



BRADFORD ACADEMY

Responsibility | Respect | Resilience

Year 7

Parent/Carer Information Booklet 2026 - 2027

This booklet is provided for parents/carers of students joining Year 7 at Bradford Academy and contains information to make life easier and serve as a handy reference for future use.

Responsibility, Respect, Resilience



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Welcome



Melanie Saville
Executive Principal

Thank you for choosing Bradford Academy. We look forward to working with you to ensure the best for your child. We will provide your child with the tools they need to be a successful student. All members of our community are expected to show responsibility, respect and resilience so that we can individually and collectively become a shining light in the community.

We look forward to meeting you, working together to ensure that your child's school experience is as positive as possible.

Mrs Saville

Executive Principal

Who's Who?

Here are a few members of staff who it will be useful to know in the first few weeks.



Mr Rowbottom
Secondary Principal



Miss Berry
Associate Assistant Principal—Safeguarding



Mr Hameed
Associate Assistant Principal—Behaviour



Miss Matthews
Assistant Principal for Learner Experience & Support



Mr Lang
Year 7 Pastoral Manager



Mr Geraedts
Head of Year 7



Year 7 Induction

Induction Process

This booklet gives you information about starting at Bradford Academy and what to expect during the transition process. After meeting with Year 6 teachers from our partner primary schools, we are excited to welcome our new Year 7 students. All students are invited to join us on Wednesday 1st July for Transition Day. On this day, students will meet their new classmates and teachers and experience lessons in some of the main subjects they will study in Year 7.



During the first few weeks, we will support students to make new friends, feel safe and comfortable and learn how to move around the school. The students will have been allocated into classes, with someone they know from primary school where possible, these will be the classes the students will spend the majority of their time with across the week.

Each student will also have a form group. They will spend a short period of time on Monday through to Thursday in this group where they will cover their personal development curriculum with a dedicated form tutor. This time will allow students to explore the PSHE curriculum, character curriculum, review attendance and behaviour and participate in weekly assemblies.

If you have any concerns about your child's class or tutor group, please contact:

Mr Geraedts (Head of Year 7)

Email: info@bradfordacademy.co.uk

Ethos and Values

Since we opened in 2007, we have been on a mission to transform the life chances of our students. We are deeply rooted in our community and are privileged to have the opportunity to serve it by providing high quality education across all the phases of our school. We believe that our students can achieve their fully potential through hard work, commitment and passion and we believe it is our job to support them in this endeavour.

Our School Vision:

"Responsibility, Respect, Resilience

A shining light in our community"

You are the light of the world. A city on a hill cannot be hidden. Matthew 5:14

This vision centres around the values that underpin the way we approach education, and we want everyone; staff, students, families, and visitors to live out these values so everyone can be a shining light in our community!

At Bradford Academy we understand that not everyone is a Christian and welcome people of all faiths and none, but we also think that this approach to life, an approach modelled by Jesus will have a positive impact on individuals' lives and the wider community.



Importance of Attendance

Attendance at Bradford Academy:

At Bradford Academy, regular attendance is essential for academic success, wellbeing and future opportunities. Every lesson missed is learning that cannot be fully replaced, and even small amounts of absence quickly creates gaps in knowledge, confidence and progress. Strong attendance is also a safeguarding priority, ensuring students are safe, supported and engaged in education.

The Impact of Attendance on Achievement

There is a clear and well-established link between attendance and outcomes. Students who attend school regularly achieve significantly higher GCSE grades than those who miss school frequently. We know that missing around 10% of schooling (approximately 19 days across the year) is associated with outcomes that are typically one to two grades lower per subject. As absence increases, students are more likely to fall even further behind and they will find lessons harder to access. This can then present as frustration, disengagement or behaviour difficulties, because students are trying to learn without the foundations they need.

Clear Attendance Expectations: Days Missed

Bradford Academy focuses on days missed to make expectations clear for families. Our ambition is that every student is in school every day, unless they are seriously unwell.

- The aim is **100% attendance**.
- We understand students do get ill; therefore our minimum target is **96% attendance**, which is **no more than 8 days** missed across the academic year.
- This is roughly no more than 2.5 days per term.
- These days include all absences, including medical appointments and genuine illness.

Exceeding these limits places students at risk of falling behind academically and triggers increasing levels of support and intervention.

Persistent Absence and Legal Responsibilities:

A student who is **on track** to miss **19 days** (6 days per term) or more in a year is classed as Persistently Absent. At this point, the Academy is required to escalate concerns and involve the Local Authority. This may result in enforcement action, including fines or prosecution. These measures exist to protect a child's right to education and future life chances.

