

# Family Information Handbook

2025-26





## Welcome from the Principal

Welcome to Longsands Academy. We are thrilled that you are joining our exciting and vibrant academic community, where we believe that all scholars can **learn, thrive, and lead successful lives.**

At Longsands we love to learn and **scholarship** is at the heart of everything we do. We are committed to promoting academic excellence to empower our scholars to gain powerful knowledge in the classroom and experience wonderful enrichment opportunities. We are ambitious and we want all our scholars to be successful so that they can go to university or an aspirational alternative.

At Longsands we value **curiosity** and we have a culture of high expectations where scholars work hard and enjoy being challenged. We believe that lessons should be free from disruption so there are no barriers to learning. Scholars in Year 7 are expected to complete an hour a night home learning and we revisit learning regularly to make sure that the learning sticks. We read as a tutor group every day so we can access a wealth of information and knowledge.

Scholars at Longsands are motivated to improve and regularly demonstrate **tenacity** as they understand that learning can be difficult. They believe that they are capable of great things, and welcome the support and challenge provided by the wonderful staff at the academy. We expect 100% effort always and we make sure that *every minute matters.*

We promote a strong sense of **responsibility** and are always ready to learn. Scholars organise their equipment, wear their uniform with pride, and aspire to attend school every day. We believe excellence is a habit and scholars take responsibility for maintaining high standards every day.

Belonging is one of the most powerful human emotions. At Longsands we value diversity and work hard to maintain a culture of **respect** in which everyone feels welcomed, supported, and valued. As a community we work hard to recognise the achievements of our scholars every day as we believe that positivity creates a sense of joy.

Starting a new school can feel confusing so we hope that this family handbook provides answers you need and stops any worries. We hope you find it useful but If you have any questions, please do not hesitate to contact the academy.

Dr C Cusick  
**Principal**

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## Aims of the Academy

We pride ourselves on providing an engaging, purposeful and supportive environment in which all of our students feel empowered to reach and embrace their full potential with confidence and become responsible, well-rounded citizens.

The pursuit of academic excellence is at the heart of the Academy. Through high expectations of behaviour; a commitment to great standards of teaching; delivering a knowledge-rich curriculum; and the strong, supportive relationships that exist between staff, students and their parents/carers, all students, regardless of their background or personal circumstances, are encouraged to achieve their academic aspirations. They do this by ensuring that everyone tries their very best to '*work hard, be kind, achieve more*'.

## Appointments with Staff

If you would like to discuss a specific matter in relation to a subject, you can contact your child's teacher or the subject leader directly by emailing [enquiries@astrea-long sands.org](mailto:enquiries@astrea-long sands.org) in the first instance (adding your child's name and tutor group in the subject line) and explaining what the issue is.

Key staff email addresses are on the website <https://www.astrea-long sands.org/key-staff/>. Please be aware that our staff have very full teaching timetables and therefore there may be a delay in them accessing your message and being able to respond.

For urgent matters, we will try to contact you the same working day. For non-urgent matters, staff will endeavour to contact you within two working days. If you haven't received a response within two working days, it is possible that the member of staff is absent from school, therefore please forward your email to the enquiries email address.

If you wish to come in to meet with a member of staff, **an appointment must be made in advance.**



## Assessment Information

Students in Years 7, 8 and 9 take two sets of internally devised tests each year and in each subject: Mid-Year tests take place in January, and End of Year tests in June. These tests are devised with utmost care, covering the curriculum knowledge students have learned at Longsands. Each test draws on knowledge and skills learned throughout students' time at Longsands.

The results from these tests are reported to parents/carers in the Spring and Summer Progress Reviews. Parents will receive a percentage score in each subject, compared with the average score

achieved by all students in the year. Outcomes are used to track the performance of students as they progress through each year.

At the beginning of Year 7, we test students' cognitive abilities using online CAT tests from GL Assessment. These provide a useful national baseline (Standardised Assessment Score) from which to measure progress. Also, each year, students in Years 7, 8 and 9 take Progress Tests in English, Mathematics and Science and, three times each year, they sit NGRT reading tests – all tests are provided by GL Assessments. This package of measures helps us to gauge the progress of students as they pass through their first three years, compared with each other and also with students nationally. We are able to identify students who are falling behind in particular areas, so that effective interventions can take place. Students, parents/carers and teachers can receive a breakdown of the information these tests provide.

In Years 10 and 11, student progress is tracked using GCSE forecasted grades; these are reported to parents/carers twice each year. As well as regular internal tests in each subject, students take formal mock exams towards the end of Year 10, and in November and February of Year 11. These exams are crucial in providing teachers, students and parents/carers with the necessary feedback to optimise performance in the public examinations, which take place during the summer of Year 11.

## Attendance Requirements

### Attendance Requirements

Regularly attending school is the foundation of educational success. We are incredibly proud that our individual attendance target for each student is 97%. Many students go from year to year without missing a single day for any reason. Although this may not always be possible, it is a goal which we expect all students to aim for.

Excellent attendance is also a vital part of our reward system. Students with good attendance will benefit in the following ways:

- Continuity of learning, which makes progress and retention easier
- Improved performance in class
- Enhanced performance in assessments and examinations
- Continuity of relationships and friendships
- Good habits are formed for later life
- Good references for further education or employment.

### If your child is unexpectedly unwell or unable to attend school:

- please telephone our dedicated line: 01480 223343; or email [absence@astrea-longsands.org](mailto:absence@astrea-longsands.org) stating your child's name and the reason for absence, by 08.30am.
- if we have not received any contact, we will attempt to contact you after 09.15am to verify your child's absence;
- parents/carers must contact the school on every day of absence. If no contact is made, we may carry out 'Safe and Well' checks in the interests of safeguarding our students.

### Whilst we recognise it is sometimes unavoidable, we ask, wherever possible, for medical/dental appointments to be arranged outside of school hours. If your child is absent for a scheduled appointment:

- please email [absence@astrea-longsands.org](mailto:absence@astrea-longsands.org) explaining the reason for the absence and stating the day(s) and time that will be affected, and include evidence of the appointment day(s) and time as soon as you are aware, and at least 5 days in advance of the appointment where possible.
- in order to ensure effective safeguarding and monitor student absence, we have a sign-out system. As part of this system, we use a form to capture the reason for student absence and the person collecting that student. If you do need to collect your child during the day, please arrive with enough time for this form to be completed. Please also note that when a student is collected by someone other than their parent/carer, we will require photo-ID.
- if you forget to let us know in advance, you will need to follow the same procedure as for an unplanned absence;
- it is imperative that your child goes to the main academy reception to sign out and back in to ensure we are made aware of their whereabouts for safeguarding and fire evacuation purposes.

### Leave of absence arrangements during term time:

- though we understand the compelling reasons why families may consider booking a holiday during term time, we ask you to avoid making such arrangements because of the negative

impact on your child's education. We are not able to authorise any family holiday in term time and can only authorise a leave of absence from school if there is an exceptional circumstance;

- if your child needs to request time off school, please complete a leave of absence form available from, and returnable to, the Admin Office, at least four weeks in advance;
- please do not make any arrangements for leave of absence requests, including travel arrangements or accommodation bookings, before you have received communication from us relating to your request;
- students are expected to catch up on work missed due to leave of absence from Longsands;
- should leave be taken after permission has been withheld, this will be recorded as an unauthorised absence. In line with guidance from the local authority, penalty notices will be issued to anyone with parental responsibility.

**If your child's attendance falls below 95% (9.5 days' absence a year – the equivalent of almost two weeks of school per year or 50 hours of learning missed):**

- the Student Support team will check that we understand why this has occurred. We are likely to contact you via letter to express our concerns about your child's absence and the situation will be monitored for signs of consistent improvement. We may also require medical evidence for any absence due to illness.

**If your child's attendance falls between 93%- 90% (up to 19 days' absence a year – the equivalent of a month off school per year or 95 hours of learning missed):**

- we will notify you that this has happened and work in partnership with you and your child in seeking strategies and support that will bring about an improvement. We will make our LAO (Local Authority Attendance Officer) aware of our concerns and we will involve them in our partnership to devise an improvement plan. Medical evidence must then be provided for any future absence.

**If your child's attendance falls below 90% (more than 19 days' absence per year or over 95 hours of learning missed):**

- the role of our Attendance Manager will be central in working with the child, and of course yourselves, in bringing about a sustained and substantial improvement in attendance. In some circumstances a fixed penalty notice fine may be issued. We will require you to attend a 'Parenting Contract Meeting' in order to set clear targets. If targets are not met and attendance continues to decline, the Local Authority will write to you to discuss next steps which could result in prosecution.



**Lateness:**

- parents and carers have a duty to ensure that their children arrive punctually. Students should arrive at school before 8.35am, ready for a prompt start at 8.45am. Students must not be on site before 8am.
- If students arrive late to Longsands, they should sign in at the main reception. Lateness to registration and/or lessons will be dealt with as an internal discipline matter and will result in an after-school detention. Should the situation not be quickly resolved, we will involve parents and carers in developing an improvement strategy.

## Behaviour Expectations

Learning in a disruptive-free classroom is a commitment we make to all students at Longsands Academy. We have a centralised behaviour system which supports our learning environment. Sanctions are issued as behaviour points, which link to a centralised detention system and reflection facility to ensure students can reflect on and correct their behaviour. Where students are finding it particularly difficult to meet expectations, we work more closely with students and their families to ensure they have every opportunity to succeed and to meet Academy expectations.

Longsands Academy will not tolerate any behaviour which might disrupt the learning of others. Equally, behaviour that might cause offence or harm to another person will be considered as a serious breach of our behaviour policy. Every child in our Academy deserves to feel safe, happy and able to enjoy their time in school.

We have high standards at Longsands and expect students to work hard, be kind, behave really well and wear their uniform correctly. If your child chooses to disrupt someone else's learning, the teacher will give a verbal reminder and will remind your child of the rules. If they choose to disrupt learning for a second time, they will be issued with an afterschool detention. If they persist in disrupting



learning, then they will be asked to leave the lesson and to report to Triage and we will contact you about this (The Reset Room); your child will not be permitted to return to class that day. They will have a detention that evening. Repeated removal from class will trigger additional support from your child's Head of Year.

Detentions last from 3:15pm – 3:45pm where students are expected to work in silence. If students receive 2 in a day, then these will run until 4:15pm. Where there is a serious breach of Academy expectations, the sanction is likely to be a fixed term or permanent exclusion. Detentions issued during period 5 carry over to the next day to allow parents/carers time to make end of day arrangements.

## Breakfast Club

Breakfast Club is open each morning from 8.00am – 8.25am in the New Hall. We serve hot and cold drinks, toast and cereal. This is a great way for students to start the day. There is no need to book, students can just come along. There are board games to socialise over.

## Bullying

Longsands Academy is a Telling School and, as such, we actively encourage all members of our community to report worries or concerns to us, bullying-related and otherwise. Longsands takes bullying and any other intolerant behaviour very seriously and always deals with and seeks to resolve issues that take place. Each year group has a dedicated Student Support Officer whom students can speak to if they have any worries. Parents/carers are also encouraged to communicate any concerns or worries of this nature to the Student Support Officer in the first instance, who will seek advice and hand over to the Head of Year if this is deemed appropriate. We also have a dedicated email address so students can contact our team for support should they feel they are unable to do this in person. Self and parent/carer referrals are both encouraged, to ensure similar outcomes, by emailing: [TellUs@astrea-longsands.org](mailto:TellUs@astrea-longsands.org). The support of parents/carers is essential in alerting us to problems about which we may be unaware. Please do not hesitate to get in touch without delay, all such reports are treated seriously and with discretion.

## Careers Education, Information, Advice & Guidance (CEIAG)

We encourage all students at Longsands to develop high aspirations and consider a broad and ambitious range of careers. We use contacts with the world of work, Further Education and Higher Education to help them understand where different choices can take them in the future.

Longsands provides a planned programme of impartial, unbiased activities for all students from Years 7-13 which will enable them to plan and manage their careers. Our CEIAG programme follows local, regional and national frameworks for good practice and other relevant guidance, such as the Gatsby Benchmarks for good career guidance (see <https://www.goodcareerguidance.org.uk/> and The Career Development Institute <http://www.thecdi.net> for further details). Our Careers Framework, which can be viewed on our website, is designed to meet the needs of all students and ensures progression through activities that are appropriate to stages of career learning, planning and development.

