

North Oxfordshire Academy

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Banbury

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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 7 & 8	Isobel Stanford	Isobel.Stanford@northoxfordshire-academy.org
Year 9 & 10	Tom Tanner	Tom.Tanner@northoxfordshire-academy.org
Year Manager	Name	Email
Year 7	Amy Peacock	Amy.Peacock@northoxfordshire-academy.org
Year 8	Savannah Ramos	Savannah.Ramos@northoxfordshire-academy.org
Year 9	Martha Andrews	Martha.andrews@northoxfordshire-academy.org

Year 7 Tutors

Name	Role/Tutor Group	Email
Michael Brown	7C1	Michael.brown@northoxfordshire-academy.org
Anas Siddique	7C2	Anas.Siddique@northoxfordshire-academy.org
Chantal Rice	7H1	Chantal.Rice@northoxfordshire-academy.org
Chloe Filippi	7H2	Chloe.Filippi@northoxfordshire-academy.org
Zoe Babb	7P1	Zoe.babb@northoxfordshire-academy.org
Dylan Cooper	7P2	Dylan.cooper@northoxfordshire-academy.org
Sasha Chauhan	7T1	Sasha.Chauhan@northoxfordshire-academy.org
Kirsty Sims	7T2	Kirsty.sims@northoxfordshire-academy.org

Year 8 Tutors

Name	Role/Tutor Group	Email
Samantha Emsley	8H1	Samantha.Emsley@northoxfordshire-academy.org
Julia Martini	8H2	Julia.Martini@northoxfordshire-academy.org
Vincent McGibbon	8P1	Vincent.McGibbon@northoxfordshire-academy.org
James Davis	8P2	James.Davis@northoxfordshire-academy.org
Geraint Evans	8T1	Geraint.Evans@northoxfordshire-academy.org
James Stevenson	8T2	James.stevenson@northoxfordshire-academy.org

Year 9 Tutors

Name	Role/Tutor Group	Email
Samantha Jefferies	Welfare Manager	samantha.jefferies@northoxfordshire-academy.org
Sarah Metcalfe	9C1	Sarah.Metcalfe@northoxfordshire-academy.org
Maisie Green	9C2	Maisie.Green@northoxfordshire-academy.org
Wayne Bartlett	9H1	Wayne.Bartlett@Northoxfordshire-academy.org
Albine Vuksani	9P1	Abilne.Vuksani@northoxfordshire-academy.org
Beccy Everett	9T1	Beccy.Everett@northoxfordshire-academy.org
Katie Edwards-Dewey	9T2	Katie.Edwards-Dewey@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
Examination Windows	Wednesday 6 January- Friday 22 January 2027 Monday 7 June 2027 – Friday 18 June 2027
Year 6 Open evening	Thursday 24 September 2026
Parents' evenings	Year 7: Thursday 10 December 2026 245pm – 7pm Year 8: Thursday 28 January 2027 4pm – 7pm Year 9: Thursday 11 March 2027 4pm – 7pm

CALENDAR & TERM DATES



North Oxfordshire Academy Term Dates 2026-27

	M	T	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	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

Inset Day
School Holiday
Bank Holiday
Teacher-Student-Parent 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

