

Oxford Spires Academy

Parent & Carer Transition Guide 2026





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Welcome Parents and Carers Guide



Dear Parents and Carers

Congratulations! We are delighted that you will be joining Oxford Spires Academy for your child's secondary school education.

We know that despite all the excitement surrounding this new challenge, there will also be some anxieties about the reality of being in Year 7 and the changes it will involve. This guide is designed to support parents and families in preparing for September and beyond, so that every one of our students gets off to a smooth and confident start and is able to build on this confidence throughout their time with us.



Louise Cowley - Headteacher

We believe that parents have a huge part to play in supporting our school and helping all our students to flourish, so we hope you will take an active role in your child's education. Oxford Spires is a very special community and we look forward to you and your child becoming part of this community for the next seven years.

We pride ourselves on the strong, three-way partnerships we build between parents, students and staff, and we make it our policy to let parents know about everyday triumphs and achievements, rather than only getting in touch when problems arise. In practice, this means that as well as inviting you to meet with teachers for Meet the Tutor and Parents Evenings, we will also be in regular contact with you throughout the year. We are always happy to hear from parents, so, if you have any questions or concerns, or some good news to share, please do not hesitate to complete the enquiry form directly from our website so we can track and quickly direct your communication.

Our ambitions for our students are exceptionally high. We will support them as they grow and develop and help them acquire important knowledge and skills which will stay with them for the rest of their lives. We will encourage them, challenge them and inspire them to become creative, inquisitive and engaged learners with a firm sense of community and a determination to be the very best they can be.

My team and I are thoroughly looking forward to the adventures ahead and to working with you to support your child as they grow into a confident and successful young adult.

With my very best wishes,

Mrs L Cowley
Headteacher

Creating a Confident Transition

At Oxford Spires Academy, we place a great deal of emphasis on making the transition from primary to secondary school as smooth as possible. Our aim is to make sure that all our students are happy and feel secure and confident even before they begin life in Year 7.



Introduction

We have focused on getting to know our new students and their families throughout their last term at primary school. This means we can allocate tutor groups and teaching groups that provide the very best environment for a flying start at Oxford Spires Academy.

Life in Year 7 will be very different, and there will be significant changes for your child to adapt to. These changes will be exciting ones, but will also involve a different set of expectations as they begin to acquire crucial life skills such as independent working and self-organisation.

We also recognise that the move to Year 7, coupled with your child growing up, can mean that the transition is as big a change for parents as it is for their child. Our current parents tell us that the following took time to get used to:

- The longer school day
- Homework
- New friends
- Their child becoming more independent
- An increase in their child's use of social media

If you have concerns about these or any other areas, please do not hesitate to share them with us.

Help and support for students

We know from experience that your child may be worrying about:

- Homework
- Getting lost and being late
- Not bringing the right equipment
- Finding the work more difficult
- Making new friends
- Understanding the school expectations
- Having lots of new teachers
- Travelling to school on their own
- Following a personalised timetable

We have therefore created the OSA Student Toolkit, a student guide to life at the Oxford Spires Academy, which offers them information and reassurance about all these topics.

Please encourage your child to use the OSA Toolkit.



Top Tips

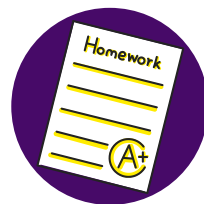
Joining a new school may feel a little overwhelming, so we have put together the Oxford Spires checklist of tips as well as ways to get involved with your new school community. We are always here to help so please get in touch via our enquiries form via the school website if you have any questions. We aim to respond to all enquiries within 2 working days.

GENERAL ENQUIRIES



READ THE SCHOOL NEWSLETTER

Our newsletter comes out at the start of each half term and contains key messages and dates for term ahead.



HOMEWORK

We use the online homework portal Bromcom to communicate what homework is set. We use a range of platforms to complete subject homework. Students will be set homework from 14th September.



SCHOOL WEBSITE

Your one stop shop for all school information. Visit our website where we hope you will find the answer to your question.

<https://www.oxfordspires.anthemtrust.uk>



PARENT ASSOCIATION: FRIENDS OF OXFORD SPIRES (FOSA)

FOSA plays an important role in the development of the school. They raise funds and put on a calendar of social events. Join up, it's a great way to be involved. Email:

fosa@oxfordspires.anthemtrust.uk



PARENT CONTRIBUTION SCHEME

We ask all parents to give a monthly donation to help us provide resources that make our school such an exciting place to be. Any amount large or small makes a difference:

<https://www.oxfordspires.anthemtrust.uk/years-7-11/parent-community-contribution-scheme>



SCHOLARS GUIDE

In September you child will be given a full equipment pack and their Scholars Guide. This provides a detailed overview of the intended curriculum for the 12 weeks ahead and what should be revised for the week 10 assessments.

Our supportive structure and timetable

The well-being and happiness of our students is something we take very seriously. So we have scheduled dedicated time for pastoral care into our timetable, as well as creating a supportive and nurturing structure for our school. Every student belongs to a tutor group, headed by a form tutor, who is the main point of contact for each student and their family. The form tutor also acts as the student's academic mentor, overseeing all aspects of their progress and well-being at school. Our students remain in the same small tutor group throughout their time at Oxford Spires, allowing them to form strong relationships with other students and feel a real sense of belonging. Form tutors will support your child with the timetable and daily organisation. Parents can contact their child's form tutor via email with any questions.

Each year group also has a head of year, who provides a further layer of pastoral support. The Head of Year 7 will be particularly focused on helping our new students settle in and get off to a flying start, as well as being a key point of contact for support, care and guidance as the year progresses.

The School Day

Timings	Activity
8:30am-9:00am	Tutor Time
9:00am-10:00am	Period 1
10:00am-11:00am	Period 2
11:00am-11:30am	Break 1
11:30am-12:30pm	Period 3
12:30pm-1:30pm	Period 4
1:30pm-2:00pm	Break 2
2:00pm-3:00pm	Period 5

Important Dates

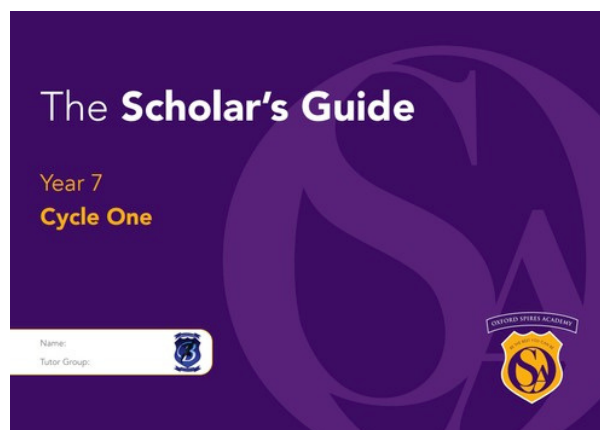
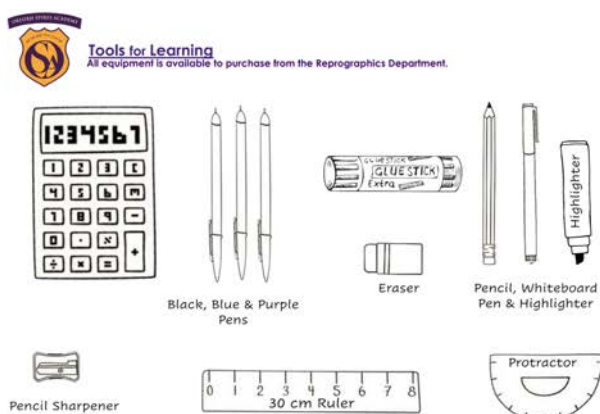
- First day of school - **3rd September 9am**
- Early finish for Open Evening - **17th September** (12:30pm)
- Meet the tutor evening - **1st October**
- Half Term 1 (2 week holiday): **Mon 19th - Fri 30th October**
- Y7 Parents evening - **12th November**
- Assessment Week Cycle 1 - **23rd November**
- Assessment Week Cycle 2 - **8th March**
- Assessment Week Cycle 3 - **21st June**