## Catering Services and Payments

At Longsands Academy, we run a cashless catering service via a secure online payment system, which parents and carers can access from the MCAS (My Child at School) app.

MCAS is an e-payment solution for schools and is the Academy's method for accepting payments for catering, trips/visits and other items such as books. It enables funds to be administered to a child's account by credit or debit card over the Internet. If you have any difficulty accessing your account, please contact us on [enquiries@astrea-longsands.org](mailto:enquiries@astrea-longsands.org).

### These are some of the benefits of the system:

- money loaded to your account can only be spent in school;
- no-one knows who does or does not receive a free school meal (FSM) allowance, which obviously removes any potential embarrassment for the student: if your child is entitled to a FSM, an allowance will be automatically credited to their account daily and you may also credit additional money to the account in any of the ways detailed above. Please note, FSM balances cannot be

withdrawn by parents/carers, and any amount remaining of the FSM daily allowance is not carried over. Similarly, FSM balances are non-transferable as payment for non-food or drink items and cannot be transferred from student to student.

- it has helped speed up the lunchtime queues.

### **How the System Works**

When enrolled, having made their choice of food, each student places their finger on a scanner to make a payment for their food. No cash or swipe card is required.

Once your child goes off the Academy's roll, their biometric information will be securely deleted.

If you wish to withdraw your consent at any time, this must be done in writing and sent to Longsands Academy. Your child may also withdraw their consent at any time; this must be communicated to Student Services.



## **Child Protection**

Parents and carers should be aware that the Academy will take any reasonable action to ensure the safety of its students. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff will follow the Local Authority and Astrea Safeguarding Procedures and inform Social Services of their concern, via the designated safeguarding team (DSLs). The Academy has a safeguarding team comprised of our DSL, Miss Isaac and deputy DSLs, Mrs Stockwell (Senior Student Support Officer), and Miss Beveridge (Student Support Officer).

## **Commitment to Excellence 2025/26**

We believe that a great academy is simply one where everyone is united in a common goal to provide the best educational experience for the scholars and community we serve. We recognise that Longsands Academy is in a truly privileged position, being an academy for the community and helping to shape the future of generations to come. This a partnership between academy, scholars, and families, holding the highest aspirations and working together to ensure every child and young person excels. We believe that this partnership is essential in achieving this aim.

### **Vision:**

- We believe that all scholars, regardless of their starting point, should be guided and supported to develop the academic, social and moral understanding and behaviours to be successful and happy in their future.
- As a community of scholars, staff and parents/carers we are respectful, polite and courteous to each other in all that we do.
- Our scholars are ambitious, developed through their love of learning, which will allow them to go to university or an aspirational alternative.

**Values:**

Scholarship	Tenacity	Curiosity	Respect	Responsibility
This means really enjoying learning and doing well in school. It's about trying hard, thinking carefully, and exploring different subjects to understand them better.	It means not giving up, even when things get tough. It's about staying determined, working hard, and bouncing back from setbacks to reach your goals.	It is all about wanting to know more and asking lots of questions. It's about being open to new ideas, thinking about things in different ways, and being excited to learn new stuff.	It means treating others kindly and considering their feelings and opinions. It's about being fair, listening to others, and making everyone feel valued and included.	It is about doing the right thing and being reliable. It's about keeping your promises, doing your homework on time, and thinking about how your actions affect others.

**Scholars and parents/carers can expect the Academy to:**

- provide a supportive, inclusive, and safe learning environment so that scholars can fulfil their potential academically and personally.
- teach a carefully sequenced curriculum which is aspirational and accessible to all scholars.
- promote a positive approach to learning and celebrate achievement.
- review class work and homework and give regular feedback in class.
- provide opportunities for parents/carers to meet teachers when progress will be discussed.
- encourage high standards of behaviour, a sense of personal responsibility and resilience.
- promote and support emotional, physical, and mental wellbeing.
- let parents/carers know about any concerns or problems that may affect scholar learning, behaviour or well-being and offer support when required.
- keep parents/carers informed about Academy activities through letters, newsletters, the website and the 'My Child at School App'.
- provide a range of extra-curricular and enrichment opportunities.
- commit and engage with the academy in positive and open communication.

**The academy expects parents/carers to:**

- support your child's education, believing that your involvement is vital for their success.
- work in partnership with staff at the academy.
- give your full support to the academy, including supporting all policies and procedures.
- support the academy's behaviour policy and procedures and ensure your child always attends and completes sanctions required by the academy.
- support our ethos of mutual respect in all communications.
- attend meetings with the academy about your child's education and progress.
- support the teaching and learning of scholars by ensuring that your child completes their homework under suitable conditions.
- support your child to attend every day and work with the academy to ensure your child has excellent attendance and punctuality.
- ensure that your child has all necessary equipment and full academy uniform.
- inform the academy of any changes in domestic circumstances.

**The academy expects scholars to:**

- always model the academy's values and ethos
- treat all staff and fellow scholars with kindness and respect.
- work hard by completing all classwork / homework on time and to the best of their ability.
- be a good ambassador for the academy in and out of uniform, including with any online activity.
- uphold the highest standards of behaviour and abide by the academy rules.
- strive to achieve 97%+ attendance and arrive on time.
- bring all the equipment, books and kit needed each day.
- wear uniform correctly, always looking smart and presentable.
- switch mobiles phones and electronic devices off during the academy day. Any phones seen or heard or used during the academy day will be confiscated.

- follow all instructions first time and every time.
- take responsibility for their actions, intentions, and words, do not undermine the safety of others.
- complete any sanctions required and respond in a polite and courteous way.
- keep the academy and the surrounding environment free from litter and graffiti.
- contribute to a safe community by refraining from bringing prohibited items into the academy and always reporting instances of bullying or hate.
- embrace extra-curricular and enrichment opportunities, contributing positively to the Academy and the wider community.

Staff name:	Parent / carer name:	Scholar name:
Staff signature:	Parent / carer signature:	Scholar signature:
Date:	Date:	Date:

*By signing this agreement, you are acknowledging that you have read the above information and that you agree to support this partnership with your child and the staff at Longsands Academy.*

## Complaints

We hope that your family's association with Longsands Academy will be a happy one and that you will have no cause to complain about the curriculum offered or the ways in which your child is being looked after. However, even in the best-run establishments, from time-to-time things do go wrong or concerns are felt. Should you feel the need to make a complaint or express a concern, we will do our best to address the issue involved.

Established complaints procedures exist and are available on the school website but in the first instance it is usually better to consult your child's Form Tutor, Subject Teacher or Head of Year. Your concern will then be dealt with and information given on more formal complaint procedures should the need arise.

Please do email [enquiries@astrea-longsands.org](mailto:enquiries@astrea-longsands.org) adding your child's name and tutor group to the subject line; and explain the nature of your concern, so that it can be swiftly passed on to the best person to help you.

## Communicating with the school

You will receive a regular Principal's Newsletter which will inform you of key updates. We also share a Student Weekly Bulletin with students in tutor time each week. In addition to our bulletins, there are a variety of ways in which we will contact you, these include by email via the MCAS App, letter, on social media and via our website.

**There are several ways in which you can contact us and these include:**



by **emailing** [enquiries@astrea-longsands.org](mailto:enquiries@astrea-longsands.org)  
[absence@astrea-longsand.org](mailto:absence@astrea-longsand.org) (for absence only)



by **calling** Reception on 01480 353535; voicemail option available



by **writing** to Longsands Academy, Longsands Road, St Neots PE19 1LQ

For urgent matters, we will try to contact you the same working day. For non-urgent matters, staff will endeavour to contact you within two working days. Please email [enquiries@astrea-longlands.org](mailto:enquiries@astrea-longlands.org) in the first instance and add your child's name and tutor group in the subject line, and explain what the issue is and we will endeavour to contact you within two working days for non-urgent matters.

If you wish to come in to meet with a member of staff, **an appointment must be made in advance.**

### **My Child at School App (MCAS)**

The MCAS app allows the Academy to communicate with parents through their smartphone. For example, the academy will be able to send messages; share important Academy news and updates; share key dates which can be added to your personal calendar and provide live attendance information for your child and details of upcoming events, clubs and trips.

Download the My Child at School app using the QR codes below:



Please note – until your child is on roll at the school, no information will be live through the App. The App will automatically go live in September if parents have already downloaded it.

### **Up-to-Date Information:**

- **It is very important that our database carries essential up-to-date information about the students for whom we care and that we are always able to contact either a parent/carer or somebody on the parent/carer's behalf to inform them of any urgent situations.** Please notify us immediately of changes in family circumstances (e.g. names, telephone numbers etc.)
- You can also notify the Admin Office straight away with the amended information by emailing [enquiries@astrea-longlands.org](mailto:enquiries@astrea-longlands.org).
- We contact parents and carers via email as our preferred method of communication for most Academy matters.
- We regularly update our social media channels with news and information, you can find us on:

Twitter [www.twitter.com/longlandsnews](http://www.twitter.com/longlandsnews)

Facebook [www.facebook.com/longlandsacademyofficial](http://www.facebook.com/longlandsacademyofficial)

YouTube [www.youtube.com/channel/UCBMowCLubvcN4K6iIL6Eylg](http://www.youtube.com/channel/UCBMowCLubvcN4K6iIL6Eylg)

### **Contacting the Academy:**

- if you wish to come in to meet a member of staff, **an appointment must be made in advance, we are not able to see parents and carers who arrive unannounced at reception unless in an emergency situation.** If you would like a face-to-face meeting, it is likely that this will initially be with a Student Support Officer, who is a non-teaching member of our team, as Heads of Year are teachers whose diaries fill quickly.
- the Academy welcomes communication from parents and carers and believes that by working in partnership and having open lines of communication we are best able to support our students. The recommended contact is by emailing [enquiries@astrea-longlands.org](mailto:enquiries@astrea-longlands.org) . This inbox is monitored throughout the school day. Our switchboard number is 01480 353535. Please note this can be busy in particular at peak times, so please leave a voicemail.
- **Please do not email teaching staff (including Heads of Year) first thing in the morning with a message for that school day, as this email may not be accessed until later, depending on**

**commitments.** Please use the [enquiries@astrea-longsands.org](mailto:enquiries@astrea-longsands.org) email address. Equally, you may prefer to send your child to Longsands with a note.

### Family Circumstances:

- If there are specific, personal family circumstances of which you feel the school should be aware, please state these details in writing and address the letter to your child's form tutor and the Head of Year. The Head of Year will make a note of this in your child's file and arrange for any necessary details to be added to our database. The types of situations where this might occur may involve: a change of name; an issue of access by a parent to a child; a parent who does not live with the family, but who wishes to receive, and has the right to receive, correspondence and their child's school report etc.



## Core Routines

**'The benefits of routines don't just stop at increased motivation and learning. For many students, they can generate increased feelings of safety, confidence and wellbeing. And for teachers, they reduce the behaviour burden, and free up precious mental resources to monitor learning and make teaching more responsive.'**

*Peps Mccrea, Motivated Teaching, 2020*

At Longsands Academy everything that we do, from classroom expectations to corridor transitions and line-ups, is to ensure that all our students have an inclusive, aspirational, and academic educational experience. At the heart of our approach is the belief that **consistency and shared understanding are critical to fostering an environment conducive to learning and feeling safe.** Imagine our school as a well-oiled machine. Core routines are like the gears and cogs that keep that machine running smoothly. They're the established ways of doing things, the behaviours we expect from everyone, and the shared values we uphold.

These routines create an environment where learning thrives. We want our classroom to feel safe, predictable, and conducive to success. That's why we are intentional about how we implement these shared and common routines. Currently our routines focus on arrival at school, behaviours for learning in class, entry and exit routines from the classroom. We teach the students all about the core routines throughout the transition process to ensure that they are confident and able to be successful when they start in September. We also have regular updates or *reboarding* sessions to revisit core routines, standards and expectations.

## Curriculum

At Longsands Academy, our curriculum is designed to fulfil our core purpose which aims to secure the best possible experience, learning and outcomes for each young person for whom we have responsibility. As such, we believe that students are entitled to be immersed in 'the best that has been thought and said' to induct them into the 'conversations of mankind'. We believe this is best achieved through a broad and balanced, knowledge-rich curriculum and a strong personal development programme. The subject curriculum is designed to help students understand and make meaning of the world around them, and to take them beyond their everyday knowledge and experiences. Intellectual curiosity and resilience are developed through a curriculum taught by subject-specialists who impart the powerful knowledge and cultural capital that places students in a strong position to question and debate the world around them. Our provision is tailored so that all students, whatever their background and ability, can follow suitable pathways from Year 7 through to Year 13, which maximise their chances to achieve academic excellence and success in public examinations, as well as promoting positive emotional wellbeing and mental health, enabling them to successfully access the next chapter of their lives.

