



2026 -2027

PARENT & CARER GUIDE



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WELCOME

A very warm welcome to all our parents and carers. At Oxford Spires Academy, we know that children thrive when home and school work together. We are proud of the strong relationships we build with our families and look forward to partnering with you throughout the year to help your child grow in confidence, achieve success and make the most of every opportunity.

This guide has been put together to provide key information and practical support for the year ahead. Whether your child is joining us for the first time or returning for another exciting year, we hope it helps you feel informed, reassured and connected to our school community. We are delighted to have you as part of the Oxford Spires family and look forward to a fantastic year together.

Mrs Louise Cowley
Headteacher

The Senoir Leadership Team



Harriet Bellamy

Teaching and Learning
Staff Training, Induction & Development



Hannah Chaffey

Personal Development, Transition,
Year 7 & 8



Maurice Dixon

Curriculum, Exams, Data &
Assessment



Matthew Buswell

Interventions, Year 9 & 10



Ruthann Clay

Inclusion, Behaviour & Culture



Zaf Hussain

Curriculum leadership



Shaz Khan

Sixth Form, Timetabling, Enrichment,
Cover



Hayley Munro

Finance, CWCF, Trips, Community
Links



Sarah Key

Senoir Leadership Fellowship:
Whole School Coaching



Bethany Scott

Senoir Leadership Fellowship:
The Cultural Diploma



Georgia Mason

Sixth Form



Shelley Baker

Designated Safeguarding Lead



Charlotte Coley

SENDCO



Charlotte Hughes

Behaviour and standards

Building the OSA Community

GENERAL ENQUIRIES

We value the strong partnership between home and school and are always here to help. If you have any questions, concerns or good news to share, please contact us using the enquiries form on the school website (top right hand corner of every page). We aim to respond to all enquiries within two working days and will always do our best to support you and your family.



Becky Brighton

Schools Services Manager



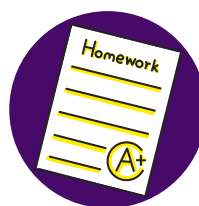
Sandra Crook

Attendance & Transition Lead



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 to find the answers to your questions.

<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 arrange social events. Join up, it's a great way to be involved.

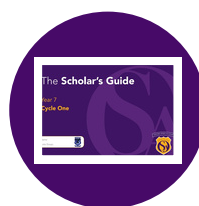
Email: fosa@oxfordspires.anthemtrust.uk



OPTIONAL PARENT CONTRIBUTION

We ask 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>



SCHOLAR'S GUIDE

In September you child will be given a basic equipment pack and their Scholar's 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.

The School Calendar & Important Dates

Our academic calendar operates 3 cycles, each 12 weeks in length.

We publish our curriculum online for each cycle and provide a physical copy to every student in The OSA Scholar's Guide.

* This supports students to plan ahead and know what to expect at different points in the academic year

* This supports our wider community to prepare and engage with the OSA curriculum at home

* This supports staff with workload and curriculum planning

Key Community Engagement Events

Please see our parent and carer calendar on the school website for an up to date list of key academy events.

Student Progress Meeting

Every year group will have one consultation evening each academic year. This is the opportunity for parents, carers and teachers to discuss how they can work together to ensure your child reaches their full potential and to discuss their progress throughout the year.

Year 7 - 12th November

Year 10 - 29th April

Year 12 - 15th April

Year 8 - 15th April

Year 11 - 21st January

Year 13 - 3rd December

Year 9 - 3rd December

17th September - Y7 Open Evening

Please be aware that school will close to students at 12:30pm in order to prepare for the evening. This is an important event where we showcase OSA. Our student tour guides, presenters and helpers are the most important part of the evening. School will start at 9:30am on Friday 18th September (gates open from 9:00am).

1st October Pastoral Conference - Meet Your Childs Form Tutor - 1st October

Our 'Meet the Form Tutor' event allows all parents and carers to meet with their child's form tutor and receive feedback on their progress and engagement at the start of the academic year. We also invite external agencies across Oxford to visit and talk to parents and carers about the services they offer.

19th November - Sixth Form Open Evening

Support on guiding your children to make informed subject choices for Year 12 and 13.

14th January - Y9 Planning Your Next Steps

Support on guiding your children to make informed subject choices for Year 10 and 11.

