



# FAMILY NEWS

Week 18b – Monday 19th January

## THEMES OF THE WEEK



*Reflect on how well we 'consistently' ensure these areas are embedded to ensure we are successful.*

- ✓ Expectations.
- ✓ Aspirations.
- ✓ Understanding accountability.

# HOLIDAY INSET Y6 TRANSITION

2025					2026						
August	September	October	November	December	January	February	March	April	May	June	July
1 Fr	1 Mo <sup>36</sup>	1 We	1 Sa	1 Mo <sup>49</sup>	1 Th <sup>New Year's Day</sup>	1 Su	1 Su	1 We	1 Fr	1 Mo <sup>23</sup>	1 We
2 Sa	2 Tu	2 Th	2 Su	2 Tu	2 Fr	2 Mo <sup>6</sup>	2 Mo <sup>10</sup>	2 Th	2 Sa	2 Tu	2 Th
3 Su	3 We	3 Fr	3 Mo <sup>45</sup>	3 We	3 Sa	3 Tu	3 Tu	3 Fr <sup>Good Friday</sup>	3 Su	3 We	3 Fr
4 Mo <sup>32</sup>	4 Th	4 Sa	4 Tu	4 Th	4 Su	4 We	4 We	4 Sa	4 Mo <sup>Early May Bk. Hol.</sup> <sup>19</sup>	4 Th	4 Sa
5 Tu	5 Fr	5 Su	5 We	5 Fr	5 Mo <sup>2</sup>	5 Th	5 Th	5 Su	5 Tu	5 Fr	5 Su
6 We	6 Sa	6 Mo <sup>41</sup>	6 Th	6 Sa	6 Tu	6 Fr	6 Fr	6 Mo <sup>Easter Monday</sup> <sup>5</sup>	6 We	6 Sa	6 Mo <sup>28</sup>
7 Th	7 Su	7 Tu	7 Fr	7 Su	7 We	7 Sa	7 Sa	7 Tu	7 Th	7 Su	7 Tu
8 Fr	8 Mo <sup>37</sup>	8 We	8 Sa	8 Mo <sup>50</sup>	8 Th	8 Su	8 Su	8 We	8 Fr	8 Mo <sup>24</sup>	8 We
9 Sa	9 Tu	9 Th	9 Su	9 Tu	9 Fr	9 Mo <sup>7</sup>	9 Mo <sup>11</sup>	9 Th	9 Sa	9 Tu	9 Th
10 Su	10 We	10 Fr	10 Mo <sup>46</sup>	10 We	10 Sa	10 Tu	10 Tu	10 Fr	10 Su	10 We	10 Fr
11 Mo <sup>33</sup>	11 Th	11 Sa	11 Tu	11 Th	11 Su	11 We	11 We	11 Sa	11 Mo <sup>20</sup>	11 Th	11 Sa
12 Tu	12 Fr	12 Su	12 We	12 Fr	12 Mo <sup>3</sup>	12 Th	12 Th	12 Su	12 Tu	12 Fr	12 Su
13 We	13 Sa	13 Mo <sup>42</sup>	13 Th	13 Sa	13 Tu	13 Fr	13 Fr	13 Mo <sup>6</sup>	13 We	13 Sa	13 Mo <sup>29</sup>
14 Th	14 Su	14 Tu	14 Fr	14 Su	14 We	14 Sa	14 Sa	14 Tu	14 Th	14 Su	14 Tu
15 Fr	15 Mo <sup>38</sup>	15 We	15 Sa	15 Mo <sup>51</sup>	15 Th	15 Su	15 Su	15 We	15 Fr	15 Mo <sup>25</sup>	15 We
16 Sa	16 Tu	16 Th	16 Su	16 Tu	16 Fr	16 Mo <sup>8</sup>	16 Mo <sup>12</sup>	16 Th	16 Sa	16 Tu	16 Th
17 Su	17 We	17 Fr	17 Mo <sup>47</sup>	17 We	17 Sa	17 Tu	17 Tu	17 Fr	17 Su	17 We	17 Fr
18 Mo <sup>34</sup>	18 Th	18 Sa	18 Tu	18 Th	18 Su	18 We	18 We	18 Sa	18 Mo <sup>21</sup>	18 Th	18 Sa
19 Tu	19 Fr	19 Su	19 We	19 Fr	19 Mo	19 Th	19 Th	19 Su	19 Tu	19 Fr	19 Su
20 We	20 Sa	20 Mo <sup>43</sup>	20 Th	20 Sa	20 Tu	20 Fr	20 Fr	20 Mo <sup>7</sup>	20 We	20 Sa	20 Mo <sup>30</sup>
21 Th	21 Su	21 Tu	21 Fr	21 Su	21 We	21 Sa	21 Sa	21 Tu	21 Th	21 Su	21 Tu
22 Fr	22 Mo <sup>39</sup>	22 We	22 Sa	22 Mo <sup>52</sup>	22 Th	22 Su	22 Su	22 We	22 Fr	22 Mo <sup>26</sup>	22 We
23 Sa	23 Tu	23 Th	23 Su	23 Tu	23 Fr	23 Mo <sup>9</sup>	23 Mo <sup>13</sup>	23 Th	23 Sa	23 Tu	23 Th
24 Su	24 We	24 Fr	24 Mo <sup>48</sup>	24 We	24 Sa	24 Tu	24 Tu	24 Fr	24 Su	24 We	24 Fr
25 Mo <sup>August Bk. Hol.</sup> <sup>35</sup>	25 Th	25 Sa	25 Tu	25 Th <sup>Christmas Day</sup>	25 Su	25 We	25 We	25 Sa	25 Mo <sup>Spring Bk. Hol.</sup> <sup>22</sup>	25 Th	25 Sa
26 Tu	26 Fr	26 Su	26 We	26 Fr <sup>Boxing Day</sup>	26 Mo <sup>5</sup>	26 Th	26 Th	26 Su	26 Tu	26 Fr	26 Su
27 We	27 Sa	27 Mo <sup>44</sup>	27 Th	27 Sa	27 Tu	27 Fr	27 Fr	27 Mo <sup>8</sup>	27 We	27 Sa	27 Mo <sup>31</sup>
28 Th	28 Su	28 Tu	28 Fr	28 Su	28 We	28 Sa	28 Sa	28 Tu	28 Th	28 Su	28 Tu
29 Fr	29 Mo <sup>40</sup>	29 We	29 Sa	29 Mo <sup>1</sup>	29 Th		29 Su	29 We	29 Fr	29 Mo <sup>27</sup>	29 We
30 Sa	30 Tu	30 Th	30 Su	30 Tu	30 Fr		30 Mo <sup>14</sup>	30 Th	30 Sa	30 Tu	30 Th
31 Su		31 Fr		31 We	31 Sa		31 Tu		31 Su		31 Fr

**WE ARE HERE**



**4 WEEKS**

UNTIL FEBRUARY  
BREAK

**4 WEEKS**

UNTIL Y10 GCSE  
MOCKS  
9TH FEB



**12 WEEKS**

UNTIL GCSE EXAMS  
START  
5TH MAY

**15 SCHOOL WEEKS**

UNTIL THE END OF  
SCHOOL YEAR



# SPECIAL moments





**YEAR 11  
GCSE EVENTS  
THROUGHOUT  
THIS YEAR TO  
SUPPORT YOUR  
CHILD**

# YEAR 11 GCSE SUCCESS EVENINGS

## ENSURING THE BEST FOR YOUR CHILD

### Dear Families

Following on from last years' family GCSE sessions there will be several further events throughout this year to prepare your child for success in their GCSE's. This year, there will be a Mock result-issuing session after every set of Mock exams and there will also be general information giving at several points throughout the year. The next evening will be on 19th March 5-6pm.

