

North Oxfordshire Academy

Drayton Road

Banbury

OX16 0UD

T: 01295 224300

E: enquiries@northoxfordshire-academy.org

www.northoxfordshire-academy.org



@NorthOxAcademy

Principal

Ellie Jacobs

Timings of the Academy Day

	Tutor	P1	P2	Break	P3	Lunch	P4	P5
All students	8.40 to 9.15	9.15 to 10.20	10.20 to 11.25	11.25 to 11.45	11.45 to 12.45	12.45 to 13.15	13.15 to 14.15	14.15 to 15.15

Key Contacts

Pastoral Leader	Name	Email
Year 9 & 10	Tom Tanner	Tom.Tanner@northoxfordshire-academy.org
Year 11	David Murphy	David.murphy@northoxfordshire-academy.org
Year Manager	Name	Email
Year 10	Daisy-Mae Hartwell	Daisy-Mae.hartwell@northoxfordshire-academy.org
Year 11 Pastoral support	Beth Fleming	beth.flemming@northoxfordshire-academy.org
Learning Coaches	Name	Email
Alex Cook	Year 11 Learning Coach	alex.cook@northoxfordshire-academy.org
Becky Smith	Year 11 Welfare Lead	Becky.Smith@northoxfordshire-academy.org

Year 10 Tutors

Name	Tutor Group	Email
William McCubbin	10C1	William.McCubbin@northoxfordshire-academy.org
Dianne Giffaut	10C2	Dianne.Giffaut@northoxfordshire-academy.org
Jonathan Lowe	10H1	Jonathan.Lowe@northoxfordshire-academy.org
Paul Donnelly	10H2	Paul.Donnelly@northoxfordshire-academy.org
Sam Berry	10P1	Sam.Berry@northoxfordshire-academy.org
Liam Duggan	10T1	Liam.Duggan@northoxfordshire-academy.org

Year 11 Tutors

Name	Tutor Group	Email
Elliot Hurst Ellie Jacobs Kevin Taylor Felicity Garland Daniel Thomas Tom Brooker Ellie Beecroft	Monday Tutors	Elliot.Hurst@northoxfordshire-academy.org Ellie.Jacobs@northoxfordshire-academy.org Felicity.Garland@northoxfordshire-academy.org Kevin.Taylor@northoxfordshire-academy.org Daniel.Thomas@northoxfordshire-academy.org Tom.Brooker@northoxfordshire-academy.org Ellie.Beecroft@northoxfordshire-academy.org
Leanne Mills Caroline Tustain Bea Robinson Emma Tribe Daniel Thomas David Murphy Ellie Beecroft Tim Yeomans	Tuesday and Wednesday Tutors	Leanne.mills@northoxfordshire-academy.org Caroline.tustain@northoxfordshire-academy.org Bea.Robinson@northoxfordshire-academy.org Emma.Tribe@northoxfordshire-academy.org Daniel.Thomas@northoxfordshire-academy.org David.murphy@northoxfordshire-academy.org Ellie.Beecroft@northoxfordshire-academy.org Tim.Yeomans@northoxfordshire-academy.org
Daniel Thomas Daniela Faulconbridge Ellie Beecroft Tom Brooker Tim Yeomans Caroline Tustain Kevin Taylor Bea Robinson Emma Tribe	Thursday and Friday Tutors	Daniel.thomas@northoxfordshire-academy.org Daniela.faulconbridge@northoxfordshire-academy.org Ellie.Beecroft@northoxfordshire-academy.org Tom.Brooker@northoxfordshire-academy.org Tim.Yeomans@northoxfordshire-academy.org Caroline.tustain@northoxfordshire-academy.org Kevin.Taylor@northoxfordshire-academy.org Bea.Robinson@northoxfordshire-academy.org Emma.Tribe@northoxfordshire-academy.org

Key Dates 2026 – 2027

Parent Event TSP Day	Thursday 3 September.
Extended Tutor Days	Monday 19 October 2026 Tuesday 8 December 2026 Thursday 28 January 2027 Friday 19 March 2027 Thursday 29 April 2027 Friday 2 July 2027
Year 6 Open evening	Thursday 24 th September 2026
Sixth Form Open Evening	Thursday 22 October 2026
Parents' evenings	Year 10: Thursday 11 th February 2027 Year 11: Thursday 12 th November 2026 (non- core subjects only) Year 11: Thursday 14 th January 2027 (core subjects only)
KS4 Examination Windows	
Year 10	Wednesday 6 January- Friday 22 January 2027 Monday 24 May 2027 – Friday 24 June 2027
Year 11	Monday 2 November 2026 – Friday 20 November 2026 Monday 8 February 2027 – Friday 5 March 2027

Calendar 2026-2027



North Oxfordshire Academy Term Dates 2026-27

	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T													
September		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
October				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
November							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
December		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				

	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	M	T	W	T	F	S	S	M	T								
January					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
February								1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		
March	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
April				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
May						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
June		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
July					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
August							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Teacher-Student-Parent Day

Bank Holiday

School Holiday

Inset Day

Character Education at NOA

Our CARD Values

Confidence

Definition: believing in yourself and your ability to grow and succeed

- The ability to interact with others positively and effectively
- The ability to express oneself expressively and with fluency
- The belief in your ability to succeed in a particular task or goal



Ambition

Definition: a strong desire to achieve something

- Aiming to achieve the highest possible outcome
- Aspiring to achieve the best possible jobs, college and university places
- Offering leadership opportunities for all



