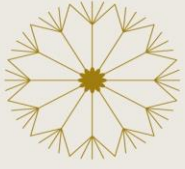




Welcome to Erasmus Darwin Academy

Contact Details 2018-19

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E-mail:	admin@eda.staffs.sch.uk
Website:	www.eda.staffs.sch.uk
Status:	Mixed 11 – 18 Academy
Principal:	Mark Maydew
Vice Principal:	Philip Walklate
Assistant Principals:	Sarah Barton (House Principal – Ascot) Adam Foster (House Principal – Lords) Ben Maddox (House Principal – Twickenham) David Shipman (House Principal – Wimbledon) Topher Briggs (Director of Sixth Form) Rachel Copestake (Director of English) Natalie Thompson (Director of Maths)
SENCO:	Anna Mayer
Learning Support Manager:	Karen Rew
Attendance/Engagement Manager:	Claire Aldridge
Student Support Managers:	Melanie Barber Amy Matthews Tania Powell
Director of Finance:	Fiona Stephenson
Chair of Governors:	Jason Marsden
Vice Chair of Governors:	Neil Faunch



Introduction

Erasmus Darwin Academy is a highly successful and popular school for students aged 11-18, that converted to Academy status in July 2011. We are now a school with a strong tradition of academic excellence and high quality extra-curricular provision, firmly established as one of the highest performing schools in the region.

Our ongoing success has helped the Academy achieve a strong and growing reputation both locally and over a wider geographical area and we are now the school of choice for an increasing number of families. This is reflected by our steady and sustained growth in pupil numbers: We are now oversubscribed, having grown from c.800 on roll in 2010 to 1070 students now on roll in September 2018. The school admits students from Burntwood and surrounding towns and villages in south Staffordshire, with students being admitted from over 20 primary schools.

The Academy occupies a quiet and pleasant site in close proximity to Chasewater. The main buildings were opened in 1970 and a new Sports Hall was built in 2005, incorporating excellent facilities such as a dance studio, a fully equipped gym, specialist P.E. classrooms with networked computers and a large sports hall. We also benefit from extensive sports fields, tennis courts and an excellent full sized all-weather pitch.

In the past year, the Academy has received significant accolades, as listed below, which recognise and confirm that we are in a very strong and healthy position:

- We have been awarded the SSAT Educational Outcomes Award, a national award in recognition of our exceptional GCSE results. SSAT is an influential and well-respected educational organisation which advises the government and their awards are highly valued.
- We have featured in the regional press as one of the highest performing schools in the West Midlands (for the second year running.)
- We have been graded a Category 1 School, the highest grade possible, by Staffordshire LA's Quality Assurance Team (for the second year running.)
- We received a very good Ofsted report, confirming that we are in great shape.

As an inclusive learning community, we are committed to achieving excellence for all – and that applies to both students and staff. We want all of our staff to be the best that they can be so that they can help every single young person excel, both in and out of the classroom.

Indeed, as well as having a sharp focus on academic excellence we greatly value out-of-classroom experiences which broaden the horizons and skills sets of our young people. Consequently, we have an exciting range of high-quality extra-curricular opportunities on offer for all of our young people. These are delivered by our highly committed staff, who give freely of their time and who actively encourage our young people to participate. Such provision includes our annual production (which was 'Grease' earlier this year) together with the numerous concerts, clubs, educational visits, charitable events and sporting activities which characterise EDA. Details of this extra-curricular provision can be seen in our termly newsletters and Extra-Curricular Directory.

In summary, Erasmus Darwin Academy has a strong ethos and an extremely positive school culture. We offer a calm, orderly, friendly, caring and aspirational environment in which to learn, where every individual is valued and where everyone works together towards the vision of "excellence for all" with high expectations of themselves and others.



