

Archer Academy Parents' Guide



archer
ACADEMY

The Archer Way

Our school believes in everyone in our community learning together to build an exciting future, because:

We are all lifelong learners

We value the importance of a strong community

We all have unique abilities and talents

What we can achieve together is far more than we could accomplish alone

An Archer student values:

ACHIEVEMENT

We will strive to achieve to the best of our abilities and to experience the delight of success.

RESPECT FOR OTHERS

We will treat everyone with kindness and both listen to and value different opinions, beliefs and cultures.

CURIOSITY

We will delight in being inquisitive, analytical and having a strong desire to know and learn more.

HARD WORK

We recognise that personal motivation and determination are an essential part of achieving success.

ENJOYMENT

We will take every opportunity to experience the fun and excitement of learning.

RESPONSIBILITY

We pride ourselves on being globally aware and making a positive contribution to the life of the school and wider community.

Through their learning journey, an Archer student will grow up to become:

ARTICULATE

Able to express their ideas confidently, fluently and coherently using words, numbers and new technologies.

ANALYTICAL

Able to investigate and apply reason and logic to construct opinions and evidence.

CREATIVE

Able to be original, expressive and imaginative.

COLLABORATIVE

Able to work with all people to achieve shared goals.

REFLECTIVE

Able to be contemplative and thoughtful about their own and others' ideas and performance.

RESILIENT

Able to recover readily from adversity and face challenges robustly.



Dear Parent,

I am delighted that you have chosen the Archer Academy for your child's secondary school education.

For our new students, this September is the start of an important stage in their school careers, at a unique school created for them by their community. For parents and families, there are a wealth of opportunities to become involved in developing and advancing our school as it continues to evolve.

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

We believe that parents have a huge part to play in supporting our school and helping our students to flourish, so we hope you will take an active role in your child's education. We pride ourselves on the strong, three-way partnerships we build between parents, students and staff, and we make it our policy to let parents know about everyday triumphs and achievements, rather than only getting in touch when problems arise.

In practice, this means that as well as inviting you to meet with teachers for parent consultations and learning review days, we will also be in regular, more informal contact with you throughout the year. We are always happy to hear from parents, so if you have any questions or concerns, or some good news to share, please do not hesitate to contact us at office@thearcheracademy.org.uk.

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

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

With my very best wishes,

Miss Harrison
Headteacher



Creating a confident transition

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



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

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

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

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

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

HELP AND SUPPORT FOR STUDENTS

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

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

We have therefore created the Archer Toolkit, a guide to life at the Archer Academy, which offers them information and reassurance about all these topics. Please encourage your child to use the Archer Toolkit online and visit the VIP Zone on our website during the summer, to help them get ready for September.

PRACTICAL TIPS FOR PARENTS

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

Before they join us:

- Use the VIP Zone together to help your child find out about their new lessons and teachers
- Read the uniform and equipment guidance carefully together
- Plan and practice the new journey to school
- Talk positively about what an exciting stage of their life this is
- Make time to listen to and talk through any worries or fears they may have
- Arrange play dates with other children joining the Archer Academy

Once they start:

- Check MS Teams together each night
- Pack school bags the night before
- Stick a copy of their school and homework timetables in a prominent place at home
- Have regular conversations about life at school
- Encourage your child to invite their new friends home
- Attend the settling-in meeting with your child's form tutor
- Attend our parent workshops on topics such as Maths and English, eSafety and study skills

To help them get used to managing their homework:

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

Our supportive structure and timetable

The well-being and happiness of our students is something we take very seriously. So we have scheduled dedicated time for pastoral care into our timetable, as well as creating a supportive and nurturing structure for our school.

Every student belongs to a tutor group, headed by a form tutor, who is the main point of contact for each student and their family. The form tutor also acts as the student's academic mentor, overseeing all aspects of their progress and well-being at school.

Our students remain in the same small tutor group throughout their time at the Archer Academy, allowing them to form strong relationships with other students and feel a real sense of belonging. Form tutors will support your child with the timetable and daily organisation. Parents can contact their child's form tutor via email with any questions. Staff email addresses are available on our website.

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

Our students also enjoy belonging to one of our three school houses throughout their time at the Archer Academy. This nurturing arrangement helps us create an inclusive and supportive environment across our year groups, as well as being the focus of sporting and other competitions within the school.