Respect

Definition: a quality shown through thinking and acting in a positive way

- Respect for others
- Respect for ourselves
- Respect for our environment



Determination

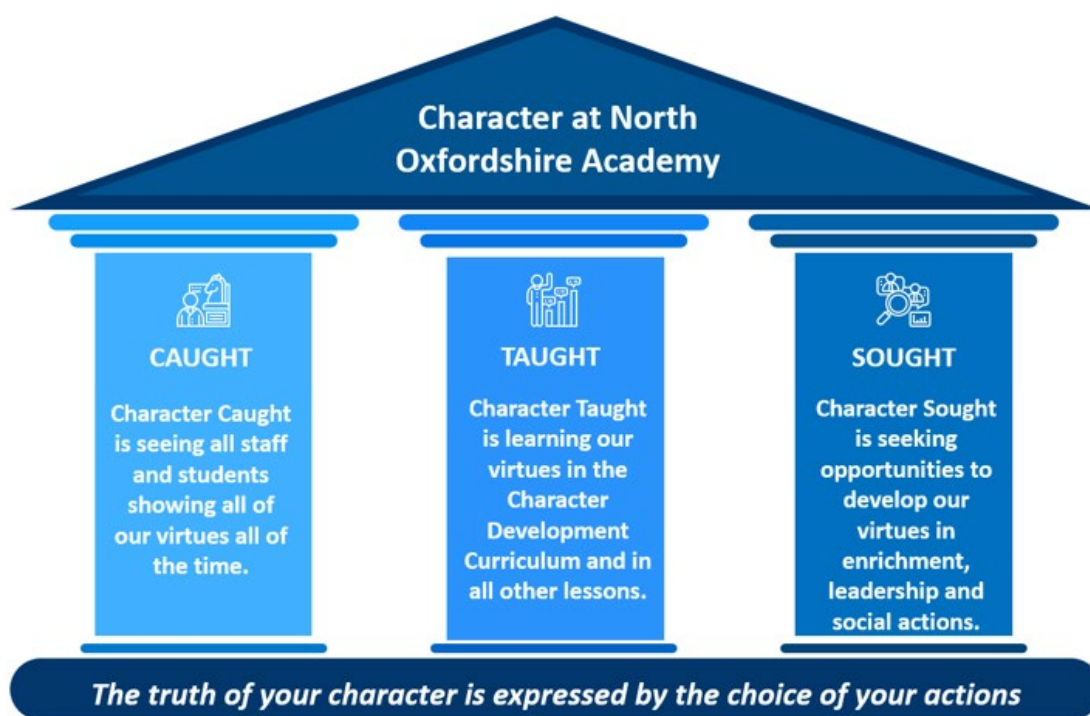
Definition: the ability to continue trying to do something, although it may be difficult

- Not giving up during adversity
- Embracing the challenges of learning at a higher level
- Support each other to achieve



North Oxfordshire Academy
The best in everyone™
Part of United Learning

Confidence ■ Ambition ■ Respect ■ Determination



Character Taught

Character is taught through curriculum subjects, PSHE and our Tutor time Character Education programme.

“The truth of your character is expressed by the choice of your actions.”

YEAR GROUP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 Year 7	 PL Broadcast EWC Passport	 TTRP (15) & Character Counts (10)	 TTRP (15) & Careers in Conversation (10)	 TTRP (15) & Careers in Conversation (10)	 TTRP (10) & Character Tutor Assembly
 Year 8	 PL Broadcast EWC Passport	 TTRP (15) & Character Counts (10)	 TTRP (15) & Careers in Conversation (10)	 TTRP (10) & Character Tutor Assembly	 TTRP (15) & Careers in Conversation (10)
 Year 9	 PL Broadcast EWC Passport	 TTRP (15) & Character Counts (10)	 TTRP (10) & Character Tutor Assembly	 TTRP (15) & Careers in Conversation (10)	 TTRP (15) & Careers in Conversation (10)
 Year 10	 TTRP PL Broadcast	 TTRP (10) & Character Tutor Assembly	 TTRP (15) & Character Counts (10)	 TTRP (15) & Careers in Conversation (10)	 TTRP (15) & Careers in Conversation (10)
 Year 11	 PL Broadcast/Assembly Science Focus	 ENGLISH FOCUS	 ENGLISH FOCUS	 + - MATHS × ÷ FOCUS	 + - MATHS × ÷ FOCUS
 Year 12	 Character Tutor Assembly – Theatre	 TTRP & Character & Society	 Character & Diversity	 Character Moral Dilemmas/Oracy	 Character & Careers
 Year 13	 Character Tutor Assembly – Theatre	 TTRP & Character & Society	 Character & Diversity	 Character Moral Dilemmas/Oracy	 Character & Careers

Personal Development



North Oxfordshire Academy

The best in everyone™

Part of United Learning

KS4 PERSONAL DEVELOPMENT

What students learn in Years 10 and 11 at North Oxfordshire Academy



HEALTH AND WELLBEING

We learn about:

- Mental health, stress, anxiety and depression.
- Healthy routines including sleep, exercise and self-care.
- Body image, confidence and emotional wellbeing.
- Healthy relationships and sources of support.
- First aid, lifesaving science and personal health.



STAYING SAFE

We learn about:

- Exploitation, coercion and unhealthy influence.
- Radicalisation and extremism.
- Substance misuse, vaping, alcohol and drugs.
- Gambling, risk-taking and personal safety.
- Online safety, AI, deepfakes and harmful content.



RELATIONSHIPS AND RESPECT

We learn about:

- Respect, empathy and healthy communication.
- Consent, boundaries and the law.
- Different types of relationships and commitment.
- Sexual health, contraception and STIs.
- Equality, diversity and challenging prejudice.



DIGITAL LIFE

We learn about:

- Digital footprints and responsible online behaviour.
- Social media, influence and online pressure.
- Managing screen time and online wellbeing.
- Misinformation, AI tools and critical thinking.
- Keeping personal information safe online.



CAREERS AND FUTURE PLANNING

We explore:

- GCSE choices, pathways and next steps.
- College, sixth form, apprenticeships and training.
- Employability skills, CVs and interview preparation.
- Financial awareness, work and future goals.
- Strengths, interests and decision making.



CHARACTER AND PERSONAL DEVELOPMENT

We develop:

- Confidence, ambition, respect and determination.
- Resilience, responsibility and self-discipline.
- Leadership, service and contribution to the community.
- Good choices, reflection and personal responsibility.
- Preparation for adult life and citizenship.



Confidence



Ambition



Respect



Determination



SMSC & Fundamental British Values

Spiritual, Moral, Social and Cultural Development



SPIRITUAL

We explore our beliefs, values and purpose.

We reflect, show gratitude and respect others and the world around us.

We look within.



MORAL

We know the difference between right and wrong.

We make responsible choices and act with integrity and honesty.

We do the right thing.



SOCIAL

We build positive relationships, work together and show kindness and respect.

We contribute to our school and wider community.

We belong and connect.



CULTURAL

We celebrate diversity and learn from different cultures and experiences.

We value individuality and are open-minded citizens of the world.

We appreciate and celebrate our world.

FUNDAMENTAL BRITISH VALUES



DEMOCRACY

A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.



INDIVIDUAL LIBERTY

Protection of your rights and the rights of others you work with.



MUTUAL RESPECT

Having a proper regard for the dignity of a person or position.



RULE OF LAW

The need for rules to make a happy, safe and secure environment to live and work.



TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others.



CONFIDENCE



AMBITION



RESPECT



DETERMINATION

Character at Home



CONFIDENCE

1. Encourage your teenager to speak up for themselves respectfully, whether at school, in extracurricular activities, or in social situations.
2. Support them in taking on leadership opportunities, such as mentoring younger students, leading a team, or organising an event.
3. Help them reflect on both successes and setbacks, recognising what they have learned and achieved.



