and Student Leadership

The student council meets once every half-term to discuss ongoing issues and forthcoming events. Each form is represented by two members. Following year group council meetings, the whole school council meets to decide the plan of action moving forwards. Students are encouraged to raise any idea or concern through their form group representatives.

There are numerous leadership opportunities for students to apply for throughout the year such as subject ambassadors, anti-bullying committee and UNICEF ambassadors. Students should speak to their Head of Year and Head of Subjects to see what further opportunities are available.

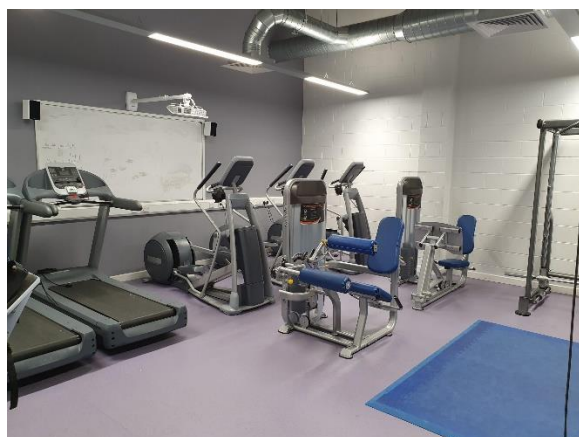
School Library

During this year we have been improving our library and with the addition of a new computer area we will be able to offer a new Learning Resources Centre. This will enable students to access a quiet area to read and borrow books, and work at a computer to complete work. Around the school we have established additional quiet reading areas where students may wish to sit and read at break or lunchtimes. We will have a new librarian in place who will see to the borrowing and returning of books.



School Indoor gym

We are very keen to ensure all students live a healthy and active lifestyle. In addition to the many sporting activities we offer, there is also the use of a new gym available to use after school for students. More information about using the gym will be made available to students in September.



School Outdoor Gym

We are in the process of installing a new outdoor gym in the playground. Students can use the outdoor gym at break and lunch times.










Catering











Our Catering supplier is Mellors. Mellors are an award-winning family business that was established in 1840 as a local bakery, and is now the first choice caterer for schools and colleges.











To add funds to our ParentPay system, please click this link:

<https://www.parentpay.com/public/client/security/>

In addition to the menus below sandwiches, baguettes, fruit, cookies, cakes and drinks will all be available. Cold food will also be available at break time. We will often survey our students to get their feedback about the food we offer and change/adapt accordingly. Our three-week menu is given below:

WEEK 1	MONDAY 	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY 
MAIN DISH	Vegetarian sausage, red onion gravy and champ mash potato	Fiery Mexican chilli, brown rice, sour cream and salsa	Apple glazed roast pork, crispy roast potatoes and gravy	Chicken Singapore noodles	Crispy battered fish with chunky chips
VEGETARIAN MAIN DISH	Sweet potato and squash stew with pea and mint couscous 	Quorn™ and vegetable lasagne with crusty garlic and herb bread	Cheesy potato and leek pie topped with puff pastry served with crispy roast potatoes	Aubergine and chickpea Dhansak, pilau rice and cucumber raita 	Falafel in a wholemeal pitta, crunchyslaw and chunky chips
ACCOMPANIMENTS 	Roasted root vegetables Braised red cabbage Salad bar	Crisp mixed salad Corn of the cob Salad bar	Steamed carrots and broccoli Salad bar	Green beans Roasted butternut squash Salad bar	Garden peas Crisp mixed salad Salad bar
STREET FOOD	Sweet potato and vegetable masala, Bombay potatoes and coriander and green chilli chutney	Turkey meatball sub	Moo ping - Thai grilled pork skewers with coconut rice	Slow roasted pulled pork, red slaw, gherkins and home pickled red onions 	Red Thai coconut curry with steamed rice
ITALIAN DAILY SPECIAL	Roasted vegetable pizza	Italian meatballs in tomato sauce with wholemeal pasta	Chicken and bacon pasta	BBQ Chicken pizza	Vegetarian pasta bolognese
DESSERT	Peach and raspberry fruit cobbler with custard 	Apple cracknel	Eton mess 	Mixed berry strudel with custard 	Goosey chocolate brownie

WEEK 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAIN DISH	Creamy salmon pasta with garlic bread	Chicken biryani, homemade naan bread and chilli and coriander chutney	Roast chicken, sage and onion stuffing and gravy served with creamy mash potato	Italian bolognese pasta bake 	Crispy battered fish goujons with chunky chips
VEGETARIAN MAIN DISH	Vegetarian sausage and bean gratin with garlic and herb potatoes	Piri piri Quorn™ fillet with lemon couscous homemade tomato salsa	Vegetable and bean stew with a cheesy cobbler top and creamy mash potato 	Squash and chickpea Balti with pilau rice 	Mexican Quorn™ burrito with homemade guacamole and salsa 
ACCOMPANIMENTS 	Steamed broccoli Carrots Salad bar	Green beans Roasted courgettes Salad bar	Roasted parsnips Sautéed leeks Salad bar	Crisp mixed salad Garden peas Salad bar	Crushed minted peas Corn on the cob Salad bar
STREET FOOD	Penne primavera 	Chicken gyros in wholemeal pitta bread, tzatziki and Greek salad 	Crispy bacon, lettuce and tomato ciabatta with Cajun wedges	Piri piri pork with apple and fennel slaw on a toasted brioche bun 	Pad Kee Mao – spicy Thai chicken and vegetable noodles
ITALIAN DAILY SPECIAL	Vegetarian meatball pasta	Beef and onion pizza	Spicy sausage pasta	Classic Margherita pizza	Italian chicken pasta
DESSERT	Sticky toffee pudding and custard	Lemon and raspberry trifles	Oaty fruit crunch 	Apple and blackberry pie and custard 	Chocolate and orange cake

WEEK 3	MONDAY 	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAIN DISH	Vegetable tikka masala with pilau rice and cucumber raita	Creamy chicken and leek pie with a golden pastry top served with mash potatoes	Roast beef, Yorkshire puddings and gravy with crispy roast potatoes	Traditional beef lasagne with crusty garlic and herb bread	Jumbo fish fingers served with chunky chips
VEGETARIAN MAIN DISH	Mixed bean and aubergine tagine with couscous	Vegetable moussaka	Vegetarian toad in the hole with gravy and crispy roast potatoes	Spiced vegetable jambalaya 	Roasted Mediterranean vegetable calzone 
ACCOMPANIMENTS 	Roasted Mediterranean vegetables Carrot batons Steamed broccoli Salad bar	Spring greens Carrot batons Seasonal vegetables Salad bar	Cauliflower cheese Braised red cabbage Salad bar	Green beans Crisp mixed salad Salad bar	Garden peas Crisp mixed salad Salad bar
STREET FOOD	Aloo tikka patties with tomato and onion seed chutney and a paratha	Greek pork souvlaki in a warm pitta with tzatziki and Greek salad 	Tandoori chicken burgers with Bombay potatoes and cucumber raita 	Korean chicken sandwich with kimchi-style slaw 	Chicken shawarma, salad, houmous and Khobez bread 
ITALIAN DAILY SPECIAL	Wholemeal pasta with a spicy tomato arriabata sauce	Ham and mushroom pizza	Roasted vegetable pizza	Italian meatballs in tomato sauce with wholemeal pasta	BBQ chicken pizza
DESSERT	Rhubarb and custard cake	Saucy chocolate and orange pudding and custard	Rice pudding with a fruit compote 	Apple and sultana samosa and custard 	Chocolate and banana slice

Please note: To encourage a healthy mindset and lifestyle, we do not allow any sugary fizzy drinks at school. We encourage our students to drink water throughout the day. We have water dispensers available throughout the school.

No child will ever be refused food, there will always be food available at lunch, however, whilst Mellor's make every effort to ensure all students have access to the full offer available there are, occasionally, times where this may not be the case e.g., at the very end of service. If your child does not have sufficient credit to purchase food Mellor's will ensure, they are given food, however the Head of Year or Year Group Co-Ordinator may contact you to discuss any arrears accrued.