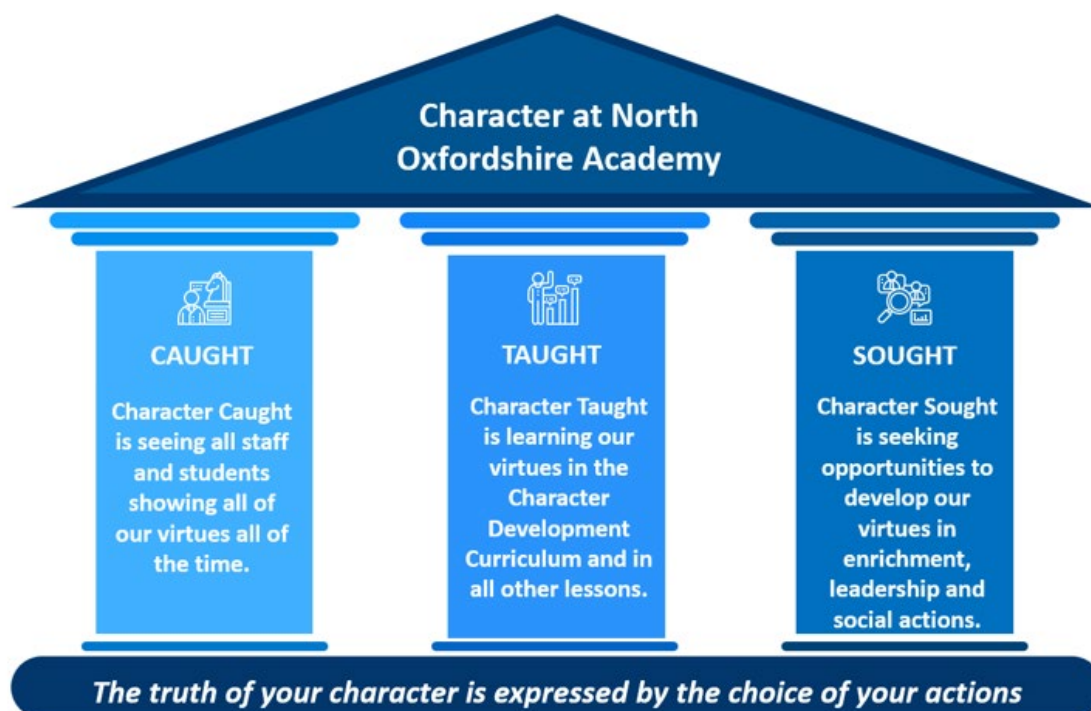
- Not giving up during adversity
- Embracing the challenges of learning at a higher level
- Support each other to achieve



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

Confidence ■ Ambition ■ Respect ■ Determination

Character Taught



Character 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

Character Education at Home



CONFIDENCE

1. Encourage your child to express their opinions during family discussions and explain their reasoning.
2. Support them in trying new activities, clubs, or sports, even if they feel nervous.
3. Help them reflect on their strengths and achievements when facing self-doubt.



AMBITION

1. Encourage them to set academic, sporting, or personal goals and create a plan to achieve them.
2. Discuss future aspirations, careers, and interests, helping them see the value of hard work.
3. Support them in taking on challenges, such as leadership roles, competitions, or community projects.



RESPECT

1. Model respectful communication, especially when there are disagreements at home.
2. Encourage them to consider different viewpoints and listen to others before responding.
3. Teach responsibility for shared spaces, belongings, and digital interactions, including respectful online behaviour.



DETERMINATION

1. Encourage them to persevere with difficult schoolwork rather than giving up when it becomes challenging.
2. Help them develop problem-solving strategies when they encounter setbacks.
3. Praise resilience and effort when they continue working towards a goal despite obstacles or mistakes.

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.

Punctuality

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.

