

Wood Green Academy

HANDBOOK

2026/2027

EXCELLENCE AS STANDARD



HEADTEACHER'S MESSAGE



DEAR STUDENTS,

Firstly may I welcome you to Wood Green Academy. We are thrilled that you have managed to secure a place at one of the best schools in the country and will be joining us from September.

I know that you will probably have mixed feelings at the moment about leaving your Primary school to come to Wood Green Academy in September. On the one hand you are probably feeling a bit nervous about leaving behind the school and teachers you know well, but on the other hand excited about all the new opportunities and activities there will be at Wood Green.

We have been working very closely with many of your Primary school teachers to ensure that the changeover is as smooth and happy as possible. Many of you will also know Wood Green quite well because you already have friends and relatives here.

Wood Green Academy has an excellent reputation for the politeness of its students and the calm, well-disciplined way everyone approaches their studies. Smart school uniform, excellent attendance and punctuality, good homework habits and first-class teaching are the expected standard at Wood Green - everything we do is "excellence as standard". We call this doing things "The Wood Green Way".

Wood Green is a happy, caring and exciting school, offering lots of opportunities. If you are prepared to work hard and join in everything that we have to offer, you too will look forward to coming to school. You will then achieve not only those excellent examination results, but also additional characteristics which everyone needs to get a good job – and, remember, at Wood Green you have the opportunity to stay on to our outstanding 6th form to study for a place at University or to obtain a higher level apprenticeship place too, if you work hard.

I am sure you will be proud of belonging to the Wood Green Academy Family and will help us to maintain these very high standards which have made us into one of the best comprehensive schools in the country. I look forward to welcoming you and your family to Wood Green.

Yours sincerely,

Mr J Topham
Headteacher

ABOUT WGA

FACILITIES FOR WORK AND PLAY

Wood Green Academy is an oversubscribed, co-educational Comprehensive School and Specialist College of Sport, Maths and Computing for students aged 11 to 18 years. It is a 10 form entry with a yearly intake of some 260 students from local primary schools. In September 2026, there will be over 1500 students in the school of whom approximately 250 will be in the Sixth Form (Years 12/13) which attracts students from this and other secondary schools in the area. There are over 100 members of teaching staff.

HISTORY OF WOOD GREEN ACADEMY

The school was formed in 1968 by the amalgamation of Wednesbury Boy's High School (1924) and Wood Green County Secondary Modern School (1963). The original buildings have had extensive additions. The 1970s saw The Weston Building opened, in 1971, containing a Library and Lecture Theatre, a practical wing with an Art Suite, Technology workshops and Textile room, and a Music Suite. More recently ICT Suites have been added. The Reading Room, funded by a generous donation from the Old Wodens - "old boys" of the school, was opened in 1993. Our long-awaited Sports Hall was built in 1995. Our most recent teaching block, the Hughes Building, and the Sports Hall extension were completed in September 2007. The Hughes Building houses the English and Maths departments and three Science laboratories as well as the Sixth Form Centre for our 250+ year 12 and 13 students. This also includes an ICT facility to support research and self-study. All the classrooms have interactive whiteboards and network facilities. In addition, the Maths & English departments have two classrooms with a connecting folding wall allowing large group teaching/lecturing to take place. This new building was designed with sustainability and flexibility in mind, and will effectively support the school's continued development of teaching and learning as we embrace further the new technologies of the 21st Century.

The Sports Hall has a sprung floor throughout and a community room. The gymnasium has a fully fitted, gymnastics sprung floor. Both the school and the community are able to benefit from these facilities and support our aspiration to develop future athletes.

These developments, together with modifications to the existing buildings to upgrade accommodation for Science, Food Technology and Drama mean that the school is well equipped in all departments. From September 1998 Wood Green High School became a specialist Sports College. From September 2006 the school acquired a second specialism of Maths and Computing. In April 2011 the school was awarded Academy status making it independent of the Local Authority.

We are also part of the DFE's school rebuilding programme, which will see the rebuilding or refurbishment of all our school.

SPORTS COLLEGE STATUS

WHAT DOES SPORTS COLLEGE STATUS MEAN TO THE ACADEMY AND THE COMMUNITY?