Indeed, we see the pursuit of 'excellence for all' as a team effort, with all stakeholders continually aiming to meet high expectations and to achieve the following standards by working closely together:

Students

- Reach their full potential
- Experience a positive learning culture
- Benefit from our commitment to inclusion
- Enjoy working in an orderly, friendly, caring school community
- Participate in a wide variety of enrichment activities
- Develop strong, positive, personal attributes

Staff

- Show enthusiasm for, and expertise in, their specialist areas
- Create imaginative teaching and learning activities
- Provide challenge and support for students to encourage excellent progress
- Support students' well-being and safety
- Provide information, advice and guidance for future success
- Genuinely enjoy working with young people

Parents

- Are active partners in the education of their child
- Support school policies and procedures
- Receive current information on their child's progress
- Are consulted about major Academy developments
- Are engaged in wider school life

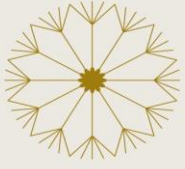
Governors

- Set the strategic direction of the Academy with the Senior Leadership Team
- Are both passionate and knowledgeable about the Academy and education generally
- Share high aspirations for the Academy and its students
- Provide high quality support and challenge

Our Values

All stakeholders are aware of and buy into our Academy motto of '**Excellence for All**' which is more than just a tag-line on publicity materials. This motto is our mission statement and it inspires us to be the very best that we can be in all areas of school life. And, this key value of **Excellence**, at the heart of this motto, is supported by the other Olympic and Paralympic values, which we have adopted as our Academy values:

Respect:	To understand others and their cultures
Friendship:	To help people in all circumstances
Equality:	To treat others how we would like to be treated
Determination:	To try and try again when things go wrong
Courage:	To carry on when the going gets tough
Inspiration:	To follow in the footsteps of our role models



The House System

The House system is a key feature of Erasmus Darwin Academy, with students being organised on a 'vertical' basis. We believe that this has real benefits for the individual student and for the school as a whole. It is founded on the principle that if secondary schools can sub-divide into smaller, more 'human-scale' units, then each student is likely to feel truly valued as a person and more 'at home' in a family-like structure. A large number of successful schools have introduced such a 'vertical' system because it is shown to have clear benefits.

Our Academy is made up of four 'Houses', Ascot, Lords, Twickenham and Wimbledon, and all students and staff are assigned to a House for the duration of the time that they spend in this school. Each House has eleven tutor groups of approximately 26 students led by a staff member, known as their 'Tutor'. Nine of the eleven Tutor Groups have students of all ages, with the remaining two Tutor Groups exclusively for Year 11 students. Students from all age groups work together in Tutor Period for 20 minutes every morning. Parents of students in Year 7 are invited to meet their child's tutor early in the Autumn Term to discuss how they have settled into Academy life.

Each House is led by a House Principal, who oversees the work of the Tutor Groups. There are approximately 270 students in each House. The House Leader has overall responsibility for the academic progress, personal well-being and social development of individual students in their House. All siblings from one family will be in the same House, although not the same Tutor Group. Parents are thus able to develop a deeper relationship with their children's House Principal.

The House System provides staff and students with the opportunity to really get to know each other. Tutors have more time and space for each student and they can focus on small clusters of students as they approach significant points in their school life. If a student has a problem, it is likely that the tutor can address this straight away, given the smaller size of the group. Within Houses and Tutor Groups, students can also learn greatly from each other. For example, when Year 7 students join our community, they are welcomed by the other students in the Tutor Group, with the intention of making an easier transition from primary to secondary school as a result.

Within Houses, students learn to listen to and to appreciate the perspectives of other members of the school community. The House System counteracts negative aspects of peer pressure, and older students develop a more caring outlook, watching out for younger students in their tutor group. Sensible advice or 'peer mentoring' from older students takes place in Tutor Groups and it is often more readily received by younger students.

Our House System also helps us to raise the aspirations of our students. Our Sixth Form students are good role models and, as they move on to university or to training courses with major companies, we expect younger students to aspire to follow in their footsteps. All students have opportunities to take up leadership roles in their House, including tutor representatives on House Council. Leadership qualities are important life skills that are highly valued by employers and in Higher Education.

The House System offers opportunities for healthy competition between Houses in sport, performing arts, quizzes etc. Rewards and sanctions are shared through the Houses, fostering a sense of loyalty, responsibility to others in the House and developing positive values and a strong community ethos.



Student Support and Guidance

This is a friendly and caring school, and all students know that they can ask for help or support at any time with any problems or difficulties, large or small. In addition to our teaching staff, we have a number of other highly skilled professionals who are available before school, after school and at all times during the school day, to deal with concerns or anxieties as they arise. These staff work closely with teachers and Senior Leaders to ensure that all concerned are aware of any problems or incidents. The Student Inclusion Zone work closely with all staff and students. They also liaise closely with external agencies, bringing in further support and guidance as required. Several trained First Aiders deal with illness or accidents if they occur.

