

SCHOOL ORGANISATION

Ocker Hill Academy is a co-educational junior academy for pupils aged 7-11. There are 256 pupil on roll places in eight-mixed ability, single age classes.

The Academy draws the majority of its intake from Ocker Hill Infant School and feeds mainly the RSA Academy and ACE Academy.

All infant pupils (Yr2) spend valuable time with us in their final year. All of our final year pupils (Yr6) visit their High School, usually for two days.

During their four years with us pupils are taught all subject areas required under the National Curriculum, with the addition of French in all year groups. We cater for the individual academic and pastoral needs of each child.

The academy bases it's teaching upon the development of knowledge, understanding and study skills. Children are taught how to research, study and behave in a socially acceptable manner, also to accept and manage responsibility. These values are built into the everyday teaching and learning experiences.

Each class delivers 25 hours teaching time per week, which includes Religious Education. To this is added time for registration, collective worship (assembly) and breaks (including lunch).

Admissions

The admission number for this academy is 64 pupils per year group.

Sandwell School Admissions Team who manage our admissions process, has requested that the following admissions statement be included in this document. Places will be offered based on the following order of priority:

1. Children undergoing assessment under sections 321 and 323 of the Education Act 1996.
2. (a) For admissions to Primary and Secondary Schools (Yr7) having a brother or sister at the school at the same time regardless of distance from home to school.

(b) For admissions to Infant Schools having a brother or sister at the school or at a Junior School on the same site or nearby at the same time regardless of distance from home to school.

(c) For admissions to Junior Schools having a brother or sister at the school or at an Infant School on the same site or nearby at the same time regardless of distance from home to school.
3. Denominational grounds, supported by the Church, regardless of distance from home to school.
4. To meet the child's medical needs (recommended and supported by a doctor's certificate) regardless of distance from home to school.
5. Distance measured in a straight line from a child's home to the nearest available entrance to the school.

THE CURRICULUM

Each subject is delivered using a combination of class, group and individual teaching as appropriate to each particular lesson.

Certain subjects have a set programme of study (these are listed below) whilst others will be dependent upon the development made by each individual child.

Maths

The programme for mathematics teaching in each year group will include, in progressive sophistication, the following areas of study.

Year 3

Oral and mental - to include counting mental strategies, rapid recall.

Paper and pencil recording and working out.

Place value, ordering, estimating, rounding, reading numbers from scales. Understanding + and -. Money and real life problems. Making decisions and checking results. Measuring, including problems. Shape and space + reasoning about shapes.

Counting and properties of number. Reasoning about numbers. Understanding x and division. Fraction. Time including problems. Handling data. Measures. Mental calculation strategies x and /

Year 4

Oral and mental - to include counting mental strategies, rapid recall.

Paper and pencil working out.

Place value, ordering and rounding. Reading numbers from scales.
Understanding + and -. Mental calculations using +, -, x, /). Paper and pencil procedures (+, -, x, /).
Money and real life problems. Making decisions and checking results.
Measuring, including problems. Shape and space + reasoning about shapes.

Properties of numbers and reasoning about numbers. Understanding x and /.
Mental calculation strategies x and /. Fractions and decimals. Time including problems. Handling data. Measures including problems.

Year 5

Oral and mental - to include counting mental strategies, rapid recall.

Paper and pencil working out.

Place value, ordering and rounding. Using a calculator. Understanding (+, -, x, /). Mental calculation strategies (+, -, x, /). Paper and pencil procedures (+, -, x, /). Money and real life problems. Making decisions and checking results including using a calculator. Fractions, decimals and percentages. Shape and space + reasoning about shapes.

Handling data. Measures including problems. Ratio and proportion.
Properties of numbers and reasoning about numbers.

Year 6

Oral and mental - to include counting mental strategies, rapid recall.

Paper and pencil working out.

Place value, ordering and rounding. Using a calculator. Understanding (+, -, x, /). Mental calculation strategies (+, -, x, /). Paper and pencil procedures (+, -, x, /). Money and real life problems. Making decisions and checking results including using a calculator. Fractions, decimals, percentages and proportion.

Handling data. Measures including problems. Shape and space + reasoning about shapes. Properties of numbers and reasoning about numbers.

English - All Years

Literacy unites the important skills of reading and writing. It also involves speaking and listening. Good oral work enhances pupils' understanding of language in both oral and written forms and of the way that language can be used to communicate successfully.

All Literacy sessions follow the new National Curriculum framework. Sessions focus on reading, writing, speaking, listening and spelling skills. A range of styles of writing such as: story writing, poetry and a range of non fictional texts are taught in a variety of creative ways.