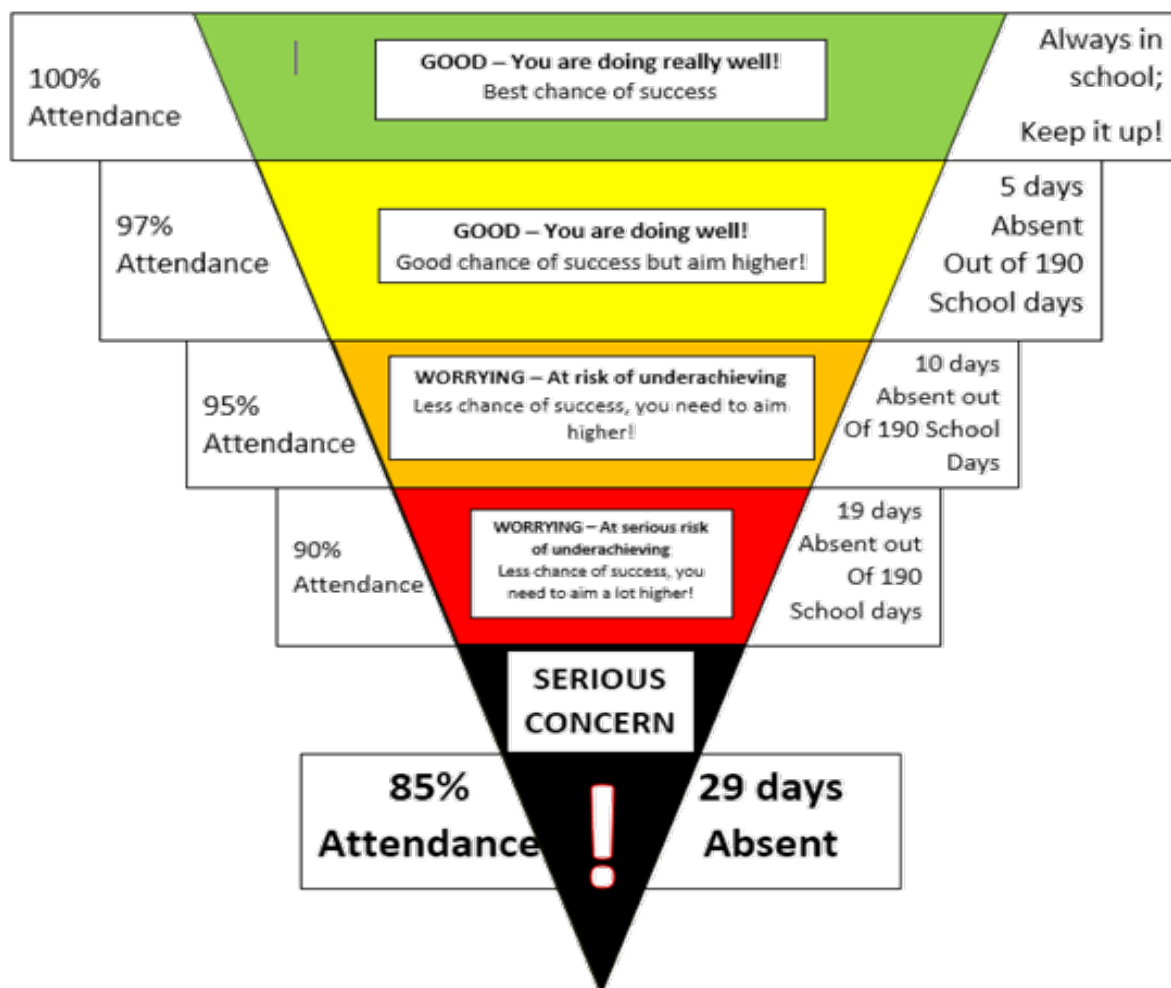
Some Strategies to Improve Punctuality and Attendance

- 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



KS3 Home Learning

Students will receive a homework timetable for core lessons at the start of the year so that they can plan and organise their homework each evening.

This will also be on the academy website. Home Learning will be published 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.

Term 1: Year 7 students will only be set home learning for English, Maths and Science.

Terms 2- 6: Year 7 students will be set home learning for English, Maths, Science, Humanities and French.

Each piece of home learning should take approximately 60 minutes.

Knowledge organisers for each subject are organised by year group on the 'learning' page of the NOA website.



sparx

SENECA



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

Character Sought- Clubs and after school Enrichment

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 chess clubs.

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 House Captain, Personal Development Captain and Music 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.

Instrumental lessons are also available to students. Information for these can be found on the school website. The clubs offer is available on the Academy website.

Personal Development



North Oxfordshire Academy

The best in everyone™

Part of United Learning

RSHE Overview Years 7-9

7

YEAR 7 RSHE



HEALTH AND WELLBEING

- Making healthy lifestyle choices, including food and physical activity.
- Personal hygiene and oral health.
- Physical, emotional and social changes that happen during puberty.
- Building a positive body image and self-esteem.