- We develop sport in our community and currently support a number of community sports clubs
- We lead on national initiatives relating to sport
- We are a Youth Sport Trust Ambassador School
- We host two School Games Organisers and play a leading role on the Black Country School Games Organising Committee
- We provide a significant number of student leaders and officials for primary and secondary aged sporting events across the Black Country
- Our leaders play a significant role in the organisation and delivery of the Black Country School Games
- We work directly with National Governing Bodies for Sport
- We accept 26 students each year based on sporting aptitude
- We add to our facilities and equipment: We have a brand new fitness gym, and we are in the process of carrying out development work on our pitches
- We arrange and host a number of primary school and secondary school sporting events and competitions
- We host National sporting competitions
- We employ specialist coaches who are all local people
- We provide personalised support for our elite performers who compete at regional, National and International Level
- We operate in partnership with a number of schools and Universities
- We offer an extensive extra-curricular programme
- We are an FA Girls' Football School Partnership Strategic Lead Host
- We have a Youth Sport Trust CatalYST within the PE department
- We host an annual Gym and Dance show
- We are a table tennis England performance development centre - only one of six in the entire country.

We hope that by these means we will be able to enhance involvement in sport and sporting excellence in our school and in the wider community. Most particularly we hope to promote an enjoyment of sport and physical activity which leads to ongoing involvement and a more healthy and active community.

Although the range of sports we are involved in is very wide, our traditional 'big' sports like football, netball and athletics continue to have real importance. We also focus on gymnastics (including trampolining) table tennis, dance and health and well-being.

We have a particular mission for developing these areas. Although there is a specific focus on sport we still hold absolutely to our belief in striving for the very best possible academic outcomes. We believe that a happy and successful involvement in sport can be a very positive way of raising achievement in all aspects of school life. We concur with Public Health England that "a positive association exists between academic attainment and physical activity levels of pupils". Our elite performers receive lifestyle support and guidance.

MATHS AND COMPUTING

THE SECOND SPECIALISM MATHS AND COMPUTING COLLEGE

As a Mathematics and Computing College we are continuing to raise standards of achievement and develop further interest in the specialist subjects across the whole ability range. We are continuing to improve the quality of teaching and learning in the specialism and develop innovative approaches to the teaching and learning.

The additional Specialism allows us to investigate the best ways in which to teach both Mathematics and Computing in school to help us to ensure that every child leaves school with a good qualification in these two key subject areas.

A range of resources and software is available to help students in Computing and Mathematics. Maths games and competitions have been developed. In class voting consoles are used in lessons enabling all students to fully participate. We are continuing to provide a range of enrichment activities throughout the year to enthuse and inspire students within our Specialism area in order to raise our whole school levels of achievement.

We are continuing to support schools nationally as well as strengthening our links with local primary, secondary and further education establishments. We are also encouraging and supporting parents by giving them the opportunity to get involved in activities relating to our Specialism.



CURRICULUM

YEAR 7 (KEY STAGE 3)

There are 50 periods per fortnight (the hours per fortnight are in brackets after each subject).

English (7)	Mathematics (7)	Science (6)
French (5)	History (4)	Physical Education (4)
Geography (4)	Technology (4)	Personal Development (1)
Art (2)	Computing (2)	Religious Education (2)
Music (2)		

Students are taught in teaching groups for Art, English (including Drama), Music, Geography, History and Religious Education. For Mathematics, French, Technology, PE, Science and Computing students are in sets according to their ability in each of the subjects. Students will take a reading age test which, along with the teacher assessments and recommendations, form the basis of these teaching groups and sets.

Students' progress is carefully monitored through internal progress checks, classwork, homework and assessments. Students are moved teaching group and/or set as necessary.

CURRICULUM

YEAR 8 AND 9 (KEY STAGE 3)

English (7)	Mathematics (7)	Science (6)
French (5)	History (4)	Physical Education (4)
Geography (4)	Technology (4)	Personal Development (1)
Art (2)	Computing (2)	Religious Education (2)
Music (2)		

Year 8 and 9 are organised along similar lines to Year 7, with the exceptions that English, Geography and History set students independently.