<p><b>Event 1</b> Thursday 9<sup>th</sup> October 5pm-6pm</p>	<p><b>Key Deadlines</b></p> <ul style="list-style-type: none"> <li>Preparation for October Mocks</li> <li>Home Run Initiative</li> <li>Period 6 information</li> </ul>
<p><b>Event 2</b> Thursday 27<sup>th</sup> November 5pm-6pm</p>	<p><b>October Mock Results</b></p> <ul style="list-style-type: none"> <li>Information sharing and understanding results</li> <li>How to support your child further</li> </ul>
<p><b>Event 3</b> Thursday 19<sup>th</sup> March 5pm-6pm</p>	<p><b>March Mock Results</b></p> <ul style="list-style-type: none"> <li>Information sharing and understanding results</li> <li>How to support your child further</li> </ul>
<p><b>Event 4</b> Thursday 30<sup>th</sup> April 5pm-6pm</p>	<p><b>Preparing for the real thing!</b></p> <ul style="list-style-type: none"> <li>Exam timings and protocol</li> </ul>



**YEAR 10  
GCSE EVENTS  
THROUGHOUT  
THIS YEAR TO  
SUPPORT YOUR  
CHILD**

# YEAR 10 GCSE SUCCESS EVENINGS

## ENSURING THE BEST FOR YOUR CHILD

### Dear Families

Following on from last years' family GCSE sessions there will be several further events throughout this year to prepare your child for success in their GCSE's. This year, there will be a Mock result-issuing session after every set of Mock exams and there will also be general information giving at several points throughout the year.

<p><b>Event 1</b> HT2 – Thurs. 13th November - 5pm - 6pm</p>	<p><b>Intro to GCSE Year</b></p> <ul style="list-style-type: none"> <li>• Preparation for Mocks</li> <li>• Race to Exceptional Initiative</li> <li>• Work Experience</li> </ul>
<p><b>Event 2</b> Thursday 26<sup>th</sup> February 5pm-6pm</p>	<p><b>February Mock results and Parents' Evening</b></p> <ul style="list-style-type: none"> <li>• Information sharing and understanding results</li> <li>• How to support your child further</li> </ul>
<p><b>Event 3</b> Monday 18th May 5pm - 6pm</p>	<p><b>Work Experience preparation ( w/c 8th June)</b></p> <ul style="list-style-type: none"> <li>• Final prep for Work Experience</li> <li>• How to support your child further</li> </ul>
<p><b>Event 4</b> Thursday 9th July (5pm – 6pm)</p>	<p><b>June Mock results</b></p> <ul style="list-style-type: none"> <li>• Exam timings and protocol</li> </ul>

# GCSEs and beyond



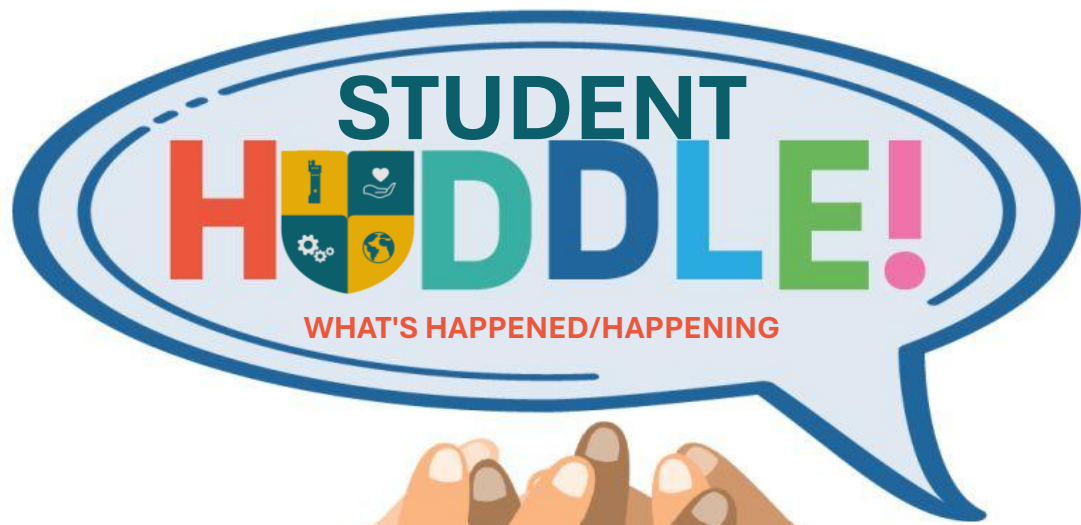
readingplus®

**Week commencing January 5th** - Certificates provided for top 2 students per class for most time spent reading lessons on Reading Plus. (Between 05/01/26 - 16/01/26)

**Week commencing January 19th** - Certificates provided for top 2 students per class for most reading lessons completed on Reading Plus. (Between 19/01/26 - 30/01/26)

**Week commencing February 2nd** - Certificates provided for top 2 students per class for total highest words read on Reading Plus. (Between 02/02/26 - 13/02/26)

**End of term-** Certificate provided for top 3 students per year group for highest reading level gained.



# WEEKLY UPDATE

## WEEK STARTING 12th January

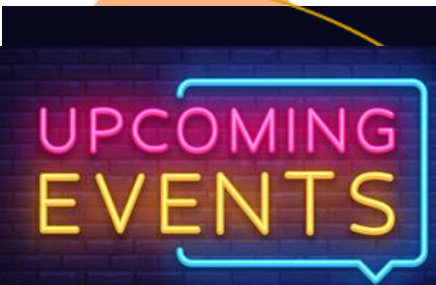
- **Yr9 Options and Parents Evening** – Thursday 29th January
- **Year 9 Options survey** – this week in seminar and then to be completed in teams
- **Student Surveys** - in Microsoft Teams for two awards we are striving for as a school: SEN and Wellbeing. Please complete the surveys – deadline 30.01.26

### SEN Survey:

<https://url.uk.m.mimecastprotect.com/s/Y0sSC5INEUMJL04fzfVHkSilg?domain=app.awardplace.co.uk>