Arrival to school each morning

- Students should arrive by 8:20am each morning ready for a prompt start to morning personal development at 8:30am with their tutor.
- Our Student Services office is open to all students from 8:10am for support with equipment and uniform.

Equipment

In September we will provide all students with a full learning and equipment kit, including a mini whiteboard. We also provide all art materials and DT product design materials. Our Scholar's Guides share a comprehensive week by week guide to the curriculum taught in each subject. All students are provided with a physical copy of the Scholars Guide at the start of each cycle. An electronic copy of this can be found on our website in the dedicated year group areas.



Year 7 Pastoral Team

Year 7 Tutor Team



Ms Jemal
Head of Year



Ms Chaffey
SLT Link



Ms Yousef
Pastoral Leader



Mr Boyd
Behaviour Support
Manager



Ms Hughes
Director of Behaviour
and Inclusion



Ms Palmer
Director of EDI and
Therapies Lead



Ms Coley
SEND/CO



Ms Henry
Deputy DSL



Ms Baker
Designated
Safeguarding Lead
(DSL)



Ms Richardson
Deputy DSL



Ms Doggett



Mr Roche



Ms Magona



Ms Chirawu



Ms Li



Mr O'Callaghan



Ms Monksfield



Ms Louizou

Practical Tips for Year 7 Parents & Carers

Here are some really simple but effective things that will help your child get off to a confident start.

Before they join us:

- Read the Student Toolkit together to help your child find out about their new school!
- Read through the Home-School Agreement together again
- Read the uniform and equipment guidance together and make a plan
- Plan and practice the new journey to school
- Talk positively about what an exciting stage of their life this is
- Make time to listen to and talk through any worries or fears they may have
- Arrange play dates with other children joining Oxford Spires
- Support your child to complete the summer reading challenge in the Student Toolkit

Once they start:

- Check Bromcom together each night
- Pack school bags the night before
- Stick a copy of their school and homework timetables in a prominent place at home
- Have regular conversations about life at school
- Encourage your child to invite their new friends home
- Attend the settling-in meet the tutor event (1st October)

To help them get used to managing their homework:

- Establish a regular routine for homework and allocate time for it
- Remove distractions such as the TV, mobile phones and computer games
- Designate a quiet place for study, with access to information books and a computer
- Share your experiences
- Take an interest and let your child know you want to be involved
- Lend a hand, check and see how they are getting on
- Give praise and reward progress
- Encourage them to attend homework club if they are finding studying at home difficult

Pastoral and Character Education

At Oxford Spires Academy, we believe that a truly world-class education extends beyond academic success. Our Personal Development curriculum ensures that every Year 7 student develops the confidence, values and skills needed to succeed both in school and in life. Central to this is our commitment to helping every student “be the best they can be” - academically, socially and personally.

A Strong Start Each Day

Every student begins the day with purpose and structure through our daily tutor time, which is a key part of ensuring students feel prepared, supported and ready to learn.

Tutor time helps students to develop positive habits and routines, including:

- Daily uniform and equipment checks, ensuring students are ready for learning
- Access to loan equipment, so that no student misses out
- Clear, consistent routines that promote organisation, independence and responsibility

Personal Development in Action

Tutor time is also at the heart of our Personal Development Curriculum, which supports students to become confident, resilient and responsible young people.

Each week, students engage in:

- A student-led broadcast, sharing important updates, celebrating success and building a sense of community
- A year group assembly, reinforcing key values and recognising achievements
- Two dedicated personal development sessions, focusing on essential life skills such as careers, resilience, respect, wellbeing and decision-making

Through this carefully planned structure, students receive regular opportunities to reflect, discuss and develop the qualities that underpin success.

What your child will learn

Across the year, Personal Development covers a wide range of important themes, delivered through weekly topics that build over time. Students will learn about:

- Respect and relationships – understanding how to communicate effectively, build healthy friendships and treat others with kindness
- Safety and wellbeing – recognising risks, understanding consent and knowing how to seek help
- Confidence and identity – valuing their strengths and celebrating diversity
- Decision-making and resilience – managing peer pressure, setting goals and staying motivated
- Healthy lifestyles – developing positive habits to support physical and emotional wellbeing.

These lessons are practical, relevant and designed to help students apply their learning in real-life situations. We know that students who feel safe, confident and supported are better able to succeed academically and contribute positively to their community.