Key Assessment Dates

Year 7-10

- Assessment Week Cycle 1 Week 10: 23rd November (results shared 8th Jan)
- Assessment Week Cycle 2 Week 10: 8th March (published 23rd April)
- Assessment Week Cycle 3 Week 10: 21st June (published 20th July)

Year 11 & 13

- Mock 1 Week 5 & 6 : 5th - 16th October (published 27th November)
- Mock 2 Week 5 & 6: 1st - 12th February (published 19th March)

Year 12

Assessment dates are set by the subject leader based on the most appropriate place in the curriculum.

Communication

We use the *My Child At School* app to communicate with parents and carers.

The My Child At School App (MCAS) will:

- Monitor your child's behaviour,
- Show attendance records, notify the academy of absences,
- Provide access their weekly timetable, see academic reports and assessment scores,
- Enable you to book parents' evening appointments,
- Show assigned homework tasks,
- Show scheduled detentions and,
- Provide announcements from the academy.

If you have more than one child at the school, you can access MCAS information about your children from a single, centralised parent account.

If you have any problems logging into MCAS please contact us via the General Enquiry form found on our website.

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.

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.

- Communications are only sent to parents/carers using the contact information held on our system.
- Letters are usually sent by email, if you require a printed copy please let us know and we will be happy to provide this.
- Student Progress Meeting bookings: Bookings are via MCAS and email with instructions will be sent the approximately 2 weeks before the event.



Look out for our Oxford Spires Academy newsletter where we share key updates and reminders alongside celebrating the successes and achievements of our students.

Parent Pay & Free School Meals



As a cashless school all payments and contributions towards school activities will be requested via Parent Pay. Your parent pay account will enable you to make payments and contributions towards school activities, replacement equipment and also top up your child's catering account.

We do not have the facility to take cash or card payments in school and therefore your parent pay account is essential throughout your child's journey at OSA.

Often consent and permission to attend trips and enrichment activities will also be obtained through Parent Pay so please ensure you have access to this system at all times.

Within Parent pay you will find various payment items are available to you throughout the year, including optional contribution items for community sponsorship in order to support the enrichment program across the Academy. Your contributions are invaluable to this provision and we are so grateful for every contribution regardless of size.

To support families plan financially throughout the year we try to list items via ParentPay as early as possible. From September 2026 you will be able to purchase:

- Year 10 and Year 11 students - revision guides
- Year 11 - Prom tickets and leavers hoodies
- Year 7 - Team Building Year 7 Activity Day (11th September)
- All Year Groups - Voluntary contributions for equipment supplies and enrichment activities

Eligibility for Free School Meals

Free school meals funding and Pupil Premium funding is a government grant that supports students within schools. The money goes directly to support the education of students who are allocated this grant at Oxford Spires Academy.

Your child may be entitled to free school meals if someone in your household receives one or more of the following benefits:

- Universal Credit
- Income Support, Income-based Jobseeker's Allowance or Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit
- Working Tax Credit (including the 'run-on')

Parents and carers should submit an application to check their child's eligibility for Free School Meals for the 2026/27 academic year. Pupils confirmed as eligible will receive Free School Meals for the full 2026/27 academic year. A further eligibility check be required annually. To see if your child is eligible, please submit the form below or from our website: <https://forms.cloud.microsoft/e/gfy9BtkRFv>

Our Pastoral Vision



Our vision - **High Challenge, High Support** - is built on the belief that every student needs both challenge and support in order to achieve. We aim to create a culture where students are challenged to be the BEST they can be and are fully supported to succeed academically, socially and emotionally.

These are our guiding principles because we believe that **every** child, from **every** background, in **every** classroom, in **every** subject at Oxford Spires receives a world class education.

Pillar	What	Examples
Relentlessly Proactive	All staff act early, identify barriers quickly and put support in place before concerns escalate.	Prioritising building a relationship with all students, calling home, putting students on a department report, ensure High Priority actions are enacted in class, emailing tutor or Year Team concerns.
Restorative Approach	We build positive relationships, repair miscommunication through reflection and conversation, and help students learn from mistakes.	Attending restoratives when a student has been on-called, maintaining an unconditional positive regard, providing fresh starts to every new lesson.
Aligned Expectations	We maintain clear, consistent expectations across all classrooms and year groups to ensure that every student experiences fairness and consistency.	Thresholding, use of the visual reminder system, uniform standards maintained in every lesson, no student out of lesson without a note, High Priority actions.
Shout the Postives	We celebrate effort, improvement, attendance, achievement and character to ensure students feel recognised and valued.	Positive email/calls home, name & notice, 5 to 1 ratio, completing a You've Got Mail postcard, tutors putting a tutee on a positive report.