Individual Educational Needs

All children have individual learning needs, and one of the main tasks of all teachers is to try to differentiate between the needs of individual children and to provide appropriate support as required. 'Personalising' learning in this way is a key aspect of teaching and learning in the classroom

Special Educational Needs

Additional support is given to those students with professionally identified Special Educational Needs (SEN) and for those with disabilities. Our Special Education Needs Co-ordinator (SENCO) leads the Academy's provision for those with SEN and disabilities and those who are falling behind in terms of expected progress. We provide specific guidance to staff, and our team of Teaching Assistants and Learning Mentors are deployed to meet student needs as appropriate. Some students may be withdrawn from class to receive additional support, individually or in small groups. Parents/carers with a particular interest in this important area are invited to contact the SENCO for further information.

Student Voice and Student Leadership

We encourage our students to take an active and appropriate role within the Academy Community. All students are asked to contribute ideas or suggestions through tutor group discussions. We also have student voice representation by democratic election and students of all ages can speak on behalf of their Tutor Group or House at the various House Council and Academy Council meetings. Our Head Boy and Head Girl are the leaders of the student body and a range of Sixth Form leaders contribute widely to supporting younger students. In addition to this, we have student leadership roles such as Peer Buddies (students supporting with transition), Anti-Bullying Ambassadors (of all ages) and Prefects (in Years 10 and 11.)

Reporting to Parents

We value the link between the Academy and home very highly, and our reporting system is designed to strengthen this partnership by giving parents as much regular information on their child's progress as possible. Students are regularly assessed against target grades, as appropriate, in every subject studied. This assessment information is reported to parents via regular Progress Checks. Parents are also invited to attend a Parents' Consultation Evening with subject teachers annually.

Rewards and Sanctions

The emphasis within our Behaviour for Learning Policy is on rewarding the positive: We believe that good work, good behaviour, real effort, real improvement, cooperative attitudes and helpful actions should be praised fully and openly. For this purpose, we have a comprehensive rewards system including house points, house awards, commendations, praise postcards, rewards visits and events, achievement assemblies and an annual presentation evening.



The Academy's response to breaches of the Behaviour for Learning Policy will be 'firm but fair'. We are strongly committed to informing and involving parents as soon as possible if problems arise, with an opportunity for parents to come into school with their child to discuss the issue with appropriate staff in serious cases. Indeed, in order to engage parents fully in the conduct of their child, we allow parents access to our electronic data system that records all rewards and sanctions. This is available to parents via the ConnectEd app.

The vast majority of our students respond positively to encouragement and reward. If they do not, we will use a range of sanctions to enforce good behaviour. Sanctions vary according to the nature and severity of misconduct, including recorded verbal warnings, a 'strikes' based system (which allows for correction of behaviour), loss of break or lunchtime, or a formal after-school detention. The student might be given 'targets' to meet and a report booklet, reporting to their Tutor or their House Principal. The most significant breaches of discipline may result in referral to senior staff and a period of in-school isolation. Rarely, for the most serious and persistent misconduct, it may be necessary for an exclusion to be made from school, either for a fixed term or permanently, which will be issued by the Principal.

The Curriculum

Erasmus Darwin Academy follows the principles of the secondary curriculum laid down in the Academy Act 2010; that all students should study a broad and balanced range of subjects. And, we are constantly updating our curriculum to ensure that the Academy maintains high standards.

Students in Years 7 and 8 follow the Development Stage Curriculum, which is delivered through 25 sixty minute lessons per week, scheduled over a fortnightly timetable.

Subject	Number of Hours per Fortnight
<i>Art</i>	2
<i>Drama</i>	1
<i>English</i>	7
<i>French</i>	5
<i>Geography</i>	3
<i>History</i>	3
<i>IT</i>	2
<i>Mathematics</i>	7
<i>Music</i>	2
<i>PE</i>	4
<i>PSE</i>	2
<i>RE</i>	2
<i>Science</i>	6
<i>Technology</i>	4
Total Hours	50

Curriculum overviews (i.e information on what we teach over a long term period) will be made available to parents via our school website. Over the two years of the Development Stage, we work closely with parents to ensure that their child has a smooth transition, with an opportunity to meet the tutor around at the end of September and a 'Welcome to the Development Stage' evening in October, led by House Principals that will expand on our policies, procedures and practice. There is also an annual Parents Consultation Evening, where parents can meet a range of your child's subject teachers.