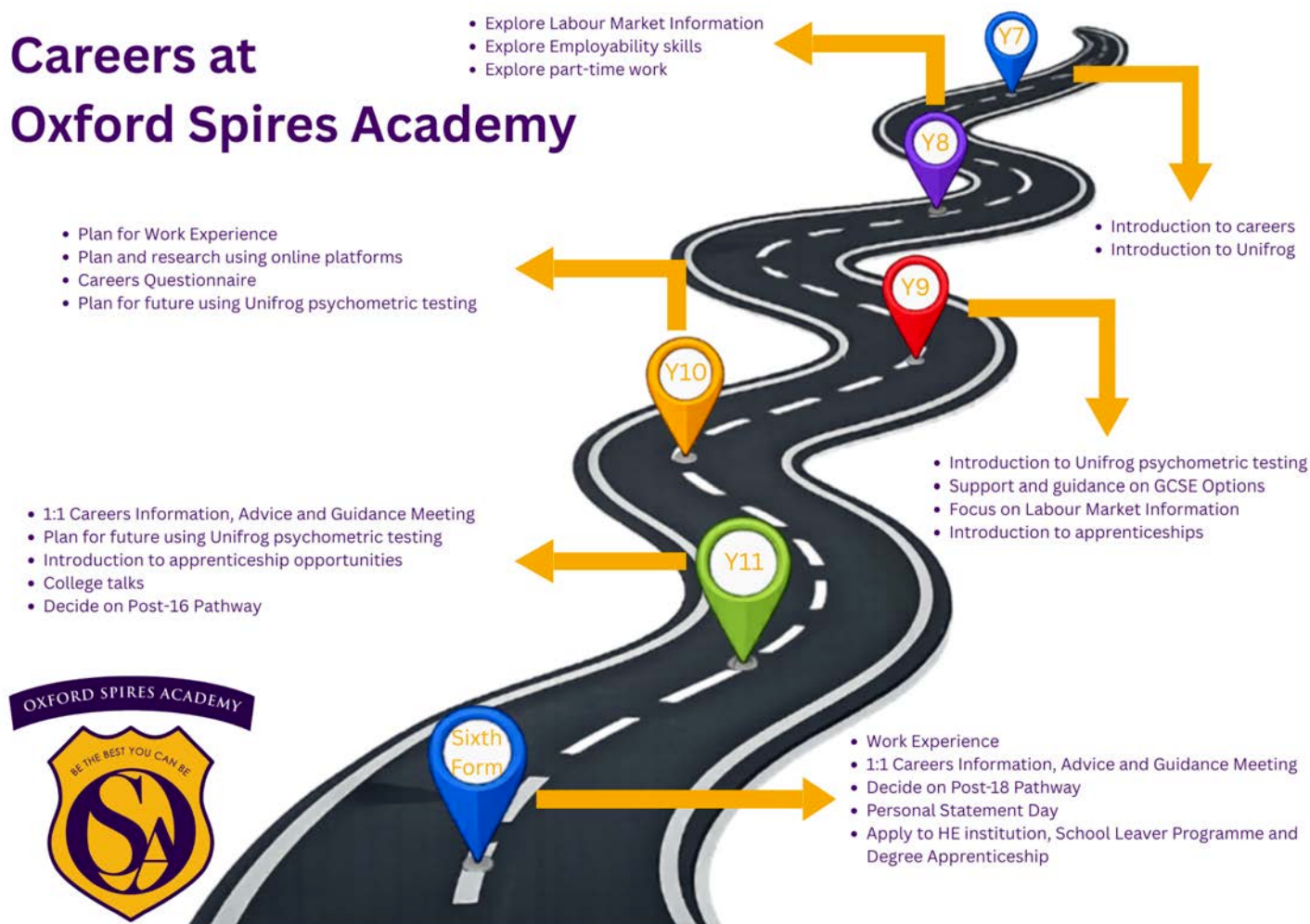
Our approach

Our work is underpinned by the OSA values of being Ready, Engaged and Responsible, which are modelled and reinforced throughout school life.

We also take a restorative approach, supporting students to reflect on their choices, learn from mistakes and move forward positively. This ensures that character development is not just taught, but embedded in everyday experiences.

Careers Information, Advice and Guidance (CIAG)

Careers at Oxford Spires Academy



Inspiring Futures from Day One

At Oxford Spires Academy, careers education begins from the moment students join us in Year 7. We want every young person to leave school with the knowledge, skills and confidence to make informed decisions about their future, whether that leads to university, an apprenticeship, further training or employment.

Our careers programme is carefully designed to support students at every stage of their journey. Through lessons, enrichment activities, employer encounters, workplace experiences and personalised guidance, students gain an understanding of the exciting opportunities available to them and the steps needed to achieve their ambitions.

In Year 7 students begin exploring the world of work and are introduced to Unifrog, our online careers platform, helping them discover how their interests and strengths connect to future careers.

Careers education is woven throughout school life at Oxford Spires Academy. Students regularly engage with employers, universities, apprenticeships, alumni and industry professionals, helping them understand the opportunities available beyond the classroom.

By inspiring ambition, developing employability skills and broadening horizons, we ensure every student is equipped to become the very best they can be and to pursue a future they are excited about.

OSA House System

At Oxford Spires Academy, our House system is central to building a sense of identity, teamwork, and school spirit. Every student and their family becomes part of one of our four Houses upon joining the school. Each student and family will belong to one of our 4 Houses: **Bannister**, **Earhart**, **Seacole** and **Tolkien**, led by tutors. Each House has its own identity, strengths and qualities. Students represent their House in events, competitions and wider school life, developing pride and teamwork.

Developing the Whole Child

Through tutor time, personal development and the House system, students are supported to:

- Build confidence, resilience and independence
- Form positive relationships
- Discover their strengths and interests
- Contribute positively to the school and wider community
- This ensures every Year 7 student quickly feels part of OSA and is equipped to thrive, succeed and be the best they can be.

The Four Houses

Bannister: Named after Sir Roger Bannister, the first man to run a mile in under four minutes.

House Values: Kindness, Perseverance, Staying Focused.

Earhart: Named after Amelia Earhart, the first woman to fly solo across the Atlantic Ocean.

House Values: Challenging Conventions, Adventure, Courage.

Seacole: Named after Mary Seacole, a pioneering Jamaican nurse known for her service during the Crimean War. House Values: Compassionate, Dedicated, Inspiration.

Tolkien: Named after J.R.R. Tolkien, Oxford academic and author of *The Hobbit* and *The Lord of the Rings*. House Values: Creativity, Commitment, Friendship.

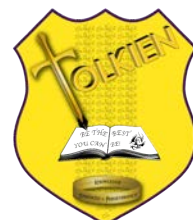
House Competitions

Throughout the academic year, students take part in a range of House Competitions led by different departments that allow them to explore their talents and contribute to the success of their House. Events are spread across three cycles and include competitions in sport, the arts, languages, science, business, and more.

The OSA House Honours

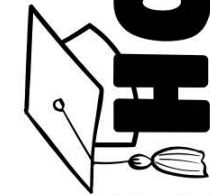
There are 3 levels of awards available to recognise students' commitment to the OSA values and represent their House:

- House Half Colours (awarded at the end of each cycle)
- House Full Colours (awarded at the end of each cycle)
- House Honours (awarded at the end of the academic year)





OSA HOUSE HONOURS



How to earn:

Half Colours - Three items from each category

Full Colours - Six items from each category

Honours - Nine items from each category

Academic

- Book report
- Attend meet the tutor evening
- Attend Student Progress Evening
- 98% attendance in Cycle 1
- 98% attendance in Cycle 2
- Improved attendance - pizza party invite
- OSA Score 80+
- Improved OSA Score by +20 between two cycles
- House points +750
- Top 25 Cycle 1 or 2
- Any department award
- All purple for engagement on cycle report in cycle 1 or 2

Community

- Litter Pick (6 times)
- Support OSA Together event
- Volunteer at school event
- On a Student Advisory Board
- Community Leader Award
- Speak at an assembly
- Questionnaire completion
- Attend breakfast club x6
- Be a house ambassador
- Attend an Open Doors event
- Write a thank you letter to a teacher
- Volunteer for a teacher for 30mins

Extra Curricular

- Cheering on OSA at a sporting event
- Attend a trip
- Attend 3 different clubs over the year
- Attend Extra Curricular club 6+
- Compete for your school
- Attend 6 House Competitions
- Timi Champion
- Join the INSPIRE paper
- Recorded for the broadcast
- Attend a careers event or clinic
- Participate in the school play

Learning Culture

The OSA Way outlines three core expectations for all pupils at Oxford Spire. These are the standards by which student conduct is consistently measured and reinforced.