### Wellbeing

**survey:** <https://url.uk.m.mimecastprotect.com/s/FjFnClvrVt18XGXcGfLHzG0fd?domain=app.awardplace.co.uk>



# EXCEPTIONAL



**THE  
SPECIAL 6**  
STEPS TO EXCEPTIONAL

- ✓ **ATTENDANCE**
- ✓ **ATTITUDE TO LEARNING**
- ✓ **CONDUCT**
- ✓ **REWARDS**
- ✓ **EXTRA-CURRICULAR**
- ✓ **HEALTH**





# MIN D S E T

M A S T E R Y





Self Development	<b>Things I've found difficult</b> <b>Things that I aim to improve</b>	<b>Things I'm Proud of</b> <b>Things that I aim to maintain</b>	<b>UPDATE</b>
 <b>Personal</b>	<p><b>Spending time with family</b> – regular visits and phone calls have not been as regular as they need. Family are getting old and I know time is more limited.</p> <p><b>Looking after my health/myself.</b> I haven't been focussed on diet and exercise and this makes me feel 'on my game'.</p>	<p><b>Telling/showing my family &amp; friends that I care and love them.</b> I have ensured I always tell my family that 'I love you'. This is important to them – and me!</p> <p><b>Asking family &amp; friends if they are OK and 'checking in'.</b> I've made additional effort in showing that I care by asking if I can do anything for them.</p> <p><b>Travelling and spending quality time away from the 'daily grind' of adulthood.</b> Being an adult is tough, but I have made additional effort in ensuring that I enjoy what my career enables me to do – by travelling more.</p>	<p style="text-align: center; font-size: 2em;">Ensuring full accountability for learning.</p>
 <b>Professional</b>	<p><b>Disrupting and upsetting families when their child cannot 'get it right' or 'do the right thing'.</b> It's deeply upsetting for me also to have to be in a position to disrupt a&amp; ruin the education of others.</p> <p><b>Slowing down and spending time on looking more deeply at student data and what they are demonstrating.</b> I need to ensure I hold students (and families) to account on what THEY are putting in and ensure it is more known they lengths we go to as a school on supplying the tools for life success. It's not all down to school!</p>	<p><b>Attending my workplace on time – all the time!</b> I've demonstrated that I am a valuable employee to my 'boss' and that I am committed and reliable – even when I have had issues in my personal life.</p> <p><b>Staying true to the 'greater good' and making difficult decisions that affect the quality of education that students receive.</b> 4 (+1) students removed from our Academy this year due to unacceptable conduct. Although difficult, I know the majority of students &amp; families appreciate this for their own children.</p>	

A word cloud centered around the word "Accountability". The word "Accountability" is the largest and most prominent, written in white. Surrounding it are various related terms in different colors and sizes, including "Trustworthiness", "Responsible", "Commitment", "Honest", "Ethics", "Job", "CARE", "BUSINESS", "Honesty", "Accountable", "CORE VALUES", "PRIDE", "OWNERSHIP", "VIRTUOUS", "ACTIONS", "TRUST", "Integrity", "RESPONSIBILITY", "ACTIONS", "HONORABLE", "Diligence", "ETHICAL", "Blameworthiness", "TRUST", "Reliable", "STABILITY", "MORAL", "Governance", "Function", and "Responsibility".

Values  
Morals  
LIABILITY  
Honest  
Ethics  
Job  
CARE  
BUSINESS  
Honesty  
Accountable  
CORE VALUES  
PRIDE  
OWNERSHIP  
VIRTUOUS  
ACTIONS  
TRUST  
Integrity  
Trustworthiness  
RESPONSIBILITY  
ACTIONS  
HONORABLE  
Diligence  
ETHICAL  
Blameworthiness  
TRUST  
Reliable  
STABILITY  
MORAL  
Governance  
Function  
Responsibility

# Accountability



5 WAYS TO FOSTER A CULTURE OF

# ACCOUNTABILITY



1. GIVE support.



2. PROVIDE freedom.



3. SHARE information.



4. PROVIDE resources.



5. BE clear.

 Center for Creative Leadership

**Understanding our individual accountability in a school context**

Accountability is the obligation to **take ownership of your actions**, decisions, and their outcomes, requiring you to explain and justify them to others, whether successes or failures, fostering trust and enabling learning rather than blame. It involves transparency, ethical conduct, and **accepting responsibility for results**, allowing you to be judged on performance and contribute to overall goals in personal, professional, and societal contexts.



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**Understanding our individual accountability in a school context**

## Key Aspects of Accountability:

- **Ownership:** Taking responsibility for your role, performance, and results, even when things go wrong.
- **Transparency:** Being open about your processes, actions, and performance, allowing others to observe and evaluate.
- **Acceptance of Consequences:** Being answerable for the outcomes of your work, good or bad, and explaining how they occurred.
- **Ethical Conduct:** Acting honestly and ethically, extending to shareholders, employees, and the community.
- **Learning & Growth:** Using mistakes as opportunities for improvement, rather than fostering a culture of punishment.



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**Understanding our individual accountability in a school context**

## In Different Contexts:

- **Workplace:** Employees are responsible for their tasks, meeting deadlines, and contributing to team goals, building trust and aiding career progression.
- **Governance:** Individuals or institutions must provide accounts of how they meet responsibilities, often under legal, political, or moral justification.
- **Personal:** Involves self-mastery, admitting your own truths, and being reliable in relationships.

## Accountability vs. Responsibility:


- **Responsibility** is the duty to perform a task
- **Accountability** is about owning the consequences and results after the task or event.



# A Basic Overview of Responsibility

SCHOOL | YOU | FAMILY

## 5 WAYS TO FOSTER A CULTURE OF ACCOUNTABILITY

-   
1. GIVE support.
-   
2. PROVIDE freedom.
-   
3. SHARE information.
-   
4. PROVIDE resources.
-   
5. BE clear.

 Center for Creative Leadership

Understanding our  
individual accountability  
in a school context

Staff	Students	Families
✓ Keeping you safe in school.	✓ To conduct themselves safely & respectfully.	✓ Keeping you safe outside of school.
✓ Providing daily education and support.	✓ To have a positive ATL & accept support.	✓ Providing support for home learning.
✓ Supporting students & families to continue education outside school.	✓ To use the range of materials provided (KOs) and complete work at home.	✓ Supporting their child to continue education outside school.



# 5 WAYS TO FOSTER A CULTURE OF ACCOUNTABILITY

1. GIVE support.
2. PROVIDE freedom.
3. SHARE information.
4. PROVIDE resources.
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## How School Evidences Accountability & Responsibility

# A Basic Overview of Responsibility

## WHEN MY GOVERNORS & CEO CHALLENGE SCHOOL RESPONSIBILITY

### HOW SCHOOL EVIDENCES HOW HARD THEY WORK

**Y10 FAMILY MEMO: FEB MOCK PREPARATION**  
MEMO SENT: 16TH JAN 2026

**GCSE SUCCESS**

**Dear Families**

I'm sending an advance (and unapologetic) notice that Y10 families that you will feel an increased 'push' from me as your Child's Headteacher in ensuring preparation and learning happens at home to achieve success in their GCSE Mock exams. After speaking to a significant majority of children in Y10, far too little home learning and revision is being done/pushed at home. Remember these exams go towards the information sent as part of their College application journey over the coming year.