CONDUCT IN THE CANTEEN

**We line up, one behind the other
and wait if at the front of the queue**



We remain seated when eating



We clear up after ourselves



We always respect our canteen staff



We never take hot food out of the canteen



Support for Students and families

As parents and carers you may need to look for additional support for your children please see below some useful links and numbers you can access.

You can also use the email for the Student Welfare Team – student.welfare@corearena.academy

Parents may wish to seek support for themselves from the following support agencies:

Childline	0800 1111
Pause (Forward Thinking Birmingham)	www.forwardthinkingbirmingham.org.uk
Young Minds	https://youngminds.org.uk/
Papyrus (Suicide Prevention Charity)	0800 0684141 https://papyrus-uk.org/
CEOP Internet Safety	https://www.ceop.police.uk/safety-centre/
Chathealth – Birmingham and Sandwell All young people in Birmingham and Sandwell aged 11-19 can receive confidential support on physical and emotional wellbeing and hot teenage topics such as bullying and sexual health by sending a brief text message	07480 635485 – Birmingham & Sandwell
Kooth: A free, safe and anonymous online support for young people (11-19 years plus) available at all times at www.kooth.com . It includes accessing online counselling support. Monday-Friday: noon-10pm. Saturday and Sunday: 6pm – 10pm.	www.kooth.com
The BBC also has an excellent resource on protecting your mental health	www.bbc.co.uk/news/health-51873799
The Trussell Trust Foodbanks. We have links with these foodbanks and can issue vouchers to families who might need them.	https://www.trusselltrust

Support for Students

Over the past few months, we have been restructuring our Pastoral Team and I am delighted to announce new additions to the team which will enable us to not only continue with the excellent support your child currently receives but to further enhance it. The addition of the Year Coordinators will provide additional welfare and behavioural support for each year group, with the Head of Year and Year Coordinator remaining with their year group throughout their five year journey.

We also have an onsite counsellor 2 days a week, please contact Danielle Campbell-Williams – DCampbell-Williams@corearena.academy or Claire Kilroy ckilroy@corearena.academy if you would like any further information.

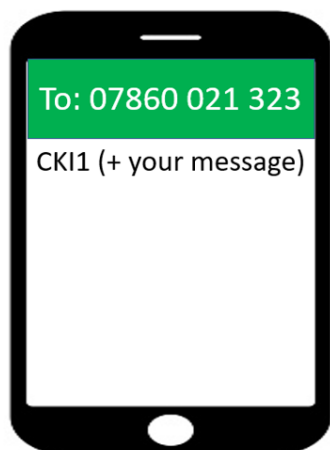
Role	
Deputy Headteacher - Pastoral	Mrs C Kilroy
Assistant Headteacher – Behaviour and Attitudes	Miss K Guest

Pastoral Manager	Ms Campbell-Williams
SENDCo	Mrs K Whitehouse
Trainee SENDCo	Miss T Christian-Doherty
Year 7 Team	Head of Year – Mrs H Noone Year Coordinator – Mrs F Smith
Year 8 Team	Head of Year – Mr A Stephens Year Coordinator – Mr B Daley
Year 9 Team	Head of Year – Mr A Taylor Year Coordinator – Mr J Hutchinson
Year 10 Team	Head of Year – Miss L van Deventer Year Coordinator – Ms Lockley
Year 11 Team	Head of Year – Mr M Lowe Year Coordinator – Mr C Tennent
Attendance Officer	Ms C Hutchings

Problem? *whisper it*



*If you have a problem or concern in school or at home, you can report it to a member of staff **anonymously***



When to report

You or a friend are being bullied

You are concerned for a student's welfare

A student, member of staff, or parent has behaved inappropriately

You need to talk to someone about a problem

Suggestion for changes of improvements in school

Report via Text message: 07860 021 323

Report via: <https://swgfl.org.uk/whisper/cki1>

SEND

We ensure that all of our students receive an education that is appropriate to their needs, promotes high standards, and the fulfilment of potential. We welcome all students from the local community and want to offer everyone the opportunity to receive an outstanding education.

We are committed to working collaboratively with our school community to ensure that all of our students receive an education that is appropriate to their needs, promotes high standards, and the fulfilment of potential.

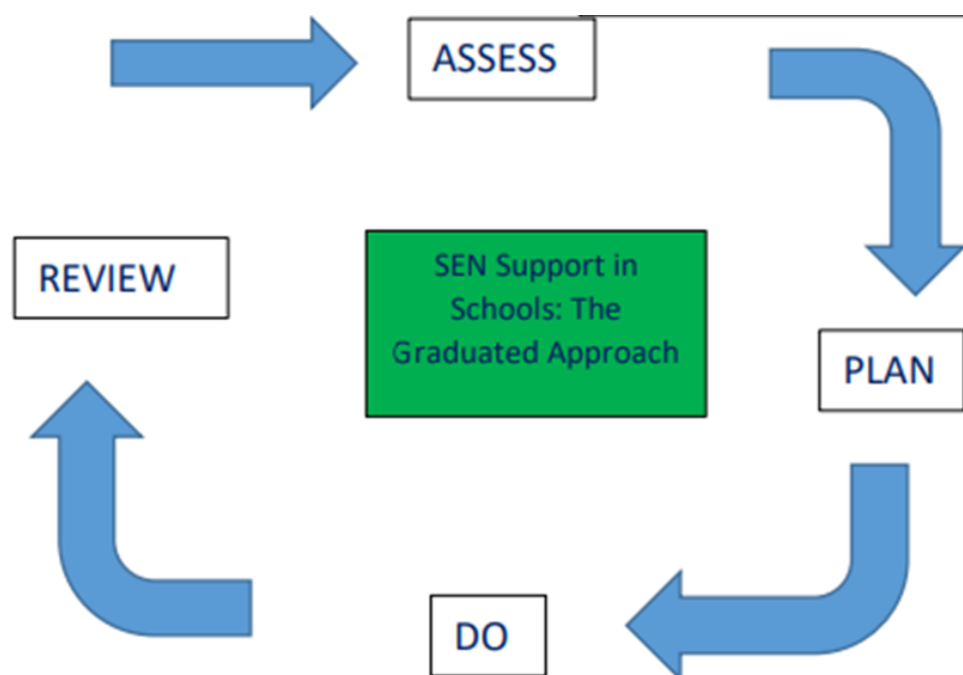
In creating an inclusive learning environment, our aim is that every child will:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

All of our teachers receive appropriate training related to SEND, and are ready to adapt their lessons to cater for your child's needs. The SENDCo at Arena Academy leads the SEND Team who are based in the SEND Hub. The SEND Team work together with all staff to provide the best possible support for all students.

Further information regarding the ways in which we support our students with Special Educational Needs and/ or Disabilities (SEND), as well as useful information and resources on how to support young people with SEND in school and at home, is available on the SEND section of the school website: <https://www.corearena.academy/our-academy/send/>.

When a student is identified as having SEND, we use the four-stage process to ensure provision is put in place. This is known as the 'Graduated Approach' as outlined in the current Code of Practice.



Type of need and examples
<p><u>Cognition and learning</u></p> <p>This is when a student may have difficulties with literacy or numeracy. They may have a specific learning difficulty such as dyslexia or dyscalculia.</p>
<p><u>Communication and Interaction</u></p> <p>This is when a student may have difficulty communicating with others. They may struggle with expressive or receptive language, or may have ASD (Autistic Spectrum Disorder)</p>
<p><u>Social, Emotional and Mental Health Difficulties</u></p> <p>This includes a range of difficulties, which may be evident by anxious or emotional behaviour.</p>
<p><u>Sensory or Physical Needs</u></p> <p>This may be when a student has a disability which hinders them from accessing the facilities provided. This may include a visual, hearing, or physical impairment.</p>

If you have any feedback, or would like any further support, please do not hesitate to contact SENDCo Mrs K Whitehouse.