The OSA Way – 3 Core Expectations for all students:

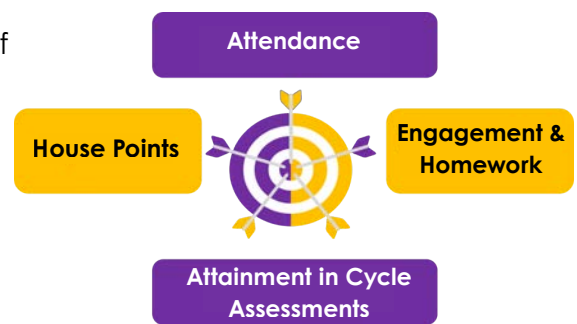
1. **Be Ready**
2. **Be Engaged**
3. **Be Responsible**

These expectations are designed to promote a positive learning environment and school culture, and all staff consistently refer to them when addressing student behaviour or giving positive reinforcement.

When these expectations are met consistently across all classrooms and teachers, these approaches reinforce positive behaviour and help pupils make the right choices. Developing strong habits is essential to student growth, as consistent routines and expectations enable positive behaviour to become automatic over time.

The OSA Score

- The OSA Score is a combination of 4 important areas of student life at Oxford Spire and is awarded in the End of Cycle reports
- Students are provided with target area to focus on for the next cycle.
- The maximum score is 100 and every child, every cycle has the potential to achieve this.



Year 7 Curriculum

Central to our curriculum is an absolute expectation that all Spire students work hard; the ethos of valuing hard work because it leads to success is promoted in all aspects of life at our school. Our teaching and learning strategies are designed to make students feel engaged, enthused and eager to do their best.

In Year 7 students study the following subjects:

- | | |
|---------------------|-------------------------------------|
| English | History & Geography |
| Maths | PE |
| Science | Religious Studies |
| Character Education | Design Technology |
| Art | Food Technology |
| Drama & Music | Computer Science |
| | Languages (French, German, Spanish) |

Class Groups

In Year 7 subjects are largely taught in mixed-ability groups. Each term we provide students and families detailed information and analysis through our pupil progress subject trackers, ensuring that students make sustained and confident progress.

The OSA Curriculum

At OSA, we want our school to be a place where everyone can do well and feel confident. Our curriculum is designed so that what pupils learn builds up step by step, making it easier to understand and use their knowledge in real situations. Because they get regular chances to practice and review what they have learned, their skills become stronger over time and they are less likely to miss anything important.

Cognitive Science and Memory

Research shows that our working memory, the part of our brain that handles new information can only hold about 4–7 new things at once. Because of that, teachers have to plan lessons really carefully so pupils are not overloaded.

The good news is that our long-term memory has nearly unlimited space. That's why subject leaders design the curriculum so each lesson builds on what pupils already know. When new learning connects to previous learning, everything makes more sense and sticks better over time.

Building Schema

If we want students to actually remember what they learn, they need to connect new information to things already stored in their long-term memory. When this happens, the brain builds a connected web of knowledge called a Schema.

This means students have to link what they're learning now with what they learned before, so new ideas don't just fade away. Teachers help with this by making clear links between topics and guiding students to build a strong, easy-to-remember network of knowledge in their long-term memory.

The OSA Scholars Guide

Our Scholar's Guide in Year 7-10 share a comprehensive week by week guide to the curriculum taught in each subject alongside key new tier 2 and 3 vocabulary that is explicitly taught each week.

Scholars Guides are a simple way for us to share our knowledge-rich curriculum with parents and carers, and they support the learning that happens in lessons every day.

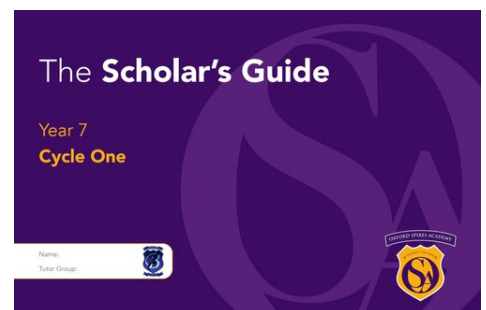
By clearly showing the key knowledge and skills, Scholars Guides help pupils and families with learning at home — especially when getting ready for the week 10 assessments.

A range of staff will use them to pre-teach important ideas or plan targeted support. Some pupils might need extra help or scaffolding.

Scholars Guides make sure every student has access to ambitious lessons that follow the same well-planned, sequenced curriculum. This means no one misses out on important knowledge.

- *All pupils are provided with a physical copy at the start of each cycle.*
- *An electronic copy of each guide can be found on our website.*

Scholars Guides and equipment packs should be on the desk for every lesson.



Assessment & Academic Reporting

Teachers constantly check how well pupils understand the knowledge and they adjust their teaching right away if needed. At OSA, this includes:

- **'5 a day' starters** — short warm-up questions to refresh key knowledge and build pupil's vocabulary.
- **Live marking / circulation** — teachers move around the room, look at work, and give quick feedback.
- **I Do / We Do / You Do** — the teacher models first, then you practise together, then pupils try it independently.
- **Hands down questioning** — teachers choose pupils to answer so everyone stays focused and thinking.
- **Mini whiteboards** — quick whole-class responses so teachers can see who is confident and who needs help.
- **Exit tickets** — short end-of-lesson tasks that show what pupils have understood.

These strategies help teachers spot any gaps in knowledge early. The information they gather guides quick classroom fixes like re-teaching or modelling something again. They are low-pressure for pupils but highly effective for teachers, helping them adjust lessons and strengthen understanding before bigger assessments.

We also track student progress through our achievement cycle, making sure learning keeps moving forward.

At OSA we use these four types of formal assessment:

Reading Test	On entry, all pupils are tested using the NGRT Reading Tests to track their progress in Reading Age. This data can be found for each pupil on MCAS. Interventions are put in place where a reading age falls well below the expected standard for their age. If a pupils Reading Age is below average, the NGRT test is repeated each cycle until they reach the average reading ability for their age. Our new Yr7 intake sit the NGRT tests during transition day in June.
Mid Cycle Assessments	Knowledge and / or its application is formatively assessed to identify and address misconceptions ahead of the End of Cycle Assessment. This data is not reported centrally and normally takes place in week 6 of the cycle.
End of Cycle Assessments	Summative tests in KS3 and for the first two cycles in Years 10 and 12 are split into three sections: A: Knowledge Knowledge in the Scholar's Guide taught in the most recent cycle. B: Prior Knowledge Knowledge from previous cycles in the academic year. C: Application of Knowledge Application of the knowledge taught in this cycle's lessons. Students are given a Question Level Analysis (QLA) in their <i>End of Cycle Reports</i> .
Mock Examinations	Mocks exams are prewritten assessments from exam boards taken in a formal environment, e.g. the Sports Hall, from Year 10 onwards. Full access arrangements are provided for students. In some subjects Walking Talking Mocks are given in advance to model exam strategies and how to apply their knowledge in an exam situation. This builds confidence and students ability to perform in formal exams. <i>Students are given a Question Level Analysis (QLA) in their End of Cycle Reports.</i>

Reporting

- Pupils take assessments in Week 10. Week 12 is “**Super Teaching Week**” when teachers help pupils understand any misconceptions and fill gaps in their knowledge so that everyone can finish the cycle understanding the key knowledge needed to move on to the next sequence of learning.
- Each year group receives three reporting points each year.