- There is a distinct correlation with those students that are being highlighted as at risk of not meeting their potential, with the low level of communication and enforcement of home learning/revision by their families.

**I WANT US TO BREAK THIS CYCLE AND CULTURE. TOGETHER!**

You'll know from my increased messages (SMS & email) that I and my teams are doing from a school level, but I always carry out my part with the question 'could I have done more?'. This year is going to be a record-breaker in the abundance of pushing and communication in terms of home expectations. I need all families to join me in ensuring we can all end our 'collective' journey together knowing that we have used the abundance of structures, timetables and more that I have sent you so we can, together, celebrate knowing we have done our best.

- A final request from your child's Headteacher is that you have a clear set of allocated hours for every subject using the Study Support Pack you have all received numerous times. Every evening, every weekend day, you should have a clear overview of your child's study timetable.

Believe it or not - I'm very close to your children and far too many are telling me the late times they go to sleep - because of the access to gaming, social media and the 'checking' of the latest GCSE preparation work they should be doing. All of the above if from a Headteacher that cares about you and your child - your Child's Teacher, their Head of Department, their SLT Lark, their Head of Year and all on hand to support you in making the magic happen.

I lead by example - those parents of my own teaching group get even more communication from me 'their Teacher' and I have directed all my teachers to equally ensure that 'we' are getting the same input from home.

Following this message, please expect regular reminders and guidance to make this process accessible for you.

**Keep pushing, keep driving, keep caring!**

**Y11 FAMILY MEMO: GCSE PUSH 1**  
MEMO SENT: 14TH JAN 2026

**GCSE SUCCESS**

**Dear Families**

I'm sending an advance (and unapologetic) notice that Y11 families that you will feel an increased 'push' from me as your Child's Headteacher in giving equal responsibility to revision preparation and learning happens at home to achieve success in their GCSE exams. After speaking to a significant majority of children in Y11, far too little home learning and revision is being done/pushed at home.

- There is a distinct (and alarming) correlation with those students that are being highlighted as HIGH/MEDIUM/LOW RISK OF UNDERACHIEVING with the low level of communication and enforcement of home learning/revision by their families.
- There is also a distinct correlation with those students at risk and LOW RISK OF UNDERACHIEVING and the level of high level of communication and enforcement of home learning/revision by their families.

**I WANT US TO BREAK THIS HOULD. AND CULTURE. TOGETHER!**

You'll know from my persistent and constant (and probably annoying) messages (SMS & email) that I and my teams are doing from a school level, but I always carry out my part with the question 'could I have done more?'. This year is going to be a record-breaker in the abundance of pushing and communication in terms of home expectations. I need all families to join me in ensuring we can all end our 'collective' journey together knowing that we have used the abundance of structures, timetables and more that I have sent you so we can, together, celebrate knowing we have done our best.

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Believe it or not - I'm very close to your children and far too many are telling me the late times they go to sleep - because of the access to gaming, social media and the 'checking' of the latest GCSE preparation work they should be doing. All of the above if from a Headteacher that cares about you and your child - your child's Teacher, their Head of Department, their SLT Lark, their Head of Year and all on hand to support you in making the magic happen.

I lead by example - those parents of my own Y11 teaching group get even more communication from me 'their Teacher' and I have directed all my Y11 teachers to equally ensure that 'we' are getting the same input from home.

Following this message, please expect separate emails from my dedicated teachers saying whether your child is HIGH/MEDIUM/LOW risk of underachieving. Please also proactively join their teacher for your child to succeed.

**Keep pushing, keep driving, keep caring!**

**Y10 FAMILY MEMO: FEB MOCK PREPARATION**  
MEMO SENT: 16TH JAN 2026

**GCSE SUCCESS**

**1** ✓ Open their **Study Support Pack** with your child. Look at the GCSEs they are studying - starting with English and Maths. Use the hyperlinks to past revision papers so you (both) understand the power of this revision tool.

**2** ✓ Go to page 72 and look (together) at what a revision timetable should look like. Agree between you your allocated time each weekend and each evening. Go to PAGE 70 and print off your blank weekly home revision. Families should ensure this is managed and checked.

**3** ✓ Go to page 67 and look (together) and ensure your child has access to the websites and apps for general revision. Information is included on how to log-in. Families should email Mrs Hallworth - email below.

[cfletcher@newsomeacademy.co.uk](mailto:cfletcher@newsomeacademy.co.uk)

**Newsome Academy**

**KEY STAGE 3**  
Semester 2 Knowledge Organiser

**HOME LEARNING | SCHOOL LEARNING**  
RESPONSIBILITY OF STUDENT & FAMILY

- We are now in Term 2 (Half terms 2&3) and you should all now have your Knowledge Organisers (KOs) - to be out in lessons all day - everyday.
- These put responsibility on you and your family as we have supplied you with all the information - in advance.
- KS3 have KOs & KS4 Have Study Support Packs (SSPs). These include all your curriculum and should be used at home with family support.
- These include additional questions, links and topics to prepare for ahead of time.
- KS4 STPs include all GCSE course information, specifications, revision and past papers. There should be no confusion what you are studying.
- Thousands of pounds have been spent issuing FREE copies to students and these are not to be lost and brought to school everyday. These are also available online for families and located [here](#).

**KEY STAGE 4**  
KNOWLEDGE ORGANISER  
STUDY SUPPORT PACK

NAME	HOY	TEAM LEADER	SLT LARK

Newsome Academy @newsomeacademy

Year 11 revision support

**REVISION PACKS**  
Y11 - SPEAK TO MRS PACEY IF YOU WANT DISCOUNTED REVISION GUIDE PACKS THROUGH SCHOOL!

Y10 FEBRUARY EXAMS  
Dates for the glory  
YOUR MOCK EXAMS FOR ENGLISH, MATHS, SCIENCE ARE STARTING FROM 9TH FEB UNTIL 12TH FEB.

Y10 Families for the Feb and End of term have been using the Study Support Pack. It's brilliant to see how well it's working and how much it's helping. We're proud to see how well it's working and how much it's helping. We're proud to see how well it's working and how much it's helping.

✓ These are just a tiny glimpse of the recent evidence of how much responsibility the school takes.