AMBITION

1. Discuss future education, career pathways, and personal aspirations, helping them set realistic goals.
2. Encourage commitment to long-term projects, qualifications, or extracurricular activities that require sustained effort.
3. Support them in seeking new opportunities, such as volunteering, work experience, or leadership roles.



RESPECT

1. Model respectful discussion, especially when opinions differ, and encourage them to do the same.
2. Encourage responsible use of social media and respectful online communication.
3. Help them understand the importance of respecting diversity, different cultures, beliefs, and perspectives.



DETERMINATION

1. Encourage them to persevere through academic challenges, such as preparing for exams or completing coursework.
2. Support them in developing strategies to overcome setbacks rather than giving up when things become difficult.
3. Recognise and praise resilience when they continue working towards goals despite obstacles, disappointment, or failure.

Careers

Name	Role	Email
Maria Mainwaring	Careers Lead	maria.mainwaring@northoxfordshire-academy.org



Each student at North Oxfordshire Academy has a log-in for our Careers programme, Unifrog.

Helping students find their future.

It helps students with the whole progression process - from exploring their interests, to recording the great things they've done, to finding education and training opportunities, to drafting their applications and CV.

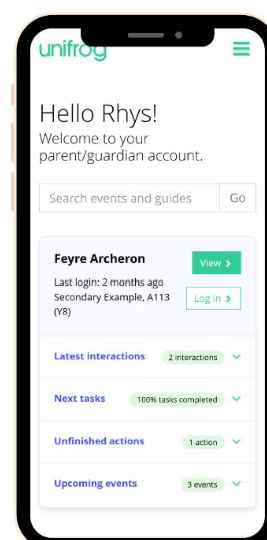
Unifrog brings all the available information into one comprehensive, user-friendly platform that helps students make the best choices, and submit the strongest applications.

It partners with universities and employers to further support students to be successful.

Parents and caregivers: get signed up!

Why should students have all the fun?! You can create your own account to see key details about your child's Unifrog journey, and to access the tools in the same way students do!

Scan this QR code or go to www.unifrog.org/parent and create an account using your email address or Google single-sign on.



Careers Programme Overview 2025/26

North Oxfordshire Academy

THE CAREERS & ENTERPRISE COMPANY

Vision Statement

INSPIRE & ASPIRE: Our aim is to empower every student to explore, prepare and pursue their career aspirations with confidence and curiosity. We believe careers education is not just about jobs—it's about helping all young people to shape their life and be successful in all that they do. **EXPLORE. PREPARE. SUCCEED.**

Contact: Maria Mainwaring

Email: Maria.Mainwaring@northoxfordshire-academy.org

Telephone: 01295 224300

Milestones and Learning Outcomes

Year 13

My Future: Preparing to make University/ Apprenticeship Applications.

My Self: Developing healthy habits.

My Skills: To be able to demonstrate Leadership skills.

My Knowledge: To independently use revision techniques.

My Opportunities: Interact with Post 18 providers.

My Options: Reflecting on interests & how they can impact my next steps.

Year 12

My Future: To have Meaningful Career Conversations

My Self: Valuing independence and the ability to make your own decisions.

My Skills: To have an awareness of the importance of Leadership in the world of work.

My Knowledge: Understanding the value of A-levels.

My Opportunities: To interact with Post 18 providers.

My Options: Develop ability to recognize influences on your career choices.

Year 11

My Future: To engage with personal guidance support.

My Self: To have an understanding of expectations from providers & employers.

My Skills: To achieve their potential through self-determination & self-improvement.

My Knowledge: To research LMI & understand growth sectors.

My Opportunities: To engage with Post 16 encounters.

My Options: To have a clear informed Post 16 Pathway.

Year 10

My Future: To engage with meaningful experiences of the workplace.

My Self: To develop core literacy & digital skills.

My Skills: To understand the importance of self-determination & Self-improvement.

My Knowledge: To understand work-place hazards.

My Opportunities: To interact with Post 16 providers.

My Options: To have a secure understanding of Post 16 options.

Year 9

My Future: To engage with opportunities to make informed GCSE choices.

My Self: To be able to write a CV.

My Skills: To define 'soft skills'.

My Knowledge: To understand key business structures & legislation.

My Opportunities: To challenge stereotypes.

My Options: To differentiate academic & vocational routes

Year 8

My Future: To be able to link learning to careers.

My Self: To be able to articulate aspirations.

My Skills: To have an awareness of their own employability skills.

My Knowledge: To understand other routes into employment.

My Opportunities: To engage with speakers/providers.

My Options: To identify what academic or vocational routes are.

Year 7

My Future: To understand what a 'career' is and how school life and education helps build this.

My Self: To recognize their own strengths.

My Skills: To define employability skills.

My Knowledge: To understand the concept of LMI.

My Opportunities: To meet a range of employers and challenge stereotypes.

My Options: To define what is Post 16 & Post 18 study.

Key Events and Experiences

Year 13

Tutor lessons, Oxbridge support, Personal Statement/UCAS support

Assemblies from Alumni, Apprenticeships, Universities Careers Fair

1:1 Meaningful Career Conversations with Independent Careers Adviser as required

Year 12

Tutor lessons, Oxbridge support, Personal Statement/UCAS support

University trip, Assemblies from Alumni, Apprenticeships, Universities Careers Fair

1:1 Meaningful Career Conversations with Independent Careers Adviser

Year 11

1:1 Meaningful Career Conversations with Independent Careers Adviser

Future Skills Questionnaire, Weekly Newsletter

Dedicated Careers lessons

Linked to Character curriculum, Careers Fair

Assemblies, Extended tutor sessions

Application support, Oxbridge support

Year 10

1:1 Meaningful Career Conversations with Independent Careers Adviser, Weekly Newsletter

Dedicated Careers lessons, Job of the Week

Work Experience, 6th Form Taster Session

Linked to Character curriculum, Careers Fair

Higher Education visit, Assemblies, Extended tutor sessions

Year 9

Future Skills Questionnaire, Weekly Newsletter

Dedicated Careers lessons, Job of the Week

WoW with parents & friends

Group Meaningful Career Conversations with Adults

Linked to Character curriculum, Careers Fair

Choosing my GCSE Options with Confidence

Higher Education visit, Assemblies, Extended tutor sessions

Year 8

Dedicated Careers lessons

Weekly Newsletter

Job of the Week

Group Meaningful Career Conversations with Adults

Linked to Character curriculum

Assemblies

Year 7

Future Skills Questionnaire

Dedicated Careers lessons

Weekly Newsletter

Job of the Week

Group Meaningful Career Conversations with Adults

Linked to Character curriculum, Assemblies

Inspiring and preparing young people for the world of work.

Character Sought

Enrichment is a very important part of the North Oxfordshire Academy experience, ensuring students have the opportunity to develop new skills, talents and character outside their formal learning environment. We offer a wealth of clubs including music, drama, sports, animal care and science club.