Building resilience and reinforcing the importance of daily attendance is crucial, and parents play a key role in ensuring their child attends every day.



Importance of Attendance

The Role of Parents and Carers:

Parents and carers have a legal responsibility to ensure their child attends school regularly and on time. Families are expected to:

- Book appointments outside of school hours wherever possible (or in the late afternoon) to minimise learning time lost.
- If a student has a morning appointment, they should attend school before the appointment and return afterwards wherever possible.
- Ensure their child arrives at school on time every day (8:15am)
- Contact the Academy promptly if there is a genuine reason for absence
- Work with the school early if attendance becomes a concern

Attendance starts at home, and strong habits make a lasting difference.

Transition and Resilience:

Nationally, attendance drops between Year 6 and Year 7, and again between Year 7 and Year 8, despite children developing stronger immune systems as they get older. This is often linked to changes in routine and independence rather than illness. Building resilience and reinforcing the importance of daily attendance is crucial, and parents play a key role in ensuring their child attends every day.





Expectations & Standards

Behaviour Expectations

Bradford Academy has high expectations of students' conduct and behaviour, which is commonly understood by all stakeholders (students, staff, parents/carers, and governors) and applied consistently and fairly to help create a calm and safe environment. There are measures in place both general and targeted which are used to improve student behaviour. We embody these expectations within the vision of everyone being a shining light through displaying the 3Rs. This agreement sets out how staff, students, and parents/carers will work together to achieve our vision.

	Bradford Academy will	Students will	Parents will
RESPONSIBILITY	Embrace their responsibility to every member of the academy community	Take responsibility for their choices accepting consequences both positive and negative.	Take responsibility for their child's attendance, ensuring your child is on time and ready to learn
	Work as one team to continue to improve the academy	Be organised ensuring tasks such as homework are completed	Buy in to the school's expectations and remain steadfast in their support of these.
	Provide a learning environment that is stimulating, safe and caring.	Be responsible for their part in the school being a positive environment for others	Work with the school to ensure your child comes to school ready for learning.
RESPECT	Show and promote respect to everyone within our community	Demonstrate a positive attitude towards others, regardless of differences in age, gender, race, culture, belief, values or need.	Engage in respectful conversations, for the benefit of all.
	Will make the time to listen to problems and concerns and try to resolve them.	Follow school's rules and routines. Using the support given to help with this.	Respect the partnership between school and home by supporting and promoting school systems and rules.
RESILIENCE	Be tenacious in our approach to ensuring your child maintains our high expectations of behaviour and attitudes	Complete classwork and homework to the best of my ability in the time provided.	Work with school to solve any problems that arise.
	Develop resilient staff who teach your child well through excellent support and training.	Attend school every day-on time and ready to learn. Actively engaging with all the academy has to offer.	Use processes and procedures to communicate with the academy directly.
A SHINING LIGHT IN OUR COMMUNITY	Work with everyone in the community so that everyone can be a shining light	Act as a suitable ambassador for the school always.	Encourage their child to be an active and responsible citizen within the community.
	Model 3Rs behaviours so that all at the academy develop a sense of pride and belonging.	Use the skills learnt in school to make a positive contribution to school and the wider world.	Engage with the school and wider partnerships to support their child's development in the academy and beyond.



Expectations & Standards

Classroom Management

We are committed to providing a positive and conducive learning environment that fosters student progress. Our classroom behaviour management policy is built upon the foundation of 10 positive principles, which serve as a guiding framework for both staff and students. This page outlines our behaviour system, designed to engage students, promote self-awareness, and maintain a respectful and focused classroom atmosphere. For more detail please refer to our Positive Behaviour Policy found on this link—[Policies - Bradford Academy](#)

Levels of Intervention:

- **Verbal Reminder:** When a student's behaviour is not aligned with the desired standards, a verbal reminder will be given, emphasising the importance of the 3Rs – respect, responsibility, and resilience.
- **C1:** If a student does not modify their behaviour after a verbal reminder, a C1 (Consequence Level 1) will be issued. This serves as a formal acknowledgment of the behaviour's deviation from expected standards.
- **C2:** If a student's behaviour starts to impact others in the classroom, a C2 (Consequence Level 2) will be issued. This signifies a need for immediate intervention to maintain a positive learning environment for all.
- **C3:** In cases where a student's behaviour severely affects their own learning and disrupts the entire classroom, a C3 (Consequence Level 3) will be issued. At this point, the student will be temporarily removed from the lesson and placed into restoration, during the restoration period.