Half-Term 2 - 25/26

All Years

End of Term Letter

Christmas Learning KS4

Safety Letter: Combs

Christmas Jumper Day

Lawrence Batley Theatre Newsletter

Closure - 17th November

RSHE letter - updates

Awareness Week in November Letter

Week 9 Family Newsletter

Week 10 Family Newsletter

Week 11 Family Newsletter

WEEK 12 Family Newsletter

WEEK 13 Family Newsletter

WEEK 14 Family Newsletter

WEEK 15 Christmas Newsletter

Year 11

P6 Update

Progress Eve & Mock Results

Year 10

Week 9 Info Delivery

Week 10 Info Delivery

Work Experience Letter for Parents

Yr10 Info Evening 1

Week 11 Info Delivery

Week 12 Info Delivery

Week 13 Info Delivery

Week 14 Info Delivery

Week 15 Merry Christmas

Year 9

Term 1 Christmas Newsletter

Year 8

Year 7

# A Basic Overview of Responsibility

WHEN MY GOVERNORS & CEO CHALLENGE SCHOOL RESPONSIBILITY  
HOW SCHOOL EVIDENCES HOW HARD THEY WORK

5 WAYS TO FOSTER A CULTURE OF

## ACCOUNTABILITY



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How School Evidences  
Accountability &  
Responsibility



- ✓ Every student has a file on Class Charts – evidencing how we hold the child accountable for their successes and their negative actions. The consequences are rewards and sanctions – just like the law and employment.
- ✓ Every student also has a Brom-Com file – which saves all home and school communication. This evidences how well we communicate and update.
- ✓ Families are responsible for ensuring they have the [Brom-Com App](#) & the Class Charts App.

# Other Responsibility to ensure students are safe and learning is not disrupted

Sadly, in the most severe situations, the consequences can be extreme...

- ✓ Headteachers have the legal power to exclude pupils, either for a fixed term (suspension) or permanently, for serious breaches of school rules or behaviour that harms others' education/welfare, including actions outside school. This must be lawful, reasonable, and proportionate, requiring parents to be informed quickly (often by phone), with governors reviewing permanent exclusions, and parents having rights to challenge the decision through formal processes, including an Independent Review Panel (IRP) for permanent cases.

## Grounds for Exclusion

- ✓ Serious or continuous breaches of the school's behaviour policy.
- ✓ Behaviour (even outside school) that seriously harms the education or welfare of the pupil or others.
- ✓ Examples include bullying, verbal abuse, drug/alcohol issues, theft, or persistent disruption.
- ✓ **Types of Exclusion**
- ✓ **Suspension (Fixed-Term):** For a set number of days, up to 45 days in a year.
- ✓ **Permanent Exclusion (Expulsion):** The child is removed from the school roll.



5 WAYS TO FOSTER A CULTURE OF

## ACCOUNTABILITY



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**Acceptance of Consequences:** Being answerable for the outcomes of your work, good or bad, and explaining how they occurred.

# HOME LEARNING | SCHOOL LEARNING

Your Knowledge Organisers and Study Support Packs can be located on our website to use the links...



## Knowledge Organisers

All students are given (free of charge) a Knowledge Organiser which contains all their learning (school and home) for the term. The links below offer an online version to enable families to instil learning at home.

### Year 7

Term 1 Knowledge Organiser

Term 2 Knowledge Organiser

Term 3 Knowledge Organiser

### Year 8

Term 1 Knowledge Organiser

Term 2 Knowledge Organiser

Term 3 Knowledge Organiser

### Year 9

Term 1 Knowledge Organiser

Term 2 Knowledge Organiser

Term 3 Knowledge Organiser

Year 10 and year 11 (Key Stage 4)

Year 10 & Year 11

KS4 Study Support Pack

## YEARS 7, 8, 9

- Term 1 and Term 2 enable families to see past, current and future learning to help their child at home.
- Use the links provided online to ensure exceptional progress.
- This is the homework and opportunity to excel in advance!

## YEARS 10, 11

- Everything you need to know about the GCSEs your child is studying and a range of materials to revise to are located here. Remember that Mocks start in February and there are 2 each year in KS4.
- All students and families should know exact courses being studied and the deadlines for coursework in Y10 and Y11.



# UPDATE



## IN PROGRESS....

FURTHER PROMOTING WAYS IN WHICH STAFF, STUDENTS & FAMILIES KNOW, UNDERSTAND & INPUT INTO LEARNING & PROGRESS TO ENSURE EXCEPTIONAL ACHIEVEMENT.

### UNDERSTANDING PROGRESS | UNDERSTANDING RESPONSIBILITY

- ✓ A new language will start to be used in terms of your progress journey.
- ✓ It will be around 'risk' and will prompt the type of input from the school & the input from home.
- ✓ This will use a simple **RED AMBER GREEN** 'progress risk' which initiates a range of intervention pushes.
- ✓ It will also encompass and record the lengths the school takes (and records) to show our relentless push for positive achievement.

**Over the coming months, families should expect further increased communication to promote this initiative.**

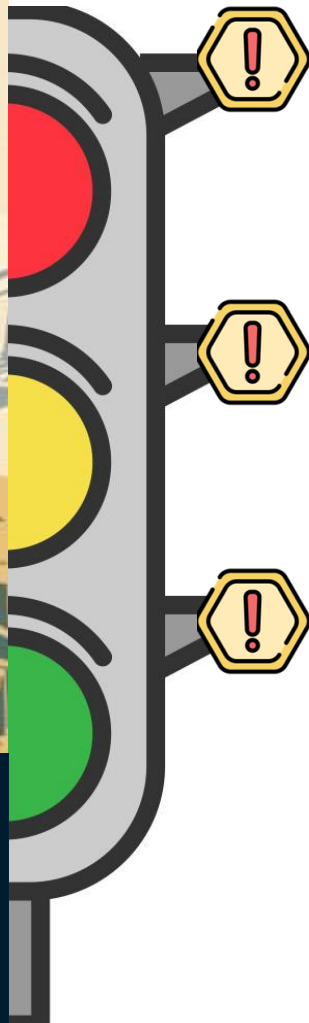




# ASPRATIONS | ATTITUDE TO EDUCATION

## BEING BLUNT, OPEN & HONEST ABOUT YOUR PROGRESS

- Below sets out the framework of expectations of every level with high-level initial prompts of actions from various parties.
- Note these are not exhaustive and are to ensure absolute understanding of accountability – nothing is simply to be left until 'too late'!