In Year 9 all students will follow a structured options programme which enables them to make an informed choice as to which optional subjects they wish to study in Years 10 and 11. The programme ensures that each student receives an information booklet, attends a presentation, receives careers guidance and undergoes at least one interview with a member of the Senior Leadership Team, the Year Leader or the SEND Co-ordinator. Parents and carers are invited to attend both an options information evening and a progress evening with subject staff.

CURRICULUM

YEAR 10 AND 11 (KEY STAGE 4)

All students follow a compulsory core provision of Mathematics (8), Science (9), English Language and English Literature (8), Core PE (4) and Personal Development (1), plus four optional subjects (5). At present the range of optional subjects offered comprises:

Achieve (target students only)	History
Art and Design	ICT
Business Studies	Media Studies
Computer Science	Music
Dance	PE
Design and Technology	Psychology
Drama	Religious Studies
French	Retail Business
Geography	Sociology
Health & Social Care	Triple Science (Entry criteria)

All optional subjects are studied over two years (Years 10 and 11)

CURRICULUM - ALL YEARS

Certain elements are common to the curriculum of all students in all years.

Through the Step Up 4 Life Programme students will receive content on:

- Health and Well Being (including Relationship and Sex Education)
- Citizenship
- Social, Moral, Spiritual and Cultural Awareness
- Preparing for Life in the Wider World
- Developing Character for Life
- Safety First and Safeguarding

SPORT & PHYSICAL ACTIVITY

We run a comprehensive programme of Sports and Physical Activities. We have done this so successfully that, we have held National Awards recognising the quality of our Sports Programme. We have previously been named as “National Sports College of the Year”.

We have earned these awards through the hard work and dedication of an extremely talented group of staff and coaches and, just as importantly, through the continued efforts of students and support from parents and our local community.

During its competitive phase, we were the most successful school in the history of the Black Country School Games.

Athletics

All students have the opportunity to take part in athletics as an additional activity both at lunch time and after school. We are very privileged to have so many talented athletes. We have had athletes complete in the English Schools finals and also represent England.

We have very close links with local Athletics Clubs and support students in the transition to these clubs.

Olympians Ruth Owen Evans, Nathan Douglas and Daniel Caines are our Sky Sports ‘Living For Sport’ athlete mentors.

Gymnastics

Gymnastics is one of the most popular activities in our programme. We have one gymnasium that is dedicated to gymnastics and dance. It has a 12 metre x 12 metre sprung floor upon which our students love to ‘bounce’ as they develop their skills - we are the only school in the West Midlands that has a sprung floor that is used for lessons and extra- curricular clubs.

As with the athletes, we have some wonderful performers at the school. Each year they ‘show off’ what they can do at our annual ‘Gym and Dance’ Show which plays to a packed audience. Students can supplement what they learn in lessons by attending any of the gym clubs that are run during the week.

The school plays host to West Bromwich Gym Club who meet at the school throughout the week. A number of our students attend the club on a regular basis.

We have had students holding regional, national and international titles.

Trampolining

We have four trampolines in one of our gymnasia which are in constant use.

Students develop their trampoline skills during lessons and in one of our extracurricular clubs held during the week. We have had huge success in this activity over the years winning over 20 National titles in both girls and boys events.

SPORT & PHYSICAL ACTIVITY

Table Tennis

Table tennis is one of our most successful activities. We have a partnership with Wood Green Table Tennis Club which is based here at Wood Green Academy. We even have a purpose built Table Tennis Hall.

The school supports a registered TTE (Table Tennis England) Premier Club and provides competitive Table Tennis for all age groups all year round. With teams in the National Junior and Cadet Leagues. Our partner club Wood Green Table Tennis Club has a West Midlands Coach of the Year in its ranks, England's former number 1 lady is a coach. We have Junior and Senior British League teams.

Since September 2005 Wood Green has been part of the Midland "High Performance Centre" hosting a development group for promising young players every week. We regularly have teams competing in the English National Championships and ESTTA National Championships as winners of the West Midlands regionals. We host a number of major competitions in the table tennis calendar including national events.

Football

One of our most popular sports. It is played at every level from inter-house right through to national level. We have very successful boys' and girls' school teams have held several Sandwell and West Midlands titles.