At North Oxfordshire Academy we offer leadership opportunities for every student, many of which come from the wide range clubs on offer. In addition to this every Tutor Group has a Form Captain and Sports Captain.

Regular attendance to clubs and activities is necessary for student development both academically as well as emotionally and socially. If you have chosen to attend a you should attend regularly and if you are unable to attend, please notify the staff member in charge so they are aware.

Students will be rewarded with Merits for attendance to clubs.

The calendar is available on the Academy website.

Attendance Matters at North Oxfordshire Academy

Why is 97%+ attendance so important?

Regular attendance at school means that you can make the most of your education and improve your chances in adult life.

School can also help you develop social skills such as making and developing friendships. A regular and punctual attendance pattern will help you when you enter the world of work.

The link between attendance and how well you do in school is clear. The more a pupil is in school the more they increase their opportunity to fulfil their potential.

What to do if you will be absent from school

Parents should contact the school before 8.40am if a child is going to be absent or late for any reason e.g. doctor, dentist and provide an appointment card.

The NOA absence line is: 01295 224300 Option 1 Attendance

We understand that some appointments are unavoidable i.e. with hospital specialists. However, appointments where there is flexibility such as dental appointments or eye tests should not be scheduled during the school day.

Arriving to school on time matters too. Being frequently late for school adds up to lost learning:

- Arriving 5 minutes late every day adds up to over 3 days lost each year.
- Arriving 15 minutes late every day is the same as being absent for 2 weeks a year.
- Arriving 30 minutes late every day is the same as being absent for 19 days a year, this will also result in a U code mark which is an unauthorised absence.

Some Strategies to Improve Punctuality and Attendance

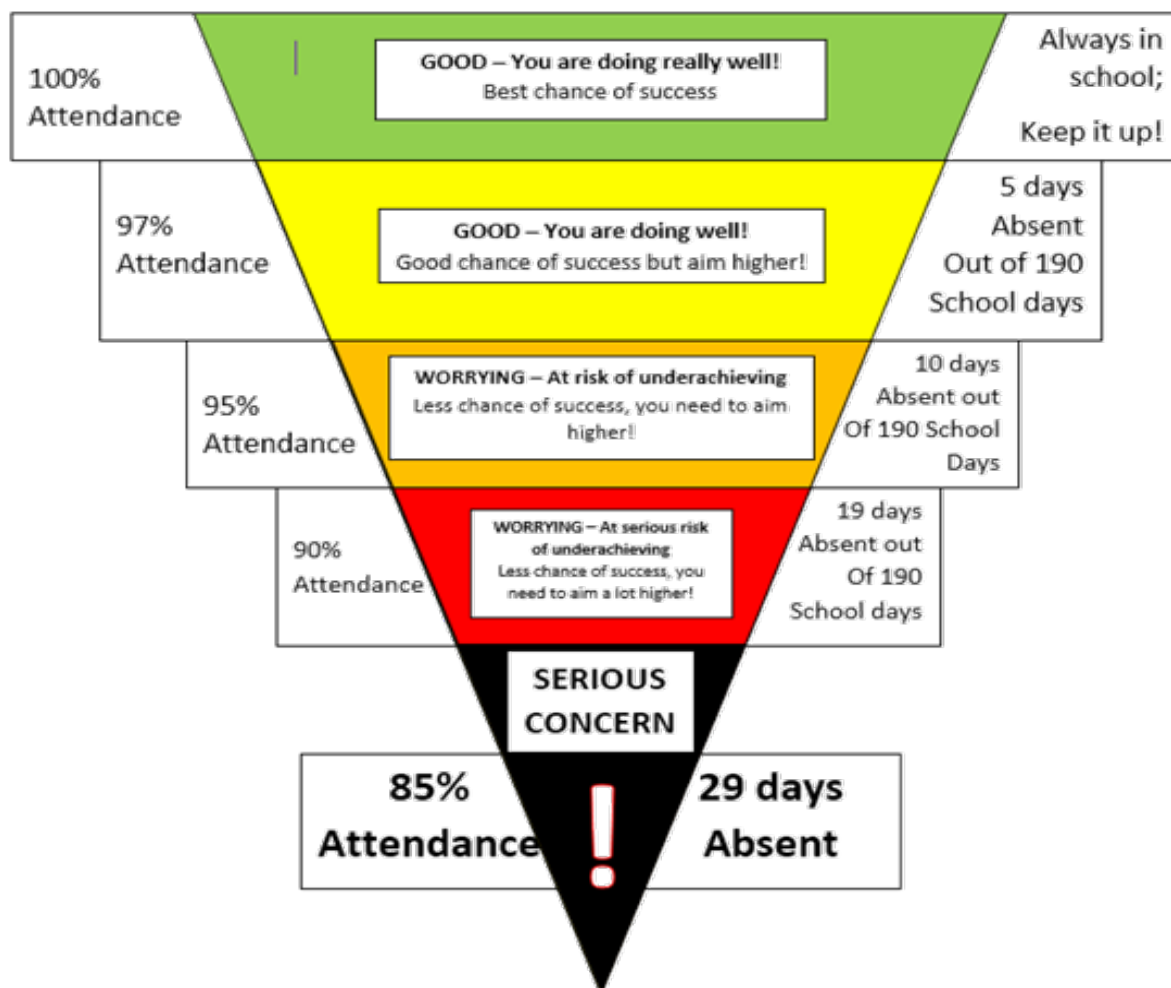
- Bedtime routines – packing school bag ready for the next day, getting to bed earlier, setting a time for a television and other devices to be turned off.

- Morning routines – setting the alarm earlier, no screen time until ready for school (and maybe not even then), having breakfast before leaving home, meeting a reliable friend to walk to school with.



ATTENDANCE CHART

Good attendance is vital for good progress at school. Every term, you should aim to go up one level on the chart or, better still, stay at the top!



100% Attendance



90% Attendance



80% Attendance



70% Attendance



50% Attendance



KS4 Home Learning

Students will receive a core subject homework timetable at the start of the year to support them to plan and organise their homework each evening.

Home Learning will be set on Arbor.

There are Home Learning Clubs every day that all students are welcome to attend should they need access to computers or learning support.

Knowledge Organisers, arranged by year group, are available in the 'Learning' section of the NOA website.

KS4 students are expected to complete minimum one hour of Home Learning per subject per week.