Behaviour expectations

In order to support students and staff in school and also to ensure the strict safety guidelines are adhered to, balanced with the need for all students to learn in an environment conducive to learning, we have briefed all staff on the key elements of the behaviour policy and will talk to students in September. Our Behaviour culture is underpinned by our 'code of conduct' following 3 principles of **Ready, Respectful, Safe:**

In every classroom there is a Reset Desk, this is to enable students to reflect on how they are behaving within the lesson, to rectify this following a conversation with the teacher and return to original seat in the lesson. If this is not successful students maybe taken to an external Reset desk in another classroom with the work from the lesson to be completed.

Our Code of Conduct

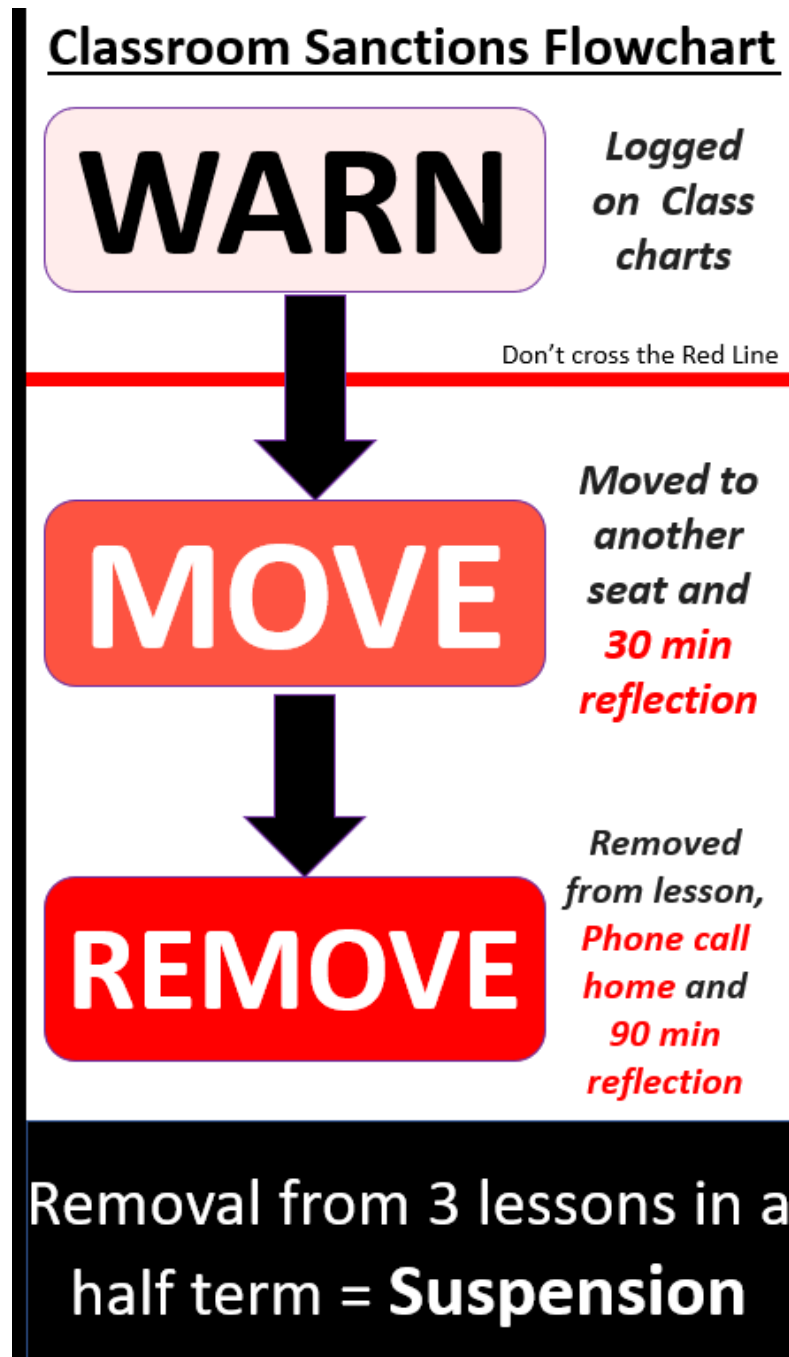
READY	<ol style="list-style-type: none">1. We always wear correct and smart uniform at all times2. We always have the right equipment for learning3. We always attend school and all lessons on time and follow our lesson routines4. We make the most of all opportunities for learning5. We always give 100% towards academic achievement
RESPECTFUL	<ol style="list-style-type: none">1. We speak and act respectfully to all, representing our school positively2. We use good manners, listen and speak politely at all times3. We keep the Academy tidy and litter free, only eating/drinking in certain spaces.4. We always follow all instructions 'first time; every time.'5. We show respect for Academy property and others' property in the school community.
SAFE	<ol style="list-style-type: none">1. We are always in the right place, doing the right thing at the right time2. We always walk quietly, calmly and purposefully3. We respect each other's personal space4. Our mobile phones are not seen or heard on site5. We report any concerns to an adult to resolve them together



Positive behaviour within the classroom

We understand that disruptive behaviour can hinder the learning of others, and we want to ensure that every student has the opportunity to excel in their studies. To this end, we have a Warn, Move and Remove system (please see poster below), which provides a clear and consistent approach to managing behaviour in the classroom. If a student is found to be disrupting the learning of others, we will give them a warning (also logged on class charts) and offer them the opportunity to correct their behaviour. If this behaviour continues, the student will be given a 30-minute reflection and moved to a different seat to help them refocus. If the behaviour still persists, we will remove the student from the classroom, issue a 90-minute reflection and make a phone call to you. We believe that this approach helps to create a sense of accountability and responsibility for their actions while also ensuring that our communication with parents is clear and transparent. Once the phone call has ended, a staff member will place the student in another classroom where they can continue with their work. If a student is removed from three lessons within a half term, we will issue them with a one-day suspension and parents/carers

will be invited into school for a meeting. The Form Tutor will have a supportive conversation with the student to help them make better choices in the future after the suspension. We want to emphasise that our goal is to create a learning environment where every student can learn away from disruptive behaviour, and we believe that this system will help us achieve this goal.

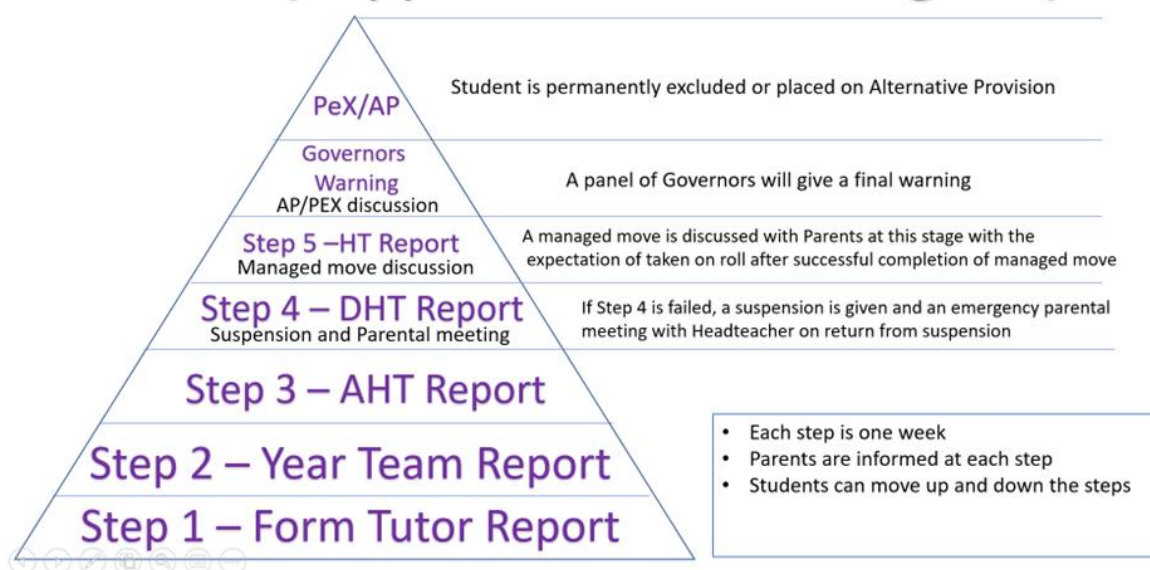


Step Reports

In order to support students in adhering to the code of conduct, the STEP process allows for students to see the level of intervention they are on as well as the next steps up and the steps below. This is very clear for all students and allows for school

and families to work together to support your children in school to make the right choices.