How we report academic achievement	
Year 7-9 and Year 10, Year 12 (cycle 1 and 2 only)	A percentage score and Question Level Analysis for each subject via pupil progress reports
Year 10 and Year 12 Mocks (cycle 3)	Grade banding Year 12: grade A*-A grade B-C below grade C Year 10: grade 9-7 grade 6-4 below grade 4
Year 11 and Year 13	The grade achieved using the exam board mark schemes and grade boundaries.

How we report pupils positive habits and engagement Teacher Feedback (generated from teachers judgements across the cycle)	
Purple	Exemplary conduct. Is always engaged and takes a lead in their own learning. Is always enthusiastic about their work, takes pleasure in their success and is inquisitive about new knowledge. Hands homework in on time and homework is good quality.
Green	Consistently well behaved. Engages well, takes part, offers ideas, confidently answers questions and makes a good effort in class and with homework.
Amber	Behaviour can be poor. Is sometimes reluctant to engage, may try to make excuses not to take part, may be reluctant to answer questions and doesn't always make a good enough effort with classwork or homework. Not quite achieving their potential.
Red	Poor behaviour or is regularly disengaged from work and needs a lot of prompting from the teacher to complete work. Rarely takes part in activities or answers questions willingly. Makes little effort with classwork or homework and is not meeting their potential.

Homework

At OSA homework plays an important role in supporting your child's learning and helping them build good study habits as they transition into secondary school. In Key Stage 3 students are set weekly homework tasks in Maths, English, Science and Modern Foreign Languages. Students also complete one written comprehension task using a subject specific curriculum focused high quality and ambitious text. These tasks are designed to reinforce classroom learning and develop independent study skills.

Homework Expectations

On average they should expect to spend between 3 and 4 hours each week on homework. The Scholars Guide also provides information about core knowledge to revise, revisit and prepare for in advance. Students will usually have a week between homework being set and it being due in, to allow homework to be managed around the other commitments they may have. Full details of the task and the deadlines will always be published on Bromcom. Students are able to seek help with their homework by attending homework clubs which run throughout the week.

Reading

We encourage all our students to read regularly for pleasure outside of the curriculum. A reading list is shared with students and the books are available from the library.

Homework Support

Our dedicated Year 7 homework club runs each week. Students will have access to computers and books, and teachers will be available to support them.

Not Completing Homework

It is important that students complete their homework and submit it on time. If students are ever unsure of or unclear about their instructions, they should speak to their class teacher quickly. In Year 7 if students forget their homework, their teacher will give them a reminder and provide an extension and the option to attend a homework intervention class. However, if this is not then completed a detention is issued.

Weekly Homework:

- **Scholars prep**

Each week students will be set a task based on a curriculum area for them to engage with and spark curiosity. This will be a 15 minute task and discussed the following lesson.

- **Maths – Sparx Maths**

Homework is set weekly Monday to Sunday. Students complete tasks using the support videos where needed, consolidating learning completed in lessons.

- **English – Carousel**

Homework is set weekly Monday to Sunday. Students will complete recall tasks in the form of gap fill activities to secure their understanding of core knowledge.

- **Science – Sparx Science**

Weekly online tasks run Monday to Sunday which support retrieval practice and extend learning from lessons.

- **Modern Foreign Languages – Active Learn**

Students will complete regular online practice to develop vocabulary, grammar and language skills.

Enrichment

At Oxford Spires we believe that a rich and diverse enrichment programme compliments and extends the quality first teaching and learning experience we strive for all of our students. We offer an accessible and engaging programme of enrichment clubs, whole school activities, educational trips, visits and events.

Our Enrichment clubs take place at Break times and afterschool. The Timetables will be shared at the start of each Cycle. Examples include:

- | | |
|--|--|
|  Creative Writing Club |  Board Games Club |
|  Christian Union |  Music Ensembles |
|  Dungeons & Dragons Club |  Cooking Club |
|  Chess Club |  Debating Club |
|  Snake Club |  Drama Club |
|  Coding Club |  Dance Club |
|  Art Club |  Every Sports Club you can imagine! |
|  Poetry Club | |

Enrichment Week

Our Enrichment Week takes place at the end of each academic year and enables students to engage in a wide variety of enriching activities lead by a mix of staff and visiting organisations. We also make the most of our wonderful city and provide opportunities to visit the range of Museums and University colleges.

Student Leadership

At OSA we prioritise student leadership to help students develop essential leadership skills, ensure they play a central role in shaping OSA's operations, foster a strong sense of belonging, and provide diverse role models for inspiration and growth.

We provide a wealth of leadership opportunities for students of all ages. See below for some the examples available to our KS3 students!

READING LEADERS	TIMI CHAMPIONS	INSPIRE MAGAZINE	OSA BROADCAST	STUDENT ADVISORY COUNCILS	HOUSE AMBASSADORS
Who: Reading leaders What: Paired reading with students in Year 7 and 8 to boost reading fluency. When: Weekly Link: Mr. Shepard Recruitment: Students will be able to join this at the beginning of the year.	Who: A group of students (ideally a pair from each year group). What: Students complete termly TIMI reports to Anthem and represent student voice to the ACC. When: Friday Tutor times Link: Ms. Clay Recruitment: an email will be sent this month with an application link!	Who: Lead by 6 th formers but a group of students across years What: Students create an OSA half-termly magazine that is read in tutor time. When: Fortnightly Link: Ms. Har & the English Department Recruitment: if you are interested, speak to Ms. Harr or student council!	Who: Students in year 8 and above. Student switch out every cycle What: Students produce weekly OSA broadcast with key events for the week ahead. Special features for whole school events. When: All year round Link: Ms. Clay Recruitment: an email will be sent in week 9 of each cycle.	Who: 2 students nominated by each tutor group. What: Students will offer feedback from their perspective, so we can capture students' voice and continue to improve. When: Will meet half termly with their student council link. Link: Student Council & Ms. Clay	Who: A group of student in year 7-10 What: Student who support their house and the House Captains- they lead assemblies, go to house competition, and help ensure active engagement in the OSA house system. When: Half Termly Link: Ms. Chaffey

Celebrating Success

At Oxford Spires Academy we are passionate about recognising and praising our students and their endeavours both in and outside of the classroom and we are committed to sharing these with parents and carers.

HOUSE POINTS

House Points can be awarded anytime (via Bromcom) students make great contributions, support to another member of the community or go above and beyond for themselves or others.

FAST LUNCH PASS

A positive way to reward a student who is going above and beyond in the classroom.

PHONE CALL HOME

A great way to celebrate sustained progress or exceptional effort or work over a time period.

AWARD ASSEMBLY

At the end of each academic cycle (there are three per year), there is an award assembly, where a variety of awards are given out! Subject leaders select two students in each year group who have demonstrated academic excellence and progress for their subject. Students will also receive awards for their honours progress.

TOP 25 STUDENT AWARD

At the end of each cycle, the top-performing 25 students (based on the OSA Score) will receive a special reward to celebrate this wonderful achievement.