In Year 9, students embark on the three-year Qualifications Stage curriculum, leading to external accreditation in GCSE or equivalent qualifications. The Qualifications Stage has a core curriculum of Maths, English Language, English Literature, Science (Combined Science or the Single Sciences), Religious Education, Physical Education and Information Technology. In addition, students have opportunities to express choice in a small range of option subjects. These choices are made in the Spring Term of Year 8. Having three years to study GCSE qualifications means that students have sufficient time and space to prepare thoroughly and to meet the considerable academic demands of reformed GCSEs.

Wider Learning across the Curriculum

Other important aspects of learning are mapped out and delivered across the school's curriculum within the schemes of work of various subject courses. The mainstream curriculum is also supplemented by Preparation for Life Days (PFL Days) that take place each half term. In this way, the whole school population is given opportunities to actively engage with Careers Education and Guidance, together with other wider and deeper learning experiences which focus on things such as safeguarding, SMSC.

Homework

We believe that home study is an essential part of our students' learning, and all students are expected to complete homework. Staff rely on the cooperation of parents to ensure that this work is given due priority and that deadlines are met. A student planner is provided to assist students and parents in recording and checking homework activities and their deadlines. The student planner is also used as a direct means of communication between school staff and parents.

Faculty Teams

In order to organise teaching and learning effectively within our school, our teachers work in Faculty Teams, according to groups of subjects.

Faculty of Communications – Leader: Rachel Copestake
English Language, English Literature, Drama, French and German

Faculty of Maths and ICT – Leader: Natalie Thompson
Mathematics, Computing, ICT and Business Studies

Faculty of Science and Technology – Leader: Tom Moseley and Adam Hyden
Biology, Chemistry, Physics, Design Technology

Faculty of Human Development – Leader: Claire Dodge
Geography, History, Religious Education, Social Sciences, PSHE & Citizenship

Faculty of Sport and the Arts – Acting Leader: Ben Maddox
Physical Education, Music, Art and Photography

Religious Education

Religious Education is taught throughout Years 7-13, in accordance with the statutory guidelines and the Local Authority Agreed Syllabus. Varied teaching and learning methods are used, and students are encouraged to think for themselves, exploring religious beliefs and practices in order to gain understanding of both their own cultural heritage and of the variety of traditions that are influential in the modern world.

In addition to the formal Religious Education programme of study, assemblies take place weekly. The assemblies aim to demonstrate the place of spiritual, moral, social and cultural values in our lives and to encourage students to take an interest in affairs beyond school.



Daily Operations

Times of the School Day

8.50 – 9.10am	Tutor Time
9.10 – 10.10am	Period 1
10.10 – 11.10am	Period 2
11.10 – 11.30am	Break
11.30am – 12.30pm	Period 3
12.30 – 1.10pm	Lunch
1.10 – 2.20pm	Period 4**
2.20 – 3.20pm	Period 5

** - this includes afternoon registration and silent reading activity

Equipment/Stationery

All students must bring basic equipment to school every day as follows: a pen (blue or black ink/ biro), a pencil, a ruler, and an eraser. It is desirable if students have a pencil sharpener and a set of coloured pencils. 'Tipp-ex' or similar liquids are not allowed. Basic equipment should be brought to school in a bag large enough to hold an A4 folder. Students will also need to bring the required books, kit or equipment for particular lessons according to their timetable.

Communications with Parents

The vast majority of our communication is done through the MyEd app. The majority of letters and notifications will go out via the app. We appreciate that some parents will not have smartphone access and so, in this circumstance, please inform reception so that we can ensure you receive all appropriate correspondence. Other ways in which we communicate will be by telephone, text and in exceptional circumstances (such as school closure due to inclement weather), the school website. We appreciate that this may be a different way of communication from what you have previously been used to and so we invite you to contact the Academy if you have any concerns, or require technical support.