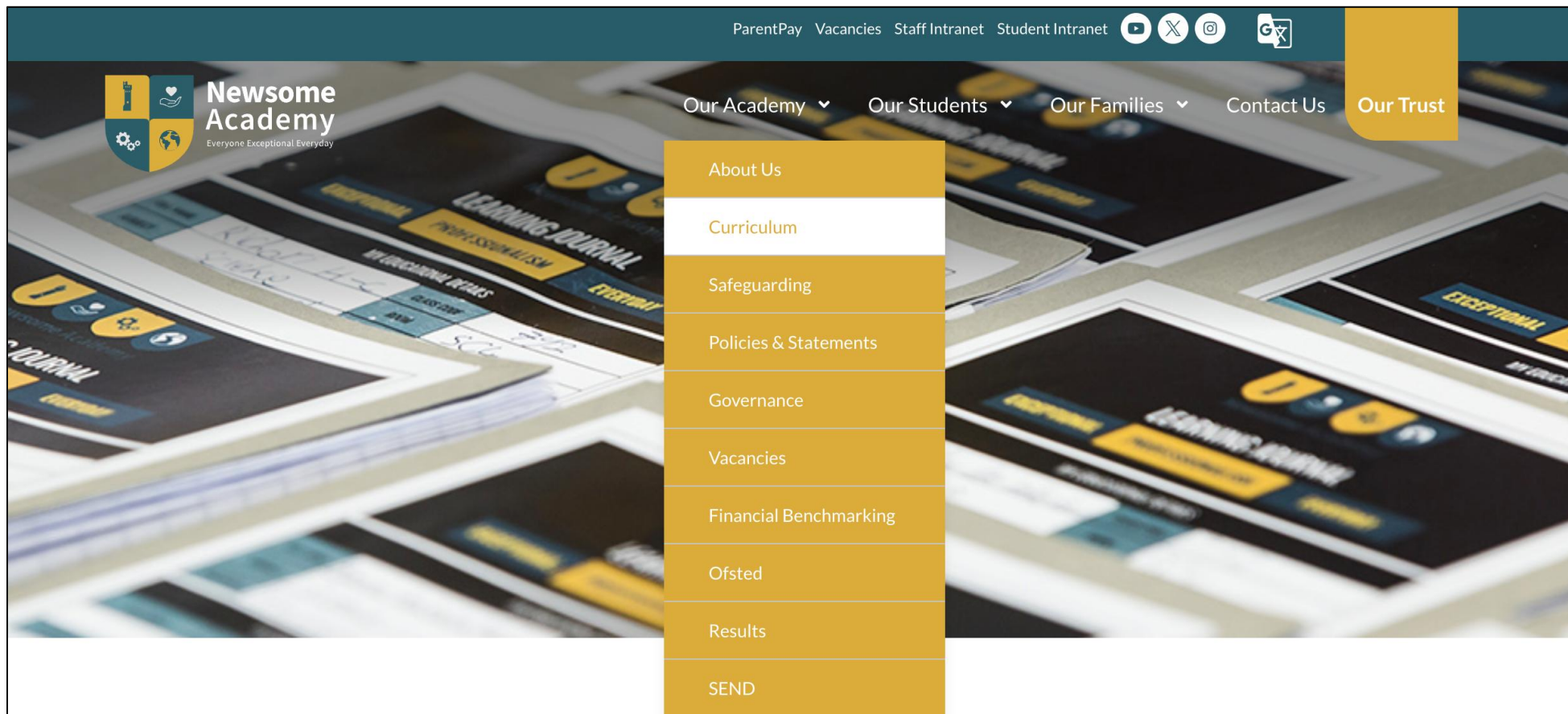


<h3>HIGH RISK</h3> <ul style="list-style-type: none"> <li>Poor attitude</li> <li>No work outside of school</li> <li>Passive learner and/or unengaged family</li> </ul>	<h3>Using tiers of intervention</h3> <ol style="list-style-type: none"> <li><u>Governor</u> involvement</li> <li><u>Headteacher</u> involvement</li> <li><u>SLT Link</u> involvement</li> <li><u>HOY</u> involvement</li> <li><u>Dept</u> involvement</li> <li><u>Teacher</u> involvement</li> </ol> <p>*Stages 1&amp;2 being the last resort/s.</p>
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<h3>LOW RISK</h3> <ul style="list-style-type: none"> <li>✓ Positive attitude</li> <li>✓ Completes home learning &amp; uses KO</li> <li>✓ Engaged learner and/or fully engaged family</li> </ul>	<h3>Rewarding success</h3> <ol style="list-style-type: none"> <li><u>Governor</u> recognition</li> <li><u>Headteacher</u> recognition</li> <li><u>SLT Link</u> recognition</li> <li><u>HOY</u> recognition</li> <li><u>Dept</u> recognition</li> <li><u>Teacher</u> recognition</li> </ol>



# HOME LEARNING | SCHOOL LEARNING

Your KOs and STPs can be located on our website by these menus...

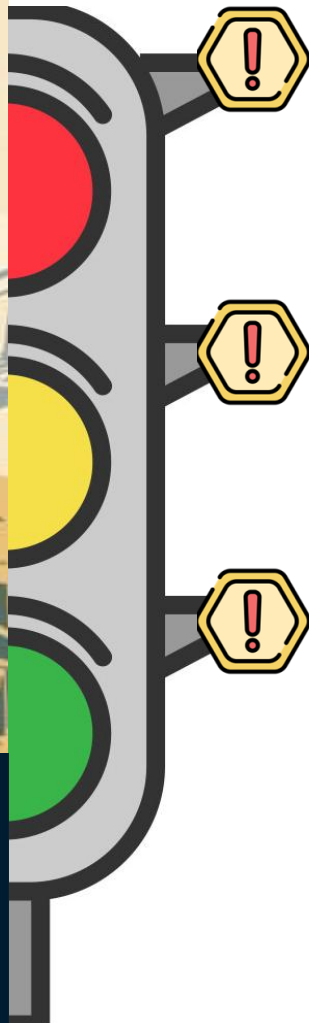




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# ASPIRATIONS | BUY-IN TO EDUCATION

## JOINT RESPONSIBILITY IN ENSURING SUCCESS

### Some of DWA's current test data

1. Issued normally (3)
2. Issued with consequence (7)
3. Issued with tracked family email reminder (27)
4. Issued only through family email (?)



EDUCATION & LEARNING ISN'T JUST DOWN TO TEACHERS & SCHOOL. WE WILL BE EXPLORING INVESTIGATING THE LEVEL OF HOME SUPPORT EACH CHILD RECIEVES SO WE CAN GUARANTEE SUCCESS FOR ALL.