Literacy sessions enable children to:

- Read and write with confidence, fluency and understanding
- Be able to orchestrate a full range of reading cues to monitor their reading and correct their own mistakes
- Understand the sound and spelling system and use this to read and spell accurately
- Have fluent and legible handwriting
- Have an interest in words and their meanings and a growing vocabulary
- Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot
- Understand, use and be able to write a range of non-fiction texts
- Plan, draft, revise and edit their own writing
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing
- Be interested in books, read with enjoyment and evaluate and justify their preferences
- Through reading and writing develop their powers of imagination, inventiveness and critical awareness.

- Opportunities for Drama.
- Using ICT in a variety of ways.

Science - All Years

Science at Ocker Hill is taught in a practical way with children conducting and observing experiments that show scientific phenomena. They also use a variety of information sources suitable to their year group which explain the scientific concepts that underpin their learning. They relate how the science that they see relates to the world around them. They develop ways of communicating their understanding to others using a range of ways including diagrams, explanations, tables and charts produced by hand or using ICT. At all times the children are taught to conduct experiments safely and whilst the dangers of materials and chemicals in the outside world are also taught.

Each year group follows its own programme of work to develop the children's understanding of science.

Year 3

- Investigating the role of teeth and why healthy eating is important.
- Investigating the characteristics of household materials.
- Investigating the properties of rocks and soils.
- Experimenting with magnets and springs.
- Discovering how to help plants grow well.
- Discovering the properties of light and how shadows are formed.

Year 4

- Investigating the properties of solids and liquids and finding ways to separate them.
- Making electrical circuits and discovering which materials are conductors or insulators.
- Discovering how to keep things warm.
- Investigating the effect of forces and friction.
- Discovering how people and animals move and grow.
- Studying the habitats of a range of animals.

Year 5

- Investigating which gases are around us.

- Comparing the properties of solids and gases.
- Discovering the relationship between the Sun, Earth and Moon to create everyday phenomena.
- Investigating the effect of food, medicines and drugs on the body.
- Investigating the lifecycles of humans and other animals.
- Discovering how sounds are made and how they can be changed.

Year 6

- Further investigation of dissolving solids.
- Discovering which chemical changes can be reversed and which cannot.
- Investigating how forces work in the world around us.
- Producing electrical circuits that can be controlled.
- Looking at the eye and discovering how we see.
- Discovering how living things rely on other life forms to survive and how they adapt over time to survive their habitat.
- Discovering which micro-organisms in the world around us are harmful and which are helpful.
- An investigation into the science of sustainable development.

Health Education

Our health education programme is delivered over four years and covers issues such as healthy eating, the importance of exercise in their healthy development and the effects of medicines and drugs on their body. The children are given information and understanding to make informed decisions in later life through science lessons. They are also given opportunities to develop coping strategies when faced with peer pressure and time to discuss the moral issues behind health issues in Religious education sessions. Physical education sessions are also aimed at engendering an attitude of sport for all and to encourage an active participation in sports in their everyday lives.

Our programme is enriched by presentations given by members of the community including Tipton Youth Project who support the education of our children.

Environmental Awareness

At Ocker Hill Academy we are committed to educate our children to care for their local area and to be aware of the issues that will face them in later life. Sustainable development is addressed throughout the curriculum and specifically in Science, Religious education and Geography. It looks at how our actions have consequences and the implications of the choices we make. As a whole academy we embark on whole academy projects that we maintain and build on year by year, such as recycling classroom paper, cardboard and plastic bottles, conserving energy and caring for the school site and the larger local area.

We invite speakers from the local and wider community to share their knowledge and expertise with our children and yourselves as parents through presentations, leaflets, informative displays and invitations to take advantage of services provided by Sandwell. Ocker Hill's hard work in this new and exciting area of education was recognised by the LA when we were awarded Sandwell's coveted Sustainable Development Charter status in 2001.

Information and Communication Technology

ICT skills are taught in a weekly standalone session, in our state of the art ICT suite. Skills are used throughout most curriculum subjects. Children regularly use a variety of software including databases, word processing and desktop publishing for producing electronic presentations. Broadband internet is regularly used for research purposes and is securely firewalled.

PE

Ocker Hill Academy meets the national requirements of 2 hours PE time. In addition to this, there is a range of sports equipment available for children to use during breaks and a wide range of after school sporting clubs.

French

Ocker Hill Academy is committed to delivering modern foreign languages in all year groups. Each child receives a 30 minute French session per week, taught by a French speaking teacher.