Each house is led by a member of staff who also provides another point of pastoral care for each student. Our house structure allows opportunities for student leadership and representation.

Year 7 weekly timetable

Monday and Wednesday	
Session	Time
Welcome/Line Up	8.20 - 8.30am
Tutor Time	8.30 - 8.45am
Lesson 1	8.45 - 9.45am
Lesson 2	9.45 - 10.45am
Break	10.45 - 11.00am
Welcome/Line Up	11.00 - 11.05am
Lesson 3	11.05 - 12.05pm
Lesson 4	12.05 - 1.05pm
Lunch	1.05 - 1.40pm
Welcome/Line Up	1.40 - 1.45pm
Lesson 5	1.45 - 2.45pm
Lesson 6	2.45 - 3.45pm
After school clubs/activities	3.45pm onwards
Tuesday and Thursday	
Session	Time
Welcome/Line Up	8.20 - 8.30am
Tutor Time	8.30 - 8.45am
Lesson 1	8.45 - 9.45am
Lesson 2	9.45 - 10.45am
Break	10.45 - 11.00am
Welcome/Line Up	11.00 - 11.05am
Lesson 3	11.05 - 12.05pm
Lesson 4	12.05 - 1.05pm
Lunch	1.05 - 1.40pm
Welcome/Line Up	1.40 - 1.45pm
Lesson 5	1.45 - 2.45pm
Enrichment Welcome/Line Up	2.45 - 2.55pm
Enrichment	3.00 - 4.00pm
After school clubs/activities	4.00 - 5.00pm
Friday	
Session	Time
Welcome/Line Up	8.20 - 8.30am
Tutor Time	8.30 - 9.00am
Lesson 1	9.00 - 10.00am
Lesson 2	10.00 - 11.00am
Break	11.00 - 11.15am
Welcome/Line Up	11.15 - 11.20am
Lesson 3	11.20 - 12.20pm
Lesson 4	12.20 - 1.20pm
Lunch	1.20 - 1.55pm
Welcome/Line Up	1.55 - 2.00pm
Lesson 5	2.00 - 3.00pm
After school clubs/activities	3.00 - 4.00pm





An introduction to our curriculum

The Archer Academy is committed to achieving the highest standards for each and every student. From the moment they join us, we will work with our students to ensure they become well-rounded individuals with the qualifications and skills that universities and employers will be looking for in the years ahead.

Central to our curriculum is an absolute expectation that all Archer students will work hard; indeed, the ethos of valuing hard work because it leads to success is promoted in all aspects of life at our school. Our teaching and learning strategies are designed to make students feel engaged, enthused and eager to do their best. Lessons vary in length to enable learning in different formats with a focus on skills, application and depth.

The following pages will give you a brief introduction to our Key Stage 3 curriculum, which your child will begin studying when they join us in September.

OUR SPECIALIST SUBJECTS

We specialise in English and Mathematics, as the core skills of literacy and numeracy underpin a student's achievement across the curriculum. Over 25% of the timetable across Year 7 and Year 8 is devoted to the teaching of these two subjects, and this is reinforced through thematic learning running across subject disciplines.

The English department aims to develop articulate students with confidence and flair in their self-expression and understanding of the written word. In English, students will focus on three key areas; speaking and listening, writing skills and reading skills, with our teachers supporting them to become fluent, accurate and creative within each.

We explore a wide range of literature; during Year 7 students will study a Shakespeare play, at least two novels, a range of poetry and some non-fiction materials. The importance of reading is promoted throughout the school with termly reading lists and of course our annual school LitFest.

Literacy skills are taught both explicitly and discretely to ensure all our students master a confident, independent use of a high level of spelling, grammar and punctuation across their learning.

Mathematics is promoted as a skill as well as a subject. The Mathematics department is built on the principles of challenge and enjoyment, with a focus on ensuring that every student truly understands how numbers work, and can identify patterns through secure understanding. We give priority to the application of mental methods, so that every student becomes numerically confident as well as competent, with numeracy skills taught explicitly through focused weekly sessions alongside the main curriculum.