Detentions

Bradford Academy have a detention workflow system ranging from 60 minutes to 90 minutes after school. Parents and carers will be notified via the ClassCharts (app). All detentions are served the next day. 4 behaviour points daily = 60-minute detention, 8 behaviour points daily = 90-minute detention, 12 behaviour points = One day in Restoration Plus

Arbor and Class Charts

The best way to be involved with school is to ensure you have downloaded the Arbor and Class Charts apps. Arbor is used to send messages to families, top up meal cards, pay for school supplies or trips and receive any other important communication from school. Class charts is where you can stay up to date on your child's behaviour in school and will provide information on positives/ negatives earned in the school day, as well as any detentions they may need to attend.





Expectations & Standards

Mobile Phones

Bradford Academy has taken the decision that student's mobile phone must never be used, seen, or heard (including connected devices such as air pods and smart watches). If a student's mobile phone is used, seen or heard the following policy is in place to ensure we have a no phone culture at Bradford Academy. If they refuse to hand over their phone, they will receive a 1-day internal suspension where they will be required to hand over their phone from the start of their suspension for 24 hours.



	School will	Student	Parent/Carer
1st Confiscation	Phone confiscated & stored in main reception. Log sanction (1st Mobile Phone Confiscation - 4 points) on ClassCharts.	60 minute next day detention Collect mobile phone from main reception at the end of the day.	Parent will receive message explaining of first offence and informing of 60 minute detention through ClassCharts.
2nd Confiscation	Phone confiscated & stored in main reception. Log sanction (2nd Mobile Phone Confiscation - 8 points) on ClassCharts.	90 minute, next day detention Collect mobile phone from main reception at the end of the day.	Parent will receive message explaining of first offence and informing of 90 minute detention through ClassCharts.
3rd. Confiscation	Phone confiscated & stored in main reception. Log sanction (3rd Mobile Phone Confiscation - 12 points) on ClassCharts. Contact home made by Senior Pastoral.	1-day internal suspension Parents to collect mobile phone from main reception	Parents notified by senior pastoral to collect mobile phone from school Notified of internal suspension and sent letter confirming sanction
4th or greater Confiscation	Phone confiscated & stored in main reception. Log sanction (4th Mobile Phone Confiscation - 12 points) on ClassCharts. Contact home made by Senior Pastoral.	2-day internal suspension Collect their phone morning after their sanction is complete.	Notified of 2-day internal suspension and sent letter confirming sanction. Parents notified that child must hand their phone in for the duration of the sanction including overnight.



Reporting Progress

Reporting

Over the year you will receive two reports sharing information regarding your child's attendance, behaviour and progress. Reports are presented as shown sharing the average percentage achieved by the cohort and their average result in the subject allowing identification of strengths and target areas. An Attitude to Learning column (ATL) is also included for all students ranging from 1 (outstanding) to 5. GL Progress Tests will also be taken in maths, English and science assessing skills and knowledge. The tests will measure the progress of the child against national averages at the start of the year and then again at the end of the year. A report will be sent home showing details of progress and any identify gaps that parents can help to support at home. Above is an example of the information that will be included within the report booklet for all students.

Attendance Summary	
Present %	98.7%
Authorised Absences	2
Unauthorised Absences	0
Number Of Lates	4

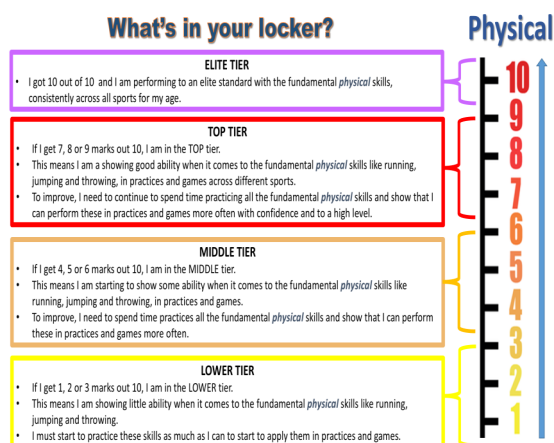
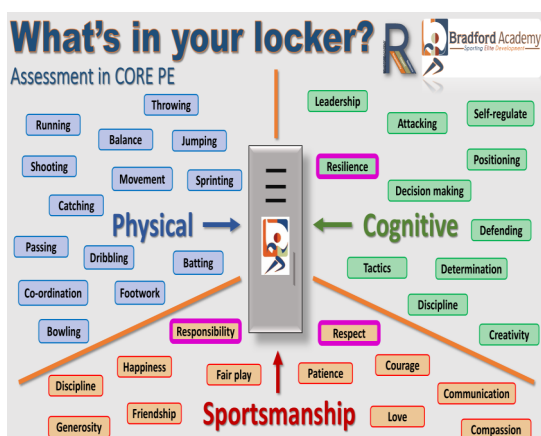
Behaviour Summary	
Positive Achievement Points	558
Negative Behaviour Points	3