We have a number of staff with a wealth of playing and coaching experience, who work with our students throughout the year.

Our Academy footballers are mentored throughout their time here to give them the best possible support, as they go along their footballing journey. Girls football has developed significantly over recent years. We are on the FA girls football school partnership strategic lead. We also host and have coaches from West Bromwich Albion helping our girls develop their skills.

Boccia

This fast growing sport has been taken up with great success at Wood Green Academy. We have held the crown of Sandwell Champions for both PAN Disability and Physical Disability. We have also competed at Boccia in the National Championships.

Netball

Netball is a popular sport at Wood Green Academy - we run two teams at under 13 and under 15 level. Our girls play regularly in the local leagues and tournaments. We have been Sandwell champions on numerous occasions.

Basketball

Basketball has grown massively in popularity. Students train weekly and compete on a regular basis throughout the winter. This is one of our fastest growing sports.

SPORT & PHYSICAL ACTIVITY

Dance & Performing Arts

The number of students engaging in Dance has increased significantly over the years, not only by opting for courses but through extracurricular clubs as well.

Students work towards performances and shows to showcase what they have been learning. We host an annual Gym and Dance Show and students attend professional performances. Our dancers have previously performed at the Royal Albert Hall and the Youth Sport Trust National Conference.

Wood Green Academy is one of only six schools in Sandwell to have played a significant role in the Commonwealth themed dance performance, 'Windrush Journeys'.

Rock Climbing

PE staff are qualified climbing instructors who work with students in curricular and extra-curricular time. We also take students out to climbing centres as well as various natural outdoor climbing locations. We have our own indoor climbing wall and outdoor traversing wall.

Other activities

We undertake many other activities and sports as well as those listed above. Rounders is very popular and we also have very successful dodgeball and handball teams. Students have many opportunities to maintain and develop their fitness levels in our fitness suite.

Individually we have had World and European champions in kickboxing and tumbling (gymnastics) in our ranks as well as elite table tennis players, boxers, golfers and skiers. A number of students have signed academy forms with top professional football clubs and gone on to have careers in professional football. We currently have a former England U15 schoolgirl international player who plays for a Premier League club.

WORK RELATED CURRICULUM

In today's competitive environment, the value of providing young people with a programme of quality careers education and guidance is self-evident. Parents, teachers, employers and students themselves recognise the need for up-to-date information and planned preparation, if school leavers are to follow a worthwhile course of further or higher education and enter a rewarding career.

Careers education and guidance is about realistic self-assessment, awareness of opportunities, decision making and appropriate learning. These skills are developed throughout a student's time at school with specific emphasis being placed upon them in Years 7, 8, 9, 10, 11, 12 and 13 during Personal Development days and Year 10 and Year 11 during drop down days.

In Year 7 pupils start to explore careers using Xello, a careers based software and they undertake a personality/matchmaker quiz, which helps them determine suitable career options based on their answers.

In Year 9, pupils take part in options interviews to support them with their GCSE option choices ready for study in Year 10, alongside this they have the opportunity during Personal Development days to meet and talk to a range of Employers and Apprenticeship providers about their own career journey, thus exploring a range of careers, allowing them to make informed choices about their own future careers.

In Year 9 pupils start to plan for their Work Experience placements, by researching careers/ jobs that they would like to know and learn more about. Support and guidance is offered on Personal Development days and pupils are guided in writing emails to companies and also using Xello to understand more about the roles they want to take part in.

An understanding of the world of work is further enhanced through Work Experience in Year 10 and Year 12. During the drop down day Year 10 will get themselves ready for Work Experience by working with Employers, talking about expectations in the workplace, Health and Safety and their roles and responsibilities.

In November Year 11 take part in Mock interviews with various Employers. This allows them to go through the process of completing an application form, wearing appropriate work dress and having feedback from an Employer to guide them for future college, university or work interviews

All years learn about Aspire to HE on Personal Development days and learn about the opportunities that HE/FE (higher /Further Education) offers versus Apprenticeships, college and training providers.