STAYING SAFE

- Staying safe both online and offline.
- The risks associated with tobacco, vaping, cannabis and alcohol.
- Water safety and making safe decisions around risk.
- Grooming and how to recognise unsafe situations.
- How our online personality and behaviour can affect ourselves and others.



RELATIONSHIPS AND RESPECT

- Different types of people and the importance of inclusion.
- Respecting differences and challenging prejudice and discrimination.
- Verbal bullying, banter and the impact words can have.
- Friendships, families and managing changes in relationships.
- Empathy, kindness and mutual respect.



DIGITAL LIFE

- How to stay safe online.
- How our actions online can affect our reputation.
- The importance of responsible digital behaviour.



CAREERS AND FUTURE PLANNING

- Career vocabulary and employability skills.
- Different jobs and career pathways.
- What the job market looks like and how roles can vary.
- The skills and qualities employers value.



CHARACTER AND PERSONAL DEVELOPMENT

- Self-discipline and responsibility.
- Resilience and self-awareness.
- Confidence in making healthy and safe choices.
- Respect for ourselves and others.



Confidence

8

YEAR 8 RSHE



HEALTH AND WELLBEING

- Emotional and mental health.
- Internet and digital awareness.
- Sleep and relaxation.
- What affects mental health.
- Recreational drug use.
- Substances and emergencies.
- Life saving science and medicine safety.
- Y10 Women's Health.



STAYING SAFE

- Different online behaviour.
- Sexting.
- Keeping safe online and offline.
- Recreational drug use.
- Substances and emergencies.
- Internet safety and what others know about us.
- Online bullying and how to get help.
- Media influence, chatbots and health critically online.



RELATIONSHIPS AND RESPECT

- Different types of relationships.
- Positive romantic relationships.
- Fights, responsibilities and accountability.
- Respect for ourselves and others.
- Pornography and respect.
- Kindness, empathy and courage.
- Challenges unfair family and cultural expectations.



DIGITAL LIFE

- What the internet knows about us.
- Media influence and how content affects us.
- Chatbots and AI.
- How to stay safe online.



CAREERS AND FUTURE PLANNING

- Career vocabulary and employability skills.
- Different jobs and career pathways.
- What the job market looks like and how roles can vary.
- The skills and qualities employers value.



CHARACTER AND PERSONAL DEVELOPMENT

- Self-discipline and responsibility.
- Resilience and self-awareness.
- Confidence in decision making and safe choices.
- Respect for ourselves and others.



Ambition



Respect

9

YEAR 9 RSHE



HEALTH AND WELLBEING

- Mental health including stress and loneliness.
- Managing wellbeing and self-care.
- Internet safety and digital awareness.
- Cancer prevention and women's health.
- Life saving science and medicine safety.
- Healthy relationships including impact of loss and separation.
- Parenting, teenagers and reproduction.



STAYING SAFE

- Different online behaviour.
- Sexting.
- Keeping safe online and offline.
- Recreational drug use.
- Substances and emergencies.
- Internet safety and what others know about us.
- Online bullying and how to get help.
- Media influence, chatbots and health critically online.



RELATIONSHIPS AND RESPECT

- Exploring identity and self-awareness.
- Marriage, partnerships and the law.
- Impact of loss and separation in a relationship.
- Stress, anxiety and depression.
- Managing unwanted attention.
- Gambling addiction.
- Respect, empathy and self-discipline.



DIGITAL LIFE

- Different online behaviours and consequences.
- Internet safety and digital awareness.
- Managing screen time and online content.
- AI, chatbots and how choices online affect us.



CAREERS AND FUTURE PLANNING

- Career vocabulary and decision making.
- Planning for the future and action planning.
- Know yourself - strengths, interests and personality.
- Work environments and making a CV.