**FAMILIES ARE SPENDING TIME ENSURING THEIR CHILD COMPLETES HOME LEARNING PROVIDED BY THE SCHOOL.**

**HYPOTHESIS**



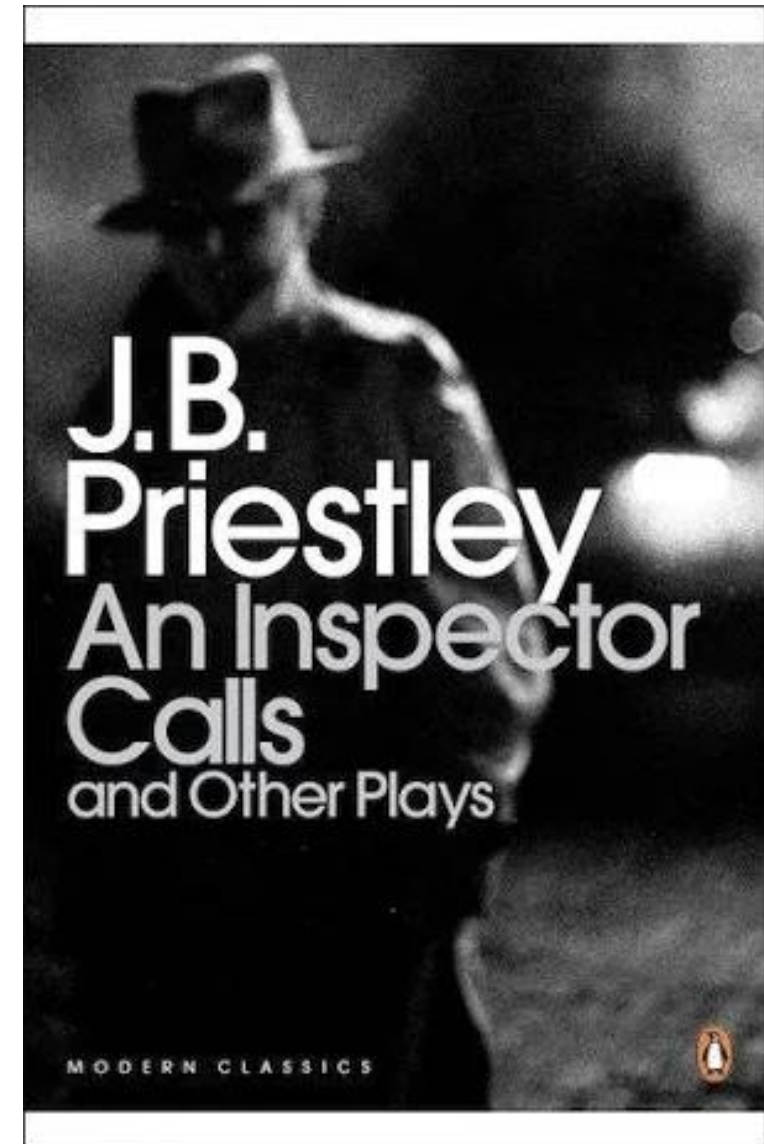
## Year 11 and Year 11 Parents/Carers

Your next series of mocks begin after February Half Term.

On the next few slides are some key quotations from the beginning of J.B Priestley's 'An Inspector Calls'.

Think:

- Who said that?
- What ideas, concepts and themes is this prompting us to think about?
- What techniques are in these key quotes?





THE LIGHTING SHOULD BE PINK AND  
**INTIMATE UNTIL THE  
INSPECTOR ARRIVES**



A MAN HAS TO MIND HIS OWN BUSINESS  
**AND LOOK AFTER HIMSELF  
AND HIS OWN**



**I CAN'T ACCEPT ANY  
RESPONSIBILITY**

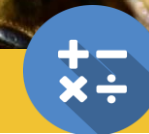
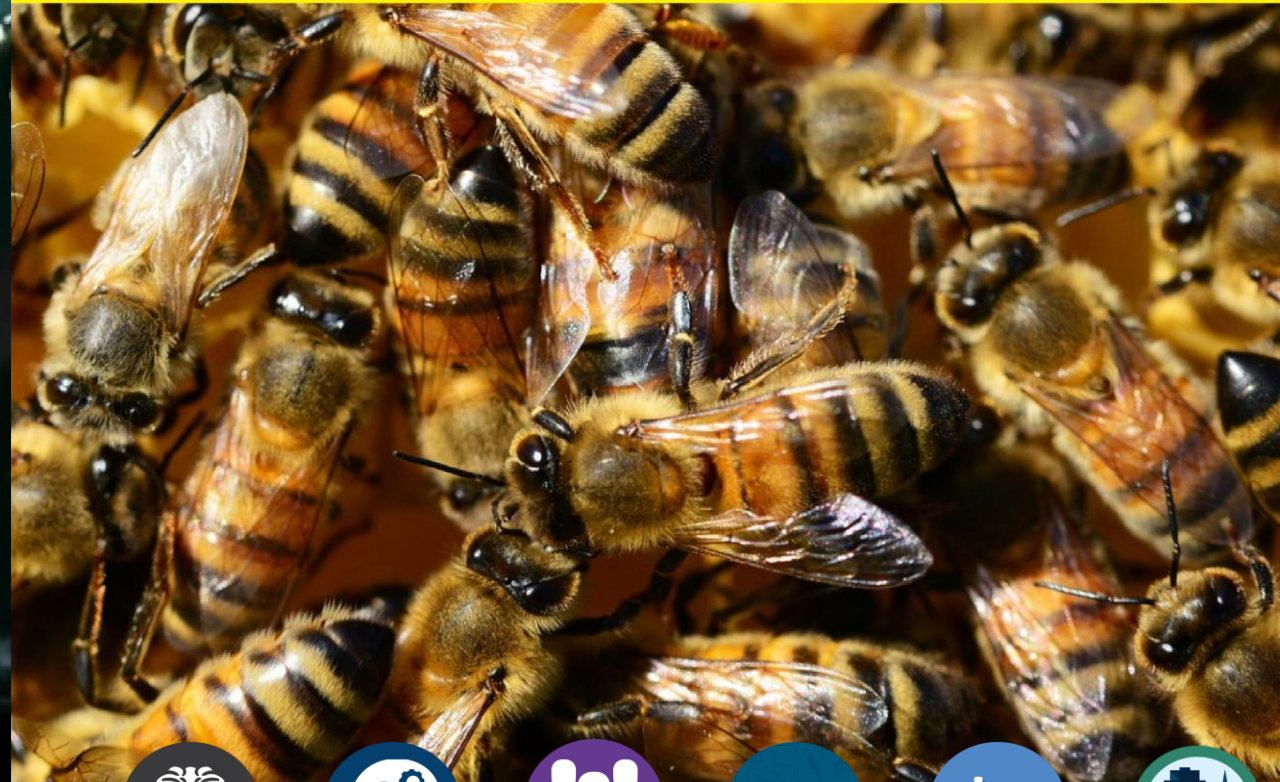




# UNSINKABLE, ABSOLUTELY UNSINKABLE



**YOU'D THINK WE WERE ALL  
MIXED UP TOGETHER  
LIKE BEES IN A HIVE - COMMUNITY  
AND ALL THAT NONSENSE.**



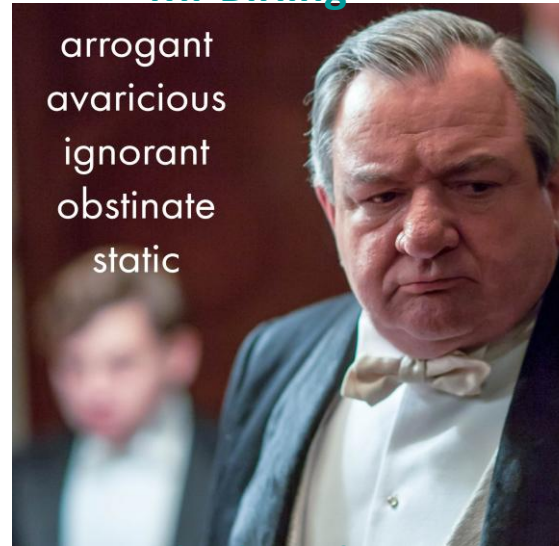
# NEWSOME ENGLISH DEPARTMENT



## The Birling Family: at it's 'finest'.

Here is some key vocabulary that you can use to inform your interpretative points about the characters in 'An Inspector Calls'.