Our commitment to promoting an ethos of learning for life and work throughout all aspects of the Academy, as well as our provision of a wide range of extra-curricular and personal development opportunities, aims to instil our core values in students: to work hard, to be kind and to achieve more. We value care and respect for self and others, honesty, creativity, clear and open communication, high aspirations and the determination to fulfil them, strong relationships, and shared goals achieved through teamwork.

You can find out more information about each subject in the [Curriculum Overview](#) on the website and on the [subject pages](#). These are updated at the start of each academic year, so the 2025-26 information will be available in September.

### Years 7, 8 and 9

For the first three years at the Academy, students follow a broad and challenging academic programme that closely follows the National Curriculum. Alongside English, maths, science, history, geography and religious education, all students study French and, in addition, from Year 8 there may be the opportunity for some students to study German. All students will have the opportunity to develop their creative flair in art, music and design and technology, learn to code in computer science, and enjoy a healthy competitiveness in physical education.

In personal development lessons, students learn about relationships, health and wellbeing, and living in the wider world, including careers and citizenship, allowing them to participate in democratic society and be responsible citizens.

### Years 10 and 11

Students in Year 10 and 11 study a core set of subjects, including English language and literature, mathematics, science (which is worth either two or three GCSEs, depending on the depth of study), personal development and physical education. Most students will also study at least one ancient or modern foreign language plus history or geography. Further GCSE subjects include art, computer science, geology, music, religious studies, and physical education. There is a full guide to the GCSE subjects offered at Longsands Academy in our [Year 9 Preferences brochure](#), which is part of a package of personalised support that students receive in order to make informed decisions about the subjects they study.

### Years 12 and 13

We provide a range of academic A-Level courses to suit all interests, as well as a small number of Level 3 BTEC qualifications. All students participate in a programme of personal development, alongside opportunities for enrichment and extra-curricular activities. Further details can be found on the [Longsands Sixth Form website](#).

## Longsands Principles of Teaching

<b>7 Principles of a Lesson</b> At Longsands, expert teaching is based on the following principles:		
<b>1. Knowledge-rich content:</b>	<b>2. Sequencing &amp; scaffolding of new material:</b>	<b>3. Modelling:</b>
<p>The teacher introduces students to academically challenging material, which students learn to broaden their understanding of the world. This is shared with the students through clear learning aims (there is no expectation for students to write these down), which give the 'big picture' about how the lesson fits.</p>	<p>The teacher sequences curriculum knowledge in a way that builds on students' prior knowledge and minimises cognitive overload.</p> <p>The teacher delivers explanations which are clear, planned, and precise. Instruction of new material engages interest and cultivates curiosity.</p>	<p>The teacher models complex procedures and skills. Modelling worked examples and teacher explanations help clarify the specific steps involved and demonstrate standards of excellence. Teachers model and promote the use of precise academic language.</p>
<b>4. Guided and independent practice:</b>	<b>5. Checking for understanding:</b>	<b>6. Retrieval practice:</b>
<p>Students practice procedures and skills for extended periods of time, with appropriate guidance in the initial stages to achieve excellence. Practice helps students store new knowledge in their long-term memory.</p>	<p>There is an ongoing dialogue between teacher and student through targeted questioning and other means of participation to develop learning, identify what students can recall and where gaps remain.</p> <p>The teacher regularly assesses student work, provides whole-class and targeted feedback, and adjusts their teaching in response to their findings</p> <p>A 'hands up' approach to questioning should only be adopted where students are seeking to add to class discussions and not to identify volunteers to answer questions.</p>	<p>The teacher identifies key knowledge and skills which students should commit to their long-term memory.</p> <p>Students practice retrieving such knowledge through do now tasks and regular reviews, such as low-stakes testing.</p>
<b>7. Excellent behaviour:</b>		
<p>Students work calmly, purposefully, and in silence when required. A positive atmosphere is established through high expectations of learning and behaviour. The teacher encourages this through clear instructions, core routines and effective use of the Longsands behaviour and reward policies.</p>		



## Dates including Term Dates and Key Dates

*Please be aware that the dates below may be subject to change.  
Additional Inset Days to be confirmed.*

### Autumn Term 2025

#### **Monday 1 September 2025 to Friday 19 December 2025**

Monday 1 September – Inset Day. *No students in school*

Tuesday 2 September – Inset Day. *No students in school*

Wednesday 3 September – *Year 7 and Year 12 students return to school*

Thursday 4 – *All students in school*

**Half term:** 27 October to 31 October 2025

Monday 3 November – Inset Day. *No students in school*

Friday 5 December – Inset Day. *No students in school*

**Christmas holiday:** Monday 22 December 2025 to Friday 2 January 2026

### Spring Term 2026

#### **Monday 5 January 2026 to Friday 27 March 2026**

Monday 5 January – Inset Day *No students in school*

**Half term:** Half Term 16 February to 20 February

Friday 20 March – Inset Day. *No students in school*

**Easter holiday:** Monday 30 March to Friday 10 April

### Summer Term 2026

#### **Monday 13 April 2026 to Monday 20 July 2026**

**May Day:** Monday 4 May

**Half term:** Monday 25 May to Friday 29 May

Friday 3 July – Inset Day. *No students in school*

**Summer holiday:** Tuesday 21 July 2026

Website link: [Term Dates – Longsands Academy \(astrea-longsands.org\)](https://www.astrea-longsands.org)

*Please note: at the time of writing the Academy calendar is still subject to change, therefore please check the website and the Principal's Newsletter regularly for updates.*

## Enrichment Activities

The Academy runs a rich and extensive range of enrichment clubs and activities throughout the academic year and these opportunities are shared with students through the Enrichment Brochure. We will ask for permission termly via an MS form, sent out through the MCAS app.

We also offer a number of trips and visits that are run by subject departments to enhance curriculum learning. Highlights have previously included a residential Ski trip to Austria, Netball trip to Con Dover Hall and Football tour to Germany, as well as a whole host of day trips within the UK.

### - Duke of Edinburgh Award

Longsands Academy has a well-established DofE programme, and a high success rate across the last decade. In Year 10, students will have opportunity to undertake the Bronze Award, and in Year 11, the Silver Award. Training sessions will take place after school (usually Monday) in preparation for the expeditions, which often take place on weekends in the summer term. The DofE programme here at Longsands offers students an outstanding opportunity to discover themselves, make new friends and

experience adventure, as well as give service to others. It also offers the challenge to get fit and learn new skills or improve existing ones – providing they are up to the challenge. For students to complete the Bronze and Silver Awards, they need to complete the 4 sections: Volunteering, Physical, Skills, and Expedition. For further information, please contact Mr Allen ([Keith.Allen@astrea-longlands.org](mailto:Keith.Allen@astrea-longlands.org)).

The termly enrichment programme can be found on the website, using the following link: [Enrichment – Longlands Academy \(astrea-longlands.org\)](http://astrea-longlands.org/enrichment)

## Equality

We emphasise our commitment to ensuring equality for students regardless of ethnic origin, gender, sexual orientation, disability or special educational need. This relates to all aspects of school life. We seek to promote equality, respect and tolerance in the way in which we treat each other as members of this community. The school's Equality Policy has been thoroughly revised following the Equality Act (2010). It is available on our website.

## Equipment

All students are expected to have the following equipment in school with them every day:

- Pencil case
  - Black or blue pens (at least two)
  - HB Pencils (at least two)
  - 30cm Ruler
  - Rubber
  - Coloured pencils / crayons
  - Highlighter pens
  - Protractor
  - Pair of compasses
  - Scientific calculator - Casio FX85GTX (solar/battery powered) or FX83GTX (battery powered)
  - Green pen for correcting work
  - White board
  - White board pen and eraser
  - A4 Wallet
  - Knowledge Organiser
  - Reading ruler
- } Provided by the Academy

Students may also wish to bring felt tip pens and other stationery items to assist with their work. Correction fluids such as Tippex are not permitted. Students may choose their own pencil case, however, please be advised that for examination purposes in Years 10 and 11, any equipment being taken into an examination room must be in a clear pencil case.

Failure to bring this equipment will result in a correction issued by the student's tutor. Two corrections in a week will result in a detention. Students will be able to purchase stationery from the Library, which is a cash system.

If any equipment is lost or damaged, it is the responsibility of students' parents or carers to replace this equipment.

## Expectations

We will be communicating our expectations to students during assemblies and tutor activities. Please reinforce these with your child at home:

<b>On arrival at Longlands Academy</b>	<ul style="list-style-type: none"> <li>• Smile and greet staff and peers both at the gate and once inside the building.</li> <li>• Turn off and put away mobile phones or smart watches and remove headphones and put them into your bag before entering the Academy site.</li> <li>• Ensure your uniform meets expectations before coming through the gate. If you have forgotten part of your uniform, go immediately to your Student Support Officer.</li> <li>• Remove your outdoor coat before entering the building.</li> <li>• Remove any chewing gum and place in a bin.</li> <li>• On the first bell at 08:37, ensure you go to your morning welcome.</li> </ul>
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<b>Lateness to school</b>	<ul style="list-style-type: none"> <li>You should arrive at school between 08:20 and 08:35 (from 08:00 for breakfast club)</li> <li>The gates will be closed at 08:35 and locked. If you arrive after this, you will get a late mark and this will result in an after-school detention. You will spend tutor time in the late room, so as not to disrupt the tutor group.</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>When coming from a classroom: walk in silence from your classroom to assembly in single file.</li> <li>Beginning of the day: ensure you are seated by 08:43 and are silent on the bell.</li> <li>Remain silent throughout assembly.</li> <li>If you speak or behave inappropriately, you will be asked to wait behind at the end and you will receive an after-school detention.</li> </ul>
<b>Walking around the Academy</b>	<ul style="list-style-type: none"> <li>Walk quietly and calmly.</li> <li>Go straight to lessons via the most direct and safest route, following the one-way system.</li> </ul>
<b>Uniform</b>	<ul style="list-style-type: none"> <li>Ensure you are wearing your uniform appropriately at all times.</li> <li>Your shirt must be tucked in.</li> <li>Trousers should be tailored and not skinny/tight.</li> <li>Your top button must be done up and tie worn neatly.</li> <li>No trainers. Shoes must meet our uniform requirements.</li> <li>Remove all jewellery other than one pair of stud earrings.</li> <li>No acrylic nails or false eyelashes.</li> <li>No make-up.</li> <li>Blazer to be worn at all times, unless you have been given permission to remove it.</li> </ul>
<b>Entering the classroom and the beginning of the lesson</b>	<ul style="list-style-type: none"> <li>Greet the teacher at the door, then enter the classroom.</li> <li>Sit in your allocated seat in accordance with the teacher's seating plan.</li> <li>Get out the equipment you need and a water bottle if you wish.</li> <li>If there is an activity on the board, start this immediately.</li> </ul>
<b>Lateness to lesson</b>	<ul style="list-style-type: none"> <li>If you are late to a lesson, you should apologise at the first opportunity</li> </ul>
<b>During a lesson</b>	<ul style="list-style-type: none"> <li>Put your hand up if you need to say something, do not shout out.</li> <li>Speak in full sentences.</li> <li>Sit up straight, don't slouch.</li> <li>Pay attention to whoever is speaking.</li> <li>Only speak to peers when you have been instructed to do so.</li> <li>Ensure you don't engage in any off-task chat during discussion work.</li> <li>Do not chew gum or eat.</li> </ul>
<b>Leaving the lesson</b>	<ul style="list-style-type: none"> <li>Stand behind your chair in silence and wait to be dismissed.</li> <li>Say goodbye to your teacher at the door.</li> <li>Go to your next lesson quickly and by the most direct and safest route..</li> </ul>
<b>Break/lunchtime</b>	<ul style="list-style-type: none"> <li>Queue quietly and in single file whilst waiting to purchase food.</li> <li>Wash your hands before entering eating areas.</li> <li>Clear away rubbish after eating, using recycling bins appropriately and do not drop litter.</li> <li>Do not make physical contact with other students including playfighting.</li> <li>Do not gather in large groups.</li> <li>Follow all instructions from duty staff the first time.</li> <li>Wear full uniform – you may remove your blazer if playing games outside.</li> </ul>
<b>End of the day</b>	<ul style="list-style-type: none"> <li>Walk quietly and sensibly through the gates saying goodbye to staff.</li> <li>Walk directly off-site and do not congregate around gates.</li> <li>Mobile phones and headphones may only be used once you are <b>outside the green fence gates after 15:15.</b></li> <li>You may use your mobile phone anywhere on site <b>after 16:00</b> to contact a parent/carer after a club or clinic.</li> </ul>
<b>Fire evacuation</b>	<ul style="list-style-type: none"> <li>If the fire bell sounds you must exit the building, even if the bell stops.</li> <li>Leave your belongings in the classroom and leave the building by the nearest exit.</li> <li>Walk in silence to the muster point on the far field.</li> <li>Line up with your tutor group in alphabetical order.</li> <li>Remain in silence for the entire drill.</li> <li>When dismissed, walk back to your classroom in silence.</li> </ul>
<b>Lockdown procedure</b>	<ul style="list-style-type: none"> <li>If the lockdown signal is heard (3 soundings of the bell with a break between each one), remain in your classroom.</li> <li>If you hear the signal and you have left your classroom, return immediately.</li> <li>If you hear the signal before school, go immediately to your form room.</li> <li>If you hear the signal at break or lunchtime go immediately to your next <b>lesson (not your form room).</b></li> <li>Do not use your mobile phone.</li> </ul>
<b>If you have an accident</b>	<ul style="list-style-type: none"> <li>If you are in a lesson, tell your teacher.</li> <li>Go immediately to first aid, preferably with a friend or teacher.</li> </ul>