STEP (Support To Ensure Progress)



After School Reflections

At Our Arena, we believe in taking a restorative approach to behaviour management, which means that when a student makes a mistake, we work with them to help them learn from it and make better choices in the future. As part of this approach, students who have an after-school reflection will be escorted to the hall by their period 5 teacher at 3:15 pm. Once there, they will be given a reflection sheet to complete in silence and once finished the student will copy our code of conduct. This will give them the opportunity to reflect on their actions and think about how they can improve their behaviour going forward. Students are expected to attend their reflections in almost all cases, but we may be able to make alternative arrangements for exceptional circumstances. Please let us know if your child has a valid reason why they cannot attend an after-school reflection.

The staff member who set the reflection will also visit the hall and have a restorative conversation with the student, to help them understand the impact of their behaviour and to ensure that they are ready to make a fresh start when they return to class. If a student misses three reflections in a half term, we will issue them with a one-day suspension and parents/carers will be invited into school for a meeting to discuss the importance of your child attending their reflections. The Form Tutor will have a supportive conversation with the student to help them make better choices in the future after the suspension.

- Reflections (detentions) are issued to students to allow them to reflect on their behaviour or conduct. Staff members who have issued the reflection or a member of the pastoral team will take the time to have a restorative conversation or complete a restorative activity with the student.

- 30 or 60 minute reflections issued before 2pm will be sat on the same day. Parents/carers will be informed via class charts.
- Reflections issued after 2pm will be for the next school day, Class charts is used so that Parents/Carers are informed of all reflections.
- 1 hour 30 minute and 2 hour reflections take place on **Tuesdays** and **Thursdays**. Parents/Carers will be informed via class charts.
- Reflections will commence at 3:10pm in the hall.
- If a student misses 3 reflections in a half term, a suspension will be issued.

Break and lunch time reflections

A reflection room will also operate during break and lunchtimes – if students are not adhering to the Ready, Respectful, Safe Code of Conduct during these times, they will spend the remainder of their social time in the room. Student attendance in the reflection room will be tracked and if a student is withdrawn from social times three times in a half term, they will be issued with a one day suspension.

As you are aware, we have split break and lunch times to provide students with ample space to enjoy their free time without disrupting ongoing lessons. During these periods, students are welcome to utilise the canteen, quad area, playground, astroturf, outdoor gym, sports hall, and gym. However, to ensure a peaceful learning environment for all, we request that students avoid designated 'no go zones' such as the Arena Central, Science, English, Maths, Hub, Design Technology, and PE areas unless they are participating in CORE Sports in the sports hall or gym. These areas have been designated as 'no go zones' as noise can disturb ongoing lessons. If a student is caught in a 'no go zone' during break or lunch, they will be taken to our break/lunch time reflections room, where a mentor will conduct a restorative conversation with them, and they will be required to stay in the room until the end of that period of social time.

Rewards and Praise

Rewarding students is important to us and all members of the Academy encourage positive behaviour and reward students on a daily basis. Students in all year groups who are showing behaviour that is above and beyond will be rewarded with 'CORE points'. Please see below for our Rewards and Praise flowcharts.

Rewards Flowchart – For behaviour **above and beyond** (1 of 2)

Reward type	How to achieve this reward	Other Information
CORE Points	Examples include: COLLABORATION Working well with others COLLABORATION Supporting the teacher throughout the lesson OPPORTUNITY Trying hard in your work OPPORTUNITY Positive attitude / enthusiasm RESPECT Respectful behaviour RESPECT Caring for others and the school environment EXCELLENCE Excellent progress made in your work EXCELLENCE Excellent presentation of work EXCELLENCE Excellent participation	CORE points will be recorded on SIMS by the classroom teacher.
Text message home	Receiving CORE points	Postcards and phone calls home will be recorded on SIMS by the form tutor or the pastoral team. Form tutor to call at least once every half-term
Postcards	Displaying positive behaviour and a positive attitude towards learning on a consistent basis.	
Phone call home		
Very Important Pupil (VIP)	Nomination from a staff member (one per staff member per week) for going above and beyond the school's expectations. Recipients will be entered into a half-termly raffle, within their year group, for a chance to win a voucher.	Winning prize (per year group) = £20 voucher Runner-Up prize (per year group) = £10 voucher Recipient with the most VIP at the end of half-term will be invited for a hot chocolate with the Headteacher.
CORE Shop	Receiving CORE points.	There will be five different items to purchase all decided by the year council. The more expensive items will cost the most CORE points. Tiers will be set at 10 points, 25 points, 50 points, 100 points, 200 points. Items purchased will not affect a student's CORE points running total.

Rewards Flowchart – For behaviour **above and beyond** (2 of 2)

Reward type	How to achieve this reward	Other Information
Arena Award	Nomination from a staff member for applying any of the CORE points consistently. For achieving 100 CORE Points = Bronze For achieving 150 CORE Points = Silver For achieving 200 CORE Points = Gold For achieving 250 CORE Points = Platinum	- Positive text message sent home. - Certificate – four to collect throughout year - Name and picture featured in Parent newsletter.
Hot Chocolate with the Headteacher	Nomination from a staff member for exceptional behaviour.	- Positive phone call made home. - Name and picture displayed on screens around school. - Meet with the Headteacher on Friday with a hot chocolate and treats.
Headteacher Award	Nomination from a staff member for exceptional behaviours that act as a role model for others.	- Positive phone call made home from the Headteacher. - Name and picture displayed on screens. - Name and picture featured in Parent newsletter. Certificate with £5 voucher
CEO Award	Collaboration - for completing a project or event with students from other CORE Schools Opportunity - for contributing positively to society on a community project outside school Respect - for exemplary acts/work of caring, sensitivity and kindness Excellence - for exceptional work in any context	- Certificate signed by CEO – Mr Packer. - Name and picture displayed on screens. - Name and picture featured in Parent newsletter.

Expectations for the start and end of lessons

Please see below for our start and finish of lessons routine.



EXCELLENCE AT ARENA

"To provide an enjoyable, creative and challenging education which inspires every child to equip themselves with the keys to open doors to a successful career and rewarding life"



START of lesson

1. Arrive **on time** with **bags and coats off**
2. **Meet and greet** the teacher at the door
3. **Take your seat** according to the seating plan
4. Place **equipment** and **planner on desk**
5. Begin the "Do Now" activity **in silence**