Our Mathematics curriculum explores the key aspects of numbers, algebra, data handling and geometry. Year 7 students will begin by consolidating their knowledge and skills from Year 6, which is key to future progress. Other topics covered in Year 7 include: an introduction to algebra and solving simple equations; directed/negative numbers and the order of operations (bidmas); functions, sequences and simple graphs.



The wider curriculum

Science is a crucial part of our curriculum, focused on developing confident, enquiring minds with an emphasis on practical and investigational learning. Students study Chemistry, Physics and Biology as separate sciences from Year 7 onwards and are formally assessed each half term.

Our separate science approach ensures that our students have a secure theoretical understanding of each discipline alongside confident practical skills in the planning, preparation and leading of experiments. They are taught how to plan and lead experiments safely but independently. Cutting-edge practical work, observation, data analysis, open-ended investigations, use of ICT and an emphasis on applying theory to practice ensure that our students are able to master complex theorems and secure a critical understanding of evidence.

Students begin Year 7 by studying how science works with key practical skills. Followed by organisms in Biology, matter in Chemistry, and then energy and waves in Physics.

Our **Humanities** curriculum (History, Geography, Citizenship and Religious Studies) promotes our students' investigative skills, through the use of evidence, reasoning and critical questioning to examine and confront complex issues. Throughout these subjects, students are encouraged to challenge their own values and beliefs based on their growing understanding of our world. They study Humanities both thematically and as separate academic disciplines at different points across the school year.

Our **Foreign Languages** curriculum enables students to study French or Spanish in Year 7. Students are not given a choice of which language the study in Year 7, but it is discussed at the transition interview. Additionally, Italian is available outside of the school day.



Our **Arts** and **Technology** curricula provide students with the opportunity to develop a variety of new skills, mastering traditional and modern techniques within Art, Dance, Music, Drama and Design & Technology. Imagination and creativity are celebrated throughout these subjects, which provide students with a range of opportunities to express themselves, perform and produce their own work.

Our **Physical Education** curriculum focuses on both competitive sport and the enjoyment of physical activity and well-being to promote a lifelong participation in sport. PE lessons take place on site using our fantastic facilities, and include sports such as football, hockey, netball, badminton, gymnastics, trampolining and climbing.

ICT is not restricted to one subject at Key Stage 3, but is embedded across the curriculum. Students have regular opportunities to use our state-of-the-art equipment within lessons to enhance teaching and learning. Additionally, students are taught specific ICT skills and the use of identified software packages, such as Excel and Powerpoint, within Mathematics and thematic learning.

Thematic Learning is unique to the Archer Academy. It is a highlight of the year 7 and 8 curriculum. Students study a variety of topics thematically rather than through the lens of one particular subject. It therefore crosses over into multiple disciplines well beyond the usual diet of a KS3 student. It is an opportunity to broaden horizons and hopefully encourage students to think and be curious.

Thematic Learning is not set in stone – we change the content each year to ensure it reflects contemporary interests and builds on student cultural capital. This dynamic means that the programme is always evolving and is building in strength year on year.

We are keen to ensure that students' progress is measured and that the opportunity to learn thematically not only supplements their core KS3 programme but stands them in good stead for the subjects on offer at GCSE. Furthermore, we hope that by encouraging them to think laterally, we stimulate them to make connections between subjects and the world around them.

Our extended curriculum

At the Archer Academy, we recognise that life outside of the classroom is an essential part of developing a lifelong love of learning. We also feel it is important for our students to have a rich variety of experiences so they can discover new talents and enhance existing ones.

Enrichment takes place as part of a slightly extended day on two afternoons per week (Tuesday and Thursday) and is compulsory for all students. It is free of charge.

We offer a range of programmes for students to choose from, and encourage them to try different things and not to follow their friends. We believe that our enrichment programme provides an ideal opportunity for a personalised education and for our students to begin to learn how to make the curriculum choices that are right for them.

Students are given an online enrichment booklet and we encourage them to discuss their choices at home and with their form tutor.

Enrichment is a real highlight of life at the Archer Academy, with our students thoroughly enjoying the specialist opportunities open to them. However, the additional organisational requirements in terms of kit and/or equipment may take students and families a little time to adjust to.