<b>requiring first aid</b>	<ul style="list-style-type: none"> <li>• If you are unable to walk, ask someone to contact first aid.</li> <li>• Listen to instructions from the first aider and follow them.</li> </ul>
<b>If you feel unwell</b>	<ul style="list-style-type: none"> <li>• Try to stay in lessons.</li> <li>• If you feel too unwell to stay in school, ask your teacher's permission to go to your Student Support Officer who will contact home.</li> <li>• Do not contact home yourself, you will not be following our mobile phone policy and your phone will be confiscated.</li> </ul>
<b>Classroom spaces</b>	<ul style="list-style-type: none"> <li>• Tidy up after yourself and leave the workspace as you would want to find it.</li> <li>• Put all paper and rubbish in the bin.</li> <li>• Tuck your chair under and ensure tables are straight.</li> <li>• Log off computers.</li> <li>• Do not unplug any leads from computers unless under the direction of a teacher.</li> </ul>
<b>Beyond the Academy</b>	<ul style="list-style-type: none"> <li>• Make your way to and from the Academy safely and responsibly, wearing a helmet if you ride a bike or scooter and being extra vigilant when crossing roads.</li> <li>• You are representing Longsands, ensure your behaviour matches expectations in school.</li> <li>• Be polite to members of our community and each other.</li> <li>• If travelling by bus, behave appropriately and remain in your seat at all times, remembering to sit in your allocated year group seat.</li> <li>• Use social media responsibly and do not be unkind to others.</li> <li>• Be a positive role model to others, particularly the primary and nursery age children who are close to our site.</li> <li>• Use appropriate language at all times.</li> </ul>

## Form Groups

Every student at Longsands Academy has a form group with whom they spend part of each day. The tutor's role is to support your child throughout their time at Longsands and they work through a standard timetable each day including a weekly assembly. Reading is a key feature of our form time programme, as it is such a vital skill for all students. Other form time activities include literacy and personal development tasks and sharing our student weekly bulletin. The tutor also monitors attendance. We hope that all students will make the most of a new beginning and extend their circle of friends when they join us in Year 7. Each form group can normally expect to stay together for the full five years of compulsory schooling and remain with members of their initial pastoral team, such as the Form Tutor and Head of Year. However, despite our best endeavours, sometimes change is appropriate and we reserve the right to make minor adjustments to our form groups when there is a particular need, in consultation with parents/carers. Each tutor group belongs to one of the five Houses.

## Free School Meals (FSM)

Any parent/carer who is on Income Support or income-based Job Seekers Allowance is entitled to claim free school meals (FSM) for their child/ren. By registering your child/ren, additional funding is generated to support the education of your child/ren, through the Pupil Premium Grant. It therefore helps the school, as well as parents/carers, if all students who are eligible for free school meals do register with Cambridgeshire County Council (even if they decide not to use the allowance).

**New Applications for Free School Meals** Your child will be eligible for free school meals if you receive any of the following:

- Income Support
- Income Based Job Seekers Allowance
- Income-related Employment and Support Allowance
- Child Tax Credit - but no element of Working Tax Credit - and have an annual income (as assessed by HM Revenue and Customs (HMRC)) that does not exceed £16,190
- If you are supported under Part VI of the Immigration and Asylum Act 1999
- Guarantee element of State Pension Credit
- Working Tax Credit during the four-week period immediately after your employment finishes or after you start to work less hours per week
- Universal Credit with an annual net earned income of no more than £7,400 (as from 1 April 2018)

There is a link on this page to the online application form. If you feel that you are eligible, please apply for free school meals via the Cambridgeshire County Council website:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/help-with-school-&-learning-costs/>

There is also a PDF file which you can download if you would prefer a paper copy. A paper application form for Free School Meals can also be obtained from the Education Welfare Benefits Team by calling 01223 703 200. By successfully applying for free school meals, your child would also be eligible for the additional pupil premium funding (please also see the Pupil Premium section).

## Gates

Our pedestrian gates are situated at the Longsands Road entrance near to the Sixth Form building, Kings Road entrance near to Apricot Nursery, and a side gate giving access from Priory Park. All pedestrian gates are open from 8:20am until 8:35am at which point the gates lock and access can only be gained via the Longsands Road and Kings Road entrances via a buzzer (option 1). All vehicle gates are card access only and therefore parents/carers are requested to drop students outside the gates or in a local side street. If parents/carers need to visit the school site, they should park along the main driveway and use the pedestrian gate buzzer to speak to reception. The exception to this is when a child needs to be collected from school during lesson time due to a medical incident. In this circumstance, parents are advised to drive up to the vehicle gate, press option 1 and request access through the gates to collect their child.

## Health Matters and Mental Health Support

Many of us will need support for our mental health at some point in our lives. If you have concerns about your child's mental health, please contact the relevant Student Support Officer in the first instance. You or your child may also wish to seek support from one of the organisations listed below, or visit the Support section of our website <https://www.astrea-longsands.org/anti-bullying/>.

ChatHealth (Parents & Carers): **07520 649 887**

ChatHealth (ages 11-19): **07480 635 443**

First Response Service (Mental Health Crisis): **111, Opt. 2**

YoungMinds Crisis Messenger (Young People): **85258**

YoungMinds Parents Helpline: **0808 802 5544**

Kooth (Young Peoples Online Messaging Service)

Centre33 (Fullscope): **0333 4141809** / Text: **07514 783745**

ChildLine: **0800 1111**

Samaritans: **116 123**

## Health and Safety

The following information is for the safety and protection of your child/ren. Please discuss the details with your child/ren. Follow-up work will be carried out during lessons and assemblies.

1. **FIRE** - Upon hearing the fire alarm (a continuous bell) students should WALK in SILENCE to the muster points on the field. Students should never attempt to extinguish a fire. They should inform a member of staff if they know of anyone who, for some reason, is stuck in the building, or is missing. Any student who does not meet our behaviour expectations during a fire evacuation will be given a same-day detention as their actions could jeopardise the safety of others.
2. **LOCKDOWN** – upon hearing the lockdown signal (three, seven-second soundings of the school bell) students should remain in their classroom. The teacher will ensure the room is secure and await further advice. If a student has left their classroom, on hearing the lockdown signal they should make their way back immediately. If the lockdown signal sounds before the start of the school day, students should move immediately to their form room. During break or lunchtime, students should **go to their next lesson** (not their form room), so they can be registered.
3. **FIRST AID** - Longsands Academy is able to provide a *basic service* in first aid for accidents or injuries that occur on the Academy site - **FOR EMERGENCIES ONLY**. Headaches, sickness,

general ill-health and old injuries are **not** first aid issues. Where a student is prescribed medication which needs to be administered during the school day, please provide the medication in its original packaging with a letter detailing dosage, timing and permission for us to store the medication and provide it to your child at the appropriate time. This should be taken to Reception via the main front door as soon as your child arrives on the school site. Students may carry a single dose of paracetamol if parents and carers are comfortable for them to do so. We cannot provide or administer pain relief medication unless it is prescribed.

4. **ILLNESS** – if your child is so ill that they are unable to come to school or has been vomiting, then please keep them at home. Where your child is feeling mildly unwell, please give them some medication, if appropriate, and send them into school. If they feel worse during the school day, they should report to their Student Support Officer who will contact a parent/carer. **STUDENTS MUST NOT CONTACT PARENTS/CARERS THEMSELVES** – this infringes our mobile phone policy and will result in the phone being confiscated.
5. **FOOD HYGIENE** – Students should wash their hands or use hand gel before eating. They should eat only in their designated areas of the school. Chewing gum is **NOT** allowed on the school premises; students must **not** bring glass bottles or cans to school.
6. **BUS BAY** – Students should never walk/run/play in this area. On arrival at school, students should get off the bus and move onto the footpath. When leaving school at the end of the day, students should get on their bus and remain in their seat until the bus arrives at the appropriate stop.
7. **BIKES and SCOOTERS** – Students should not ride their bike whilst on the school site, helmets must be worn by all students travelling to school by bike or scooter. Bikes and scooters must be locked in one of the bike sheds and are brought onto site at the owner's own risk. Electric scooters are not legal vehicles and are not allowed on the school site.
8. **SERVICE ROAD** - and adjoining ground area - is out of bounds **at all times**.
9. **CAR PARK** - the car parks are out of bounds **at all times** – students must use the paths.
10. **TRIPS/VISITS/ACTIVITY DAYS** - Parental permission is a requirement by law for all trips that extend beyond the normal school day, any further information required for a school trip must be completed prior to the day of departure or by the given deadline if earlier.
11. **EXTRA CURRICULAR ACTIVITIES** – Students should arrange to be collected (in the dark evenings) by a parent/carer or relative.
12. **SMOKING** - Longsands Academy is a NON-SMOKING site; this includes e-cigarettes and vapes.
13. **HEALTH & SAFETY** – everyone on the Academy site has a responsibility for health and safety. Any concerns must be reported to a member of the site team or any member of staff.

## Home to Academy Code of Conduct

### Parent/Carer Agreement

Social media, whether public or private, should not be used to fuel campaigns or voice complaints against the school, staff, parents/carers, or students, and bring the school into disrepute. Do not use social media to publicly challenge school policies or discuss issues about individual students or members of staff.

Please support the school's approach to online safety and do not post comments or upload any images, sounds, or text, which could upset or offend any member of the school community.

### Longsands Academy working in partnership with Cambridgeshire County Council

Cambridgeshire County Council has a countywide Code of Conduct for Home to School Travel, which is aimed at improving the safety and behaviour of students. The Code of Conduct relates primarily to students using transport provided by the Local Education Authority but Codes of Conduct have also been designed specifically for those students who walk or cycle to and from school.

The County Council will provide free transport for pupils of statutory school age living in Cambridgeshire, registered at their designated school, if this is more than 2 miles for primary aged children or more than 3 miles for 11-16 year olds from their home. (Please refer to the Home to School/College Transport Policy for further information). Operators working under contract to the County Council's Education Transport Service must provide the safe conveyance of pupils between their designated collection point and the school site, and vice versa.

For lost or damaged bus passes, if your circumstances change and you no longer require a bus pass, or if you have any concerns or queries about school transport, please telephone: 0845 045 5208.

**The County Council's Education Transport Service will:**

- agree all routes and schedules with the Operator;
- ensure that the Operator provides a suitable vehicle and that all drivers and vehicles are suitably licensed and insured for the conveyance of school children;
- ensure that all drivers and escorts receive a DBS check.

The County Council will ensure that adequate provision is made for the number of buses, taxis, coaches and minibuses serving the school and that manoeuvring of vehicles can be undertaken safely.