Mobile Phone Policy

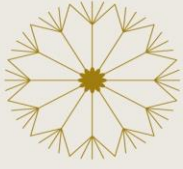
There is no need for students to bring mobile phones into school. We have very effective methods of contacting parents and students on a daily basis and if students need to contact home, there is a phone available at reception. If students choose to bring a mobile phone (or other electronic devices) on to the premises the school takes no responsibility for them. Phones (and other equipment) should not be used on the school site, they must be turned off and put into school bags at all times. If they are seen or heard by staff they will be confiscated and not returned until the end of the school day. Students will need to see a member of the Senior Leadership Team (SLT) at the end of school to collect confiscated items. If a student has his/her phone confiscated three times, on the third occasion the phone will only be returned to a parent/carer.

Academy Uniform

Our uniform supplier is Crested Schoolwear, who have a local branch in Cannock and offer an online ordering service with delivery. You can find details of our uniform, together with prices, by calling into the branch or by going online at:

<https://www.crestedschoolwear.co.uk/product-category/schools/d-f/erasmus-darwin-academy/>

We have very clear rules and high expectations of student uniform, as can be seen by the following rules that are found in student planners.



Uniform Rules

1. Students are expected to follow the Academy uniform guidelines fully and to wear their uniform with pride.
2. Shirt top buttons must be done up and ties worn at all times.
3. Shirts must be tucked into trousers/skirt.
4. Unless advised differently, students will be expected to wear their full uniform as follows:
 - To and from school.
 - At all times in the school building during the school day
5. Students may remove their blazers during lessons if the teacher allows and, if the student wishes, when they are outside at lunchtime.
6. Students may wear a maximum of one small plain studded earring in each ear lobe. Earrings must be small, circular and discreet. Shaped earrings are not permitted. The Academy reserves the right to confiscate any that are deemed to be inappropriate. No other piercings are allowed.
7. No other jewellery is allowed.
8. Nail varnish is not permitted in Years 7-11.
9. Make-up is not permitted in Years 7-9.
10. Discreet make-up may be worn only in Year 10 and above.
11. Outer coats/jackets must be plain, without large logos or decorations, and dark in colour.
12. Hoodies, sports tops and other fashion tops must not be worn in place of the Academy Sweater, the Academy Blazer or a proper coat/jacket.
13. Plain dark scarves may be worn to and from school. No scarves are allowed to be worn inside the building.
14. Garments worn under shirts/blouses must be plain white. Necklines must not be visible above shirt collars.
15. Any variations in uniform appropriate to different faiths should observe the colour code of the Academy uniform and be black.
16. The Academy does not allow students to have extreme hairstyles (including Mohicans and Shaved designs) or extreme hair colours. Parents considering a hairstyle/colour for their child that may be deemed extreme must speak to their child's House Principal first. No hats are to be worn on site.
17. All items of uniform must be labelled with the student's name.
- 18. The Principal will be the final arbiter on uniform issues.**

Summer Uniform Rules

The blazer rules apply for the whole year unless the Principal permits students to stop wearing their blazers to school on a particular day or days when the weather forecast warrants it. On these occasions, the Academy tie must still be worn and all other aspects of the uniform apply.

Bus Services 2018/19

The bus service is operated by P & D York Travel LLP on behalf of the Academy and in order to plan adequate bus numbers, we need to have a minimum commitment of one term. So, termly passes or a discounted annual pass are available and can either be bought as a return, morning or homeward journey type. Each child with a pass will then be guaranteed a seat on a named bus. The prices have increased this year, having been held for two years. However, we still remain more than 10% lower than the school transport provided by the County Council to other local schools. Subsidisation at an agreed level is continuing under the support of the Governors who are aware of increasing student numbers coming from surrounding areas as well as the local vicinity.



Ordering a Bus Pass

Commitment for an annual or termly pass will require a £20 non-refundable deposit and the balance of the pass must be received by the end of the first week of each term or the pass will be cancelled. Commitment to whole year pass will require payment of the full balance even if cancelled part year.

Whole Year Return Ticket	£560	Whole Year One Bus Ticket	£280
Autumn Payment	£217	Autumn Payment	£107
Spring Payment	£186	Spring Payment	£95
Summer Payment	£157	Summer Payment	£78

Termly Return Bus Ticket	£580	Termly One Way Bus Ticket	£290
Autumn Payment	£224	Autumn Payment	£112
Spring Payment	£193	Spring Payment	£96
Summer Payment	£163	Summer Payment	£82

The current price list but may be subject to change should additional coaches be required and are based on 2017-18 contract number. If you have any queries, please do not hesitate to contact the Finance Office on 01543 678105 or email enquiries to finance@eda.staffs.sch.uk.