Here are some examples of the kind of courses we offer through our enrichment programme:

- Squash
- Taekwondo
- Mad science
- Jazz dance
- Badminton
- Drama
- Photography
- Ceramics club
- Strictly ballroom
- Book club
- Tennis
- Debating
- Biodiversity club
- Website design

Additional learning opportunities take place at lunchtimes and after school. A range of activities are available including sports clubs, creative and performing arts clubs, a homework club and additional curriculum courses.

Sports activities, most creative and performing arts clubs and our homework club are free to students and offered as part of the wider provision of the school.

Additional curriculum courses such as Italian and dance are offered as buy-in programmes for parents, paid for every term, in the same style as individual music tuition. Students will be able to take part in taster lessons before committing to the full academic year.



A central feature of the Archer Academy is our focus on personalised opportunities for all students, recognising that the needs and talents of every child are unique. As part of this process, we develop flight paths for each student, to provide them with personalised stretch and challenge. These are further personalised with their individual learning plan (ILP).

Students may be on different flight paths for different subjects. Once on a flight path, the only way is up; students who consistently exceed the expectations of their flight path are moved up to a higher one. The flight paths are reviewed by students in consultation with form tutors and parents at the end of each term on our Learning Review Day.

The ILP consists of two targets; the first focused on academic progress and the second on personal learning and thinking skills.

Developing potential



Progress reports are sent home prior to the Learning Review Day, to allow students and parents time to consider the child's progress as a family.

Together the flight paths and Learning Review Days enable students, parents and form tutors to discuss and reflect on the student's academic progress to date and begin to set ambitious and measurable personal targets to ensure confident future progress.

SPECIAL EDUCATIONAL NEEDS

Our provision for students with special educational needs and disabilities (SEND) is driven by our determination to be an inclusive school for the whole community.

A child's special educational needs will have been identified during the transition process and an additional meeting with our SENDCO will take place. Students with SEND benefit from outstanding in-class support from teaching assistants and a range of tailored intervention programmes such as paired reading, numeracy, handwriting and spelling.

We regularly invite parents of children with SEND to meet with us to ensure that their child is receiving all the additional support that they require. Our parent workshops will offer support with developing key skills at home.

HIGHLY ABLE, GIFTED AND TALENTED STUDENTS

The Archer Academy encourages all students who demonstrate a particular aptitude for a subject or skill to develop their talents and to have pride in their achievements, whether these are academic, sporting, musical or creative.

We recognise that our highly able, gifted and talented students have particular needs which we should meet if they are to realise their potential. Students identified as being highly able or gifted or talented are provided with additional tutorials as part of the Learning Review Day process, alongside additional curriculum opportunities such as philosophy and study skills.

Our teaching strategies and our skilled teaching staff place great emphasis on differentiation, so that our most able students are challenged and stretched at all times. All heads of department work closely together to ensure that we are constantly looking at the provision for and choice of opportunities available to our students.

We invite parents of children identified as highly able, gifted and talented to take part in parent workshops to support the promotion of independent learning.

PERFORMANCES AND COMPETITIONS

We believe that performances and competitions play an important part in encouraging our students to develop their skills and talents in the sports and arts.

Our termly arts performances are a real highlight, allowing students to showcase their drama, dance and music work in both collaborative pieces and solo performances. Our enrichment courses provide a setting for our students to work in the style of drama and dance companies as they prepare to perform. Similarly, our orchestra, rock band, choir and musical theatre provide opportunities for students with musical talents to enhance and further develop their skills.

We compete actively in the Barnet sports league, so that students who have an aptitude for competitive sport can play against other schools. Trials for our football teams (girls and boys) take place in early September, followed by cross country and netball. There are also opportunities to compete in borough-wide athletic meets in the summer term. We put students forward for county and national sporting opportunities if they show a real flair for a particular sport.

Assessment, groupings and progress

We take the time to find out a great deal about your child's achievements and areas for development before they even join us. We have already held an individual meeting with your child's Year 6 teacher, and asked them to complete a comprehensive transition report on your child. These will help us start them on the correct flight path when they begin Year 7.

ASSESSMENT AND PROGRESS

In September, each student will sit a series of baseline assessments which will further support us in planning for their individual needs. These assessments will include Key Stage 2 papers, reading, spelling and numeracy tests and a cognitive ability test. Some informal assessments may also take place within other subjects.