#### **Advice to and responsibilities of parents and carers:**

- Ensure your child has read and understood the pupil Code of Conduct (see separate document) and you have both signed and returned the appropriate slip to your child's school.
- Ensure that your child arrives at the bus stop safely in the morning and reaches home safely from the bus stop in the afternoon.
- Ensure your child arrives at the bus stop at least 5 minutes before the bus is due at that stop.
- Ensure unaccompanied children know the safest route between home and the bus stop and the safest crossing points on their route.
- Ensure your child always has their bus pass and/or correct fare to travel to and from school. (Transport Drivers/Operators will make necessary checks that your child is permitted to travel and have the right to refuse to carry a pupil without a pass.)
- Teach your child to think about their own and others' safety on the way to the bus stop, at the bus stop and on the bus.
- Teach your child the importance of waiting for the bus in an orderly, courteous and calm manner.
- Ensure your child knows what to do if the bus does not arrive within 30 minutes of the scheduled time, or if access onto the bus is refused.
- Encourage your child to use a seatbelt where provided on transport.
- Ensure your child is aware that in the event that the bus has to make an unscheduled stop, he/she must follow the driver's instructions and not leave the vehicle. If your child leaves the vehicle, they do so at their own risk and neither the Driver, Operator, nor Cambridgeshire County Council's Education Transport Service is responsible for that child.
- Under exceptional circumstances, you may be asked to assist in the transportation of your child.
- If your child behaves anti-socially or causes damage at the bus stop or on school transport, he/she risks being banned from using the transport in line with Cambridgeshire County Council's transport policy.
- It is your financial responsibility to meet the costs for repair or replacement of equipment or property damaged as a result of your child's actions.
- If your child is either temporarily or permanently banned from school transport, it is your responsibility to ensure your child continues to attend school.

#### **My responsibilities as a cyclist:**

- I will always follow the Highway Code.
- I will cycle along designated cycle routes or on the road if it is safe to do so.
- I will use safe crossing points and dismount my bicycle to cross the road.
- I understand that for my safety it is sensible to wear a cycle helmet.
- I will not spit or drop litter.
- I will not ride my bicycle under the influence of alcohol or illegal drugs.
- I will be courteous to other road users.
- I will give clear signals to indicate that I wish to turn, change lane and so on.
- I will not swear or be verbally abusive to those I am travelling with or anyone else in the community.
- I will not cycle in a large group, behave in a threatening manner or be physically abusive to those I am travelling with or anyone else in the community.
- I will not bully anyone.
- I will not trespass on other people's property.
- I will ensure that I can be seen by other road users, by using bicycle lights and wearing high visibility clothing, as appropriate.
- Electric scooters are not legal vehicles and are banned from the school site.

#### **My responsibilities as a pedestrian:**

- I will always follow the Highway Code.
- I will walk on the pavement, away from the kerb.
- I will always use safe crossing points and not run across the road.

- I will not spit or drop litter.
- I will not walk to and from school under the influence of alcohol or illegal drugs.
- I will not swear or be verbally abusive to those I am travelling with or anyone else in the community.
- I will not walk in a large group, behave in a threatening manner or be physically abusive to those I am travelling with or anyone else in the community.
- I will not bully anyone.
- I will not trespass on other people's property.
- I will ensure that I can be seen by road users, by wearing high visibility clothing, as appropriate.

### **My responsibilities as a bus user:**

#### **Before the school journey:**

- I will be at the bus stop at least 5 minutes before the bus is due at that stop.
- I will wait at the bus stop for 30 minutes before leaving the bus stop to find an alternative means of getting to school. I will notify the school that I may be late, or ask someone to do this for me.
- I will wait in an orderly, courteous and calm manner.
- I will keep away from the kerb and well clear of other traffic.
- I will keep well clear of moving school buses.
- I will only board the school bus when it is stationary.
- I will wait patiently for my turn to board the bus.
- I will always show my bus pass to the driver as I board the bus.

#### **During the school journey:**

- I will find a seat quickly and remain seated and facing forward until the bus has stopped at school on the morning journey and at my designated bus stop in the afternoon.
- I will always wear a seatbelt where provided.
- I will never distract the driver or be discourteous.
- I will not be abusive to the driver, Transport Supervisor or other passengers.
- I will follow any instructions given to me by a Transport Supervisor.
- I will treat other passengers with care and respect and not bully other pupils.
- I will not vandalise the vehicle or other people's property.
- I will not smoke, drink alcohol or consume illegal substances.
- I will not carry an offensive weapon, real or replica.
- I will not throw objects from or within the bus.
- I will not leave litter.
- I will keep my possessions out of the aisles.
- I will not open the emergency doors (unless in an emergency).
- I will follow the driver's instructions if there is an emergency or breakdown.
- I will report any concerns I have about the school journey to my school's Transport Liaison Officer.

#### **At the end of the school journey:**

- I will not operate any exits (unless in an emergency).
- I will wait patiently for my turn to leave the bus.
- I will keep my belongings with me and ensure they are not snagged in the door mechanism.
- I will stand back from the road as the bus moves off.
- If I need to cross a road, I will only do so once the bus has moved off and the road is clear in both directions.

### **My responsibilities as a taxi user:**

#### **Before the school journey:**

- I will be ready and waiting for the taxi at least 5 minutes before it is due to arrive.
- I will telephone the taxi company, or ask someone to do this for me, after waiting for 15 minutes for the taxi to arrive.
- If the taxi is delayed, I will notify the school that I may be late, or ask someone to do this for me.
- I will wait in a courteous and calm manner.
- I will keep well clear of any traffic.
- I will only board the taxi when it is stationary.



**During the school journey:**

- I will remain seated and facing forward until the taxi has stopped at school on the morning journey and at my designated drop off point in the afternoon.
- I will always wear a seatbelt.
- I will never distract the driver or be discourteous.
- I will not be abusive or shout at the driver or other passengers.
- I will treat other passengers with care and respect and not bully other pupils.
- I will not vandalise the vehicle or other people's property.
- I will not smoke, drink alcohol or consume illegal substances.
- I will not carry an offensive weapon, real or replica.
- I will not throw objects from or within the taxi.
- I will not leave litter.
- I will follow the driver's instructions if there is an emergency or breakdown.
- I will report any concerns I have about the school journey to my school's Transport Liaison Officer.

**At the end of the school journey:**

- I will keep my belongings with me and ensure they are not snagged in the door.
- I will stand back from the road as the taxi moves off.
- If I need to cross a road, I will only do so once the taxi has moved off and the road is clear in both directions.

## Homework Guidance

**Aims of Homework**

Homework is regarded as an essential means of reinforcing and extending work done in class, as well as encouraging students to develop self-discipline and excellent study habits.

**Recording Homework**

All homework tasks will be recorded by teachers as an 'assignment' on Teams. Students can access each task by logging into Teams, and searching through their assignments, or by looking directly in each class 'team'. Parents can monitor homework by using the Haldor App (see below). Teachers will use a separate assignment to record homework instructions, attach resources to support the homework tasks (if necessary) and set clear deadlines by which the homework needs to be completed. Students should have more than 24 hours' notice to complete a homework set, in most situations a week's notice.

Homework will be acknowledged by teachers in a variety of ways, either through checking homework during the lesson, requiring students to use their homework to make a contribution to the following lesson(s), asking students to self or peer assess their homework or by the teacher review-marking it.

It is a student's responsibility to complete all homework, to do it to the best of their ability and to ensure that it is handed in on time. If a student fails to complete the homework set, or fails to submit homework by the deadline, the teacher will record this and a centralised detention will take place on the same day (unless the homework was for period 5, in which case it will take place the following day).

**Homework in Years 7, 8 and 9**

Students can expect to receive regular homework; this will be weekly for English, Maths, Science, MFL, Geography and History and set twice a half term in other subject areas. Students should expect to spend up to an hour on their maths homework and approximately 30-40 minutes completing homework tasks for other subjects.

A key aspect of securing students' ability to store and retrieve information from their long-term memory is regular retrieval practice. All students engage frequently in a variety of forms of retrieval to support learning and clear progress. At Longsands, we would like to introduce students to powerful knowledge that takes them beyond their everyday experiences.

## **Homework in Years 10 and 11**

Students can expect to receive regular homework; this will be weekly for all of their subjects. Students should expect to spend approximately 60 minutes completing homework tasks for each subject per week.

## **Homework in the Sixth Form**

Sixth form students can expect a greater quantity of homework than previously. Tasks are typically more open-ended and involve students developing a greater range of independent learning skills. Sometimes homework will involve preparation for a sequence of lessons to come. Often, homework will involve longer 'research' tasks such as planning an extended essay, practising applying new concepts by working through graded textbook exercises, or working through examination questions. Students are also encouraged to use more initiative when following up on aspects of learning, rather than waiting for explicit instructions from teachers.

Sixth form students receive 10 hours of tuition in each subject per fortnight and a good rule of thumb is that they should expect to put in the same number of hours outside of lessons doing homework in each subject. Typically, they can expect around 10 non-contact hours per week, during the school day, where they can use school facilities. Additionally, many subjects offer twilight clinics to support learning and where homework can also be done.

## **General parental guidance with homework**

We encourage parents and carers to log into the Haldor App to check homework is completed and take an active interest in what their child is doing at school.

Please encourage your child to attempt all homework tasks on the day they are set. This means that if there is any confusion about the task, your child has an opportunity to speak to their teacher before the homework is due in. If your child still doesn't understand their homework after they have spoken to their teacher, please contact the teacher via email to seek further help.

We use a number of other learning platforms and require students to check their email accounts regularly. If a student forgets usernames or passwords for any of these, they should go to the student section of the Academy website and choose "logins" from the drop-down menu. This takes them to the login pages of all platforms where access details can be reset. They can also reset their email password from this menu – please allow a working day for this to take place.

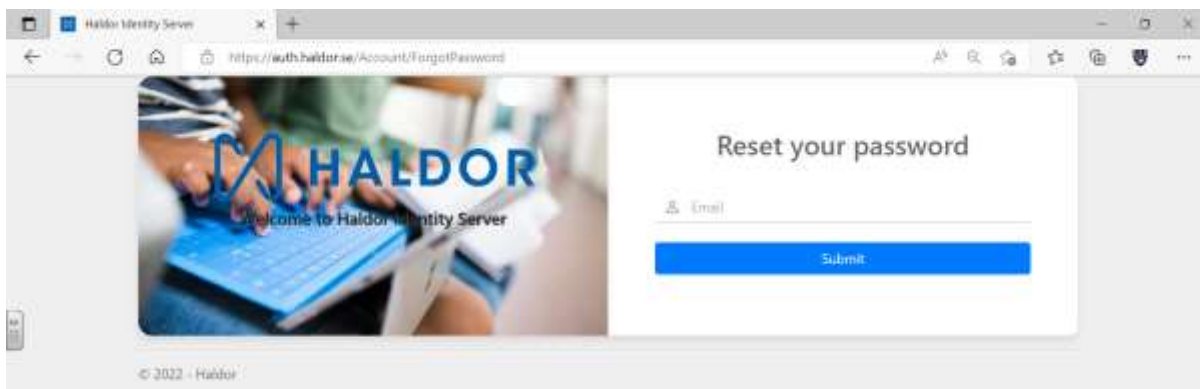
## **Homework – Haldor App**

Haldor is the homework app that gives you access to your child's homework and other assignments directly from your computer, tablet or phone. It lets you keep track of when homework is set and due, see the status of the homework, and any feedback or assessment given by the teacher.

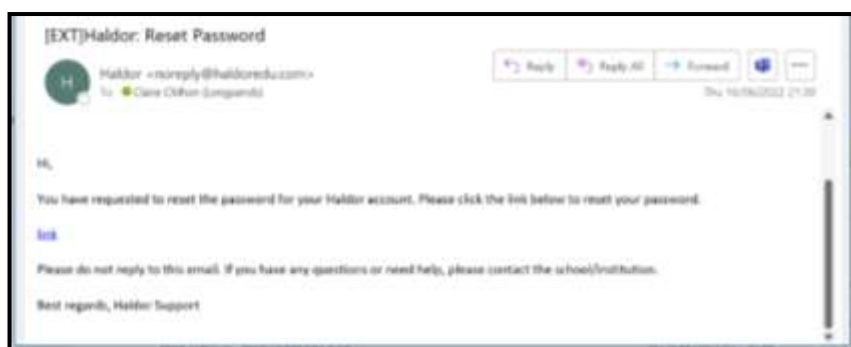
## **Logging in for the first time – via web browser (Safari, Edge, Google Chrome etc)**

The first time you use Haldor Homework, you have to create a password for your Haldor account.