FRIYAY - 100% ATTENDANCE

Attendance is crucial to being successful at school, but also successful in the wider world of work. FriYAY randomly selects 4 students from each year group who had 100% attendance that week. This is communicated by a video shown during tutor time on Friday. The winning students pull a surprise treat from the FriYAY box at break 1!

MARVELLOUS MONDAYS

Each Monday, a different group of 30 students are rewarded with a choc ice from the Hub at the end of the day. The metric for winning changes each week in order to reward as many students as possible throughout the year!

COMMUNITY LEADER AWARD

Our Community Leader Award is given fortnightly in assembly to students who have gone out of their way, either in or outside of school, to demonstrate community leadership. Staff nominate these students throughout the year.

YOU'VE GOT MAIL

A set of postcards addressed to individual students are delivered weekly in tutor time. These postcards are written by staff and share a positive message.

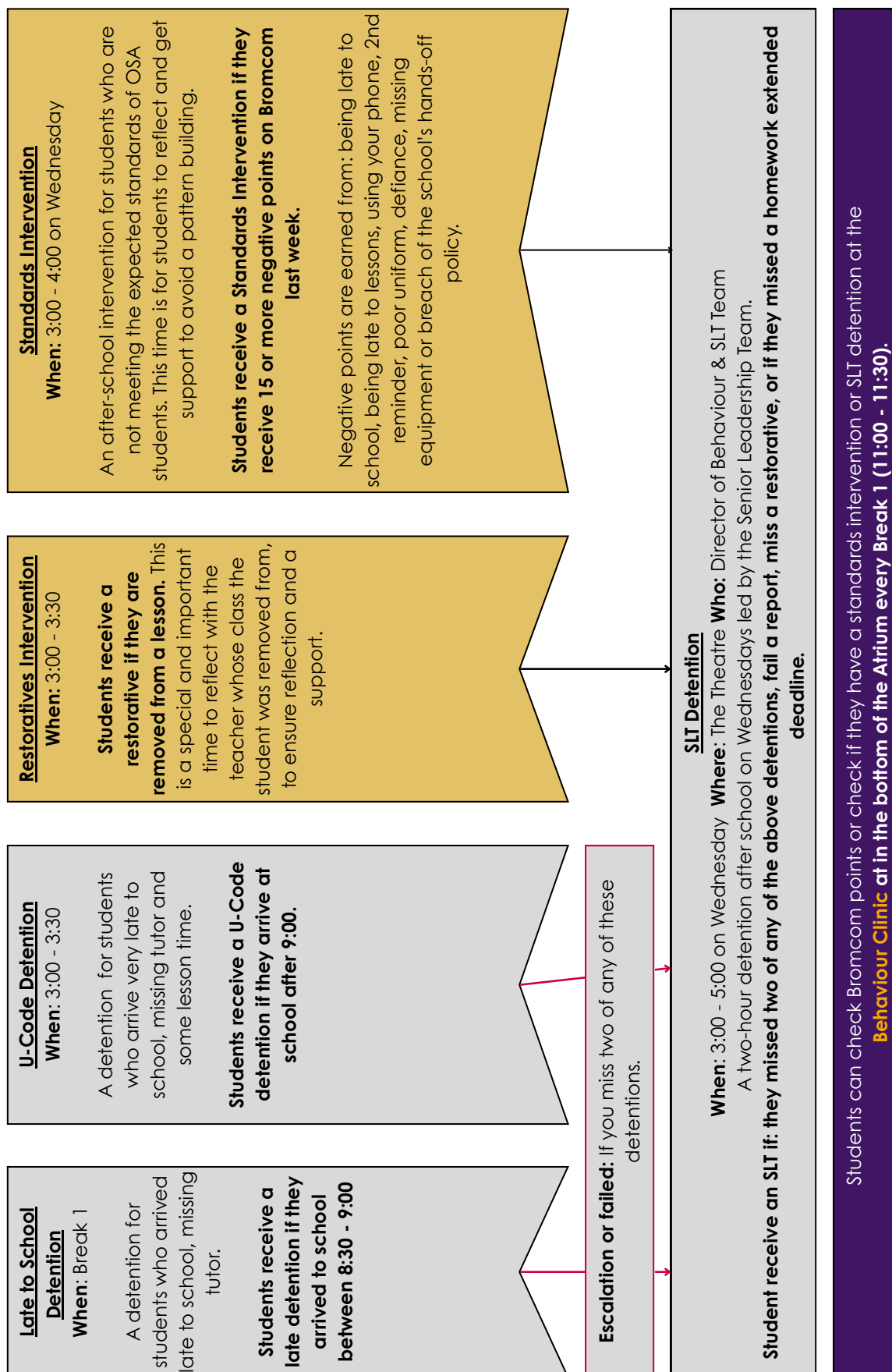


Behaviour and Expectations

We want all OSA students to be able to learn in a safe, secure and calm environment. We have very high expectations about the behaviour of all students. Rules are kept to a minimum, but are in place for good reasons.

Restoratives

Restoratives allow time for staff to support students in reflecting on what happened, teach students how to handle the situation better in the future, make expectations clear to avoid a repeat, and build relationships.



Uniform

Students with missing uniform or equipment should report to Student Services from 8:10-8:25am where they will be supported to correct their uniform or allowed to borrow equipment without any sanction. We respect the ownership the student has taken to **be ready** before the school day starts.

Daily uniform expectations

- Black branded blazer
- White shirt & plain black jumper tucked in
- Kilt, black trousers, or black knee length shorts
- Plain black trainers or black shoes

PE Kit - PE Lessons Only

- **Purple branded polo top**
 - Black round neck unbranded sweatshirt
- or
- Optional branded reversible rugby shirt
 - Plain black jogging bottoms or shorts
 - White socks and trainers



Expectations

Every OSA student should arrive at school smartly dressed and ready to learn.

- One stud earring in each ear – plain gold or silver only.
- No rings, bracelets, facial piercings or necklaces are allowed in school.
- No tube skirts or leggings.
- No nail varnish, acrylics or gel nails – keep nails natural.
- False eyelashes are not allowed.
- Natural makeup only.
- Shoes or trainers must be plain black and have no visible logos or branding.

Smartphone Free School

Students are not permitted to bring smartphones into school. If they must bring a phone for travel reasons, they should bring a 'basic phone' — no camera, no apps, no internet.

The Research – Why This Matters

This policy is rooted in growing evidence. A few key findings from the *Smartphone Free Childhood* network and Jonathan Haidt's *The Anxious Generation*:

- Smartphone use is linked to a 50% rise in anxiety and depression in teens since 2010.
- Classroom focus drops significantly when phones are even present — let alone used.
- Social media fuels social comparison, cyberbullying, and disrupted sleep.
- Schools that have introduced strict smartphone policies report better attendance, improved behaviour, and higher academic outcomes.
- We're not just banning phones — we're restoring balance, protecting mental health, and reclaiming our classrooms.



SMARTPHONE FREE SCHOOL



Smartphone

If a smartphone is seen or heard during the school day it:

- Will be confiscated
- Held securely at **Reception**
- Need to be collected only by a **parent or carer**
- R5 sanction issued. (-5 points)



Basic Phone

If a basic phone is seen or heard during the day it:

- Will be confiscated
- Held securely at **Student Services**
- Can be collected by **student** at the end of the day.