Thematic Approach

Ocker Hill Academy adopts a thematic approach to the teaching of all foundation subjects. Key skills as identified in the National Curriculum are taught in exciting, creative ways such as the building of rainforest shelters in Year 3 and making movie trailers in Year 6.

ACADEMY TIMES

- Morning Academy 8.50 - 12.00
- Morning Break 10.30 - 10.45
- Afternoon Academy 13.05 - 15.30

PUPIL ATTENDANCE

We pride ourselves on a high level of pupil attendance. This emphasis needs constant reinforcement and support from Parents. Punctuality is a very important part of life and it is vital that we establish good habits early. We

are grateful for the co-operation of Parents who are asked to adopt the following procedures:

All of our children are expected to be at the academy by 8.45am, the academy begins at 8.50am prompt. The children can arrive in the playground from 8.30am, however, academy doors do not open until 8.45am to allow your child into his/her classroom. If your child arrives after 8.50am, they will be marked as late in the register.

If your child is not attending the academy please telephone the academy giving the reason for absence.

Should your child be absent and the academy has received no notification a telephone call/ text message home will be made on the morning of absence.

If a pupil is receiving treatment from a doctor or a dentist and needs time out from the academy please inform us prior to the appointment.

Parents are asked to take family holidays during academy closure periods. It is difficult and sometimes impossible for children to make up lost time.

The end of the academy day is 3.30pm, please arrange with your child where you are going to meet him/her as this saves confusion. **Please leave your car outside the academy grounds.**

Midday meals are provided and cooked on site. There is a choice of two main courses, one of which is a vegetarian option.

The cost of a midday meal is £2.10 per day (05/09/16). (Midday meals provision, menu and pricing are not dictated by the academy).

Children have to be registered on the IPAYIMPACT website to enable them to choose their meals each morning.

Provision is made for pupils who wish to bring a packed lunch for their midday meal.

HOMEWORK

Homework is set on a weekly basis. The main task aims to extend the creative curriculum by encouraging children to decide on their own research/presentation methods while the basic skills activity reinforces numeracy and literacy skills covered in class. Spellings are also set weekly to be learnt for a test the following week.

PARENT CONSULTATION

The academy holds three "Open Evenings" a year, to provide an opportunity for Parents to discuss the children's progress with the class teacher, and at the end of the year a written report is issued. The children are regularly monitored in all subjects for progress. Parents are encouraged to attend the consultation evening with their child.

The Special Needs Co-ordinator is also available to speak to parents.

Staff are always willing to talk to Parents about their children. If you wish to consult your child's class teacher, we would be grateful if you would make an appointment before 8.40am or after 3.30pm, as during lesson time it is difficult for teachers to be released. We do realise, however, that some matters are important and cannot always wait.

If your problem is important please do not go straight to the class teacher but in the interest of security go first of all to the office and explain your problem.

PASTORAL CARE

In the main, each child has his/her subject delivery managed by the class teacher. The pastoral care for each child within the class is also assumed by

the class teacher. Worries or concerns, happy events and humour will help form the special relationship each teacher has with his or her class.

We would hope that this relationship helps to support our pupils through their learning experiences and personal growth. Worries or concerns are often discussed between the class teacher and child on a one to one basis during quiet or break periods.

We attempt to provide a family atmosphere at Ocker Hill Academy within which our pupils may grow both academically and personally.

ABSENCES

The percentage figures for the whole academy for 2013/2014

a) Total Number of Pupils	237
b) Attendance	97.1%
c) Authorised absence	1.76%
d) Unauthorised absence	1.13%

EARLY DEPARTURE FROM THE ACADEMY

Please note that in the interests of children's safety, no child will be allowed out of the academy during the day except on collection by Parents. Please report to the Office when collecting your child.

If permission has been granted for another adult to collect your child, the academy will require written/verbal evidence of this permission.

Should you find it necessary to telephone the academy to change your child's going home arrangements, you will be asked certain questions so that the person answering the telephone may ascertain that the call is a legitimate one.

LATE ARRIVALS

Please notify the academy if your child will arrive late for any reason and ensure your child reports to the Academy office on arrival.

MEDICAL HISTORY

Parents are earnestly urged to inform the Principal of any relevant medical, or other, history which could affect general development, educational or social. Any such information will be treated as confidential by all teachers concerned.

MEDICINES

If a child must have medication during academy hours please inform the academy office and ensure the medication is clearly labeled with the child's name, dosage and the time for administering it.