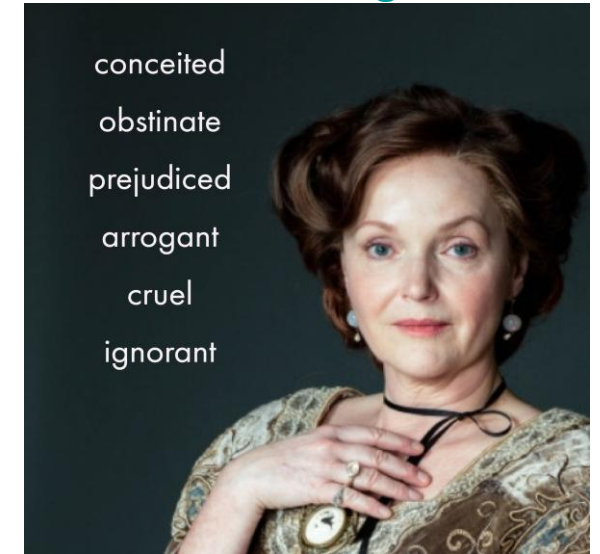
### Mr Birling



arrogant  
avaricious  
ignorant  
obstinate  
static



### Mrs Birling



conceited  
obstinate  
prejudiced  
arrogant  
cruel  
ignorant

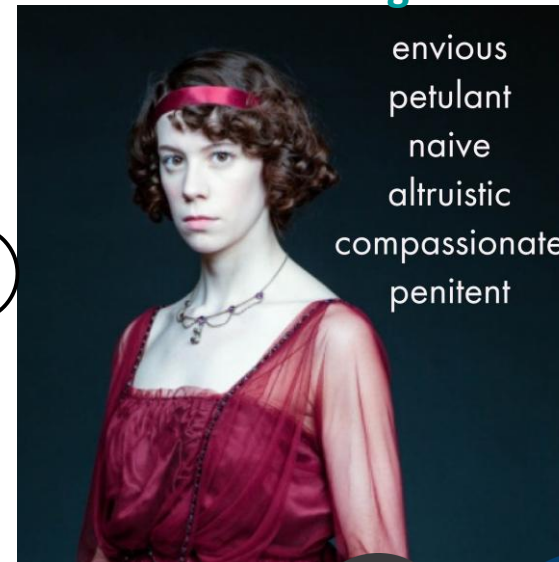
### Gerald Croft



charming  
compassionate  
deceitful  
manipulative  
ingratiating  
static



### Sheila Birling

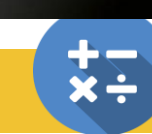


envious  
petulant  
naive  
altruistic  
compassionate  
penitent

### Eric Birling



reckless  
dishonest  
culpable  
penitent  
altruistic  
humbled





**EXTRA-CURRICULAR TIMETABLE**

**SPRING TERM 1 2025-2026**



# Extra-Curricular Activities: Spring Term 1 25/26



DAY	CLUB	LOCATION	STAFF	P6 Week A	P6 Week B
MONDAY	<ul style="list-style-type: none"> <li>• Netball</li> <li>• Trampolining 25 Places</li> <li>• Cooking Club</li> <li>• Writing Club</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Hall</li> <li>• Gym</li> <li>• Cooking Room</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• HRA/SMT</li> <li>• JDA/GEA</li> <li>• JBA</li> <li>• ASQ</li> </ul>	Option A	Option D
TUESDAY	<ul style="list-style-type: none"> <li>• Wheelchair sports club</li> <li>• Music Club (Invite Only)</li> <li>• KS3 Coding Club</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Hall</li> <li>• 401</li> <li>• 608</li> </ul>	<ul style="list-style-type: none"> <li>• SCU</li> <li>• AMC</li> <li>• OMO</li> </ul>	Science	Science
WEDNESDAY	<ul style="list-style-type: none"> <li>• 7/8 Girls Football FEB Start</li> <li>• BSL Club</li> <li>• STEM on Track (Invite only)</li> <li>• Music Club</li> <li>• PRIDE club – Week A lunch time</li> <li>• Badminton 24 places</li> </ul>	<ul style="list-style-type: none"> <li>• Astro</li> <li>• 805</li> <li>• Lecture Theatre</li> <li>• 401</li> <li>• 302</li> <li>• Sportshall</li> </ul>	<ul style="list-style-type: none"> <li>• HRA/HH</li> <li>• DCR/ SHE</li> <li>• EGA</li> <li>• AMC</li> <li>• CBR</li> <li>• JDA, BD</li> </ul>	Maths	Maths
THURSDAY	<ul style="list-style-type: none"> <li>• YR 10 H&amp;S</li> <li>• Basketball</li> <li>• IDEA Lab</li> <li>• Choir</li> <li>• Drama Club</li> <li>• Sparx Support Club</li> <li>• DOFE</li> </ul>	<ul style="list-style-type: none"> <li>• 606</li> <li>• Sportshall</li> <li>• 503</li> <li>• 401</li> <li>• Lecture Theatre</li> <li>• 402</li> <li>• 402</li> </ul>	<ul style="list-style-type: none"> <li>• SMT</li> <li>• JDA,BD</li> <li>• EGA</li> <li>• ECO/CBR</li> <li>• LAB/BRO</li> <li>• EBU</li> <li>• GEA/JDA</li> </ul>	English	English
FRIDAY	<ul style="list-style-type: none"> <li>• Student Council KS3 – Week A lunch</li> <li>• Student Council KS4 – Week A lunch</li> </ul>	<ul style="list-style-type: none"> <li>• 302</li> <li>• 302</li> </ul>	<ul style="list-style-type: none"> <li>• CBR</li> <li>• CBR</li> </ul>	Option B	Option C



# The Designated Safeguarding Leads @TNA

Miss Hall is the Designated Safeguarding Lead



**Miss A Hall**  
DSL



**Ms H Baxter**  
Deputy DSL



**Ms R Leroy**  
Deputy DSL



**Ms E Carter**  
Deputy DSL



**Ms J Brook**  
Deputy DSL



**Ms G Coldwell**  
Deputy DSL

How can I keep Safe?

[talk@newsomeacademy.co.uk](mailto:talk@newsomeacademy.co.uk)