In Years 11 & 12 careers advice and guidance forms an integral part of the Guidance programme. Sandwell Careers Service staff are in school regularly and carry out individual interviews with students in Years 10, 11 and 12. Sandwell Careers Service also offer a drop-in service to students in Year 13.

Careers Guidance for Year 12/13 including University and College entrance, is the responsibility of the Head of Sixth Form.



THE LEARNING HUB

DISCOVERING THE LEARNING HUB

Our Learning Hub is a shared learning space, located at the centre of Wood Green Academy. It is the heart of the school and is an area where reading for pleasure is actively encouraged. Special events, competitions and book fairs take place in the Learning Hub and there is an extensive collection of reading material available for both reference and borrowing, which is updated on a regular basis.

Students benefit from a calm and purposeful independent study area and a welcoming, atmospheric learning environment. The area is accessible to students before and after school and during break and lunch time. Small group tutoring takes place in the Learning Hub, in addition to reading lessons and skills development lessons. Students have access to a range of technology and multimedia in order to facilitate research and inquiry-based learning and enrich their learning further. The Learning Hub is staffed by a dedicated team with a range of specialisms, who offer help and guidance to all students when required. Learning Hub staff support a range of subject areas across the school, particularly the English and Maths departments, in order to foster students' engagement with different learning strategies, reading, writing, literacy and numeracy skills.

DIGITAL LEARNING

Digital learning is embedded across the Wood Green Academy curriculum to ensure that all our learners can experience, engage, and learn through the latest technology innovations. Essential to this, is the provision of an accessible IT infrastructure. To support our learners, all students have Microsoft 365 accounts, providing them with online file storage, collaboration tools, and access to resources through our online Student Hub. Years 9-13 also have supervised access to Artificial Intelligence tools. These platforms are selected and monitored to ensure appropriate levels of access, content and usage, suitable to an education setting.

Across the Wood Green Academy site, access to ICT facilities includes 19 classrooms fully-fitted with desktop computers and a further eight class-sets of laptops to ensure a flexible approach to teaching and learning in every classroom, and providing every student with the opportunity to learn and create through digital experiences.

The Learning Hub, Sixth Form Common Room and other ICT suites are made available to students at lunch time and after school to support self-study. Students can also book the use of computers or iPads to extend their study opportunities in the Learning Hub.

All Sixth Form students are loaned a portable device for the duration of their studies, ensuring that post-16 study remains flexible and up to date with access to the latest online resources and education applications. Wood Green Academy continues to invest in digital technologies to enhance learning and achievement. We are proud that a wide range of classrooms now include touchscreen displays, and we continue to ensure that devices are replaced or upgraded to maintain performance.

We continue to provide learners with access to supportive online education applications: all designed to support the best possible outcome for every child.



HOMEWORK

Homework refers to planned, meaningful and worthwhile tasks that are designed to extend the learning of the student outside the classroom. Homework is important in raising student achievement (which can lead to, on average, five months' additional progress). It is a valuable and worthwhile learning experience for all students and has several different purposes:

- To extend and support every student's independent learning
- To develop skills and attributes such as resilience and investigation as well as all the other qualities in I can, I will
- To develop abilities in time management and organisation essential in life and beneficial to students as they leave the Academy
- To reinforce work started in class, extending knowledge and understanding
- To allow students to gain and practise the skills and knowledge that they will be required to reproduce in assessment situations such as exams
- To engage parents and carers in the learning process

The length of homework will depend on: the curriculum time for each subject; the nature of the work; the ability of the students and the particular year group. We recognise the importance of family life and the mental wellbeing of all the students. On average Year 7 students should expect to spend a maximum 20-30 minutes on each homework task, approximately 60 minutes in total per day. All students have the opportunity to complete homework in school in homework clubs and in the Learning Hub.

The role of the student:

- To listen to homework instructions in class
- To demonstrate a commitment to spending the allocated time completing the tasks set
- To use Class Charts to organise themselves when completing homework
- To ensure all homework is completed and handed in on time
- To attempt all work and give their best
- To inform the class teacher of any difficulties before the deadline date
- To see their teacher as soon as they can if absent when homework is set, to collect their homework and new deadline.