FINISH of lesson

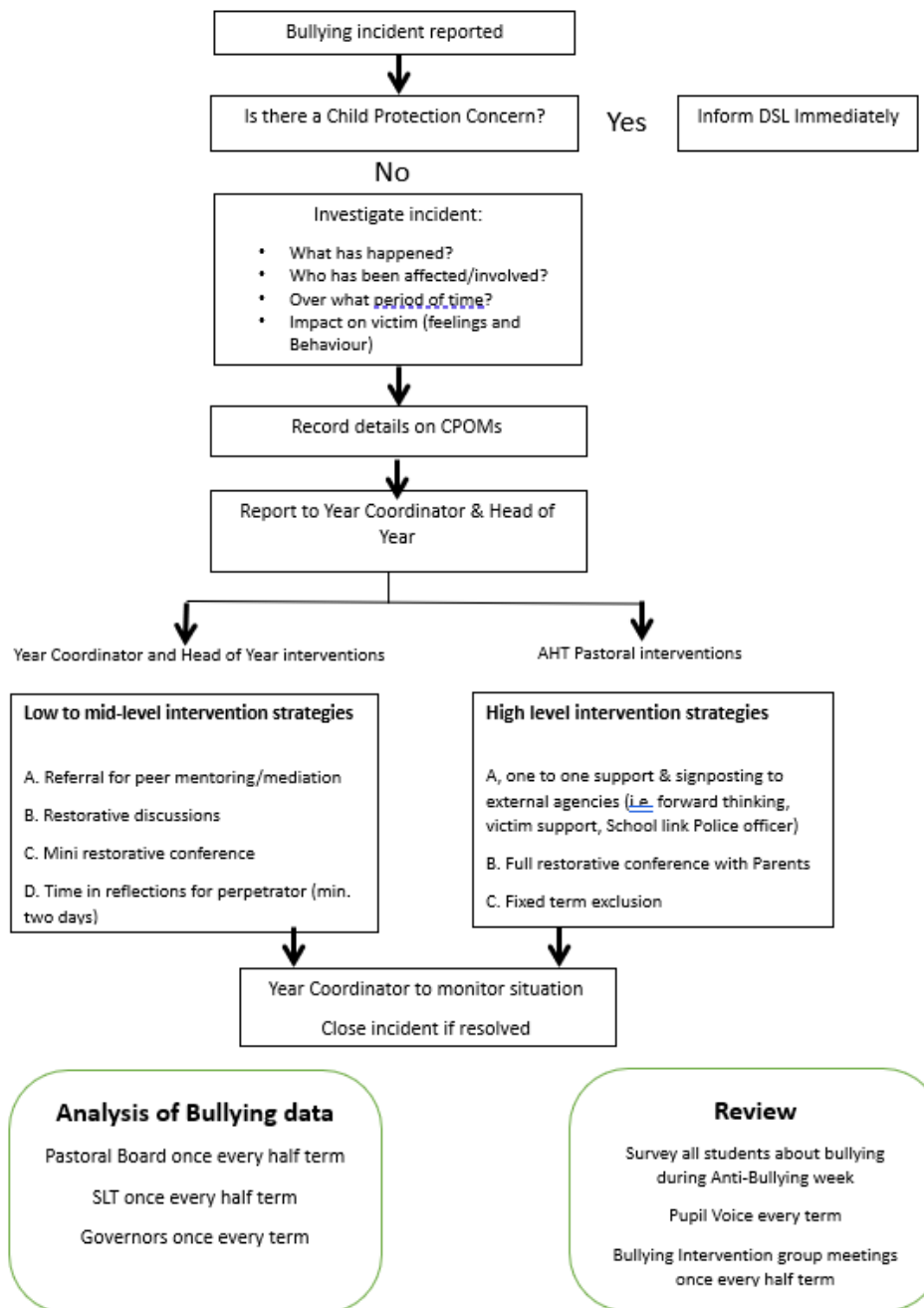
1. **Tidy the space** around you and **pack all equipment** away
2. Stand **behind your seat**
3. **Wait** until the teacher dismisses you from the room
4. **Walk quietly** and **purposefully** to your next lesson/break

Anti-Bullying

At Arena Academy we believe that all forms of bullying are unacceptable and should not be tolerated. We want all children to be and feel safe from bullying and all forms of discrimination. We want everyone who works with children to take bullying seriously and know how to resolve it positively.

As bullying happens at all levels of society we seek to empower our students to challenge, remedy and prevent bullying, creating a culture where every child is treated with dignity and respect and takes seriously their responsibility to treat others in the same way. The flowchart below details how our staff will deal with any incidents of bullying.

Procedure for responding to incidents of Bullying



Our students have created an Anti-bullying charter that will be signed by every student in a form class and displayed in the form room:



ARENA
ACADEMY

ANTI-BULLYING CHARTER

1. We believe bullying should always be dealt with seriously.
 2. We believe everyone should know that bullying behaviour is unacceptable.
 3. We believe that all students should feel safe and happy both within school and in the wider community.
 4. We believe our school should be free of all types of bullying.
 5. We believe that all members of the school have a responsibility to report incidents of bullying if they witness them., whether in school or online.
 6. We believe that all members of our school community should respect each other and value their differences.
-



Whisper

We have introduced a new anonymous service that lets students/parents/carers report a problem at school or at home. Whether it be bullying, cyber bullying, issues at home or concerns about other fellow students.

The service consists of a website button / link that launches an online dialogue-box to capture information or details for anyone who needs to report issues to the school.

To report a problem either click on the Whisper icon to be taken to a secure web form or alternatively send an anonymous text by texting:

Problem? whisper it

*If you have a problem or concern in school or at home, you can report it to a member of staff **anonymously***



When to report

You or a friend are being bullied

You are concerned for a student's welfare

A student, member of staff, or parent has behaved inappropriately

You need to talk to someone about a problem

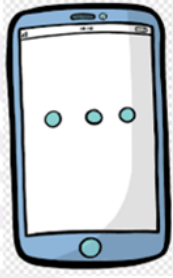
Suggestion for changes of improvements in school

Report via Text message: 07860 021 323

Report via: <https://swgfl.org.uk/whisper/cki1>

Invisible Mobile Phone Policy

Invisible Mobile Phone Policy



There is an Invisible Mobile Phone Policy in school applicable to all students, this means from when you enter the school site, until you leave, your phone **must NOT be seen**  **or heard** 

It is your responsibility to make sure your mobile phone is **in your bag** and **switched off** before you get to school and not removed until you leave the school site.

If you have your phone out in school it will be confiscated by a member of staff so please be **Respectful** of the new policy, be **Ready** to learn when you enter school and ensure you keep your phone **Safe**.

Curriculum for September 2022

Curriculum Intent and Content

Details of the curriculum that your child will receive can be found on our website

<https://www.arena-birmingham.academy/our-curriculum/>

If you have any queries regarding the curriculum please contact Mrs Wain by emailing swain@corearena.academy

Your child will be studying the following subjects from September:

	Year 7		Year 8		Year 9		Year 10		Year 11		
	Periods per week		Periods per week		Periods per week			Periods per week		Periods per week	
English	4		4		4		English	5		English	4
Mathematics	4		4		4		Mathematics	4		Mathematics	4
Science	4		4		4		Science	5		Science	4
History	2		2		2		Option A	3		Option A	3
Geography	2		2		2		Option B	3		Option B	3
RE	1		1		1		Option C	3		Option C	3
French	2		2		2		PE	1		French/PE/ Sports or Skills	4
PE	1		1		1		Personal Dev	1			
IT	1		1		1						
Art	1		1		1						
Perf Arts	1		1		1						
DT	1		1		1						
Personal Development	1		1		1						
Total	25		25		25			25			25

Setting of students

Year 7 – 240 students

From September your child will be taught in mixed ability classes. They will be placed in either X, Y and Z – there is no difference between the three bands. For example X-1 is the same ability as Z-3. During the first half term they will undergo various assessments in order that we can assess their ability and provide tailored support. After the October half term they will be placed in ability sets in English, Mathematics, and Science – there will be three sets in each band. For all other subjects they will continue to be taught in mixed ability sets.

Year 8 – 210 students

From September your child will be placed in band X, or Y. There is no difference between the bands. In English, Mathematics, Science and French they will be placed in ability sets. There are 4 sets in X, and 4 sets in Y.

Year 9 – 240 students

From September your child will be placed in a band X, Y or Z. There is no difference between the bands. In English, Mathematics and Science they will all be taught each subject at the same time enabling us to set them into ability groups from 1 – 9. This will enable us to teach the pupils at the most appropriate levels of challenge. In French they will be set within their band. There are 3 sets in each band.

Years 10 (240 students) and Year 11 (180 students)

From September they will be taught within their chosen options, most of which will be mixed ability groups. In English, Mathematics and Science they will all be taught each subject at the same time enabling us to set them into ability groups from 1 – 9.(Year 10) and 1-7 (Year 11)

Homework

Homework will be set on Teams each Monday morning to enable students/parents to see what has to be completed and enable them to set their own schedule for the week. Subjects that students study for more than one hour per week will set a piece of homework every week. For subjects that students for one hour per week (for example RE, Art) homework will be set every two weeks. Please encourage your child to complete their homework, but if they are experiencing any difficulty in completing the work please make a note in their planner to show their form tutor and/or subject teacher. Once a student has completed a piece of homework they should record this in their planner to keep a diary of what they have done throughout the year.