Academic Subjects

Subject	ATL	Assessment Result (%)	Cohort Average (%)
English	2	55	60
Maths	3	44	48
Science	3	50	50
RE	1	62	54
History	1	52	52
Geography	1	50	58
Spanish	2	48	56
Computing	1	65	56
PSHE	1		

Reporting for PE

Your child will receive 3 grades based on our 3 strands in PE; Physical, Cognitive and Sportsmanship. These are marked out of 10, the higher the score the higher the level. This is awarded twice a year based on the curriculum they have engaged in up until each of those points. All students participate in the same 12 sports across the year.



Subject Consultation Evenings

Your child's report will be emailed to you at timely intervals throughout the academic year. It will inform you about your child's attendance, behaviour data and academic progress. We encourage Parents and Carers to access the opportunity to meet with their child's subject teachers and to facilitate this, we hold an annual subject consultation evening during the academic year. Exact details of dates are communicated via email, the Arbor app and our social media pages and will include details of how to book appointments through Arbor.

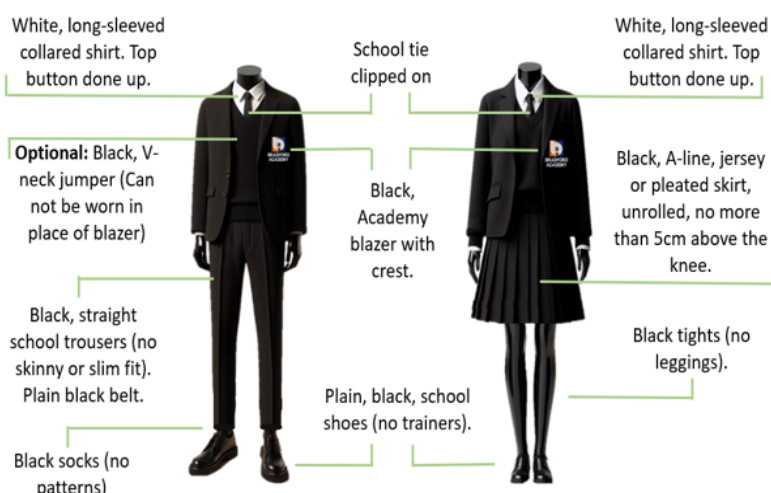


Uniform

Academy uniform should be worn at all times including on journeys to and from the Academy. Students will be sanctioned for incorrect uniform. Uniform can be purchased at Whittakers School wear, 3-5 Town Street, Farsley, Pudsey, LS28 5EN. Alternatively, you can visit our pop up uniform shop in Bradford Academy on Sunday 9th August, 11.00am until 3.00pm

We Wear Our Uniform With Pride

School Uniform



Appearance

Shirt Tucked In
Top Button Done Up
Optional V-Neck Jumper
No Jewellery (Bracelets, Necklaces)
One Pair of Stud Earrings
No Facial or Tongue Piercings
Makeup Natural in Appearance
No False Eye-Lashes
No False or Coloured Nails

Girls and Boys PE Kit:

Additional Considerations:

- Shalwar Kameez may be worn over the school shirt/blouse and tie. Fabric must be plain and approved by academy staff – contact school reception if you have any queries
- Jewellery should not be worn other than a single pair of stud earrings and a watch (no smart watches).
- Make up must be natural in appearance.
- Students must not adopt any eccentric hairstyles or colours.





Equipment

Equipment

At the start of the academic year all Year 7 students will be issued with a pencil case with a pen, pencil, green pen, eraser, sharpener, ruler, tie, knowledge organiser, a dinner card and lanyard in early September.



A scientific calculator would also be recommended, this would need to be purchased by parents/carers.



Bag and Knowledge Organiser

We expect students to bring a bag to the Academy every day, so that they can keep their knowledge organiser, reading books, homework and equipment together. The knowledge organiser is the tool for students to use in their lessons and provides key information which can support their homework tasks/ independent learning. Students should always be equipped for lessons with the items indicated above.