The role of parents/carers in supporting their child:

- To provide, where possible, a peaceful place in which their child can do their homework
- To reinforce the value of homework by showing an interest in their child's work and praising them when they have completed their homework
- To check that homework deadlines are being met via Class Charts
- To ensure that a reasonable amount of time is spent on homework each night
- To inform the school if homework cannot be completed for a good reason or if they have any issues regarding homework.

HIGH POTENTIAL STUDENTS

PROVISION FOR HIGH POTENTIAL STUDENTS

Wood Green Academy is committed to stretching and challenging the more able students. Every student, including the most able, has a right to a challenging education. In school we ensure that able students have sufficient opportunities to use their abilities and that they are encouraged to excel. Our curriculum is designed to meet the needs of the more able students, in particular, through exposing them to a wide range of teaching and learning strategies and activities.

The enrichment curriculum also provides experiences and activities beyond the regular curriculum. This enrichment can take many forms, for example:

Extra challenge activities	Visits from Universities
Supra-curricular activities	Work experience opportunities
The Access Project	Leadership Opportunities

The most able students will be supported and monitored through regular tracking, mentoring and intervention throughout the academic year.



SPECIAL EDUCATIONAL NEEDS

Students have Additional Educational Needs if they have a learning difficulty and/or physical disability which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities provided for children of the same age.

Wood Green Academy closely follows the current Code of Practice (2015). The Code gives practical guidance on how to identify, assess and meet Special Educational Needs and or disabilities.

In the first instance, class teachers will make every attempt to address your child's individual needs through quality first teaching. However, additional provision may also be needed to meet the individual needs of your child. The additional provision will be provided through a graduated response (plan, teach, assess, review), providing a level and type of support, which will enable the student to achieve progress. This provision will be identified and managed by the SEND Co-ordinator but will be planned and delivered by teaching and support staff. Where a student fails to make adequate progress despite this, the school will consider further intervention and identify the student as having special educational needs (SEN). This is known as Waves of Intervention and this will increase or decrease according to the needs of each individual student. A range of assessment and information are used to inform identification.

As an Academy, communication with parents and carers is part of the daily life of the school. You will be invited to participate in the assessment, planning and evaluation stages of meeting your child's additional needs via the Academy's 'Parent in Partnership' days which take place once per term.



PROGRESS & ACHIEVEMENT

REPORTING PROGRESS AND ACHIEVEMENT

The progress and achievement of every student is carefully monitored. Assessments are made at regular intervals throughout the year and the Year Leader will inform parents if particularly high standards have been achieved or if there is cause for concern. Internal assessments begin in Year 7.

A termly report is prepared for parents/carers and students across all Key Stages and shared via email. Progress Evenings are held at the school during the year when parents/carers are invited to meet with the subject staff to discuss the progress of their children. These meetings are of the greatest importance to the progress of students; parent/carers are asked to endeavour to attend.

PROGRESS EVENINGS 2026-2027

Autumn Term: Progress Evening - Year 7

Spring Term: Progress Evening - Years 8/11/13

Summer Term: Progress Evening - Years 9/10/12

Educational Health Care Plans are reviewed annually. Timings are decided on the basis of the individual needs of each student.

PERSONAL DEVELOPMENT

PSHE AND RSHE PROGRAMME

We approach this area of a student's education in a sensitive and considered manner through a number of vehicles - the Science programme, Religious Education and the Step Up 4 Life Programme (our bespoke PSHE programme). Our RSE meets the statutory changes which will come into effect in 2026. In Year 7 students explore changes in their body during puberty and consider the emotional changes as well as the physical.

In Year 9 students will receive Sex Education lessons delivered by our specially trained staff again in a manner that is both culturally and age sensitive. All students receive the same information in line with the new statutory guidance. It is aimed at helping young people become caring adults, able to cope with the responsibilities of family life and parenthood. The school policy is available on our school website. Should parents have any concerns, they are welcome to contact the school.

Parents have the right to withdraw their child from those elements of the course which are not part of the National Curriculum entitlement. If parents wish to exercise this right it is important to inform the Director of Personal Development at the beginning of the year so alternative arrangements can be made.

What is our School Health Programme?

The School Health Nurse Team specialise in a holistic approach to the health needs of our students and can call on the expertise of other Health Professionals, if required. Parents are informed and permission obtained prior to any treatment/intervention.