Our supportive structure and timetable

The well-being and happiness of our students is something we take very seriously. We have therefore 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. Where possible 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 and carers can contact their child's form tutor via email with any questions.

Each year group also has a head of year and non-teaching pastoral leader, who provides a further layer of support. These staff members act as a key point of contact for support, care and guidance as the year progresses. Key staff are shared on the school website in each year group section or can be found in The Scholars Guide.

The School Day

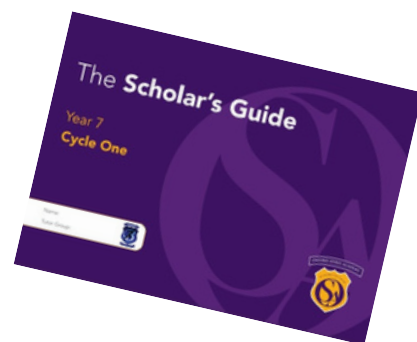
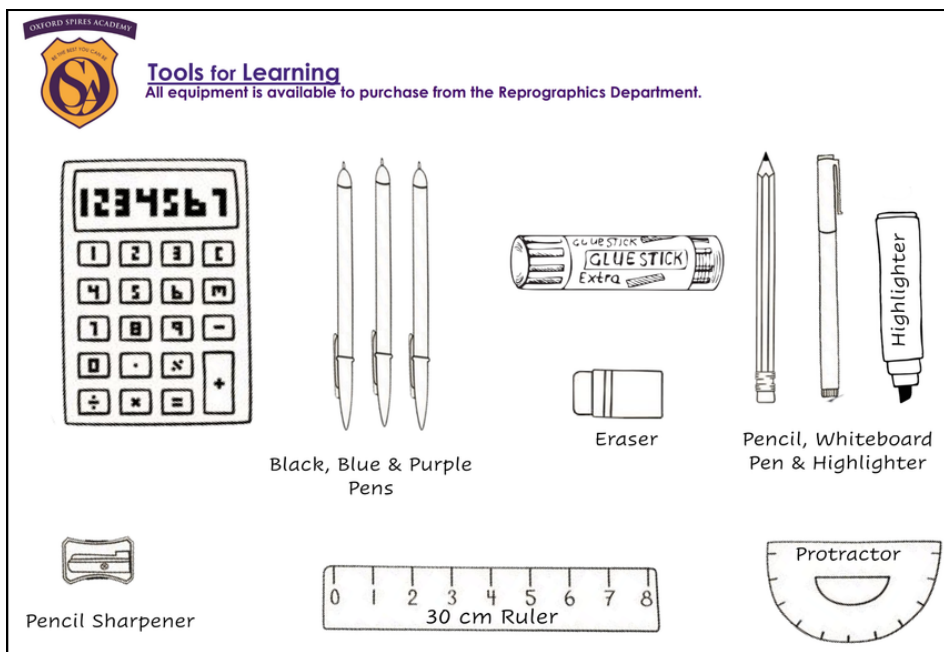
Timings	Activity
8:30am-9:00am	Tutor Time
9:00am-10:00am	Period 1
10:00am-11:00am	Period 2
11:00am-11:30am	Break 1
11:30am-12:30pm	Period 3
12:30pm-1:30pm	Period 4
1:30pm-2:00pm	Break 2
2:00pm-3:00pm	Period 5

Arrival to school each morning

- Students should arrive by 8:20am each morning ready for a prompt start to 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 basic learning and equipment kit, including a mini-whiteboard, whiteboard pen and reading ruler. 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.



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 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.