Lunch Cards

Students will be given a card which is used for buying food and drinks. The cost of a meal and a drink or a meal and a pudding is currently £2.60. Students who are entitled to a free school meal will have that amount automatically credited to their card every day. Cards can be credited with money each day or each week by inserting cash into one of the two machines we have in school, or alternatively parents/carers can pay via credit/debit card on our **Arbor system** (further details on how to do this will be sent out at the start of term). The card also allows them to check books in and out of the Learning Resource Centre.

Lockers

Lockers can be used, with many positioned around the academy, students must bring in an appropriate padlock to ensure their locker and belongings are secured. A locker will be provided for all students who request one however they will be required to bring their own lock and key should they wish to use one. A spare key can be handed to their Head of Year or Pastoral Worker. Lockers can be accessed from 8.15am each morning and the first and last 5 minutes of break times. Students should not share their lockers with other students in the Academy.



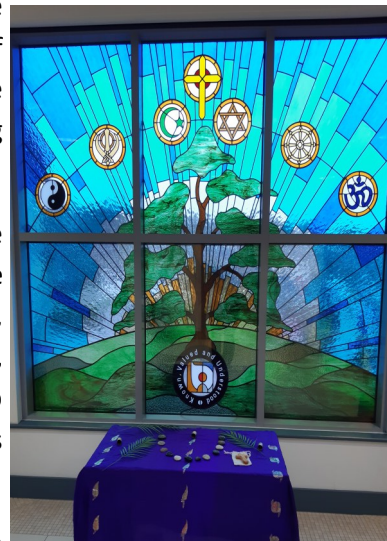
Faith, Chairty & Community

As a Church of England Academy, faith underpins the school's ethos and shared values.

At the start of each day the whole schools stops to participate in Collective Worship. This time gives students the opportunity to reflect on a range of spiritual, moral, social and cultural themes. The topics covered encourage students to consider issues that will affect them as they grow up, allowing them to consider their place in the world.

Students are given the opportunity to have healthy and constructive conversations about faith. Each student's opinion is respected, and we encourage them to respect the opinion of others. As a faith based academy, we believe that we are all created in God's image: called to care, to nurture, and show love and compassion to everyone. We encourage students to develop this within themselves, so when they leave us they will go out as active citizens in their own lives and be shining lights in their communities.

The academy employs a Chaplain who is available to all members of the school community regardless of their faith to offer guidance and assistance throughout the school day. They lead on recognising and celebrating religious festivals throughout the year and support our charitable activities and partnerships.



Charity

Each year group has a chosen charity to fundraise for. The charity for year 7 is UNICEF. UNICEF (the United Nations Children's Fund) is a global humanitarian agency operating in over 190 countries and territories to provide developmental aid, defend child rights, and deliver life-saving essentials like healthcare, vaccines, nutrition, and clean water during emergencies Over the year, all students get a chance to participate in and organise fundraisers with their tutor group or as part of the student led charity committee to raise money for this cause. In May 2026 the year group will celebrate and take part in UNICEF events to help raise awareness for this charity.



Community Outreach

Through the work of our chaplain we are developing different ways we can be more involved with the local community. Activities such as community litter picks, working in a local community garden are just some of the opportunities we will offer the students of Bradford Academy but be shining lights in their community. We are always looking for other ideas about how we can support the community we serve, if you have any idea please contact the school chaplain.



Personal Development & Student Leadership

Personal Development at Bradford Academy

Our inclusive curriculum celebrates diversity, promotes mutual respect and values everyone as unique individuals. Our subjects and wider-curriculum supports our students' character development through providing opportunities to explore and understand how; our Christian Vision, the fundamental British Values, and Social, Moral, Spiritual and Cultural awareness, helps to create active citizens who contribute positively to our school and become shining lights in our community.



To complement our students' academic studies, we design our Elective programme to provide a wealth of opportunities to develop our students' interests and talents. The programme runs throughout the week and seeks to support the character development of students through the acquisition and practice of new skills. It is also a fantastic opportunity for students to develop their social skills as they cooperate and support others in the sessions. We continuously adapt the offer based on student feedback, with opportunities across the year to get involved in dance, arts and crafts, guitar, drama, football, volleyball, and science experiments to name a few.