North Oxfordshire Academy
The best in everyone™
Part of United Learning



sparx



methodmaths
interactive practice papers



SENECA



Arbor

KS4 & KS5 Academic Reading and Enrichment 2026

Free-access resources • Book / Article / Academic Paper / Website/Blog

Subject	Resource	Type	Web link (click or copy)
Architecture and Planning	Sustainable Architecture — RIBA	Article/Guide	https://www.architecture.com/-/media/GatherContent/Business-Benchmarking/Additional-Documents/Sustainable-Architecture-resourcepdf.pdf
Architecture and Planning	RIBA Knowledge and Resources	Website/Blog	https://www.architecture.com/knowledge-and-resources
Architecture and Planning	Architecture — The Guardian	Website/Blog	https://www.theguardian.com/artanddesign/architecture
Biology	Biodiversity Matters — The Royal Society (2026)	Article	https://royalsociety.org/blog/2026/06/bio-matters-partnership-grants/
Biology	Molecular Structure of Nucleic Acids — Watson and Crick	Academic Paper	https://www.nature.com/articles/171737a0
Biology	Study Reveals Unique Molecular Machinery of Woman Who Can't Feel Pain — UCL	Article	https://www.ucl.ac.uk/news/2023/may/study-reveals-unique-molecular-machinery-woman-who-cant-feel-pain
Business Studies	AI Adoption, Productivity and the Labour Market — Bank of England (2026)	Article	https://www.bankofengland.co.uk/agents-summary/2026/july-2026
Business Studies	Dynamic and Personalised Pricing — Bank of England (2026)	Article	https://www.bankofengland.co.uk/bank-insights/2026/this-time-its-personal-the-rise-of-dynamic-personalised-pricing-and-what-it-means-for-inflation
Business Studies	Explainers: The Economy Made Simple — Bank of England	Website/Blog	https://www.bankofengland.co.uk/explainers
Chemistry	Skills to Succeed in the Future Chemical Sciences Workforce — RSC	Article	https://edu.rsc.org/feature/skills-to-succeed-in-the-future-chemical-sciences-workforce/4020583.article
Chemistry	A Future in Chemistry — Royal Society of Chemistry	Website/Blog	https://edu.rsc.org/future-in-chemistry
Chemistry	Compound Interest — Chemistry Infographics and Articles	Website/Blog	https://www.compoundchem.com/
Creative Art and Design	Tate Art Terms	Website/Blog	https://www.tate.org.uk/art/art-terms
Creative Art	Tate: Art and Artists	Website/Blog	https://www.tate.org.uk/art

and Design			
Creative Art and Design	National Gallery: Stories and Discoveries	Website/Blog	https://www.nationalgallery.org.uk/stories
Engineering and Technology	The Birth of the Web — CERN	Article	https://home.cern/science/computing/birth-web
Engineering and Technology	Engineering & Technology — IET	Website/Blog	https://eandt.theiet.org/
Engineering and Technology	Royal Academy of Engineering: Education and Skills	Website/Blog	https://raeng.org.uk/education-and-skills
English Literature and Language	Discovering Literature — British Library	Website/Blog	https://www.bl.uk/discovering-literature
English Literature and Language	Shakespeare's Works — Shakespeare's Globe	Website/Blog	https://www.shakespearesglobe.com/discover/shakespeares-works/
English Literature and Language	Poetry Foundation	Website/Blog	https://www.poetryfoundation.org/
History	The National Archives: Education	Website/Blog	https://www.nationalarchives.gov.uk/education/
History	The National Archives: Themed Collections for Secondary and Sixth Form	Website/Blog	https://www.nationalarchives.gov.uk/education/resources/
History	Historic England: Heritage Stories and Features	Website/Blog	https://historicengland.org.uk/whats-new/features/
Law	UK Supreme Court: Decided Cases	Website/Blog	https://www.supremecourt.uk/cases/decided-cases
Law	UK Supreme Court: Student Writing Competition Information Pack	Article/Guide	https://www.supremecourt.uk/docs/student-writing-competition-information-pack.pdf
Law	The Law Society: Legal Topics	Website/Blog	https://www.lawsociety.org.uk/topics
Maths	Plus Magazine — University of Cambridge	Website/Blog	https://plus.maths.org/content/
Maths	NRICH — University of Cambridge	Website/Blog	https://nrich.maths.org/
Maths	Chalkdust — A Magazine for the Mathematically Curious	Website/Blog	https://chalkdustmagazine.com/
Medicine	Medical Research News — UCL	Website/Blog	https://www.ucl.ac.uk/news/health

Medicine	Antimicrobial Resistance — UK Health Security Agency	Website/Blog	https://www.gov.uk/government/collections/antimicrobial-resistance-amr-information-and-resources
Medicine	NHS Health A to Z	Website/Blog	https://www.nhs.uk/conditions/
Modern Foreign Languages	Words Without Borders — International Literature in Translation	Website/Blog	https://wordswithoutborders.org/
Modern Foreign Languages	British Council: Voices Magazine	Website/Blog	https://www.britishcouncil.org/voices-magazine
Modern Foreign Languages	BBC Languages Archive	Website/Blog	https://www.bbc.co.uk/languages/
Physics	Your Future with Physics — Institute of Physics	Website/Blog	https://www.iop.org/careers-physics/your-future-with-physics
Physics	Physics World	Website/Blog	https://physicsworld.com/
Physics	Gravitational Waves — LIGO	Article	https://www.ligo.org/science/Publication-GW150914/index.php
Politics	House of Commons Library	Website/Blog	https://commonslibrary.parliament.uk/
Politics	UK Parliament Research Briefings	Website/Blog	https://researchbriefings.parliament.uk/
Politics	The Long Read — The Guardian	Website/Blog	https://www.theguardian.com/news/series/the-long-read
Veterinary Science	Royal Veterinary College: Research	Website/Blog	https://www.rvc.ac.uk/research-and-facilities
Veterinary Science	University of Cambridge Veterinary Medicine: Research	Website/Blog	https://www.vet.cam.ac.uk/research
Veterinary Science	British Veterinary Association: News and Blog	Website/Blog	https://www.bva.co.uk/news-and-blog/

Selection criteria: free access, academic credibility, suitability for KS4/KS5, and preference for current or actively maintained sources. Full URLs are displayed so they can be clicked in Word or copied into a browser.

Rewards

North Oxfordshire Academy uses a rewards system to recognise and celebrate strong character, positive behaviour, and academic achievement. Students are regularly praised for demonstrating our core values of confidence, ambition, respect, and determination as part of everyday school life.

Purpose:

- To motivate and encourage students to demonstrate positive character and behaviour
- To recognise effort, achievement, resilience, and determination above and beyond expectations
- To reinforce the values, aims, and ethos of the Academy
- To celebrate students who show confidence, ambition, respect, and commitment across all aspects of school life
- To recognise and reward positive contributions to the wider NOA community

Principles:

North Oxfordshire Academy seeks to ensure that:

- A positive and respectful ethos is created through encouragement, praise, and recognition that builds confidence and self-esteem
- All students, regardless of ability or background, have equal opportunities to be recognised and rewarded
- The rewards system is fair, meaningful, inclusive, and consistently applied across the Academy
- Students are encouraged to develop ambition, resilience, and determination in both their learning and personal growth

The NOA rewards system supports our vision of providing a world-class education in both character and academics, helping students to become confident, ambitious, respectful, and determined young people who can achieve happiness, fulfilment, and success in life.