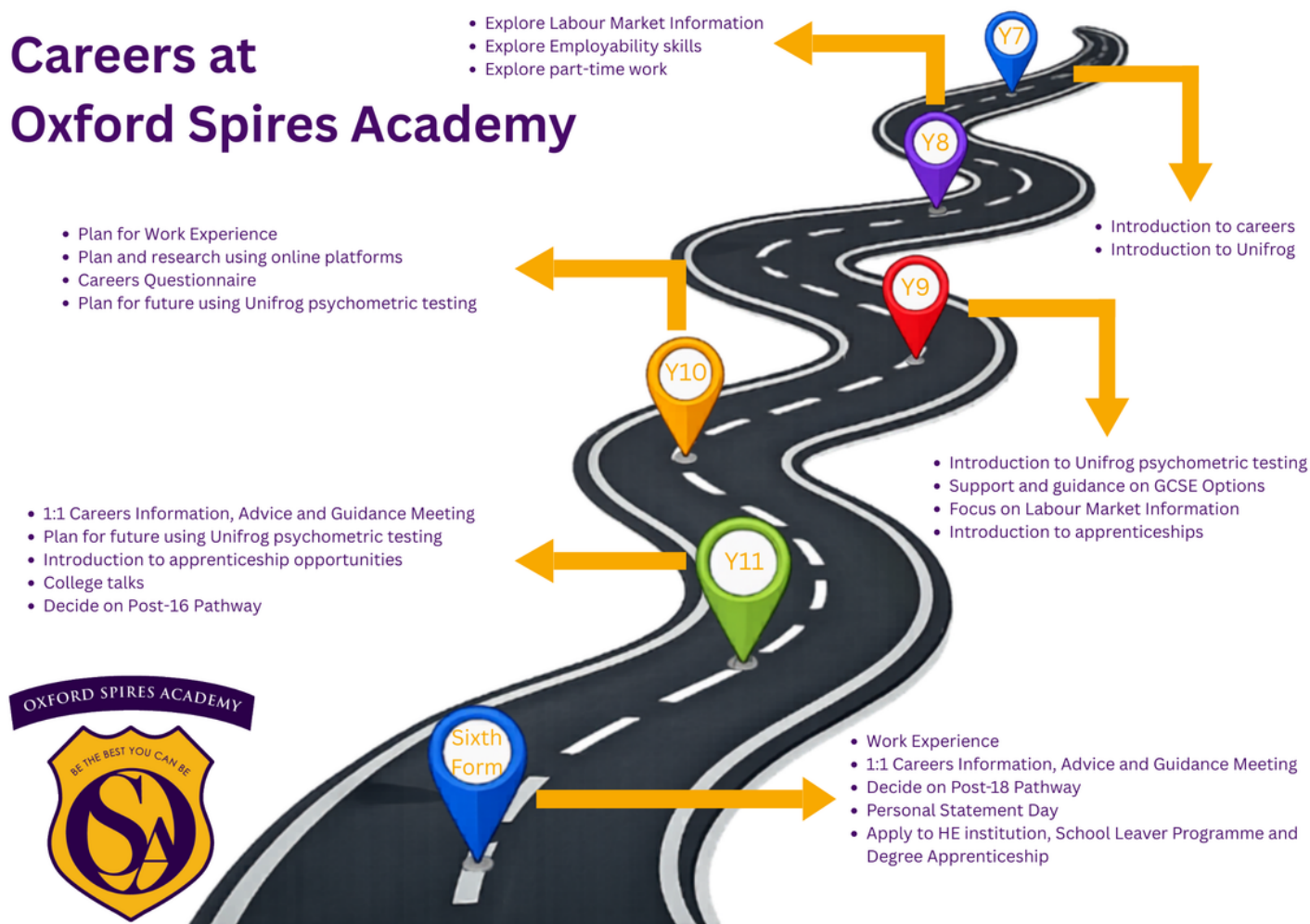
Our approach

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 to equip every young person 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 engagement sessions, workplace experiences and personalised guidance, students gain an understanding of the exciting opportunities available to them and the steps needed to achieve their ambitions.

Student will use 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. Each student and family will belong to one of our 4 House: **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.

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: Compassion, Dedication, 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	Community	Extra Curricular
• 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	• 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	• 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 students at Oxford Spires. 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 in all classrooms, these approaches reinforce positive behaviour and help students 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 Curriculum

At OSA, we want our school to be a place where everyone can be successful and feel confident. Our curriculum is designed so that what students learn builds up step by step, making it easier to understand and use their knowledge in real situations. As students 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 students 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 students 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 Scholar's Guide

Our Scholar's Guides 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.