School Nurses are involved in our Sex Education Programme, along with Brook and Women's Aid. Parents have the right to withdraw their child from any of these sessions by informing the relevant Year Leader, in advance, that they do not wish their child to participate. As part of our Health Education Programme students are taught about health-related issues during Step Up 4 Life Days. Sessions are run by teaching staff and outside agencies, including DECCA.

Young people face many health risks and pressures. School Nurses are available to offer advice on drugs, diet, sexually transmitted diseases, sexual health, contraception and any other health-related issues. They offer a 'chathealth' service, which is a text service young people can access for advice. There is also a referral process for more in-depth involvement.

ACCEPTANCE AND BELONGING AT WGA

Education is not only concerned with academic values but also promotes the spiritual, moral, cultural, mental and physical development of children. This will determine the sort of man or woman your child will become. Our aim is to develop in each student a capacity for good personal relationships and acceptance and understanding of other people's rights and points of view.

At Wood Green Academy we lay great stress on the importance of self-discipline and personal responsibility for one's actions. As a school, we are a UNICEF Rights Respecting Gold Award school. We promote the rights of our children and encourage children to respect the rights of others. The UNCRC (United Nations Convention of the Rights of a Child) articles is embodied in everything that we do.

The school rules are designed to create the conditions for sustained good work and to encourage good manners and courtesy. We ask that at all times behaviour should encompass; honesty, truthfulness, helpfulness and, above all, respect for others. (See Appendix B – School Rules)

When your child becomes a student at Wood Green Academy, he or she accepts certain obligations. Among these is the responsibility for the highest standards of personal appearance. We believe that these can best be achieved if all students wear school uniform. (See Appendix C - School Uniform – Let's be smart)

Wood Green will only maintain its excellent reputation if the highest standards of attendance, punctuality, behaviour, work and appearance are upheld. We insist that the good reputation of the school is the responsibility of all and to this end there is firm discipline within the school, but it is always tempered with understanding.

You, as parents, are invited to co-operate with us by encouraging your child to uphold these standards faithfully and honourably, both in and out of school. Behaviour to and from school is also expected to be of the highest standard.

WGA SCHOOL CHARTER OF RIGHTS

Article 2 of the Convention outlines that every child should be protected against discrimination on any basis.	Article 42 states to make children aware of the Convention and the rights enshrined therein.	Article 29 sets out that education should prepare children and young people for life in a free society in the spirit of peace and tolerance amongst people from all groups.	Article 31 every child has the right to relax, play and take part in a range of cultural and artistic activities	Article 12 asserts that children should be able to express their views in matters that affect them and for those views to be taken seriously.
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As Students we promise to	As Students and staff we promise to	As staff we promise to
Respect, and uphold other students' rights. Behave in a way that allows everyone to learn. To attend school regularly and on time. Work hard in all lessons. Value everyone in school as we would like to be valued. Listen to the opinions of others, even if they are different to our own. Respect and protect the privacy of our peers. Choose to go to whatever extra curricular groups we wish and allow others to do the same.	Be organised, attend school, arrive on time for lessons with all necessary equipment. Treat everyone (adults and peers) with respect through our language and actions. Celebrate other cultures, festivals and traditions. Treat others with respect no matter what their ethnic origin, religion, gender or sexuality. Do all we can to help others claim their right to a healthy and safe life.	Value, protect and respect everyone's rights. Ensure that the behaviour of individuals does not disrupt learning. Listen to and respect students opinions. Do our best to provide high quality Teaching and Learning for ALL students. Provide positive feedback and set realistic targets for the future. Create a safe environment. Encourage participation in extracurricular activities and celebrate achievement.

Staff and students at WGA work to ensure that the rights of every child are upheld and respected.

STUDENT LEADERSHIP

Student voice is represented through the Student Leadership Team. Every year group is represented and every student has the opportunity to apply to become an ambassador - ambassadors are responsible for disseminating information to students and sharing any thoughts, ideas or concerns raised by their peers.

It is our belief that a student who feels valued and has a positive connection with the school is more likely to achieve.