Personal Development Electives			
Day	Elective	Staff	Room
Monday	Arts and Crafts	CJN	G06
	Dance	ABW	G13
	Harry Potter Club	MTT and KBY	F30
	Debating Club	JOR	G16
	Puzzle/Games club	MAL/HSN	G30
	Knitting and Crochet	RGK/LAZ	F15
	Hip Hop, Rap and Grime Production	External	L03
	Team Theology	Humanities	G21
	Inspiring stories	Humanities	G20

Student Leadership

There are a range of leadership opportunities for students available across the academy. These give students an opportunity to develop their confidence and responsibility whilst enhancing their collaboration and organisation skills. Student leadership roles include form representative, year leader and principals ambassador. Year 7 students are encouraged to actively engage in student leadership from the start, striving to have their voice heard, making positive school changes and working alongside teachers and senior leaders to achieve this.

Year Group Team

Every year group has a team of student leaders including two year leaders and nine form representatives. All students will be given the opportunity to apply for these roles and undergo a process with their tutor team. These students attend regular meetings as a team and focus on discussing any issues shared by their year group and supporting the school's continued development. The team will also have chances to lead assemblies with their year group and attend leadership events with other year groups.



Curriculum

Curriculum Structure

The curriculum at Bradford Academy is broad, rich and high in challenge. We aim to take students beyond their everyday experience and equip them with the knowledge, skills and character needed to be in control of their world. All year 7 students will access lessons in the following subjects every week: English, Maths, Science, Spanish, Humanities (History, Geography, RE), PSHE, Physical education, Performing Arts, ADT and Computing. Our curriculum is carefully sequenced to maximise the learning of knowledge with the development of skills. Frequent formative assessment is used to inform teaching across these subjects but also as a recall too.

English

In Year 7 English, students explore a wide range of exciting stories, poems and ideas while developing their reading, writing and speaking skills. They study a modern novel, a Shakespeare play and a variety of poems, learning how writers use language to create meaning and emotion. Students also enjoy producing their own writing, including imaginative travel writing and non-fiction work linked to real-life and community issues. Lessons include discussions, presentations and group activities to help students speak confidently and listen to others. Each week, students have a lesson in the LRC (Library), where they read independently and complete online spelling, grammar and vocabulary activities to improve their literacy. Year 7 English helps students build confidence, creativity and strong foundations for future learning.

Maths

In Year 7 Maths, students have four maths lessons per week and 'Maths Electives' after school on Mondays. The 'Mastery Maths Curriculum' allows students to constantly build upon prior learning. Homework is set weekly and is used to consolidate mathematical knowledge gained from class. Knowledge organisers are used within lessons and homework to support students' recall. As students enter year 7 we start with the new topic of algebra (sequences) for all students. Place value is taught before FDP as students need to understand place value in order to understand fractions and converting by multiplying by powers of 10. Solving problems with addition is taught before multiplying and dividing so students can see link between repeated addition and multiplication. Geometric reasoning is taught at the end of Year 7 as it reinforces number and algebra skills. Probability and construction are taught in Year 7 to give students a fully rounded coverage of topics. By the end of Year 7, students are able to Find the area of any 2D shape that has a (non-trigonometric) formula; Solve any linear equation/inequality with an unknown on one side; Perform all four operations with any pair of rational numbers in any form; Solve problems in a range of contexts where numbers have a multiplicative relationship (e.g. ratio, currency). Year 7 Maths helps students build confidence and develop an enjoyment of mathematical thinking.



Curriculum

Science

In Year 7 is all about introducing the core aspects of Biology, Chemistry and Physics, and laying down the foundations of topics like Cells, Ecology, Acids, Particle Model, Energy and Forces which will be built upon throughout your time in science lessons at Bradford Academy. Skills such as health and safety, group work, handling specialist equipment, decision making and problem solving are developed through practical work, which is used for investigation and discovery. They will use Bunsen burners, microscopes and so much more! Perhaps most importantly, they will come to understand why science is so important in our everyday lives - we study the work of a wide variety of scientists and discuss how their findings could affect us, those we care about and future generations too.

Geography

The Geography curriculum at Bradford Academy is designed to ignite curiosity and wonder about the world around us. Students explore both human and physical aspects of geography, examining themes like sustainability, development, globalisation, and climate change. During the year students will go on a journey exploring how the local area of Bradford has changed, how flooding has impacted parts of the world, extreme environments with hot and cold climates and how the continent of Africa adapts to the ever-changing world. Students will also get experience at fieldwork within the schools grounds to accompany their studies.