CHARACTER AND PERSONAL DEVELOPMENT

- Skills, values and responsibilities.
- Building resilience and self-awareness.
- Making good choices and managing risk.
- Ambition, aspiration and determination.
- Courage, respect and responsibility in our actions.



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



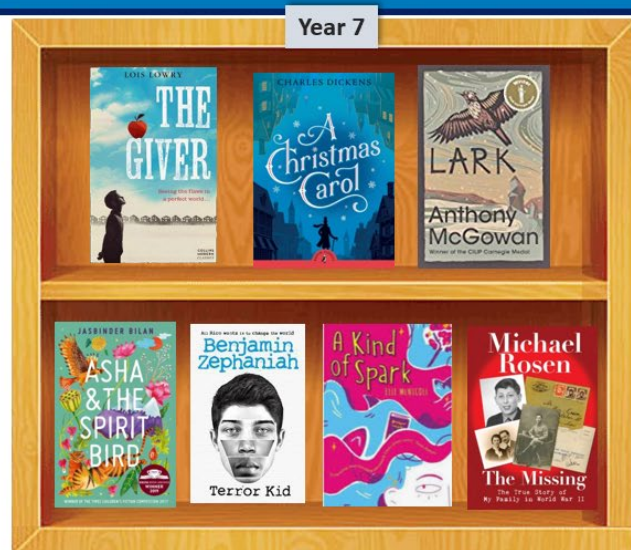
RESPECT



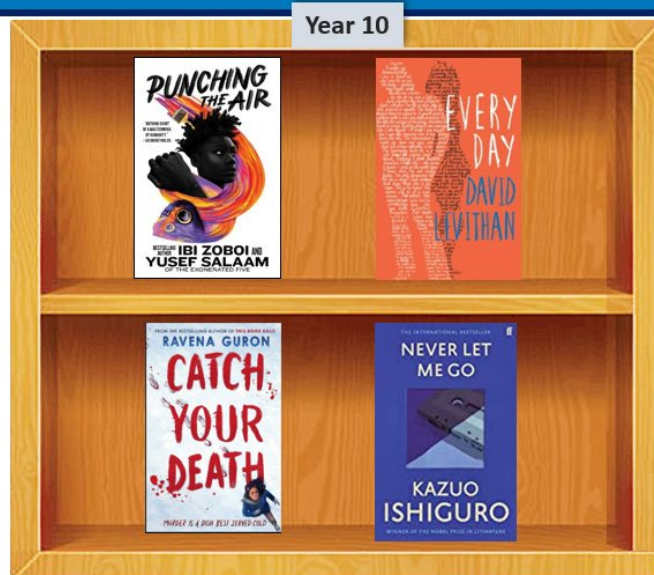
DETERMINATION

Tutor Time Reading Programme

Tutor Time Reading Programme Book Shelves



Tutor Time Reading Programme Book Shelves



Careers



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.

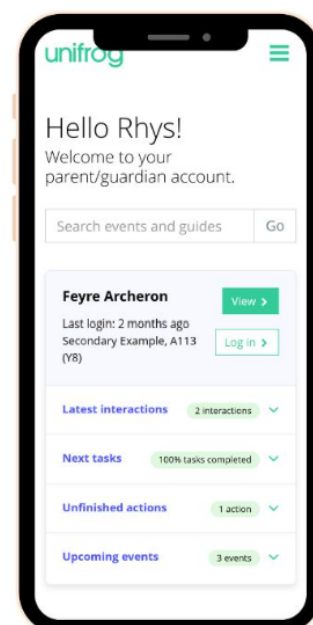
It partners with universities and employers to further support students to be successful.

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

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 Careers 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.

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 7 Uniform

- North Oxfordshire Academy blazer
- North Oxfordshire Academy navy blue and light blue striped tie
- North Oxfordshire Academy navy blue skirt (with North Oxfordshire Academy logo at waistband) or plain navy blue tailored trousers (ankle length).
- Light blue (short or long sleeve) tailored shirt. Button up collar.
- Navy blue tailored knee length tailored shorts
- Navy blue V neck plain jumper (optional)
- Navy/ black belt
- Navy blue or black Headscarf
- Blue-, Black- or natural-coloured tights. We do not allow leggings or patterned tights to be worn.