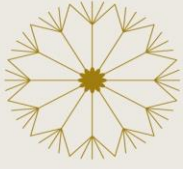
Provisional Bus Timetable 2018/2019

This is the current timetable, but routes are amended at the start of every academic year in order to accommodate the demands of students

EDA BUS 1		
7.55am	am/pm	Gentleshaw Old Post Office WS15 4RR
8.00am	PM ONLY	Junction Chorley Road / North Street
8.05am	am/pm	Hunslet Road/Brunel Close
8.07am	am/pm	Hunslet Road/Boulton Close
8.10am	am/pm	Church Road Burntwood
8.15am	AM ONLY	Norton Lane Burntwood
8.20am	AM ONLY	Ashmole Club, Hammerwich

EDA BUS 2		
8.00am	am/pm	Robins Croft/Hayes Way
8.02am	am/pm	Tesco Heath Hayes
8.03am	am/pm	Heath Hayes Jnc Sidon Hill Way/Hayes Way
8.10am	am/pm	Millenium Gardens Bus Stop Norton Canes
8.12am	am/pm	Jnc Jerome Road/Walsall Road - Yew Tree Pub
	PM ONLY	Ashmole Club, Hammerwich
	PM ONLY	Norton Lane, Burntwood

EDA BUS 3		
7.57am	am/pm	Keys Park Rd/Meadowsweet Way (formerly Foxtails, moved for safer stop)
7.59am	am/pm	Keys Park Rd / Brickworks Road
8.01am	am/pm	Heath Hayes Jnc Levetts Hollow/Hill Street
8.03am	am/pm	Jnc Langholm Drive/Hednesford Road
8.05am	am/pm	Spar Shop Heath Hayes
8.07am	am/pm	Five Ways bus stop
8.12am	am/pm	Doctors Surgery Brownhills Road Norton Canes
8.13am	am/pm	Willow Rd / Brownhills Rd
8.15am	am/pm	Chase Auto Repairs Hednesford Road Brownhills West
	PM ONLY	Littleworth Road / Houston Close bus stop



Free School Meals

Who can get Free School Meals?

Parents claiming some benefits can also claim free school meals for any of their children who are registered at a school in Staffordshire and who would normally be at school at lunch time. School meals are a good way to make sure that your child eats well at lunchtime. By claiming free school meals you save yourself time and money.

Even if you don't want your children to have the meals, claiming them helps their school. The more eligible parents who claim meals, the more funding the school receives.

You can claim free school meals for your children if you receive any of the following:

- Income Support
- Income Based Job Seekers Allowance
- Income Based Employment and Support Allowance
- Child Tax Credit and no Working Tax Credit and the household income is less than **£16,190**.
- Universal Credit
- the Guarantee element of State Pension Credit
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal credit (provided you have an annual net earned household income of no more than £7,400 as assessed by earnings from up to three of your most recent assessment periods).

You must apply online via the Staffordshire County Council website at

www.staffordshire.gov.uk/freeschoolmealsapplication

You will need to have your date of birthday and national insurance number or national asylum support service number, along with your address and the children's details with you when you apply. You can apply for several children on one application even if they are all at different schools. Your information is then checked and you will receive an immediate answer and the chance to print a confirmation if you wish to provide us with your entitlement immediately.

If you do not have access to the internet or have any problems please do not hesitate to contact us and we can make the application on your behalf as long as we have all the information required.

WisePay On-line Payments

Wisepay is a secure online payment service that allows parents and guardians (and extended family members), to make payments to the Academy using their debit and credit cards. Wisepay is used to make payments for meals, trips, tickets, uniform purchases, book purchases, bus payments, sports or music payments – in fact, WisePay can facilitate any payments that may be made to the Academy.

Using your debit or credit card, payments to the Academy can be made conveniently from home, office, or anywhere that has an internet connection.

Wisepay is the main method of charging your child's cashless catering card, thus ensuring the operation of our cashless catering system. However, your child's card can also be charged at one of the revaluation terminals located in the school. The terminals will accept coin denominations of £2, £1, 50p, 20p 10p and will also accept £20, £10 and £5 notes.