Refusal to hand over a smartphone will trigger escalation to a member of SLT, and non-compliance will lead to suspension.

Help us keep our school calm, focused, and phone-free.

Attendance and Punctuality

Why does attendance matter?

- Being in school is important for students achievement, wellbeing, and wider development.
- Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results.

Oxford Spires Academy will:

- Telephone or email you on the first day of absence by 9:30am if we have not heard from you. This is because we have a duty to ensure your child's safety and whereabouts are known.
- We will invite you into discuss the unreported absence with our pastoral team if absences persist.
- We may refer the matter to the local authority if absence is unauthorised and attendance falls below 90%.

How can you report an absence?

If you know your child is going to be absent, please use one of the following methods to inform us as early as possible:

- Call the Attendance Line on 01865 428200
- Contact school through your child's Bromcom MCAS parent app

If leaving a telephone message, please include the following information:

- The name, form and year group of your child.
- Your name and contact details.
- Reason for absence.

Please inform us daily for any absences. Please do not report any absences through the admin email or reception or your tutor.

Oxford Spires will only grant a leave of absence during term time under exceptional (rare, significant, or unavoidable) circumstance for an event that could not reasonable be scheduled for another time. The length of the authorised absence, as well as whether absence is authorised is at the Headteacher's discretion.

Any absence as a result of a family holiday or extended leave may result in referral to Oxford County Council and the chance of a Fixed Penalty Fine. Further information can be found on our school website and in our Attendance Policy.

Do I need to provide medical evidence to support my child's illness related absence?

If your child is too ill to attend school, we will record these absences as authorised. In the majority of cases medical evidence is not needed, but we may ask you for evidence where:

- Your child is regularly absent because of illness, to assess how they can help your child by putting the right adjustments in place. For example, we could allow mask wearing, additional sanitising, re-rooming.
- In a small number of cases where they have reason to believe your child was not too ill to attend and a conversation cannot resolve the issue.

If you are asked to provide evidence this does not need to be a letter from your doctor or consultant, and doctors will not usually provide such letters. It can, instead, be appointment cards, prescriptions, or notes of previous consultations (including from the NHS App).

What should I do if my child needs a dental or medical appointment in school time?

To avoid disruption to your child's attendance, medical and dental appointments should not be booked during the school day whenever reasonably possible. When they are, please let us know as soon as possible.

Please try to collect your child as close to the time of the appointment as possible and return them to school for the rest of the school day afterwards.

Safeguarding

At Oxford Spires Academy, we have a wonderful network of support available to all students, including tutors, Ms Jemal; Head of Year 7, subject teachers, trusted adults, support staff, leadership team and the Safeguarding team. Students can also report concerns in the whisper box (Library) or the online whisper box on the student portal or school website.

The welfare and safety of our students will always be our priority. We do everything possible to secure our students safety in school and outside school. We work with relevant agencies to address any issues related to child protection as well as doing all we can to secure student safety within our community.

Oxford Spires Academy has specialist staff and a number of trained staff who have been designated to act and liaise with social service in cases related to child protection.



Ms Baker
Designated
Safeguarding Lead



Ms Henry
Deputy Designated
Safeguarding Lead



Ms Richardson
Deputy Designated
Safeguarding Lead



Ms Dyer
Family Support Worker

Welfare & First Aid

Illness, accidents & Medication

If your child becomes unwell or has an accident at school, we will contact you. Medical needs discussed at the transition interview will be followed up with a meeting if medication or ongoing support is required. A signed consent form is needed for any medication administered at school. Please keep us updated on your child's medical needs.



What should I do if my child has a medical condition?

You or a healthcare professional should tell the school if your child has medical needs. The school will focus on the needs of each individual student and how their medical condition impacts on their school life, including how the medical condition impacts on a student's ability to learn and will take steps to help increase students' confidence and ability to self-care.

Where a student has long-term or complex medical condition or health needs, the school will, where appropriate, produce an Individual Health Care Plan (IHCP) for the student. Not all students with a medical condition will require an IHCP. It will be agreed with a healthcare professional and the parents/carers when an IHCP would be inappropriate or disproportionate. This will be based on evidence. If your child has a medical condition or diagnosis please complete the general enquiry form on our school website.

A few final points

We recognise the importance of effective communication and fostering strong relationships with the school community. We are committed to keeping parents, carers and the wider community informed and engaged in our journey.

Communication to families

We invite our parents and carers to communicate queries or questions in a reasonable and respectful way. We would recommend that parents and carers contact the school by email in the first instance. For pastoral or curriculum queries, contact is via:

The general enquiries form on the school website: www.oxfordspires.anthemtrust.uk. we will then direct your communication.

Staff have full timetables, including teaching commitments, meetings and enrichment activities, which means that it is unlikely that they will be immediately available. We will do our best to respond to you within two full working school days.

Bromcom (MCAS) My Child At School

Bromcom is the school's MIS (management information system) and is the central piece of software in the day to day running of the school. 'MCAS' stands for My Child at School. This is the specific parent portal and app within the Bromcom system. It allows parents to:

- Access information about their child's attendance, behaviour, timetables, homework and academic reports.
- View school communication and announcements.
- Receive notifications and alerts about school events and important information.

You will find a parent guide and plenty of information about school communication on our website at the following link: <https://www.oxfordspires.anthemtrust.uk/key-information/communication>

ParentPay

Oxford Spires operates a cashless payment system via www.parentpay.com for school trips, meals, and contributions. Parents receive a unique login to activate their secure account.

Travelling to school

We encourage students to walk, cycle or use public transport where possible. There is no parking or drop-off access on the school site and the local residential streets can easily become congested.

Healthy eating & catering

We promote healthy eating to support learning:

- Free breakfast club (from 8am): cereal, fruit, bagels, juice, yoghurt
- Breaktimes & Lunchtimes: cold snacks, wraps, sandwiches, hot meals (including vegetarian options), wraps, sandwiches, fruit pots
- Free drinking water is always available
- Menus are developed with input from students and staff
- Packed lunches are also welcome
- Nuts or products containing nuts should not be brought to school

Biometric Cashless System

We use a biometric fingerprint system for meal payments to eliminate the need for cash. Parental consent is required. All students can access dining facilities whether or not they use the biometric system.