1. Go to [Haldor's reset password page](#)
2. Enter your email address (this must be the email address which is registered with the academy) and click "Submit".

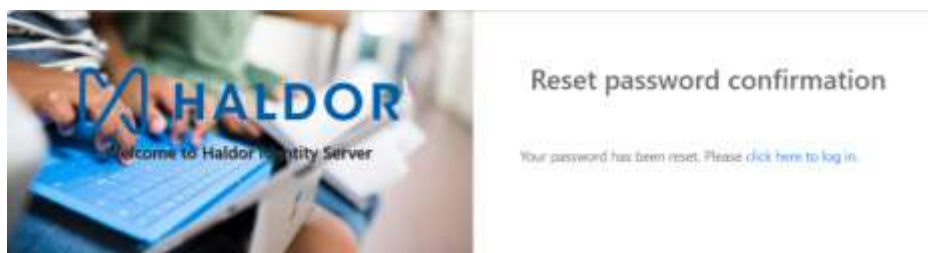


3. You will receive an email from **Haldor** with a link. Click the link and choose a password. You will need to enter your password twice to confirm it and then click "Reset".




4. When you have chosen a password, click on the "click here to log in" link and log in using your email and new password.

If you are having trouble logging in, please contact the school via [enquiries@astrea-longsands.org](mailto:enquiries@astrea-longsands.org)

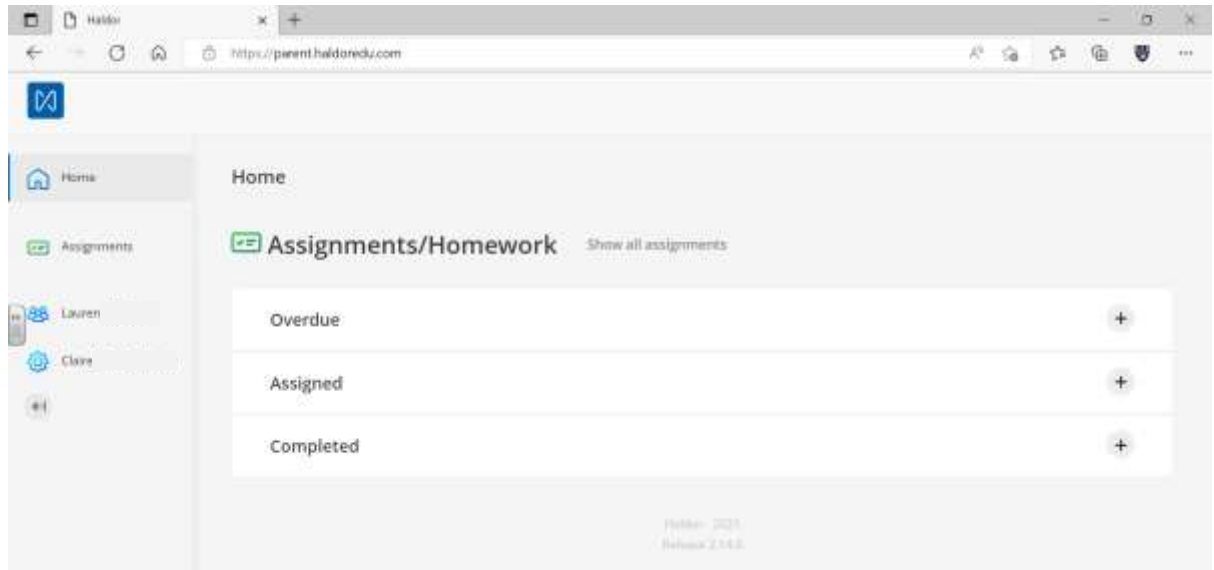


**App – you can also download the Haldor parent app from Google Play or the App Store and login using the email and password you set online.**

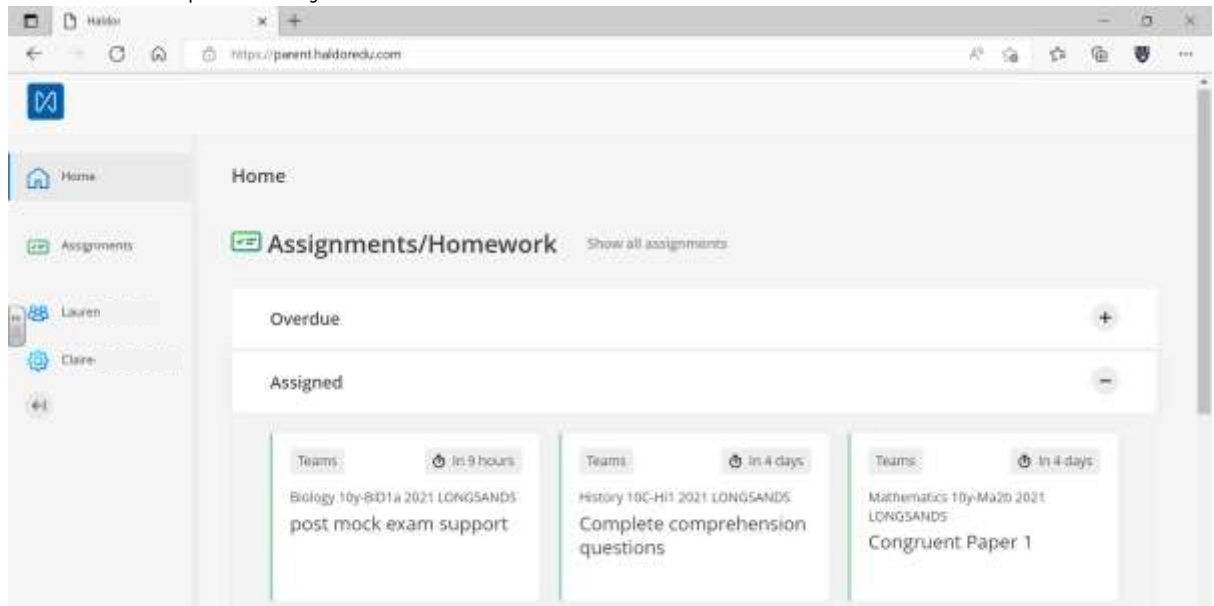
### **Monitoring your child's homework with Haldor**

Once logged in, you will be able to see your child's tasks set on Teams. If you have more than one child at the school, you can swap between their accounts using the  icon on the left-hand side.

1. They are sorted under three possible options: Overdue, Assigned (only visible if current assignments are active), Completed.



2. Select an option and you will be able to view the relevant tasks.



3. You can click on the tasks to see more information. If feedback has been provided (not required) you will be able to view this by scrolling down.

## House System

We want all students to feel proud of belonging to our Longsands community. All students belong to one of five Houses. The House system provides team spirit and a sense of healthy competition. This is used to raise standards in the areas of Sport, Attendance, Academic Success, Community and Charity.

Students will remain in one House throughout their time at Longsands. Each House is identified by a colour and an underpinning value:

**Austen House** - represents the Academy value of cultural understanding and creativity

**Darwin House** - represents the Academy values of dedication, perseverance and hard work

**Hawking House** - represents the Academy value of achievement

**Seacole House** - represents the Academy value of respect and development of moral awareness

**Turing House** - represents the Academy value of skills and appreciation of diversity

Students in their Houses can choose to be part of the House Council to share Student Voice, and all students will participate in House competitions across the year.



## ICT Code of Conduct

### Using Academy Computers

- Computer equipment must always be treated with respect.
- Be aware that academy staff reserve the right to access student files and communications without prior warning.
- Computer rooms are available for the completion of work during lesson times and at lunchtimes with the permission of a member of staff.
- Food and drink must not be taken into computer rooms.
- Students must not reveal their network password to others or use someone else's password.
- Students must always check their work for typing and layout errors before printing.
- Students must ask a member of staff before printing multiple copies of documents.

### Using Software

- Students are encouraged to use the wide range of software available.
- Students will not bring programs from home or the Internet to load onto the Academy's equipment.

### Using the Internet

Accessing the Internet is possible from our Academy network and opens up a wide range of educational resources for research.

- Students will be permitted to access the Internet for any sensible purpose connected with Academy work.
- Students are expected to respect the work and ownership rights of people outside the Academy as well as students and staff. This includes abiding by copyright laws.
- Students must not use the Internet to obtain, send, print, display, or otherwise transmit or gain access to materials that are unlawful, obscene or abusive.
- The use of chat rooms/social networking sites or similar applications is not permitted, unless directed to do so by a member of staff.
- Also prohibited are the playing of online games and the streaming of real-time videos, radio stations or other music download sites.
- All email correspondence should be in accordance with the Email Guidance guidelines. This includes the sending of email to external contacts, which is only permitted for legitimate and sensible purposes.

### Email Guidance

- Email should be treated in the same way as any other form of written communication. Anything that is written in an email is treated in the same way as any form of writing. Students should not include anything in an email that is not appropriate to be published generally. Even when students have deleted an email it can still be traced on the system. Do not assume that files stored on servers or storage media are always private.

### Inappropriate use of Emails

- Any email message which is abusive, discriminatory on grounds of sex, marital or civil partnership status, race, disability, sexual orientation or religious belief, or defamatory is not permitted. The Academy will take no responsibility for any offence caused by a student as a result of downloading, viewing or forwarding inappropriate emails.
- Students must not bring the Academy into disrepute through their use of email, mobile devices or their access to the internet.

- Trivial messages and jokes should not be sent or forwarded using the Academy email system. Not only could these cause distress to recipients, but they could also cause the Academy's network to suffer delays and / or damage.
- Students must not send or ask to receive anything which they believe the staff and / or their parents / carers would find inappropriate for a student at Longsands Academy.

### **Cyber-Bullying (Emails)**

- Students must not use their own, the Academy's or any other technology to bully others. Bullying incidents involving the use of technology will be dealt with under the Academy's Anti-bullying Procedures. By cyber-bullying, the Academy is referring to:
  - Bullying by e-mail, texts messages or image; or calls on mobile phones, or images; or any other electronic means.
  - Hi-jacking or 'spoofing' e-mail accounts.
  - Making threatening, abusive, defamatory or humiliating remarks in chat rooms, on instant messaging services or by email.
- Students should be aware that cyber-bullying is generally criminal in character; that English law does apply to cyber-space and that Police reaction may vary. Longsands will endeavour to resolve all matters without Police involvement but parents/carers of victims do have the right to seek Police intervention.
- If a student thinks that they might have been bullied or if they think another person is being bullied, they should talk to an adult about it as soon as possible or email TellUs@astrea-longsands.org.

## **Insurance**

Longsands Academy insurance provides cover for accidents occurring during school time and during school related activities, including trips. The school's insurance does not cover sports injuries or students' personal belongings, equipment or clothing. Any cost of extra insurance which may be required for school trips (for example skiing) is included in the overall cost of the trip.

## **Key Staff**

**Principal:** Dr C Cusick

**Vice Principals:** Mr A Corcoran, Mr B Reece, Ms K Ward

**Assistant Principals:** Mr T Smy, Mr S Hood, Mr J Milne, Mrs E Lloyd, Mr S Robinson,  
Mr J Myhill-Johnson

### **Academic:**

**Art** – Mrs G Sanders

**Business** – Mrs J Philpott

**Careers and PD** – Mr J Powell

**Computing** – Mr S Robinson

**English** – Mrs K Smith

**Geography** – Mrs C O'Riordan

**History** – Mr W Morton

**Maths** – Mrs J Philpott

**MFL** – Mrs C Alden

**Music/Drama** – Mr B Parkes

**PE** – Miss K Dixon

**RE**

**Science** – Mr P Martin

**Technology** – Mrs D Kirk

### **SENDCo:**

#### **Pastoral (Student Services):**

Head of Year 7:

Year 7 Pastoral Support Officer:

Head of Year 8: Miss J Savage

Year 8 Pastoral Support Officer: Mrs H Warmington

Head of Year 9: Mr J Hudson

Year 9 Pastoral Support Officer: Miss B Armitage

Head of Year 10: Mr M George

Year 10 Pastoral Support Officer: Mrs L Gavigan

Head of Year 11: Miss S Wood

Year 11 Pastoral Support Officer: Mrs K Barnes

Head of Year 12/13: Mr J Myhill-Johnson

Year 12/13 Pastoral Support Officer: Mrs S Alder

## Knowledge Organisers

As part of our knowledge-rich curriculum, students are provided with knowledge organisers which specify in detail key factual knowledge that students are required to recall from memory. Students in Year 7, 8 and 9 will be given a booklet containing the knowledge organisers for all subjects. Students in Year 10, 11, 12 and 13 will be given a knowledge organiser for each subject. These will be available on the website from September.