Personal Development (PD)

Personal Development provides opportunity for students to develop into responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. PD develops and deepens understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance. developing pupils' character, which is defined as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.

Students cover a range of topics including; social media and online safety, risks from exploitation enabling pupils to recognise the dangers of inappropriate use of technology, the importance of physical and mental health in maintaining an active lifestyle, age-appropriate understanding of healthy relationships through appropriate relationships and sex education and supporting them in their next phase of education, training or employment so that pupils are equipped to make the transition successfully

Personal Development will be delivered to students during a timetabled lesson every week, themed activities and events will also be planned to supplement this throughout the year.

For further information please see this link to the area of the school website for PSHE and RSE: <https://www.corearena.academy/subjects/pshe-rse/>

	WB	Year 7	Year 8	Year 9	Year 10	Year 11
Health and wellbeing HT1	6th Sept		What is PSHE	What is PSHE	What is PSHE	What is PSHE
	13th sept	What is PSHE	Drug use	Friendships	Managing change	Handling Judgement
	20th sept	Managing emotions	Energy Drinks	Behaviours	Coping strategies	Ambition
	4th Oct	Transition	Addiction	Gangs	Understanding Mental	Self - efficacy
	27th sept	Black History	Black History	Black History	Black History	Black History
	11th Oct	Friendships	Risks and consequences	Kife crime	Warning signs	Self concept
	18th Oct	Study skills	Influences	Drug use	Support	Stress
Living in the wider world HT2	1st Nov	First Aid	Social norms	Risks	Stigma	Online content
	8th Nov	Enterprising	Equality	Transferable skills	Budgeting	Future planning
	15th Nov	Anti Bullying	Anti Bullying	Anti Bullying	Anti Bullying	Anti Bullying
	22nd Nov	Equality	Stereotypes	Strengths	Data	REVISION
	29th Nov	Stereotypes	Employment	Managing feelings	Gambling	REVISION
	6th Dec	Aspirations	Aspirations	Employment	Gambling and Debt	SMART Targets
	12th Dec	Career choices	Work patterns	Aspirations	Illegal financial activities	Post 16 and career pathway
Relationships HT3	3rd Jan	Bassline	Bassline	Bassline	Bassline	Bassline
	10th Jan	diversity	stereotyping	Wellbeing	Relationships	Intimacy
	17th Jan	bullying	prejudice-based language	Relationships	Diversity in attraction	STI's
	24th Jan	stereotyping	diversity	Marriage	Online relationships	Unwanted attention
	31st Jan	gender identity	gender identity	gender identity	gender identity	gender identity
	7th Feb	prejudice-based language	peer influence	Breakdown in relationships	Coercion	Sexual images
	14th Feb	Inclusion	harmful social norms	Families	Abuse	Readiness for Sex
Health and wellbeing HT4	28th Feb	Physical and mental health	Physical and mental health	Physical and mental health	Physical and mental health	Physical and mental health
	7th Mar	Lifestyle choices	Lifestyle choices	Lifestyle choices	Lifestyle choices	Healthy lifestyle choices
	14th Mar	Alcohol and tobacco	Emotions	Healthy coping strategies	Drugs and alcohol	Managing risk
	21st Mar	Puberty	Digital resilience	Body image	Addictions	Cancers
	28th Mar	Unwanted contact	Unhealthy coping	Health choices	Role models	Body alterations
	4th Apr	FGM	Healthy coping strategies	Responsibility for health	Gang culture	Vaccinations

Relationships HT3	3rd Jan	Baseline	Baseline	Baseline	Baseline	Baseline
	10th Jan	diversity	stereotyping	Wellbeing	Relationships	Intimacy
	17th Jan	bullying	prejudice-based language	Relationships	Diversity in attraction	STI's
	24th Jan	stereotyping	diversity	Marriage	Online relationships	Unwanted attention
	31st Jan	gender identity	gender identity	gender identity	gender identity	gender identity
	7th Feb	prejudice-based language	peer influence	Breakdown in relationships	Coercion	Sexual images
	14th Feb	inclusion	harmful social norms	Families	Abuse	Readiness for Sex
Health and wellbeing HT4	28th Feb	Physical and mental health	Physical and mental health	Physical and mental health	Physical and mental health	Physical and mental health
	7th Mar	Lifestyle choices	Lifestyle choices	Lifestyle choices	Lifestyle choices	Healthy lifestyle choices
	14th Mar	Alcohol and tobacco	Emotions	Healthy coping strategies	Drugs and alcohol	Managing risk
	21st Mar	Puberty	Digital resilience	Body image	Addictions	Cancers
	28th Mar	Unwanted contact	Unhealthy coping	Health choices	Role models	Body alterations
	4th Apr	FGM	Healthy coping strategies	Responsibility for health	Gang culture	Vaccinations

Assessment Framework

From September 2022, a new assessment model will be implemented here at Arena Academy. This model is called the 'Common Assessment Framework' (CAF). The framework allows us to strategically design the overall structure of the academic year where 10 curriculum and assessment cycles are mapped out over 5 years (Yr.7 to 11), clearly indicating where the focus is on building schema (new knowledge) and then completing a formal cumulative test (checkpoint).

This framework was developed in collaboration with all four CORE Education Trust schools (Arena Academy, City Academy, Jewellery Quarter Academy and Rockwood Academy), and is rooted within the latest evidence-based research on learning and memory as well as teaching pedagogy. The framework also allows us to align and share best teaching & learning as well as assessment practises from across the trust.

The overall summary of the CAF model can be found below:

	AUT			SPR				SUM				
	1	2		1		2		1	2			
	1	2		3		4		5	6			
7				CT1 (Start)	SMM &DI	DA& FA				CT2 (Mid)	SMM &DI	DA& FA
8				CT3 (Start)	SMM &DI	DA& FA				CT4 (Mid)	SMM &DI	DA& FA 2 wks
9			CT5 (End)	SMM &DI	DA& FA				CT6 (End)	CT6 (Start)	SMM &DI	DA& FA 4 wks
10		CT7 (Mid)	SMM &DI	DA& FA					CT8 (Mid)	SMM &DI	DA& FA	6 wks
11		CT9 (Start)	SMM &DI	DA& FA			CT10 (Mid)	SMM &DI	DA& FA	DA & FA		

T	Teaching & Learning (Schema Building)
T	Teaching & Learning (Schema Building)
CT	Cummulative Testing
SMM & DI	Standardisation, Marking, Moderation & Data Entry
DA& FA	Data Analysis & Follow-up Actions

Each year group has two curriculum and assessment cycles per year. Each cycle comprises of typically 12-17 weeks of Building Schema and 2 weeks of Consolidation Weeks. There are 10 cycles during a student's journey from Year 7 to 11.

Curriculum & Assessment Cycle = Schema Building Weeks + Consolidation Weeks
 14-19 weeks = 12-17 weeks + 2 weeks

Cycles are staggered for each year group, so that teachers are fully focussed on each year group throughout the year, in particular during the testing periods.

During Schema Building weeks the focus for that particular year group is on teaching and learning (building schema) and then culminating with a cumulative test. Knowledge is stored in neuronal pathways in the brain. Learning something new (building a schema) involves an alteration in a person's long-term memory. If nothing has been altered in the long-term memory, then nothing has been learned. When meaningful connections to prior knowledge takes place and new information is processed deeply and meaningfully.

The 2 weeks between Schema Building Weeks are when **marking, moderation, data analysis** takes place whilst also being used for extra-curricular opportunities and consolidation lessons.

As a student gradually moves from Cycle 1 to 10, at each Formal Cumulative Testing Checkpoint the students could potentially be tested on everything they've learned from every previous cycle. Staggering the assessments will lead to a more robust standardisation, marking and moderation process before the data is recorded. This is vitally important as that data will be used extensively until the next Cumulative Test.