ADT

Students access a carousel of subjects that come under the umbrella of ADT over KS3. They will complete time in each subject across KS3. This includes: Resistant Materials, Textiles, Food Studies, Art and 3D Art.

History

Bradford Academy's KS3 History curriculum gives students a powerful sense of identity and curiosity, beginning with an exploration of British History in Year 7, expanding to World History in Year 8, and culminating in a compelling study of the World Wars in Year 9. Across all three years, we equip learners with the analytical, writing, and critical thinking skills they need for academic success in History and beyond. Our curriculum provides engaging lessons that broaden horizons and build students' cultural capital so they can confidently navigate and contribute to the world around them.

Languages

In Year 7, students begin their journey with Spanish — the world's second most spoken language and a gateway to careers in travel, business, medicine, law, and the creative industries. We start with phonics, building confident pronunciation from day one, before developing everyday vocabulary and a clear understanding of how the language works — forming sentences, using verbs, and spotting patterns. By the end of Year 7, students have a real, working foundation in Spanish and the confidence to use it.



Curriculum

Religious Education

As a Christian designated school, Religious Studies is considered a core lesson for all learners in the school. The curriculum at Bradford Academy is designed to encourage curiosity, respect, and understanding of the diverse world we live in. As a Church of England school, learners will develop a strong understanding of Christianity and its beliefs, values, and traditions, whilst also exploring a range of other world religions and faiths. Throughout the year, learners will ask important questions about life, faith, morality, and society, discussing thought-provoking topics such as equality, justice, relationships, and human rights. Religious Studies helps learners to develop confidence in expressing their own ideas while respecting the beliefs and opinions of others, preparing them to become thoughtful, open-minded, and compassionate members of society.

Physical Education

Physical Education and Sport develop a student's character, and their ability to self-regulate, we aim to do this through our 3 assessment strands of Physical Skills, Cognitive Skills and Sportsmanship. Year 7 students will be provided with a timetable on their first day and it is important to note when their PE lessons are to ensure they have their PE kit with them on this day. PE and Sport also offer many after school electives including netball, badminton, cricket, football and rugby—to name a few. Finally, PE offer the Sporting Elite Programme. If selected for this programme you will be offered additional training and support to pursue your athletic career throughout school.

Performing Arts

Performing Arts at Bradford Academy includes Drama, Dance and Music. As a school we believe these subjects are fundamental in developing individuality allowing students to express themselves with flair and confidence whilst also encouraging tolerance and understanding. Participation in these subjects helps to expand vital skills such as teamwork, leadership and communication skills. There are many extra-curricular opportunities available including: taking part in the school show, the National Shakespeare Festival, dance competitions or musical instrument/vocal coaching lessons. You will receive a letter as part of this transition pack allowing you to sign your son/daughter up for instrument lessons/vocal coaching whether this be a new skill or the chance to develop in an instrument they already play.

PSHE

We use weekly PSHE (Personal, Social, Health and Economic) sessions to provide students with knowledge of how to keep themselves safe and informed on matters that affect young people as they grow up. This guidance includes age appropriate RSE (Relationship and Sex Education) to ensure students develop their knowledge about healthy relationships and Careers Education to help prepare them for the wider world and their next steps into education and employment.



Importance of Reading

Reading

At Bradford Academy, we are keen to get students reading from an early age and be confident readers throughout their lives. We aim to help them have a positive attitude towards reading and see the value in reading as a skill for life. Reading benefits our students in many ways and a child who reads regularly will develop excellent writing skills, which is beneficial to all subjects across school. We have a range of support and interventions in school to support students who are struggling with reading when they join the academy.

Bedrock Learning

All Key Stage 3 students in school use Bedrock Learning to improve their vocabulary and grammar skills. Each week, students are timetabled one hour in to Learning Resource Centre (LRC) for literacy lessons. During this time, students will spend time on the computer engaging with Bedrock Learning and time silently reading a book of their choice or working on SPAG based tasks. The Bedrock programme provides bespoke content based on each student's ability to help them understand Tier 2 and Tier 3 vocabulary, read confidently, and achieve better results across all subjects. There is an expectation that all students also complete some Bedrock Learning outside of the lesson as part of their home learning from English.

Learning Resource Centre

The Learning Resource Centre (LRC) is our school library and has a variety of books for students to select from. This includes books from all different genres that students can borrow or read in school. The LRC also runs regular student based competitions including writing tasks, weekly word searches and Bedrock based challenges for students to take part in. Finally, the LRC is open for students after school so they can use this as an area to read independently, use the computers for homework or socialise in a quiet space. There are also a range of extracurricular clubs that run from the LRC throughout the week such as Strong Girls Club, Atlas, Games Club and Homework Club.