You will be invited to a settling-in meeting with your child and form tutor in September, which will be followed up with a Learning Review Day and an academic report each term. The report provides each student and their parents with their current attainment and levels of progress for each subject, a target level and a grade for behaviour, effort and homework.

Your child will be assessed regularly through teacher assessments, and a formal exam week takes place in the summer term. We believe that it is important to prepare our students for the assessment formats they will encounter as they progress towards GCSE and beyond. We teach our students how to revise and how to develop confident, independent study skills from Year 7 onwards.

TRACKING

Our rigorous tracking and monitoring systems ensure that your child's teachers, head of year and heads of department have a clear picture of their ongoing progress. If we have any concerns, a range of intervention strategies may be employed, such as tuition, after school classes and mentoring, following a discussion with you. Similarly, if your child is making good progress but we feel they have the capacity to make exceptional progress, acceleration strategies may also be used. Any such strategies will be discussed with you first.

SETTING BY ABILITY IN CORE SUBJECTS

Your child will be taught in mixed ability groups for Maths, English and Science until the end of the first half term. Students will be placed into ability groups for these subjects from the end of October, to enable a greater personalised focus on stretch, challenge and support. Ability grouping for further subjects takes place in the spring term.

These ability groups are flexible and there will be the option for movement at key points during an academic year. Students will be taught in mixed ability groups for: humanities, ADT, creative and performing arts and thematic learning throughout Year 7 and Year 8.

RAISING CONCERNS

If you are concerned about your child's progress, please do not hesitate to contact your child's form tutor. If we are concerned about your child's progress, we will ask you to come and see us at school, and may place them on Academic Review so that their progress is monitored more closely.



REGULAR ASSESSMENT

Students have a minimum of two pieces of their work depth marked every half term. This could include: classwork, homework or the marking of a summative assessment or end of year exam.

Depth feedback provides students with details of their successes and how they can improve their work. A teacher's response to a student's work will begin with a **WWW (what worked well)** comment and then an **EBI (even better if)** comment. Students are asked to review these responses before moving on and are often given the chance to redraft and improve work.

We use a range of IT platforms to support our marking of students' work, including: MS Teams, Seneca Learning and Activ Learn.

Students are also given feedback through classroom dialogue, where targeted questions and individual one to one conversation can help students' progress.

ADDITIONAL INFORMATION

The curriculum guides provide you with additional information about the content and requirements of each subject across the academic year.

Homework and independent study

We believe that homework encourages good organisation and self-reliance. It also increases the time available for learning. Homework may be in the form of reading, learning, a written exercise, an essay, an investigation, a long term project or an item of research.

The majority of homework will be set to be completed over the course of a week. Sometimes students will be set homework with longer periods in which to complete it, such as with essays and projects. When projects are set, students will usually be given a check point date so that their teacher can support them.

The school also uses an online learning platform called MS Teams where students and parents can view all the homework that has been set and see when it is due to be handed in. Students may also submit work online through this platform.

When homework is being set as a depth marked piece of work, it will be marked and returned within a two week period with www/ebi comments. Where a piece of homework is not depth assessed, whole class feedback systems, peer and self-marking are used to review homework and check for accuracy and understanding.

Students are given a homework timetable at the start of each half term. Class teachers will identify a homework day with students and this will be recorded in the homework table in their diary. We follow a Week A and Week B homework model. The homework timetable includes time guidance for each task, with a minimum and maximum time suggested. Students should expect to spend a maximum of 7 hours each week on homework in Year 7.

Students will be set the following homework every week in Year 7:

- Mathematics
- French/Spanish
- English (when extended writing/reading is not set, see below)
- History/Geography
- Thematic learning

They will be set the following homework every fortnight in Year 7:

- Design & Technology/Art
- Creative & Performing Arts
- Extended writing or reading task in English



READING

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

HOMEWORK SUPPORT

Our homework club runs every day after school. Students will have access to computers and books, and teachers will be available to support them.

NOT COMPLETING HOMEWORK

It is important that students complete their homework and submit it on time. If students are ever unsure of or unclear about their instructions, they should speak to their class teacher quickly.

In Year 7 if students forget their homework once, their teacher will give them a verbal warning and ask them to bring it to them the following day. However, if this happens again, students will be given an academic code and set a detention.