DRESS CODE

The Governing Body has decided that the following items are appropriate as an academy dress code:

Boys

Grey or black trousers
Blue sweatshirt/jumper

Girls

Grey or black skirt/trousers
Blue sweatshirt/jumper/cardigan

White or pale blue polo shirt/shirt
Flat heel shoes

White or pale blue polo shirt/blouse
Summer option: white/blue check
dress
Flat heel shoes

This is the dress code for the academy and all children should be dressed accordingly.

Items are available from our uniform stockists.

The wearing of football shirts is not allowed nor is insignia which may be offensive to the academy community.

We would ask that footwear be practical and suitable for the active nature of academy life. High heels on girls' shoes can cause injury - flat shoes are recommended. Please resist appeals from your child to provide expensive designer trainers as normal academy footwear!

Gym shoes are needed for Physical Education (not high sided fashion trainers - these are dangerous in P.E. sessions) but these should not be the child's normal footwear in the academy. Shorts and tee shirts or vests are also needed.

We will inform Parents when/if football boots are necessary, please do not purchase this expensive item as a matter of course.

The wearing of jewellery of any sort is discouraged for reasons of safety. **Children are not permitted to wear earrings in the gym, please provide sleepers if your child has pierced ears.** Children may be asked to cover sleepers with plasters during contact P.E. activities.

Finally we would ask that all academy clothing is clearly marked with your child's name.

DISCIPLINE

Academy rules are simple and largely a matter of common sense. The general philosophy of the staff is that we would treat your child in the same way in which we would treat our own children. Each class teacher assumes responsibility, in our family academy, for pastoral care of his/her pupils.

Emphasis is placed upon encouraging the child to think before acting, then, having thought, to take a decision, in the knowledge that should the decision be the wrong one the academy community will make it clear that it was the wrong one. Simple academy rules exist i.e. do not run in the academy (safety). Do not act in a manner unacceptable to the majority.

Examples of punishment given are removal of privileges and missing playtime and/or dinner breaks, non-attendance at academy discos, on trips and removal from Club activities.

Parents may be contacted in cases of severe anti-social behaviour with the aim of establishing a joint action plan.

Bullying in all forms is dealt with following the guidelines in our Anti Bullying Policy. Sanctions as stated above may be used should bullying occur. More serious measures may be considered by the Governing Body in cases where severe bullying has occurred.

ETHOS AND VALUES

Mission Statement

In our academy we enjoy learning and always welcome new and exciting experiences. We know that learning is life-long and aim to equip ourselves with skills that help us to grow as citizens in our local and world community.

We are a team. We aim high! We celebrate our own successes and congratulate others on theirs.

The academy promotes a positive attitude towards good manners and teaching the children the difference between right and wrong.

We give our pupils the opportunity to experience managing responsibility and trust. Children may make mistakes in this area but this is how they learn and grow into socially responsible young adults. It is an expectation of the academy that our students will know when to work and when to play, understand the concept of respect for others and property and learn how to manage their social relationships in an increasingly mature manner.

EQUAL OPPORTUNITIES

We do not discriminate against anyone, be they staff or pupil on the grounds of sex, race, colour, religion, nationality, ethnic or national origins. This is in line with current legislation.

Existing facilities, which assist access to the academy by pupils with disabilities, are:

Lift access in two areas of the academy;

Ramp to the main entrance;

Disabled parking;

Split-level reception;

The academy is currently evaluating its access plan for the future inclusive development of the academy.

RACE EQUALITY POLICY

Senior Management and representatives of the Governing Body have received Race Equality Training. A policy for the area is in place, which reflects the model policy issued by Sandwell LA and the principles of Learning for All.

Any pupil, employee or member of the wider community, irrespective of race, creed or colour will not be discriminated against. This academy has adopted a policy of inclusive education with regards to admissions and no child will be treated less favourably than any other.

This academy will not tolerate any form of racism.

PARENTS IN THE ACADEMY

There may be roles which can be fulfilled by Parent volunteers in the academy. Should you wish to assist in this capacity please contact the academy office for information regarding background clearance. This is a process, which must take place before anyone is able to help in the academy.

EDUCATIONAL VISITS/CHARGING POLICY

Children, on occasion, are taken out on academy educational visits.

Where trips occur mainly in academy time or are related to a teaching programme we are unable to directly charge Parents. Should the academy trip take a place at one of the authorities residential centers then a charge will be made for board and lodging only. Voluntary donations may be requested where a charge cannot be made. Where a trip is wholly or mainly out of academy time and is not related to a programme of study, Parents will be asked to pay the cost of the trip.