Top Tips to Encourage Reading:

- Make reading fun at home
- Ask questions to ensure your son/daughter understands what has happened
- Encourage them to make predictions about the book
- Use positive encouragement
- Encourage them to use the school library regularly
- Model good reading habits at home



Wider opportunities

Opportunities at the start of the school day

Breakfast

We offer a daily breakfast provision at Bradford Academy enabling all students have access to a free healthy breakfast. Every morning we offer a range of healthy breakfast choices that students can access to fuel their learning. This provision is available from 7:45am each morning.



Sporting Elite Programme

Bradford Academy runs a sports talent programme called the Sporting Elite Programme (SEP). The purpose of the SEP is to support the development of our most promising athletes in school. Our aim is to identify sporting ability, nurture talent and raise the participation in sport by finding quality destinations for all athletes outside of school providing students with the best opportunity of reaching their true potential. Students are identified for this programme during PE lessons, electives and from their outside of school sporting success. Not only does this programme support their sporting ability, but it also aids their individual growth by the sharing of a SEP contract focused on sport etiquette, British values and respect.

This programme offers students:

- Specific training programs to aid their development as an athlete
- Mentoring and support
- Lessons and guidance in nutrition
- Opportunity to represent your school in events
- Tours and trips
- Club links and progression
- An opportunity to work with professionals and top sporting performers.

Scholars

The Scholars Programme is designed to stretch our most able and hard-working students at Bradford Academy. Scholars aims to teach students that are part of this skills such as leadership, motivation, cultural and social awareness. This programme raises aspirations for our students so that they may strive for the best universities and develop a love for learning. Students selected for this programme will participate in one Scholars Seminar per week and be given the opportunity to attend a wide range of external visits.



Frequently Asked Questions (FAQs)

Frequently Asked Questions

How does homework work at Bradford Academy?

There are two types of homework/extended learning set: daily online homework and subject specific homework. All students will complete daily homework quizzes for each of their subjects on the Seneca platform. The daily online homework focuses on quizzing and recall of knowledge from recent lessons. All students will be given a timetable, so they know which online homework is to be done each day.

Students will also be given subject specific extended learning tasks. Some of these will be paper based others will use online apps such as Bedrock and SENECA. The Learning Resource Centre (LRC), which has computers, will be open to students after school if they wish to complete their homework during this time.

What happens if my child is having a problem?

On learners identification badge, all learners have a list of people they can seek out if they need help with something. Encourage them to seek out the people on that 'need help card' if they need to.

If your child feels that they are being bullied, please encourage them to tell an adult. (This could be any teacher in the Academy or preferably their Head of Year, pastoral worker or form tutor). If they feel unable to do this, please contact the school.

How can I as a parent get information regularly?

We welcome parent involvement as much as possible, there are many ways you can express your views or contribute to Academy life. Our website allows parents to get up to date information about the Academy and you may want to sign up to our Facebook page for updates and announcements. You are also represented on our Board of Governors by two parent governors, who you can contact through school

Is there support for parents of EAL Students (English as an Additional Language)

The EAL department is committed to ensuring the identification of all students requiring EAL provision is met as early as possible. If you have any concerns regarding your child for whom English is an additional language please email the school on info@bradfordacademy.co.uk, and ask for the message to be passed onto the EAL Lead.



Frequently Asked Questions (FAQs)

How can I as a parent contact the school?

If you have any concerns or issues you wish to discuss we would welcome you to contact any of the members of staff listed below. If we are not available at the time will endeavour to call you back as soon as is possible

Email	Telephone
info@bradfordacademy.co.uk	01274 256789
Reporting Absence—to be done for every day of absence	01274 256677

Please ensure the Academy have your most up-to-date contact details , including emergency contacts, phone numbers and email address, and that you have signed up for the Arbor and Classcharts apps so that we can get any messages to you promptly.

As an Academy, we are committed to safeguarding the wellbeing of all our students. Details of our child protection officers, together with useful information on how to keep your child safe can be found it by clicking the following link [Safeguarding - Bradford Academy](#). If you have any questions regarding safeguarding procedures at the academy, please contact the school at info@bradfordacademy.co.uk and ask the message be passed on to Jane Berry our DSL.



Jane Berry

Associate Assistant Principal
Safeguarding



Helen Bowers

Safeguarding Officer



Nasreen Kauser

Safeguarding Officer