HOME SCHOOL AGREEMENT

Uniform and Equipment		
As a student I will.. • Come to school correctly dressed, following the uniform and appearance guidelines in my scholars guide • Use my scholars guide and other equipment correctly • Wear my uniform correctly in and out of school • Bring the correct school equipment every day • Be prepared for lunch (bring a packed lunch, have money on my account) • Not bring a smartphone into school	As a parent/carer I will.. • Ensure that my child leaves home each day appropriately dressed, equipped and prepared for the school day • Ensure that my child follows the uniform policy • Ensure my child has their own stationery and equipment each day they attend school • Ensure my child has a packed lunch or money on their account • Ensure my child does not bring a smartphone into school	As a teacher I will.. • Monitor uniform, appearance and equipment on a regular basis and inform parents of problems • Consult on any changes to regulations in advance • Expect students to have their own equipment and inform families if equipment is missing
Arrival to and from school		
As a student I will.. • Arrive on time each day by 8.20am • Go directly to form or assembly line up as directed • If late, sign in the late book and attend the late room and breaktime late detention • Leave school as directed, at a designated time and exit	As a parent/carer I will.. • Support my child in getting to and from school safely • Support my child in arriving at school by 8.20am • Support the school in maintaining high expectations regarding punctuality to school	As a teacher I will.. • Be in classrooms, the assembly and fire assembly meeting points and on duty to support a smooth arrival and dismissal of students. • Welcome and dismiss students by thresholding the classroom door • Support all transitions between lessons • Have high expectations of punctuality
Attendance		
As a student I will.. • Attend school every day • Be punctual to and attend all my lessons. • Not leave the school site without permission • Aim for 100% attendance • Understand that any truancy or refusal to remain in lessons will be sanctioned • Talk to a trusted adult if you have any concerns regarding your attendance to school	As a parent/carer I will.. • Ensure my child attends school regularly and punctually • Inform the school of the reason of any absence by 9.00am via telephone or MCAS (my child at school) online communication tool • Ensure the school authorises any leave of absence, including those for medical appointments, well in advance • Avoid taking my child out of school during term time • Inform the school immediately if you or your child has any anxiety regarding their attendance to school • Ensure my child makes their way home safely	As a teacher I will.. • Monitor and encourage good attendance and punctuality to lessons • Follow up attendance issues with students and parents/carers as necessary
Communication		
As a student I will.. • Check bromcom and my school email daily • Bring back or submit reply slips and letters promptly • Use my scholars guide to help my organization • Alert staff if I see something happening that I feel is wrong	As a parent/carer I will.. • Give early warning of concerns with friendships, behaviour and learning • Take note of and respond promptly to all school communications • Read the fortnightly parent communication and school newsletter each term • Refer to the school website for information • Communicate respectfully with all staff at all times • Share any updated medical need promptly with the school • Ensure that the school has my up to date contact numbers and addresses	As a teacher I will.. • Share successes and achievements wherever possible • Use school email (bromcom) to contact students and parents, at the earliest appropriate moment should concerns or problems arise • Use school email, the telephone and postcards to share students successes with them and their parents
Wellbeing		
As a student I will.. • Talk to any trusted adult if I am feeling worried or concerned about myself or others • Ask for help if I have any concerns • Know that there is guidance to wellbeing help lines and websites in the scholars guide if not confident to talk to a trusted adult • Not to be a bystander to any bullying or incidents of discrimination	As a parent/carer I will.. • Inform the school if I have any concerns about my child's well being or any OSA student • Keep the school informed of any well being support my child receives outside of school • Ask for help if I have any concerns	As a teacher I will.. • Be sensitive to the well being needs of all individuals • Provide well being support to staff, students, and parents where possible • Log all wellbeing concerns to the school DSL • Follow the schools safeguarding procedures to support the wellbeing of all students in our community

Behaviour		
As a student I will.. - Take responsibility for my own learning and behaviour - Not disrupt the learning of other students - Follow the school rules at all times - Treat everyone with kindness and respect - Accept that if I do not meet the expectations of the school there will be consequences - Follow the one way system in the reuben and atrium buildings - Line up to lessons and lunch times sensibly at allocated times - Ask for help if I am feeling unsettled or in danger of making poor behaviour choices - Follow instructions of staff at all times. - Understand that seating plans are non-negotiable and are must be followed.	As a parent/carer I will.. - Actively support the school's behaviour policy. - Encourage my child to behave responsibly and correctly ensuring the follow school rules at all times - Encourage my child to take personal responsibility and model self discipline - Encourage my child to develop good friendships - Contact the school swiftly if you have any queries regarding behaviour so we can support you and your child - Encourage my child to uphold the values of honesty, tolerance and compassion - Attend meetings at school or on the telephone, as requested - Monitor my child's rewards and behaviours on my child at school (MCAS)	As a teacher I will.. - Provide clear and consistent expectations of behaviour and support students in meeting them - Promote the values of honesty, tolerance and compassion - Provide a safe and positive learning environment. - Take time to notice and recognise excellent behaviour and the modelling of the OSA way - Provide guidance to and support for all students - Treat every student and their opinions with respect - Be consistent in disciplining students, in line with the school's behaviour policy
Learning & academic progress		
As a student I will.. - Learn to the best of my ability and always try my very best - Try to improve by seeking and taking advice from teachers - Reflect on my progress and set myself personal targets - Ask for help when I need it - Attend parents' evenings and specific year group events - Be hardworking - Continue to complete all work set both in school to a high quality, to the deadline set by teachers - Make sure I am organised in my approach to learning with work completed in exercise books or organised in folders - Check online learning platforms and emails daily - Alert my teachers if not able to complete work - When working online demonstrate proper online conduct, such as using appropriate language in messages	As a parent/carer I will.. - Support my child in completing their academic studies on time - Take an active interest and role in my child's life at school - Attend all parents' evenings, review days and other events focused on my child's progress - Contact my child's tutor if I have concerns about my child's workload. - Work with teachers and pastoral staff if there are concerns regarding individual subjects - Provide access to a desk space at home with appropriate stationery and resources to complete work - Provide access to electronic devices so that my child can complete homework and attend virtual lessons if required	As a teacher I will.. - Promote a high quality learning environment - Provide a broad, balanced and creative curriculum - Teach excellent lessons - Assess work promptly - Report regularly on progress and give clear advice on how improvements can be made - Contact parent/s carers if there are concerns student submissions of work - Provide feedback to students work in line with school policy - Praise students for excellent effort, progress and achievement - Help students in organising their work so that they can be effective in their studies
Community		
As a student I will.. - Respect the school buildings, equipment and facilities - Understand that the school reserves the right to charge for damage to or loss of books and other school equipment and for wilful damage to school property. - Respect the local community and wider environment - Play an active role in the life of the school and wider community - Give a positive representation of the school within the community - Not use public groups, the school's facebook page, or public social media to complain about or criticise the school or members of staff or OSA students - Not publish specific and detailed private thoughts, concerns, pictures or messages on any public social media services, especially content that may be considered threatening, hurtful or defamatory to others.	As a parent/carer I will.. - Support my child's involvement in school events - Encourage my child (and my family) to engage with community-based events and activities - Expect my child to respect the local environment - Remind my child to be aware of their behaviour in the local community - Report any concerns you have about OSA students in the community as soon as they arise - Not use public groups, the school's facebook page, or public social media to complain about or criticise the school or members of staff or OSA students - Not publish specific and detailed private thoughts, concerns, pictures or messages on any public social media services, especially content that may be considered threatening, hurtful or defamatory to others.	As a teacher I will.. - Encourage all students to become actively engaged in their local, national and global community - Encourage all students to become actively engaged in their local, national and global community - Model and uphold use of the one way system - Have high expectations of students in line ups at all times
Student signature to support the Home School Agreement:	Parent/Carer signature to support the Home School Agreement:	Tutor signature to support the Home School Agreement:

Notes, questions and ideas...



 www.oxfordspires.anthemtrust.uk

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