PERSONAL PROPERTY

Pupils are encouraged to take personal responsibility for their belongings. All clothing and possessions should be clearly marked with the pupil's name and initials. Expensive personal property should not be brought to the academy. Jewellery and large earrings are not permitted due to the fairly substantial injuries these can cause during playground games and Physical Education activities. As the Authority may not accept liability for the loss of personal property by teachers or pupils, the staff may not accept voluntary responsibility for looking after such property.

MOBILE PHONES

Children are ***not*** allowed to bring or use mobile phones in to the academy since their use disrupts the teaching/learning environment.

PUPILS WITH SPECIAL NEEDS

The academy is successful in the early identification, assessment and in providing for pupils with Special Educational Needs.

A designated member of staff is responsible for the monitoring of needs and progress made by these pupils. Resources are made available and specialist services such as Speech Therapist, School Health Nurse and Inclusion Support Services are engaged as and when required.

Parents are encouraged to work in partnership with the academy to support their children.

There is an SEN Policy which is implemented by all staff under the guidance of the designated teacher.

STATEMENTED PUPILS

The academy has five children who carry a written statement.

SEX EDUCATION

Under the terms of the Education (No. 2 Act 1986) the Governors of the academy have discussed how puberty should be dealt with within the academy and have agreed that the academy's previous policy be continued, namely that there be no formal growth education lessons as part of the curriculum, though children's questions will be answered as and when they arise. Matters relating to health education and human development are covered in the Science programme, which follows the National curriculum and through visits/talks by the school nurse.

Years 5 and 6 children are shown a video and given an appropriate talk on puberty. Parents are given the opportunity to withdraw their child from this talk if they so wish.

RELIGIOUS EDUCATION AND ACADEMY ASSEMBLY

Although the academy is non-denominational, it is predominantly Christian in make up. This is reflected in the spiritual and moral experiences which children encounter. Academy assemblies, which are held every day, normally have religious/advisory content.

Children whose Parents wish to exercise their right to withdraw them from religious worship/study will be excused and educated appropriately elsewhere in the academy.

SECONDARY TRANSFER DETAILS 2013/2014

Pupils from Year 6 transferred to High School in September 2012 in the following numbers:

<u>School</u>	<u>Number of Pupils</u>
RSA Academy	48
ACE Academy	2
Other Schools	8

THE BOOK FAIR

An academy book fair is held usually two times per year, normally to coincide with Parents' Consultation Evening. This provides pupils and parents with the experience of visiting a form of bookshop and helps to reinforce the habit of reading for pleasure.

OUT OF HOURS ACTIVITIES

We currently have a number of activities available throughout the academy year ranging from Football to Study Support to Dance. Pupils and parents are notified when these activities are to take place. Should any parent wish to become involved in running an after academy club please notify the academy office and arrangements can be made for background clearance.

PASSPORTS

Please note that, due to a change in the passport application form and the information required of the counter signatory, the academy is no longer able to sign passport applications.

COMPLAINTS PROCEDURE

In the first instance any concerns Parents have should be discussed informally with the Class Teacher and/or the Principal/Vice Principal. If the concern is not resolved Parents may raise the matter with a Parent Governor or Chair of Governors. If Parents are still dissatisfied a formal complaint (in writing) can be made to the DFE who will investigate the complaint.

A complainant who is still dissatisfied after this investigation has been exhausted will be able to complain to the Secretary of State for Education. More details regarding this procedure may be obtained from the academy.

ZERO TOLERANCE STATEMENT

VIOLENCE, PHYSICAL AGGRESSION, THREATS AND VERBAL ABUSE ARE UNACCEPTABLE.

The academy staff strives to treat visitors with due care, courtesy and respect. Our staff expect the public to show the same courtesy and respect. In the event of such incidents Ocker Hill Academy will take action, and if appropriate, action by the Police and legal action will be pursued.

PUBLIC ACCESS TO INFORMATION

The following documents are available for inspection and copies can be made available free of charge at the academy office. Please give 24 hours notice.

1. Times of academy sessions.
2. Charging policy as determined by the Governing Body.
3. Agreed syllabus for R.E.
4. Governing Body's statement of Curriculum aims.
5. Schemes of work currently used by teachers.
6. Ocker Hill Academy complaints arrangements.
7. Annual Report to Parents.
8. Any published OFSTED reports on the academy.

The academy reserves the right to alter details contained within this document as and when necessary without notification to recipients.

Copies of Academy Policies can be found on the website and are available upon request through the office.