Confidence Ambition Respect Determination- Merits

The aim of rewarding respect and community spirit is to recognise and promote the attributes and behaviours of a good citizen and to encourage students to be supportive members of a community. Verbal praise and positive language are part of our everyday routines and our warm but strict positive culture. Merits are rewarded and split into the individual subjects to recognise achievement in all areas of the curriculum. CARD values are recognised by awarding **merits** and can be given to students by any member of staff in school.

Merits are logged on Arbor and when a student reaches each threshold of merits students will receive a certificate in the Celebration Assemblies at the end of each Term.

Merit Thresholds:

250	Certificate
500	Bronze
750	Silver
1000	Gold
1250	Platinum
1500	Titanium
1750	Amethyst
2000	Ruby
2250	Sapphire
3000	Amber
3250	Emerald

Celebration for each Year Group

Principals Award	Weekly	Nominated (3) Winner (5)	Teacher/support staff for being an outstanding student
Tutor Postcard	Weekly	2	Teacher/support staff for being an outstanding student
Faculty Students of the term	Monthly	Nominated (5) Winner (3 additional)	By staff for being an outstanding student in subject areas nominated by departments/support staff
Learner of the Week	Weekly	Top 20 of the year (5)	Teacher/support staff for being an outstanding student
CARD – Homework Hero	Weekly	Per week (5)	Teacher/support staff for completion of the most amount of homework.
Outstanding lesson	Daily	1	Producing outstanding work and making outstanding contributions in class from the start of the lesson to the end
Homework Completion	Daily	1	Homework completed on time
CARD Values	Daily	1	Showing our core values around school, the community and in lessons
100% Attendance	Weekly	5 weekly	Getting 100% attendance in a week
Enrichment/Leadership Attendance	Weekly	1	Attending and participating in enrichment and leadership activities

Uniform & Essential Equipment



Uniform

Our aims for school uniform at NOA are:

- All students are ambassadors for NOA and are proud to wear our school uniform.
- Parents support the wearing of school uniform.
- The local community recognises NOA students.
- Students develop a sense of pride in their school and a professionalism to prepare them for the world of work.

Benefits of have a school uniform are:

- The differences between students are reduced, which in turn, reduces some of the causes of social isolation and bullying.
- Self-esteem of particular groups of students may be improved.
- Security is improved - it's easy to spot who does and does not belong to the school community.
- Students feel a stronger sense of belonging and commitment to their school.
- It improves the image of the school in the local community.
- It creates a sense of purpose within the school environment.



Year 8 –11 Uniform

Girls Year 8-11

- North Oxfordshire Academy blazer
- North Oxfordshire Academy navy blue skirt with North Oxfordshire Academy logo at waistband (which must be visible) or plain navy-blue tailored trousers (ankle length). No flared trousers are allowed.
- Navy blue tailored knee length tailored shorts
- North Oxfordshire Academy grey V neck jumper (optional)
- Light blue open neck `revere` collar shirt
- Navy/ black belt
- Navy blue or black Headscarf (or head covering)
- Blue-, Black- or natural-coloured tights. We do not allow leggings

Boys Year 8-11

- North Oxfordshire Academy blazer
- North Oxfordshire Academy tie
- Navy blue tailored trousers (ankle length). No flared trousers are allowed.
- Light blue (short or long) sleeve tailored shirt. Button up collar.
- Navy blue tailored knee length tailored shorts
- North Oxfordshire Academy grey V neck jumper (optional)
- Navy/ black belt
- Navy blue or black Headscarf (or head covering)

Footwear

- Students are required to wear black, flat, plain shoes. Students are not allowed to wear trainers or boots.
- We ask that shoes are free from logos, stripes/ticks or patterns on shoes.
- If you are in any doubt about the academy rules regarding shoes, please contact your child's pastoral leader before purchasing them.

PE Kit Y8-11

The PE kit is an essential part of each student's equipment.

Students must arrive to school in full PE kit on their specific PE days.

Essential:

- Unisex North Oxfordshire branded sports T-shirt

Footwear: trainers

Optional, but recommended items:

- Navy blue tracksuit bottoms /Navy sports leggings
- Navy blue loose shorts
- North Oxfordshire Academy navy blue hoody or plain logo free navy blue hoody/jumper
- Sports bra
- Shin pads and gum shield
- Footwear: studded boots for football or rugby

Full PE kit to worn on PE days.

Year Group	Week A	Week B
Year 7 X	Monday, Thursday	Tuesday, Friday
Year 7 Y	Thursday, Friday	Monday, Thursday
Year 8 X	Tuesday, Wednesday	Tuesday, Wednesday
Year 8 Y	Wednesday, Friday	Monday, Wednesday
Year 9 X	Monday, Thursday	Wednesday, Friday
Year 9 Y	Tuesday, Wednesday	Monday, Tuesday
Year 10 X	Monday	Thursday
Year 10 Y	Tuesday	Friday
Year 11 X	Wednesday	Friday
Year 11 Y	Tuesday	Wednesday

- Year 11 who have opted for practical PE to wear PE kit only

Other Items:

Jewellery

- Students can wear plain gold or silver studs. Hooped earrings are not permitted.
- Students can wear one bracelet and one small ring. Necklaces are not permitted.
- One watch (we ask that smart watches are disconnected from the internet).
- One small nose stud (silver/gold) may be worn.

Please note that jewellery may be confiscated and returned to the student at the end of the academic day or if necessary, a parent will be asked to collect from the academy.

Body piercings/tattoos

There must be no visible tattoos on show. Tongue piercings/septum piercings are not allowed in school. Please ensure your child also does not wear the following;

- Stretchers/expanders/bars
- Hooped earrings & ear cuffs

If you decide to allow your child to have an additional piercing to that allowed above, please do so at the start of the summer holidays so that it has time to heal and be removed when they return to school. Clear retainers are permitted.

Nails

- Natural nail colours (Beige/French/clear) polish is permitted.
- No false nails/acrylic nails may be worn at anytime.

Hair

- To be natural – **no** unnatural colour, extensions, hair sculpture, decorative shaved patterns are also not permitted.
- *North Oxfordshire Academy* has adopted The Halo Code, the UK's first Black hair code. No Black staff or students should have to change their natural or protective hairstyle in order to thrive at our school. We hope that the Halo Code will move us one step closer to a world free from discrimination, where all Black members of our community have their identities fully recognised and celebrated.
- Students must not have eye-brow lines/hair lines/shaved patterns these are not permitted.