Scholar's 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.

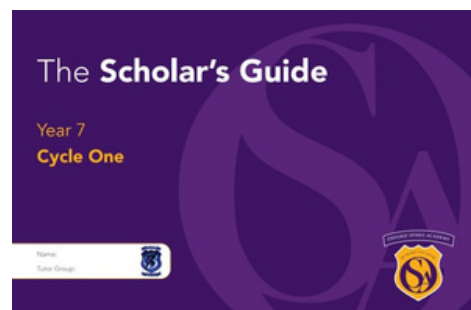
By clearly showing the key knowledge and skills, Scholar's Guides help pupils and families with learning at home — especially when getting ready for the week 10 assessments.

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

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

Scholar's 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 student's vocabulary.
- **Live marking / circulation** — teachers move around the room, look at work, and give quick feedback.
- **I Do / We Do / You Do** — teacher models first, then practise together, then students try independently.
- **Hands down questioning** — teachers choose students 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 students have understood.

These strategies help teachers spot any gaps in knowledge early. They are low-pressure for students 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 students are tested using the NGRT Reading Tests to track their progress in reading age. This data can be found for each student on MCAS. Interventions are put in place where a reading age falls well below the expected standard for their age. If a student's 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 formally assessed to identify and address misunderstanding 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 student's ability to perform in formal exams. <i>Students are given a Question Level Analysis (QLA) in their End of Cycle Reports.</i>

Reporting

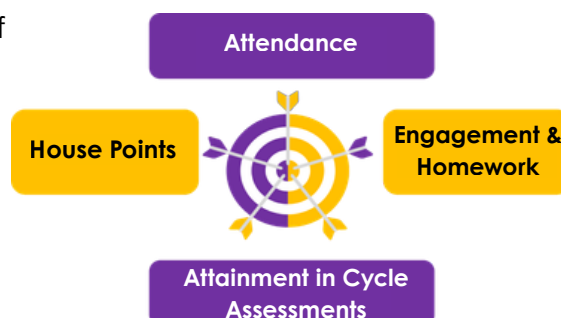
- Students take assessments in Week 10.
- Week 12 is “**Super Teaching Week**” when teachers help students understand any gaps in their knowledge so that everyone can finish the cycle understanding the key knowledge needed to move on to the next sequence of learning.
- Each year group receives three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

The OSA Score

- The OSA Score is a combination of 4 important areas of student life at Oxford Spires 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.



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, high quality and ambitious text. These tasks are designed to reinforce classroom learning and develop independent study skills.

Homework Expectations

On average pupils should expect to spend between 3 and 4 hours each week on homework. The Scholar's 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, 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 homework clubs 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 unclear about their instructions, they should speak to their class teacher immediately.

Weekly Homework:

- **Scholars reading (Year 7)**

Each week students will be set a high quality challenging text to read on a specific curriculum area 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 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 of teaching and pupils' learning experience.

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

 Christian Union

 Dungeons & Dragons Club

 Chess Club

 Snake Club

 Coding Club

 Art Club

 Poetry Club

 Board Games Club

 Music Ensembles

 Cooking Club

 Debating Club

 Drama Club

 Dance Club

 Every Sports Club you can imagine!

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, led by a mixture 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 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 students!

 READING LEADERS 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.	 TIMI CHAMPIONS 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!	 INSPIRE MAGAZINE Who: Lead by 6th 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!	 OSA BROADCAST 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.	 STUDENT ADVISORY COUNCILS 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	 HOUSE AMBASSADORS 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
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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 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.

AWARD ASSEMBLY

At the end of each academic cycle (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 first break.

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 to reflect 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
 - Black 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 student 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 absences are 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) circumstances for an event that could not reasonably be scheduled for another time. The length of the authorised absence, as well as whether the 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 risk 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 we 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, pastoral leaders; Heads of Year, 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 of 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 services in cases relating 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 and will take steps to help increase students' confidence and ability to self-care where appropriate.

Where a student has a long-term or complex medical condition or health needs, the school will, where appropriate, produce an Individual Health Care Plan (IHCP). 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.



 www.oxfordspires.anthemtrust.uk

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