### Why do we use knowledge organisers?

- Knowledge organisers provide clarity to students about what core knowledge is required to be successful in a subject.
- They provide a tool and process to support students to learn core knowledge and to teach them good study habits, such as retrieval practice and spaced repetition.
- Knowledge organisers support a long-term revision strategy so students can remember the content they learned in previous years.

### How should knowledge organisers be used?

Students should follow the following routine when self-quizzing:

1. Look at a specific section and memorise it.
2. Cover up the knowledge organiser.
3. Write it out from memory.
4. Check carefully and correct any mistakes.



LOOK



COVER



WRITE



CHECK

## Learning Day – Timings and student routines

08:35	Students to arrive by this time		
08:40	Morning Welcome		
08:45	Tutor Time		
09:00	Lesson 1		
10:00	Lesson 2		
11:00	Break		
11:20	Lesson 3		
Years 10 and 11		Years 7, 8, and 9; Years 12 and 13	
12:20	Lesson 4	12:20	Lunch 1
13:20	Lunch 2	12:55	Lesson 4
13:55	Lesson 5		
14:55 – 15:15	Reading Tutorial (Years 7, 8 and 9) Intervention (Years 10 and 11) Academic Coaching (Years 12 and 13)		

## Library Facilities

The Library is at the heart of the Academy. It is a centre of learning resources to serve students of all abilities in Years 7-13. To enable us to support students' curriculum studies and home learning, we offer a wide variety of contemporary fiction and up-to-date non-fiction. The fiction books are organised by genre and subsequently in alphabetical order by authors' surnames. Arranging the books by genre allows students to easily browse, preview and select, which are critical steps towards reading engagement.

The library is open from 8:35am – 4:00pm Monday to Thursday and 8:35am – 3:30pm on Friday. Students can access the Library before school, during break/lunch and after school (homework club is supervised until 4:00pm each day).

The Library offers students a safe, quiet study space for them to complete home learning, consider future career paths, revise to consolidate their knowledge, research and most importantly relax and enjoy a good book.

## Local Governance Committee

Longsands Academy is supported by a Local Governance Committee (LGC). The role of the committee within Astrea Academy Trust is to provide support, challenge and guidance to the academy at a local level, with a focus on driving improvement in educational outcomes.

## Lost Property

Items found in school are sent to Student Services and kept for four weeks before being donated to charity.

Every effort is made to return **named** articles to the owner, but students must not depend on this; they are responsible for searching for their own lost property as soon as it is realised that something has been mislaid. **We look for the help of parents/carers in ensuring that all their child/ren's property is labelled clearly with the owner's name.** Even small items such as purses and pencil cases should be marked. Boot bags seem particularly vulnerable, so clear marking of these is especially important.

## Mobile Phones and Electronic Devices

Mobile phones (and other electronic devices) are brought into the academy at students' own risk and must be switched off and kept safely in the student's bag/locker during the academy day.

Astrea Academy Trust strongly believes that the unsupervised and unrestricted use of mobile phones has the potential to significantly undermine the safe and harmonious culture of our academies. Consequently:

- **If any student has a mobile phone that is seen, heard or we are made aware that it has been used, it will be confiscated\* (along with the SIM card) for 24 hours and an After School Detention will be issued.**
- If this falls on a Friday, it cannot be collected until the following Monday after the academy day has finished. Where a mobile phone is confiscated on a Friday of the last week of term, students may collect their phone between 3-4pm on the Monday of the first day of the holiday (unless it is a Bank Holiday), or during working hours on the first Tuesday of the holiday.

\*The exception to this rule is where a Senior member of staff has given permission for a student to use their mobile phone. This would only apply in truly exceptional circumstances.

There may be times where a student has to use a mobile phone without permission for reasons of a safeguarding nature, or reasons that are highly personal. In these circumstances the sanction regarding the student's use of the mobile phone will be at the discretion of the Principal.

If a student refuses to hand over their mobile phone it will be treated as defiance and the student will be sanctioned accordingly. Ultimately, if the student continues to refuse, the student will be issued



with a Fixed Term Suspension. Upon return to school the student will be expected to hand over their mobile phone and SIM card for 24 hours.

### **No Mobile Phones (and similar electronic devices) to be Used, Seen or Heard - Frequently Asked Questions**

*What does this approach mean in practice?*

- Students can bring a mobile phone into the Academy but must switch it off and store it in their bag (not their pocket) when entering the school site in the morning.
- Headphones, earphones, smart watches and other similar electronic devices with internet connectivity must also be removed and stored in a school bag (not in their pocket).
- Mobile phones and the other devices listed above must then remain switched off and out of sight at all times on the school site. This includes break and lunchtime.

*What will happen if a student's mobile phone or other device is used, seen or heard?*

- The device will be confiscated and kept securely.
- Any defiance towards staff when a phone is confiscated will lead to more significant consequences, for example time in isolation or a fixed term exclusion.

#### **What if my child needs to contact me during the day?**

- Students should go to Student Services, who will be able to assist them by telephoning you.

#### **What if I need to contact my child?**

- Please telephone reception, 01480 353535, who will be able to pass any urgent messages on to your child.

#### **What about after school clubs and activities?**

- If your child attends an after school club or activities, they will be allowed to use their phone after 4:00pm to contact you to arrange to be picked up. If your child needs to contact you prior to this, they should follow the guidance above.

#### **What about trips and sports fixtures?**

- We recognise that being able to contact parent/carers regarding return times is essential, and that many parents/carers will want to retain regular contact with their child on residential visits. Students will normally be free to use their mobile phone on all trips and fixtures. Any changes to this will be exceptional and at the trip leader's discretion.

#### **What about using mobile phones for learning in lessons?**

- We believe that mobile phones are too easily used as a distraction from learning.
- The vast majority of activities that teachers have instructed students to use phones for can easily be achieved in other ways; therefore, phones are also not to be used, seen or heard in lessons.
- In the exceptional event that the use of a mobile phone is considered to be necessary to support learning in a particular lesson, staff will give students prior notice.

**Our aim is that all students will follow our expectations, giving no cause for confiscations to occur.**



## Music

Music lessons are offered to students in all year groups. Lessons take place during the school day and on a rotational basis to avoid students missing the same lesson each week. We currently offer lessons on the following instruments:

Piano	Violin	Flute	Trumpet	Classical Guitar
Voice	Viola	Clarinet	Trombone	Electric Guitar
Drum Kit	Cello	Saxophone	French Horn	Bass Guitar

Payment for lessons varies according to the teacher, the maximum cost per term is currently no more than £130 for an individual 20-minute lesson and £183 for a 30 minute lesson – the exact costs will be communicated when the teacher makes contact with the parent/carer. For more information, please contact Mr B Parkes, Head of Music, who will be happy to discuss this with you and provide further information: [bryn.parkes@astrea-longsands.org](mailto:bryn.parkes@astrea-longsands.org)

## Newsletters

The Principal's Newsletter is emailed home and added to our website [Letters Home – Longsands Academy \(astrea-longsands.org\)](https://www.astrea-longsands.org) for parents and carers. Student Weekly Bulletins are also published in school for students. The bulletins contain useful messages, as well as providing an opportunity for us to share student enrichment activities and to celebrate student successes. Other events, news and current events are uploaded regularly to the website and through our Twitter and Facebook feeds.

## Office 365

Microsoft Office 365 is a service developed with collaboration in mind and the academy operates as an Office 365 school. Office 365 Groups provide a shared workspace for each class where group members can share content, communicate, and collaborate through emails, files, and calendar events. Class Groups allow teachers to share documents, messages and information related to a specific subject. It works with the Office 365 tools students use already so that they can share content with their teachers when writing documents, creating spreadsheets, or sending email. All homework is assigned via Teams.

## Pastoral System

Students in Years 7-11 are organised into a year group structure containing up to 10 tutor groups. Each year group is led by a Head of Year and a Pastoral Support Officer (PSO). The Tutor will take the day-to-day responsibility for the welfare and academic progress of their assigned students. In most cases, the Tutor will remain with their Tutor Group for the full five years in the main school, thus ensuring a continuity of care and a sense of stability. The Tutor will also become a familiar face to parents/carers, providing a reassuring point of contact should problems arise.

Students in Years 12 and 13 are organised similarly and some Tutors follow their Tutor Group through from Year 11 into Year 12. They also have a PSO and Wellbeing and Inclusion Officer who work with them.

## Personal Development

### What is Personal Development?

The Personal Development (PD) curriculum aims to develop a wide range of skills, strategies and coping mechanisms which students can take with them to help them to be successful in their future lives. PD is taught across three strands – **R**elationships, **H**ealth and well-being and **L**iving in the Wider World. Several common themes run throughout Years 7-13:

- Recognising and managing feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes.
- Strategies for managing their mental and physical health.
- The wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle.
- Developing good relationships and respecting the differences between people.
- Employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence).

### How is PD delivered?

PD is taught by trained teachers as a timetabled lesson once a week in Years 7 – 9 and once a fortnight in Years 10 and 11.

### Why is PD important?

The PD curriculum is highly valued at Longsands because it is based on the development of key skills, knowledge and strategies which students can utilise in later life, whether that be in relation to future relationships, future careers, future decisions relating to their health and well-being or future contributions to society. It is also important to take time to discuss sensitive and controversial issues, such as pornography, domestic violence and sexual orientation.

### Recommended Resources:

FAQs: Relationships Education, RSE and Health Education  
– [https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/supporting\\_documents/RSEPSHEFAQs.pdf](https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/supporting_documents/RSEPSHEFAQs.pdf)  
Honest information about drugs – <https://www.talktofrank.com/>  
Mind: The mental health charity – <https://www.mind.org.uk/>  
Self-esteem: <https://www.dove.com/uk/dove-self-esteem-project.html>  
Road safety – <https://www.think.gov.uk/>  
Physical Health – <https://www.bhf.org.uk/information-support/publications>

## Photographs

Individual and Tutor Group photographs are taken at appropriate points throughout the year. Parents/carers are offered the usual package of pictures. There is, of course, no obligation to purchase.

## Physical Education

The vision for Physical Education is to secure the best possible experience, learning and outcomes for each young person for whom we have responsibility. We aim to provide a physical education that delivers passion, participation and performance to our students. We promote a healthy active lifestyle, offer opportunities to enjoy and commit to sporting activities and set appropriate challenges, enabling all students to reach their potential.

All Key Stage 3 PE students participate in a minimum of two lessons of PE each week. Throughout Key Stage 3, the lessons will build on and embed physical development and knowledge. We do not set homework in Key Stage 3 core PE lessons, but do provide suitable revision resources during respective mid-year and end-of-year test periods. All Key Stage 4 students participate in one core PE lesson each week. For students not studying examination PE we adhere closely to our aims to ensure all students develop knowledge on maintaining a healthy and active future lifestyle. In Key Stages 4 and 5, we offer a wide range of examination courses, including BTEC Level 2/3, GCSE and A Level.

As mentioned previously, we offer an extensive extra-curricular provision for PE and Sport for all students. This includes activities after school and fixtures within the district.

Students are expected to wear full Academy PE kit and have necessary PPE (personal protective equipment) for sports. This includes football studded boots, a gum-shield and shin-pads. This kit should be clearly marked with the student's name. If a student is unable to participate for any medical reason, a note or email communication needs to be made to the student's PE teacher. When a student is unable to participate physically, they still need to bring PE kit, as additional roles based on curriculum concepts will be delivered. Any long-term absences should be covered by a letter from a doctor or hospital clinic.