Year 7 PE Kit

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

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 at break or 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. Parents will be charged for any losses.

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

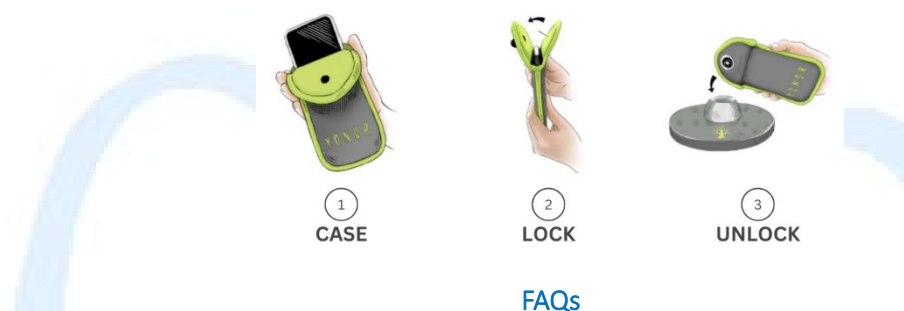
- Students who forget their pouch will have their phone secured by the school for the duration of the day.

- 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.



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/carer, 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/carer 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

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 offer mental health advice 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/>

Mixed Attainment Teaching

(A summary of research for parents)

Drawing on various sources (e.g. Becky Taylor, Chartered College of Teaching, Education Endowment Foundation (EEF)) together with wider research in education (e.g., Jo Boaler, UCL/IOE studies), the following paper is structured in four parts:

1. What mixed attainment teaching is
2. Evidence about impact on attainment and equity
3. Benefits for learning and attitudes
4. How to implement mixed attainment teaching effectively

1. What is Mixed Attainment Teaching?

Mixed attainment teaching (sometimes called mixed ability teaching) involves teaching pupils with a wide range of prior attainment together in the same class rather than grouping them into sets or streams. Instead of separating pupils by perceived ability, teaching focuses on rich tasks, collaborative learning and multiple entry points so that all pupils can engage with the same ideas.

This approach contrasts with setting, where pupils are placed in groups based on prior test results or teacher judgement. Research suggests that such classifications are often inaccurate and unstable: up to 50% of pupils may be placed in the “wrong” set, which can significantly influence their progress and confidence.

Mixed attainment teaching is therefore often positioned as both a pedagogical strategy and an equity strategy in education.

2. Evidence on Attainment and Equity

Overall attainment

Research comparing mixed attainment teaching with ability grouping generally finds little evidence that setting improves overall attainment, and some evidence that mixed attainment can produce equal or better outcomes. For example, studies reviewed by researchers such as Jo Boaler found that pupils taught in mixed ability classes often outperformed those taught in sets, while also demonstrating stronger collaboration and responsibility for learning. Similarly, surveys of students show that more pupils in mixed attainment classes report that work is at the right level for them compared with pupils in sets.

Impact across attainment levels

Evidence suggests different effects across the attainment spectrum:

Lower attaining pupils

- Often make **greater progress in mixed attainment groups** than in low sets.
- Avoid negative labelling and reduced expectations often associated with lower sets.
- Benefit from exposure to richer discussion and higher expectations.

Middle attaining pupils

- Tend to benefit from **greater challenge and deeper understanding**.

- Avoid the plateau that can occur in middle sets where teaching pace is moderated.

Higher attaining pupils

- Evidence suggests **no significant negative impact** when mixed attainment is taught well.
- Higher attaining pupils often benefit from deeper conceptual understanding through explanation and reasoning.

Social equity

Setting disproportionately affects disadvantaged pupils. Research from UCL Institute of Education shows that students from lower socio-economic backgrounds are over-represented in lower sets, which can lead to lower expectations and slower progress. Mixed attainment teaching can therefore reduce structural inequalities in education.