The Halo Code:

"Our school champions the right of staff and students to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of our Black staff and students' racial, ethnic, cultural, and religious identities, and requires specific styling for hair health and maintenance. We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs, headscarves, and wraps. At this school, we recognise and celebrate our staff and students' identities. We are a community built on an ethos of equality and respect where hair texture and style have no bearing on anyone's ability to succeed."

Make-up

Students are permitted to wear light foundation and mascara only. (Discreet false eyelashes are also permitted.)

Summer Uniform Variations

The academy may permit students to stop wearing their blazers or make other uniform adjustments on a particular day/week. This will be communicated in advance via ARBOR to parents and carers. Shorts may be worn; they must be navy tailored shorts (length just above the knee) only with no additional pockets.

Essential Equipment

We ask for the support of parents/ carers in ensuring children to come to the academy fully equipped and ready to learn. We have high expectations of our students, and if students fail to bring the correct equipment to school vital learning time is lost. We expect our students to take responsibility for their learning, and we also realise that future employers would expect workers to arrive at the workplace with the correct equipment.

Your child should leave home each morning with the following equipment:

An appropriate school Bag – (preferably a back- pack) Vital to keep all equipment and knowledge organiser in.

PE Kit - Please check with your child when PE is timetabled, so they pack their kit.

Refillable water bottle – Please send your child in to school with a refillable water bottle.

The following equipment is required by every student every day. Equipment checks will take place at tutor time each day.

1 Pencil Case	1 ruler
1 pen (black/blue)	1 Casio Calculator fx-83gtx
1 Green pen	A school bag
1 pencil	Non-permanent whiteboard pen
1 rubber	

*You can purchase all of the equipment from student services every break and lunchtime if needed.

Out of Uniform Procedure

If your child arrives at the academy out of uniform the academy will follow the process below:

1. Phone call to go home to parents/ carers
2. Student taken by the pastoral team to borrow uniform.
3. Students are given 24 hours to correct shoes (if none available to borrow) /nails/hair infringements.

Students must return any borrowed uniform at the end of the day.

If you have any issues regarding uniform, please call the academy to let us know in advance. Please do not send your child to school in incorrect uniform without contacting us first. We will do everything we can to help.

Purchasing NOA uniform

The uniform items your child will need must be purchased from Cross Embroidery, Banbury. Pre-ordering is advised.

Cross Embroidery

Phone: 01295 270555

Email: sales@crossembroidery.com

Address: Unit 5+6 Lower Cherwell Street, Banbury, Oxon, OX16 5AY.

Second Hand Uniform

Second Hand Uniform can also be purchased from the academy, we run a summer shop throughout the 6-week holidays so please do come in and see us. Should you need anything during term time please contact our reception.

There is also a second-hand uniform swap shop at Hanwell Field community centre which is 5 minutes from the academy.

Phone Policy

Introduction of a Phone-Free School Environment

From September 2026, the Academy will introduce the Yondr Pouch Programme to create a fully phone-free learning environment. This aligns with Department for Education expectations that students should not have access to mobile phones during the school day, including lessons, social times, and movement around school.

Students will place their mobile phones (and smartwatches where applicable) into a Yondr pouch on arrival. The pouch will be locked. Students will retain possession of the pouch throughout the day and unlock it at designated stations when leaving school.

Why Are We Introducing Yondr?

Research and evidence from schools using Yondr indicate improvements in:

- Student engagement and concentration
- Academic performance
- Social interaction and relationships
- Student wellbeing
- Reduction in safeguarding concerns linked to social media and mobile phone use
- Reduction in cyberbullying during the school day

The initiative supports the Academy's values of Respect, Ambition and Determination by ensuring students are fully engaged in learning and social interaction.

Daily Procedures

- Students arrive with phones switched off or on airplane mode.
- Phones are secured in a Yondr pouch under staff supervision at all academy entry points.
- Pouches remain locked throughout the school day.
- Students always keep possession of their pouch in their school bags.
- Pouches are unlocked at designated stations at the end of the school day.

Spot Checks and Compliance Monitoring

To maintain the integrity of the programme:

- Staff will conduct random spot checks throughout the school day.
- Students may be asked to present their pouch for inspection. **Refusal** will be fixed term suspension from the academy.
- Any evidence of tampering, unauthorised unlocking, use of an alternative phone, or refusal to comply will result in fixed term suspension.
- Regular monitoring will ensure consistency and fairness in implementation.

Sanctions for Non-Compliance

All incidents will be logged on Arbor and parents/carers will be informed by telephone/text message.

Incident	Sanction
1st incident – phone found out of pouch.	Phone confiscated by staff. Returned to the student at the end of the school day. Phone call to parent/ carer made
2nd incident- phone found out of pouch.	Phone confiscated. Parent/carers must collect the phone from school at their convenience.
3rd incident- phone found out of pouch.	Fixed Term Suspension (FTS).
Refusal to hand over a phone	Fixed Term Suspension (FTS).
Refusing to put phone in pouch	Fixed Term Suspension (FTS).
Putting a fake phone/object in pouch	Fixed Term Suspension (FTS).
Tampered Pouch/Possession of magnet	Fixed Term Suspension (FTS).
Refusal for search for a mobile phone/tech	Fixed Term Suspension (FTS).

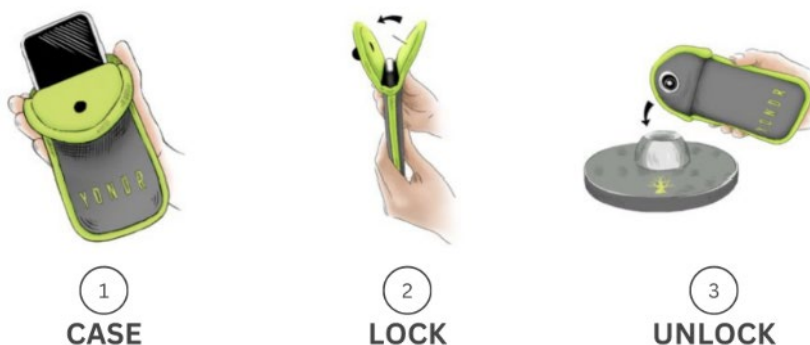
Lost, Damaged or Forgotten Pouches

- Students who forget their pouch will have their phone secured by the school for the duration of the day.
- Persistent failure to bring a pouch may result in replacement charges and further intervention.
- Damaged or deliberately tampered pouches may incur replacement costs and Fixed Term Suspension

Communication with Parents

Parents who need to contact their child during the school day should do so through the school's reception team. Urgent messages will be passed on appropriately.