## Policy and Privacy Notices

Our policies and privacy notices can be found online via the Academy website:

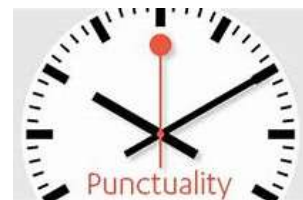
[Policies – Longsands Academy \(astrea-longlands.org\)](https://www.astrea-longlands.org)

## Prohibited Articles

Prohibited articles such as illegal drugs, knives and other dangerous objects are not allowed on school premises at any time. Any student involved in the use of, or possession of, these items is likely to be permanently excluded. It is our policy to inform police and parents/carers of any illegal actions/items in school. In addition to this, if we are made aware of concerns out of school, we will pass this information to parents/carers. We aim to keep all members of the Academy safe and healthy, and a drug and knife-free school is an important part of this. Please refer to our behaviour policy, which provides further detail. Smoking materials are also prohibited (including vapes). Use of these on the Academy site is likely to lead to an exclusion.

## Punctuality

All students should be on time for school every day. Punctuality is a life skill that students need to develop whilst they are young. Students should arrive by 8:35am for a prompt start at 8:40am. Where two lessons are not separated by a break, students are expected to report immediately to their next lesson and inappropriate lateness will be recorded. Being excessively late for a lesson will result in a detention after school.



Morning and lunch breaks are to be used effectively with some time set aside for getting organised, in order to be both punctual and to avoid the need to disrupt learning for convenience breaks. If a student arrives late to school they will receive a late mark, spend tutor time in the late room to avoid disrupting the class, and receive an after-school detention unless there are mitigating circumstances.

## Pupil Premium

Pupil Premium funding is allocated to schools with students who have been eligible for free school meals at any time in the last six years, are looked after (LAC), have been adopted from care, or have parents or carers currently in the Armed Forces.

The additional funding is used to support learning both within and outside of the classroom. This funding can also be used to help support trips, uniform and equipment etc. Should you require assistance please do not hesitate to contact the academy: [enquiries@astrea-longsands.org](mailto:enquiries@astrea-longsands.org)

## Religious Education

The provision of Religious Education lessons is viewed as an important aspect of the school's fulfilment of its educational aims. The Year 7-9 curriculum integrates a fundamental understanding of the Ibrahimic faiths of Christianity, Judaism and Islam, but with a focus on key philosophical components such as a philosophical understanding of the nature of God and the afterlife, questions regarding knowing and believing and whether there is a spiritual element to existence.

A copy of our curriculum for all subjects can be found on [our website](#).

## Reporting to Parents/Carers

A Parent Consultation event is held for each year group once every year. This is an opportunity to meet with subject teachers to discuss students' progress. We try to hold each event at what we think is the best time of year, and this will always follow the publication of a Progress Review (see below). In addition, Year 7 parents will have an opportunity to talk with form tutors at a 'Tutor Review Meeting' held in September, to find out how each child has settled in at Longsands. In Year 10 and beyond, Parent Information Events provide important details about the year ahead, particularly covering exam-specific information.

Parents and carers can access a link to the booking system via MCAS or use the following: <https://longsandsacademy.schoolcloud.co.uk/>. We will continue to operate a system whereby parents and teachers communicate via virtual meetings, which have proven very popular during the past few years.

## Progress Reviews

We send home information regarding students' learning and progress three times each year in the form of a Progress Review. These contain a record of your child's progress and a comment on their Attitude to Learning in each subject area. The 'Attitude to learning' descriptors used are as follows:

**Exceeding expectations** – this means that all tasks are consistently completed, and the effort shown is often beyond what might be expected.

**Meeting expectations** – means that all tasks are consistently completed to the teacher's expectations.


**Slightly below expectations** – means that tasks are not always completed to the teacher's expectations.

**Significantly below expectations** – means that tasks are rarely completed to the teacher's expectations.


## Rewards

### Merits

The awarding of Merits is closely aligned to a scholar demonstrating the academy's values in a way that goes above and beyond the typical behaviours we expect of scholars.



Scholarship   Curiosity   Tenacity   Responsibility   Respect



100 points  
House / Academy Colour

200 points  
Bronze

350 points  
Silver

500 points  
Gold

750+ points  
White

As scholars accumulate Merits, they will receive a certificate and a badge to be worn on their uniform. The colour of the badge reflects their level of achievement. Points continue to accumulate over the academic year.

Every lesson at least 5 Merits will be awarded.

Pastoral staff will award at least 5 Merits per day.

The principal way of rewarding students on a day-to-day basis is through awarding House Points. Students are then rewarded for the number of House Points they have collected. Towards the end of each academic year, each subject area is asked to nominate a student in each year group for effort and attitude and another for achievement. Nominated students are presented with a certificate at our Annual Awards Evening, along with other special subject prizes. We also have a number of other initiatives that run throughout the year to reward student achievement, progress and attendance, including Golden Tickets, Honour Roll breakfasts, House assemblies, and termly reward events.

## Safeguarding and Security

The safety and wellbeing of everyone in our school is very important. We have a large site but our students feel safe and are safe. We have CCTV cameras, restricted entrances, staff on duty and walkie talkies allow duty staff to communicate with each other. Risk Assessments are created for school activities on and off site. All our staff and volunteers have been checked through the DBS system and only authorised visitors are permitted entry to the site. Miss Isaac has the responsibility for safeguarding issues in school and should be contacted if there are any concerns in this regard. Mrs Smythe (Operations Manager) is responsible for security, and will be pleased to address any security concerns.

## Sparx

Alongside a rigorous and challenging academic curriculum, every KS3 student will complete meaningful, independent home learning every week using Sparx Reader, Maths and Science online using a computer. Sparx personalises each student's home learning, creating a weekly set of questions tailored to their level of understanding and pace. To support students, we ensure deadlines are set and home learning completed before the next piece of home learning, to avoid students being faced with a backlog of tasks that become unmanageable. We also offer home learning clubs every evening from 15.15pm – 16.00pm in the library alongside subject specific opportunities.

## Special Educational Needs

Longsands Academy is committed to the inclusion of students with additional learning needs and disabilities. We believe that achievement is gained through having an inspiring, caring and enriching academy experience and that all students should have equal access to a broad and balanced curriculum. The SEND Team consists of L1-3 Teaching Assistants, Teaching Fellow, Teacher of Reading, Assistant SENDCo and SENDCo.

Teaching Assistants support students in all aspects of Academy life, from helping students access learning in lessons, to social and emotional support during break times, implementing support programmes from outside agencies and interventions which cover numeracy, literacy and SEMH. For more information, please contact the SENDCo ([SENDenquiries@astrea-longsands.org](mailto:SENDenquiries@astrea-longsands.org)) or read our SEND Information Report on the website.

## Student Voice

Student leadership is something we value highly at Longsands Academy. We recognise the potential in all our students and, as future leaders, we offer a range of opportunities to develop and practice leadership skills within the Academy. We believe that students should have the opportunity to participate in Academy life by taking on roles and responsibilities such as leading events, influencing practice and embedding change. Student Voice also features weekly in Tutor Time sessions.

The aims of student leadership through the House Council are:

- To deepen student engagement and incorporate their views in whole school matters and improvements.
- To develop communication skills between students and staff members.
- To encourage the use of initiative, the ability to work as a team and innovate ideas.

There are countless opportunities for students to practise their leadership skills every day such as facilitating the running of clubs, fixtures and workshops, organising charity fundraising events, becoming language leaders, and participating in Duke of Edinburgh awards and Sports Leadership.

## Transport

Most students arrive at school on foot or by car. We have a shelter for bicycles and scooters but it is the owner's responsibility that these are locked away in the appropriate place. Bicycles and scooters are brought onto the site on the understanding that Longsands Academy cannot accept any responsibility for their safekeeping. Bicycles should be regularly serviced and students should wear a helmet on all journeys by bike. Students must push bikes from the bike shed as they leave the school site before beginning to cycle home for safety reasons. Students who travel to school using education transport buses should ensure that they walk promptly into school on arrival and board the bus sensibly for their return journey home.

Electric scooters are not legal vehicles and are banned from the school site.

## Trips and Visits

We will usually publish a list of trips and visits at the beginning of each academic year to give parents and carers an idea of the opportunities available for their child. This list is not exhaustive, as some venues publish information about their events later in the year, but can be used as a guide. All trips must be paid for via MCAS as we are a cashless school. When a trip is forthcoming, parents and carers will be sent a letter, via email, to indicate when the trip will open on MCAS (date and time). Given the size of our year groups it is often not possible for enough places to be made available for everyone to take part, therefore trips are allocated by ballot after the closing date.

We reserve the right not to take any student on a trip whose behaviour has caused concern in school, or who has been taken to our isolation facility or externally excluded.

## Uniform

The Academy uniform is only available from our suppliers – SWI (with the exception of trousers and shirts, which can be purchased from SWI or High Street suppliers). SWI offer an online or telephone ordering service and good-quality items which, we believe, are good value for money. The Academy will not hold any stock of this uniform, so orders must be placed directly with SWI.

- **A black school blazer** with a Longsands Academy badge already embroidered on the blazer, supplied by SWI.
- A Longsands Academy **tie** supplied by SWI.
- **Black trousers** in an approved style (tailored and loose fitting, not 'skinny') as available from SWI, and most high street and online retailers.
- **White shirt/blouse**, plain, buttoned, short or long sleeved with standard collar and no logos, which are widely available.
- **Shoes must be completely plain black** with a smart appearance, have a sturdy, solid sole and not reach above the ankles. Converse, Vans, Kickers, sports brands such as Nike and other similar footwear labelled as 'shoes' are not acceptable. Shoes must be polishable, low-heeled and suitable for office wear.
- **Plain black socks** (ankle or below knee length) or plain black tights.
- **Optional tailored shorts** during the summer term (must be purchased via the SWI website).
- An **optional** Longsands tartan skirt (must be knee length) supplied by SWI.
- An **optional** Longsands black V-neck jumper supplied by SWI.

### Other information:

- Outdoor coats – no logos, dark colour (not to be worn inside the academy).
- PE kit (please see full guidance on the Academy or SWI website).
- Jewellery – one pair of studs worn in the lower ear lobe only, a wristwatch, **no other jewellery or piercings are acceptable and must be removed.**
- Make-up is not permitted.
- Hair must be of a natural colour, extreme styles are not permitted.
- Coloured nail varnish and false/acrylic nails are not permitted, **false nails must be removed.**
- Students are not permitted to wear hoodies, jeans or leggings.

### Placing your order

- Visit the SWI website at [www.swischoolwear.co.uk](http://www.swischoolwear.co.uk), or telephone 01928 752610

### Delivery

- Orders over £70 are delivered to home free of charge.
- For orders under £70 there is a £4 charge to have them sent to home.
- SWI offer a free of charge weekly delivery into Longsands Academy (please be aware that any orders received after Friday 19 July can only be collected from Monday 2 September).



## Examples of Longsands Academy uniform

White School shirt (top button fastened, shirt tucked in).

School Tie.

Hoodies, jeans or leggings **should not** be worn at any time.

Plain **black** socks.

For girls & boys, school V-neck Jumper (*optional*).

Shoes must be completely **plain black** with a smart appearance, have a sturdy, solid sole and not reach above the ankles. Converse, Vans, Kickers, sports brands such as Nike and other similar foot ware labelled as 'shoes' are **not** acceptable. Shoes must be polishable, low-heeled and suitable for office wear.



**Boys**



A black school blazer with school badge.

Plain black belt (not thick or fashion item)

Black trousers or school tartan knee length skirt. No skinny trousers, jeans or leggings.

**Girls**



White School blouse (top button fastened, blouse tucked in).

School Tie.

Plain black socks (ankle or below knee length), or plain black tights.

Jewellery (if worn) must be simple. One pair of earrings (small studs) only, a wristwatch and one small ring may be worn.

**Hair:** Natural colours only and no extreme styles. **Nails:** no coloured nail varnish or acrylic nails.

If you are unsure, please check with us, prior to purchasing new shoes. Any shoes that do not meet our criteria will need to be changed.



## EXAMPLES OF ACCEPTABLE SHOES

**ALL students in Years 7-11 must wear plain black shoes, and not trainers/boots (see guidance above – please check with us prior to purchasing new shoes if you are unsure. Any shoes which do not meet our criteria will need to be changed).**



## **Visitors**

All visitors to the school, including parents/carers, should report to the Main Reception. For safeguarding purposes, all approved visitors will be asked to sign in/out and also to wear an official visitor's badge so that we can identify any unauthorised entrants and thereby ensure the safety of our students.

## **Website**

**[www.astrea-longsands.org](http://www.astrea-longsands.org)**

**WORK  
HARD**

**BE  
KIND**

**ACHIEVE  
MORE**