3. Benefits for Learning and Thinking

3.1 Growth mindset and motivation

Mixed attainment classrooms appear to encourage a growth mindset, where students believe ability can develop through effort and learning. Pupils in mixed groups show stronger beliefs that effort leads to improvement, compared with pupils in setted classes. Setting can reinforce a fixed view of ability, where pupils believe they are either “good” or “bad”.

3.2 Richer discussion

Mixed attainment classes allow multiple perspectives on problems, increasing opportunities for explanation, reasoning and connection-making.

Research suggests:

- Diverse thinking helps pupils make connections between different ideas
- More opportunities arise for productive mistakes and exploration, rather than procedural replication.

3.3 Improved classroom culture

Mixed attainment classrooms are associated with:

- greater collaboration
- mutual respect between pupils
- higher participation in discussion.

This aligns with sociocultural theories of learning, where knowledge is constructed through dialogue and shared problem-solving.

4. How to Implement Mixed Attainment Teaching Effectively

The research consistently emphasises that mixed attainment teaching only succeeds when pedagogy changes. Simply removing sets without changing teaching strategies can lead to difficulties.

Evidence from research such as Becky Taylor’s work and the Chartered College highlights several key principles.

4.1 Use rich, open tasks

Effective mixed attainment teaching relies on tasks that:

- have multiple entry points
- allow different solution strategies
- enable depth rather than acceleration

Instead of moving faster through the curriculum, higher attaining pupils explore concepts more deeply.

Examples include:

- problem solving
- reasoning tasks
- investigations
- low-threshold, high-ceiling questions.

4.2 Focus on conceptual understanding

Teaching emphasises:

- reasoning
- representation
- discussion
- explaining thinking.

This contrasts with the procedural teaching often seen in tightly setted classes.

4.3 Use collaborative structures

Structured group work can support mixed attainment learning by allowing pupils to:

- explain reasoning
- challenge each other's thinking
- learn from different approaches.

Research shows that lower attaining pupils also contribute valuable ideas, not just receiving help from others.

4.4 Maintain high expectations for all pupils

Effective mixed attainment teaching avoids differentiated "tracks" of work. Instead:

- all pupils engage with the same core
- challenge comes through depth and complexity, not separate worksheets.

4.5 Careful scaffolding

Teachers provide:

- prompts
- representations
- targeted questioning
- strategic grouping

to ensure access for all pupils.

4.6 Professional collaboration

Schools implementing mixed attainment successfully typically invest in:

- collaborative planning
- shared task design
- curriculum redesign
- professional development.

Because the pedagogy differs from traditional teaching, departments often need time to develop shared approaches and resources.

5. Limitations and Considerations

Research also highlights several challenges:

- Teachers may find mixed attainment more complex to plan and manage.
- Without rich tasks and collaborative pedagogy, classes can drift towards teaching to the middle. This is why we have a 'teach to the top and scaffold learning' philosophy.
- Parental expectations often favour setting, creating barriers to adoption.

Therefore, successful implementation requires whole-department commitment and curriculum alignment.

In addition, most subject areas at GCSE have always taught in mixed ability classes – particularly in Option subjects. The progress of all students in these GCSE classes has been excellent over the years.

Key Conclusions

Research suggests that mixed attainment teaching can:

Improve equity

- Reduces negative labelling and attainment gaps.

Support thinking

- Encourages reasoning, connections and discussion.

Promote positive attitudes

- Strengthens growth mindsets and motivation.

Maintain attainment

- Does not harm high attainers when implemented well.

However, **pedagogy is crucial**: mixed attainment teaching works best when classrooms use rich tasks, collaborative learning, and high expectations for all pupils.

6. Our School Data and the Need for Change

When we, historically, put students sets, student in lower set have made far **less progress** than their peers both when compared nationally and within the school. This is confirmed through external data analysis sources. There is no difference in progress for students who would have been in a higher set, historically, if they are taught in a mixed set.