Standardisation of the cumulative tests takes place before teachers mark exam questions independently. It is the process by which we ensure that standards/criteria are being applied consistently by markers. Where there is **agreement** between markers on the marks being awarded.

Moderation takes place after teachers have independently marked exam questions. It takes place within an Academy, where colleagues act as the second marker of a selection of questions/papers to ensure the mark scheme/criteria has been appropriately and consistently applied.

What would it look like for our students?

- Cumulative Testing: Help students to learn more and remember more
- Structure and routines
- Increase academic learning time
- No surprises
 - Reduced exam anxiety
 - Increased focus on feedback and how to improve
- Improved student voice in reference to teachers and perception of teaching quality
- Improve behaviour
- Increase attendance
- Improved Teaching & Learning
- Reduced cognitive overload
- Greater focus on learning
- Reduction in staff absence

Key Assessment/Teaching & Learning Points:

	1st Cumulative Testing Window		2nd Cumulative Testing Window	
Year 7	WK 16	09.01.23	WK 36	26.06.23
Year 8	WK 15	02.01.23	WK 35	19.06.23
Year 9	WK 13 & 14	05.12.22 12.12.22	WK 32 & 33	22.05.23 05.06.23
Year 10	WK 11 & 12	21.11.22 28.11.22	WK 30 & 31	08.05.23 15.05.23
Year 11	WK 8 & 9	Mock Exams 31.10.22 07.11.22	WK 23 & 24	Mock Exams 06.03.23 13.03.23

Key terms from the table above:

Teaching Cycle – Block of designated weeks where teaching will take place in the lead up to the end of cycle testing. The content to be taught within each teaching cycle is determined within subject scheme of work and medium/long term plans.

Parents Evenings

All Parents' Evenings will be face to face from September 2022. Dates of the Parents Evenings are given below:

Year Group	Date
Year 7 Settling in Evening	September 22 nd 2022
Year 11 Parents Evening	December 8 th 2022
Year 10 Parents Evening	January 5 th 2023
Year 9 Options Evening	January 19 th 2023
Year 8 Parents Evening	February 2 nd 2023
Year 7 Parents Evening	March 2 nd 2023
Year 9 Parents Evening	June 22 nd 2023

Extra-Curricular Activities

All students are able to join CORE Sports at break and lunch time. Please see poster below:



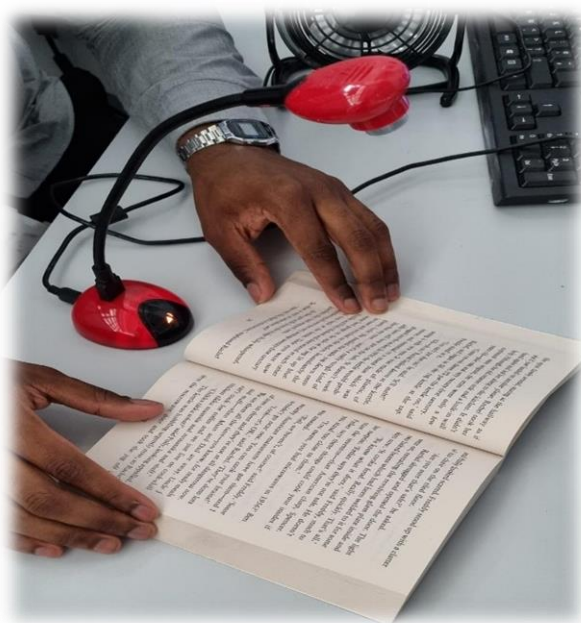
CORE Sports clubs at break and lunch times require students to have their trainers to attend. For after school extra curricular PE clubs students will need to have their full PE kit to attend the clubs and also ensure they let a parent/carer know they are attending a club after school.

IT Provision

Digital TV Screens – There are several digital TV screens strategically placed across the school site to provide announcements to pupils & staff, advertise awareness days, celebrates successes and provide vital information based on an emerging need.



Visualisers – Visualisers have been installed in every classroom, to allow the teacher to make real-time live demonstrations on the whiteboard e.g. drawing techniques, reading books, practical demonstrations etc.



Interactive Screens in classrooms – We are now installing new interactive TV screens in more classrooms, which are of better quality and allow the pupils and teachers to interact on screen demonstrations and presentations.



Lunch time news - During lunch time in the hall/canteen, Sky News is played on the large screen so that pupils stay in touch with current affairs. The screen is also used to promote festivals/cultures/awareness days.



Laptop trolleys – We have further developed our ICT provision by acquiring further laptop trolleys (containing 15 laptops each), which are used to support KS4 lessons, in particular for extended learning and completion of controlled assessments.



Computer Suites - We have five computer suites across the school, which are used to primarily deliver Computer Science, Business and IT lessons, as well support other subjects with their curriculum needs.



Important notice:

Please note that there will be a robust IT equipment reporting and monitoring system from September 2022. If a pupil is caught damaging any IT equipment, they will be severely sanctioned, and **costs of damages will be invoiced to parents/carers**.

School Map and location of rooms

You can see below a map of our three floors that show locations of all classrooms and offices. For an interactive 360 tour of our school building, please click this link: <https://www.arena-birmingham.academy/school-tour/>