The aim is to create a calm, focused and inclusive learning environment where students can fully engage with learning and with each other, free from the distractions of mobile technology.



FAQs

How quick is the unlocking process?

The unlocking process is quick and students typically will take a few seconds to do this. While students are still getting used to how to unlock pouches, staff will be on hand with mobile unlocking stations to stop any queues forming in the first few weeks. If needed we will add extra unlocking points.

What if my child arrives late or needs to be dismissed early? Main Reception and Student services will have an unlocking device for students to use.

Will my child's phone be safe? Students are in possession of their phone- in their Yondr pouch- for the entire school day. We will advise students to store the pouch safely in their bags/backpacks etc. While the Yondr pouch will provide some protection, it's not a protective case, so students should continue to handle their phones with the same care they normally would prevent damage.

What happens if a student forgets to open their pouch at the end of the day? In Yondr's experience, this almost never happens. All students funnel past the unlocking stations at the exits, and they typically want their phones back. If they do arrive home with a phone in a pouch, they can either come back to school to unlock it or have a phone free evening!

What happens if a student forgets to bring in their pouch? The student's phone will be collected and securely stored in School until the end of the day. Parents/ carers will be contacted and reminded of the procedures. If the pouch is repeatedly forgotten their pouch will be treated as lost and a replacement fee of £18 will be charged. We suggest that students leave the pouches in their school bags and pouches should stay in the locked position when not at school.

What if my child refuses a search? Any student that refuses a search for their mobile/tech device will be deemed to be in possession of such item(s) so a fixed term suspension will be issued.

Daily Pouch Use

What if my child needs their phone for medical reasons? We have an alternative solution for the small number of students who require their phones for medical reasons (e.g. diabetes). We will be in touch with these families if they have informed us of their medical condition and will require evidence from a medical professional.

My child currently doesn't bring a phone to school; how will this work for them? Please send an email to sophie.mcfarlane@northoxfordshire-academy.org

Mrs Mcfarlane will be in touch to discuss next steps. Your child will still be subject to spot searches.

What happens if a phone is seen outside of a pouch? If a student is found in possession of a phone outside their pouch on the school site, the phone will be confiscated and returned to them at the end of the school day. If this is a repeated offence, the confiscated phone will need collection from a parent/carers, rather than the student. If the student refuses to hand over their phone the school will issue a fixed term suspension. Bag searches may also be conducted if staff have concerns that a student has a mobile phone on them, that hasn't been placed into their pouch.

What if the Yondr pouch gets damaged? Any attempt to tamper with the Yondr system, will be treated as a serious offence, resulting in a replacement fee of £18, plus confiscation of their device until collected by a parent/carers and fixed term suspension. If accidental damage occurs, students must report this **immediately**. If damage is discovered during checks and has not been reported, it may be considered intentional. Students

will be provided guidelines to lock their pouch when they leave school, to avoid any accidental damage. The pouch should not be used as a replacement for a protective case and/or screen protector on a mobile device. We will be conducting random pouch/spot checks over the full academic year, to assess the condition of pouches.

Emergencies

What if there is a school emergency? In an emergency, the priority is for students to follow school safety procedures under staff guidance. Unauthorised phone use during such situations may:

- Delay emergency responses
 - Spread misinformation
 - Put students and staff at increased risk
 - Disrupt coordinated safeguarding measures
- Emergency communications will be managed through the school.

Anti – Bullying

Bullying is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying- bullying via mobile phone or online (for example email, social networks and instant messenger)



You can report any other concern (Bullying/Mental Health/Sexual Harassment) through the homepage of the school's website as shown below:

**Student Leadership
Programme**

Essential Equipment

Houses


**Duke of Edinburgh
Awards**


After School Clubs


Rewards


Wellbeing


**Knowledge
Organisers**


Report a Concern

Report a Concern

Duke of Edinburgh Awards

Report a Concern

Wellbeing Hub

Year 9 Options

 **Staff Portal**

 **Student Portal**

 **Parent Portal**

Report a Concern

Click here

You can report a concern about yourself or about someone else.

All incidents will be looked into within 48 hours of reporting.

Welfare and Mental Health Support

- Designated Safeguarding Lead/Assistant Principal: Mrs Duffy
- Welfare Team: Miss Jobbins, Miss Jefferies & Miss Smith.
- School Health Nurse: Natalie Purchase-Rathbone
- Mental Health First Aid Team: Mrs Mcfarlane, Miss Peacock, Miss Emsley, and Mrs Tyler.

Out of school help – Mental Health Support

These contacts are for when you might be really struggling and need urgent help.

Young Minds: Call 020 7089 5050 for help or text the crisis messenger service for free, any time of day. Text YM to 85258

Childline: Call 0800 1111 (24 hours 7 days a week) for help or live chat online – www.childline.org.uk

NHS 111- Will give mental health support and signposting.

SEND Support

Children learn and develop in different ways. Teachers recognise this and use different teaching styles in the classroom to cater for various ways children learn. This means that most children will learn in the classroom without any additional support. At NOA, the Inclusion Team work with the mainstream class teachers to help support children in their mainstream subjects. Each large faculty has a dedicated Learning Coach to support children in that subject.

We follow the graduated approach to SEND model. This means that we first try to ensure that every child (regardless of SEND status) has access to high quality teaching. Our second Wave is to provide small group support and Learning Coach support in class. If more is needed then we will liaise with key stake holders, including the child, parents, and any external agencies, to offer a bespoke offer on an individual basis.

In THRIVE we also aim to provide every student with a positive educational experience. We have a bespoke intervention offer to ensure students receive the correct support for literacy, numeracy and emotional needs.

If you wish to contact a member of THRIVE, please find contact details below:

SENDSCO: Kate Graham Katherine.graham@northoxfordshire-academy.org

Deputy SENDSCO: Carly Roberts (Lead in Emotional Literacy and reintegration)
carly.Roberts@northoxfordshire-academy.org

Deputy SENDSCO: Abi Waters (literacy and Exam Access Arrangements) abi.waters@northoxfordshire-academy.org

Kirsty Sims Designated adult for children in care and alternative provision Kirsty.sims@northoxfordshire-academy.org

Louise Penfold-Colledge Year 7 Learning Coach louise.penfold-colledge@northoxfordshire-academy.org

Dominika Danielewska English Learning Coach Dominika.danielewska@northoxfordshire-academy.org

Alex Cook Maths Learning Coach alex.cook@northoxfordshire-academy.org

Claire Ewens Science Learning Coach Claire.ewens@northoxfordshire-academy.org

Supportive Services and websites

<https://www.sendiass-oxfordshire.org.uk/contact/>

<https://www.ipsea.org.uk/>

<https://www.parentkind.org.uk/>