Our expectations for behaviour

We have high expectations for each and every one of our students, who we expect to leave our school as active and aware members of society, able to communicate and interact confidently with high levels of emotional intelligence. We believe that good behaviour and firm discipline are the basis of a happy and productive learning environment, and insist on a culture of respect between and amongst students and staff.

Our starting principle is that all students are entitled to learn in a safe, secure and calm environment. Rules are kept to a minimum, but are in place for good reason, and a clear consequence system ensures that students understand what behaviours are unacceptable and what will happen if they do the wrong thing. We have a zero tolerance approach to bullying, and do not hesitate to sanction any student whose behaviour does not meet our expectations; we believe in acting swiftly to prevent small problems from becoming big ones.

The consequence system is explained clearly to students in September. Consequences include behaviour codes which are logged on the computer, for behaviour such as disrupting the learning of others or a lack of equipment.

Underpinning our behaviour policy is a positive emphasis on success and choosing to make the right decisions. We treat our students as sensible young people who are able to take responsibility for their actions. Our school ethos promotes the understanding of the relationships between effort and achievement, and between responsible behaviour and exciting opportunities.

Our rewards system is a positive way of encouraging good behaviour, motivation and academic progress. We believe in recognising, celebrating and rewarding achievement of all kinds. Students may be rewarded for a number of reasons, including:

- excellent work of a high academic standard
- academic progress
- tremendous effort
- co-operation and teamwork
- involvement in activities or projects outside of the school day within the wider community

Students may be rewarded in the following ways:

- merit points
- a letter, postcard or telephone call
- star of the week award
- lunch with the headteacher
- nomination for our annual prize giving
- an article in the school newsletter
- work on display

Uniform and equipment

All Archer Academy students wear our school uniform. This gives them a clear visual identity, both within and out of school, puts them in the mindset of being ready to learn, and creates a sense of belonging and community that reflects our vision. It is designed to be both smart and comfortable, throughout the school day; we hope our students will wear it with pride.

Our uniform is supplied by Uniform4Kids.
Full details are available in your induction pack.

DAILY SCHOOL

Logo V Neck Charcoal jumper/cardigan
Striped shirt
Charcoal grey skirt or trousers
Plain, dark outside coat
School bag with logo
Sensible, black leather look shoes
(sports brands, are not appropriate)
Dark coloured socks/tights

If you wear a hijab it should be plain and either black or grey.

SPORTS/DANCE/DRAMA

Logo polo shirt
Logo shorts/skort
Logo hooded sweatshirt
Logo tracksuit bottoms/logo leggings
Plain black football socks
Predominantly black/dark trainers
Astro trainers or football boots
Mouth guard for rugby
Logo black tee shirt
Plain black leggings
Water bottle

APPEARANCE

Archer students should arrive at school smartly dressed and ready to learn. The following are expected at all times:

- Full school uniform
- Long hair to be tied back
- Lanyard with locker key must be worn (provided by school)
- Black leather look shoes/dark coat/school bag/water bottle

It is a **no** to the following:

- Hair colours outside of the natural colour spectrum
- Jewellery other than a single stud earring in each ear
- Shavings or markings in hair
- Brightly coloured hair holding devices
- Make up
- Nail varnish

EQUIPMENT

Students need to ensure that they bring the following items to school every day:

- Student handbook
- A pencil case: with black, blue, purple and red pens, pencil, whiteboard pen, ruler, rubber, pencil sharpener, highlighters, a glue stick, coloured pencils, compass and protractor
- Scientific calculator model Casio FX-83GT Plus with dual algebraic display
- Folder and a notebook
- Reading book

A few final points

ATTENDANCE AND ABSENCE

Students cannot learn and succeed unless they are at school. If your child has a scheduled medical appointment, please inform their head of year by email or by telephone in advance of the appointment. If you are concerned that your child may be unwell, but feel they are capable of attending school, please telephone their head of year and we will monitor them throughout the day. If your child is too unwell to attend school, please email office@thearcheracademy.org.uk or telephone the school before 8.30am to inform us.

Parents are not permitted to take a child out of school for holiday purposes. Any term time absences will only be approved by the headteacher.

INSTRUMENTAL TUITION

The Barnet Education Arts Trust provides most of the instrumental tuition offered at the Archer Academy. They provide tuition in a wide range of instruments including: violin, viola, cello, flute, clarinet, saxophone, bassoon, trumpet, keyboard, guitar and voice. Tuition is organised during the school day, on a carousel system to avoid students missing the same lesson repeatedly.