Lower Floor

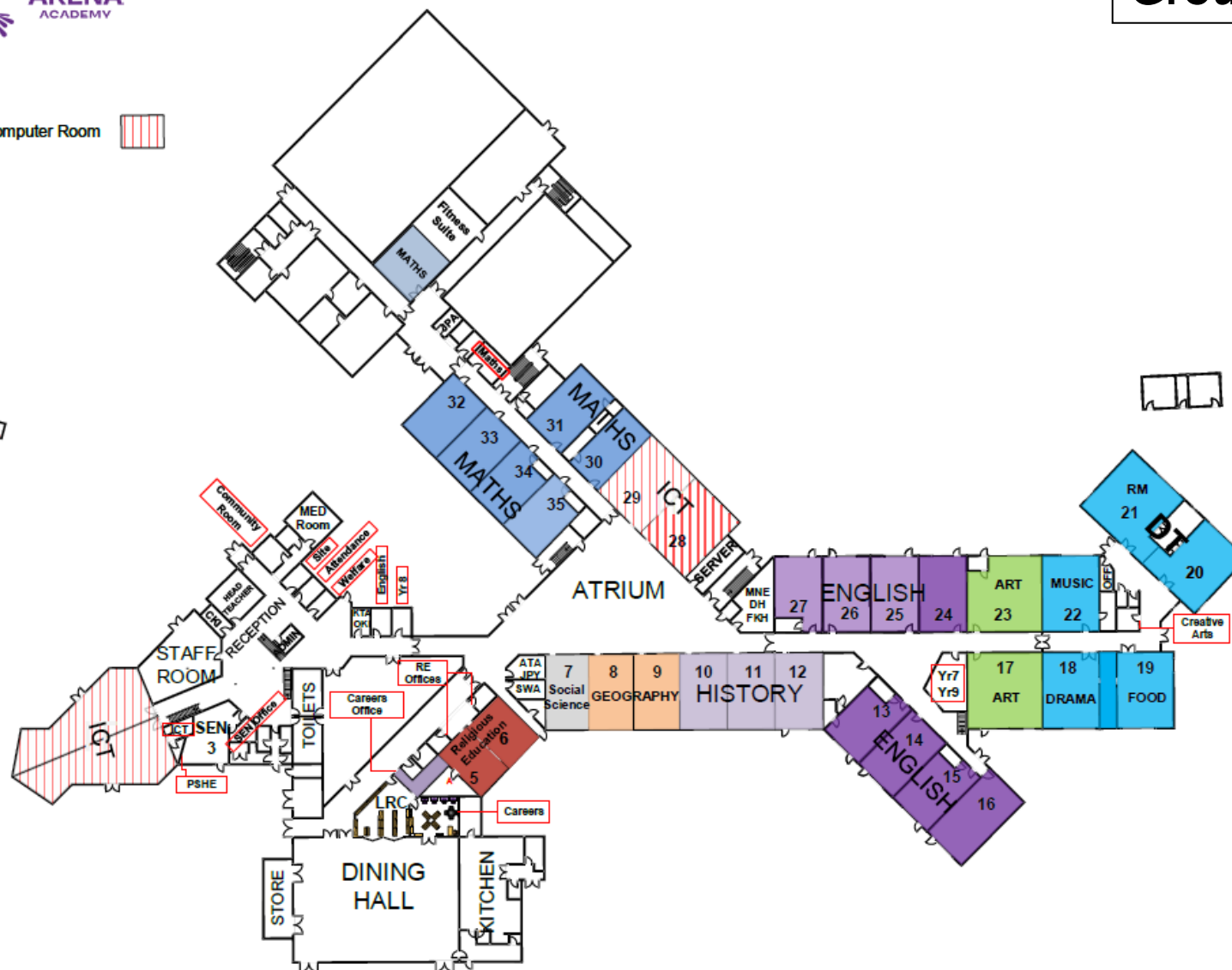


ARENA
ACADEMY



Ground Floor

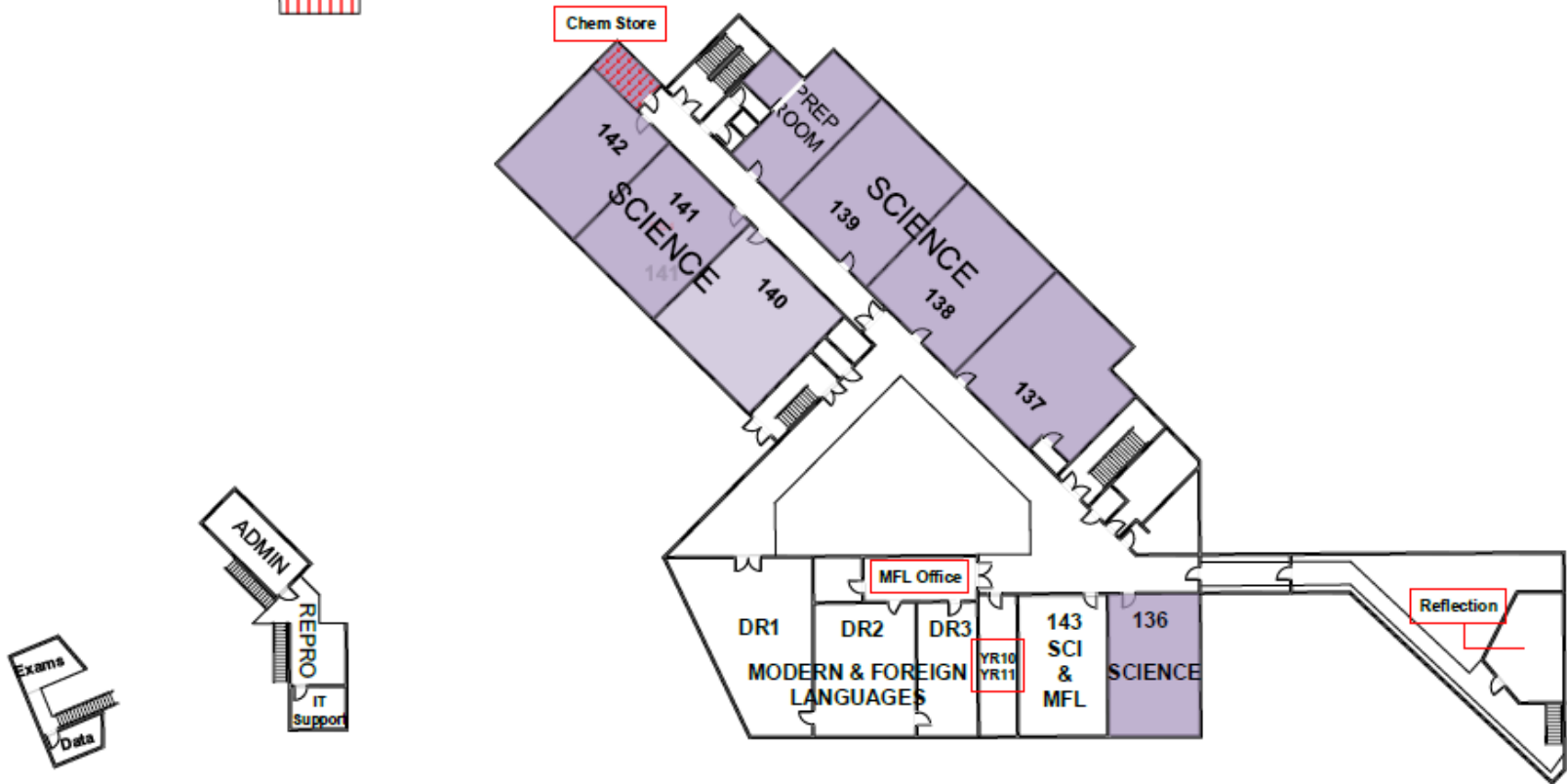
Key - Computer Room



Key - Computer Room



Upper Floor



FAQs

What time does school start?

The main Arena Central doors open at 8:25am. All students should be sat in their form rooms before 8:35am. Any student that arrives after 8:35am will be marked as late and must sign in at reception.

What equipment does my child need to bring to school?

We expect every student to be prepared for every school day. Please ensure you have the basic items and equipment for every lesson:

- *Pen*
- *Pencil*
- *Ruler*
- *Rubber*
- *Sharpener*
- *Student Planner*

In order to keep books, equipment and PE kit neat and safe, students should have a suitable bag to carry their belongings. We recommend a sturdy backpack, with a secure fastening, which has their name clearly labelled. Students will be given an exercise book or folder for each subject. If the student loses or willingly damages any equipment provided for them, they will be expected to pay for a replacement.

Where can my child go at break and lunch time?

Students can go to the canteen, library or outside. In the canteen hot and cold food is served. On the playground students can join in with activities from CORE Sports including football, netball, basketball and dance. In addition to this, there will also be clubs available for students to join during lunch times. A timetable is available in all classrooms.



Can my child go to the toilet during lesson time?

We advise all students to use the toilets before school, during break and lunch time. If a student needs to use the toilet during lesson time, they must ask their teacher and a note will be written in their planner.

Does my child have to wear their blazer?

Yes, we require all students to wear their blazers. Students can take off their blazers in classrooms but must ask the teacher first.

Should I send my child into school with a refillable water bottle?

Yes, we encourage all students to drink water throughout the day. We have water fountains available for all students to use during break and lunch times – please see image below (students are not allowed to use the water fountains during lesson time). In addition to this, we provide jugs of water for all students at break and lunch in the canteen.



My child has lost their school bag in school, how do I find it?

Please see detailed information here about our lost property protocol: [Lost Property - Arena Academy \(corearena.academy\)](https://corearena.academy/lost-property)

I have a concern about my child's academic progress, who do I contact?

Please contact your child's head of year in the first instance.

I have a concern regarding behaviour, who do I contact?

Please contact your child's Year coordinator in the first instance.

Does my child have to bring their student planner with them every day?

*Yes, we require all students to bring their student planner with them to school every day. Student planners must be put on their desks for every lesson. Teachers and form tutors will often write notes in the student planner. **It is essential all Parents/Carers check and sign the student planners on a weekly basis.***

If my child cycles to school, can they store their bicycle securely?

Yes, we have cycle racks near the Arena Central entrance. All bicycles are stored at the owner's risk.

My child is ill, what do I do?

If your child is too poorly to attend school, you need to contact the attendance team.

My child has a medical appointment in school time, what should I do?

We ask that every attempt be made to have medical appointments after school so students don't miss valuable learning. If this is unavoidable, we expect your child to attend before and after the appointment and you must provide evidence of the appointment so we can mark the absence as authorised.

How will the Academy communicate with me on a day to day basis?

- *Class Charts*
- *Text messages home*
- *Email*
- *Phone calls home*
- *School website*
- *Letters*