Full details regarding instrumental tuition and how to arrange this for your child can be found in your transition pack.

PARENTPAY®

We aim to be a cashless school, with all parental payments and contributions, including school trips, being made via our online ParentPay system at www.parentpay.com. The system offers you the freedom to make payments whenever and wherever you like, safe in the knowledge that the technology used is of the highest internet security available. Payment will be made via a secure online account, activated using your unique username and password.

Parents who need to continue making payments by cash may do so by coming in to school. Please contact our finance department finance@thearcheracademy.org.uk with any questions.

HEALTHY EATING AND OUR CATERING SERVICE

Students learn best when they follow a nutritious diet and have plenty to drink.

We aim to:

- Provide healthy and attractive meals free from food additives and preservatives
- Involve students and staff in menu planning
- Offer excellent value for money
- Always provide free drinking water

A breakfast service is available from 8am and typically provides fruit juice, cereal, bagels, yoghurt, and fresh fruit pots. We also offer a break time service which includes cold snacks and wraps/sandwiches.

At lunchtime, students can choose between the hot meal of the day, a vegetarian option, or sandwiches, wraps and fruit pots. Students can also bring a packed lunch if they prefer.

BIOMETRIC CASHLESS SYSTEM

We operate a cashless biometric fingerprint recognition payment system for school lunches. Students and staff at the Archer Academy are invited to have their fingerprint recorded on a computer system, so they can pay for their lunch by pressing their finger against a special pad, cutting out the need to handle cash. Parents will be asked to provide consent. All students can access the dining facilities in school, regardless of whether or not they use the biometric system.

FREE SCHOOL MEALS

To check whether your child is eligible for free school meals, please email finance@thearcheracademy.org.uk

PARENT CONTRIBUTION SCHEME

Parents can support the Archer Academy by making a donation to our Parent Contribution Scheme each month. These parental contributions are used to fund resources which enable our students to have opportunities beyond the curriculum. Any donations will be greatly appreciated, and we will be able to receive additional funds if you Gift Aid your donation. More details regarding the Parent Contribution Scheme are available in your transition pack.

ILLNESS, ACCIDENTS AND MEDICATION

If your child falls ill or has an accident whilst at school, we will telephone you. We expect these incidents to be rare and hope not to send students home. However, we would always work with you to decide on the best of form of action.

Any specific medical needs should have been discussed at your child's transition interview. We have a fully equipped medical room. If your child requires medication to be stored at school or ongoing support with a medical condition, a follow up meeting will be arranged with your child's head of year and our medical officer, before the start of the academic year. You will be required to complete and sign a form requesting the school to administer the medication. Please do keep us fully informed about medical issues regarding your child.

SEX AND RELATIONSHIPS EDUCATION (SRE)

SRE involves students learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being. Students will have the opportunity to study different aspects of SRE throughout their Science and Lifelong Learning lessons at Key Stage 3. Parents will always be informed before any key aspect of SRE is taught. The Sex and Relationships Education policy is available on the school website.

MOBILE PHONES

Students are permitted to bring a basic mobile phone to school. They are not permitted to bring smart phones/ watches or phones with cameras. Phones must be switched off and left in bags while students are at school. Our acceptable user policy on mobile phones can be viewed on the school website.

TRAVELLING TO SCHOOL

We are committed to the principles of environmental sustainability and the reduction of local traffic, and as such would encourage all students to travel to school on foot, by bicycle or on public transport. There is no parking or access by car at either site.



PARENTS ASSOCIATION

Why not join the Archer Academy Parents Association? This group meets regularly with the headteacher to discuss developments in the school and ways to raise extra funds. It also runs a range of events such as social gatherings and fundraisers throughout the school year. Each tutor group has a parent representative on the PA to support easy communication between parents.

Being part of the PA is a great way to get to know other parents and become more involved with the school. For more information or to volunteer to become a class representative, email:

parentsassociation@thearcheracademy.org.uk



Realising potential
Inspiring creativity
Engaging with our
community

The Archer Academy
Email: office@thearcheracademy.org.uk
Telephone: 020 8365 4110

www.thearcheracademy.org.uk



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