By giving students an opportunity to play an active role in decision making, allowing students to feel a sense of responsibility (as well as raising their profile within the school), we aim to give students a sense of pride in Wood Green Academy.

This will allow all students to view attending Wood Green as an integral part of their growing sense of 'self' and will ensure that they turn out fully-rounded people with a sense of how to function effectively within the wider community.

Students at Wood Green Academy have the opportunity to apply for the role of Student Ambassador in every year of their school pathway; in Year 11 and 13 they can also apply for the roles of KS4 / KS5 Head Ambassador.

It is an expectation that all ambassadors uphold the highest of standards with regards to attendance, punctuality, and conduct and that they demonstrate the 'I Can, I Will' core values. They must work effectively as a team and use their initiative to have a fundamental impact on the development of the academy, this includes representing and supporting whole school events and initiatives. They are provided with a lanyard, ID badge and pin badge which should be worn as part of their school uniform.

Ambassadors will attend meetings which are often chaired and facilitated by those in senior roles. These meetings require commitment and responsibility from the students and the ability to develop an open and positive forum for all to speak professionally and freely with all opinions being highly valued. Other staff are often invited for specific areas of discussion, or the students may write or present ideas to staff. Students work towards achieving national awards, and are trained in nationally recognised support programmes so that they make a difference to those in our school community.

The Student Ambassadors have made a huge contribution to the decision-making at Wood Green Academy and will continue to be provided with opportunities to do so.

HOUSE SYSTEM

Throughout the academic year students have a variety of opportunities to earn points for their house. This includes sports competitions, form time activities, quizzes, and departmental activities. Fun Friday quizzes are very popular across all year groups.

Students are also rewarded points on class charts which are added to competition results and shared with students on a half termly basis to promote friendly competition. Finally, at the end of the academic year the results from sports day are also added to the house points to announce overall House Champions and Sport Day Champions.

Every student and member of staff is allocated to one of the five house teams:

Red	Parks
Yellow	Nightingale
Green	DaVinci
Blue	Ali
Purple	Shakespeare

Students have the opportunity to earn points and represent their house in a variety of activities including: sports competitions, games, quizzes and a variety of curriculum based activities. In PE lessons students wear their house colours in the form of a t-shirt. They can also wear a school rugby shirt with a chest band in the colour of their house.

Trophies, certificates and prizes are awarded for the various events and points all contribute to the overall house winner at the end of each academic year. This encourages all students to participate in competitive sport and other activities in which they are interested. Competitions include: football, basketball, cross-country, athletics, dodge ball, cricket, netball, and rounders as well as competitions organised by individual departments such as the literacy spelling bee.

Throughout the academic year, every department in the school offers house competitions for students to take part in. Each Key stage has House captains who lead on the structure, organisation and delivery of the whole school house system.



HOUSE COMPETITIONS

FRIENDLY COMPETITION AND HELPING OTHERS, THE SCHOOL IN THE COMMUNITY

We believe it is important to encourage children to do things for other people. Apart from the money we raise for school purposes, we contribute several thousand pounds each year to a variety of charities chosen by the students.

Students are involved in a wide range of fundraising and charity activities throughout the academic year.

- We engage with a number of local and national charities in a range of activities raising £1000 each year. Activities and charities include:
- Sport Relief - sports themed non-uniform day, selling cakes, a staff vs student volleyball game and 'cube' theme challenge games.
- Movember - selling fake moustaches that pupils are allowed to wear for the school day.
- Children in Need - Pudsey themed day and sporting challenges.
- Wednesbury Food Bank – food collection over the Christmas period.
- Macmillan - coffee mornings and other events organised by Sixth Form Students.
- Smile for Joel – splash the teacher, staff v past students football match, cake sales, merchandise sales, sporting challenges.
- Save The Children – Christmas jumper day
- #TurningSandwellUNICEFBlue for worlds children days - We raised a phenomenal £856.

ENRICHMENT PROGRAMME

CURRICULUM ENRICHMENT CLUBS AND SOCIETIES

Each term our extensive extracurricular directory is updated to compliment students' curricula. Every department in the Academy contributes to this programme.

The Sports College offers gymnastics (including trampolining), netball, football, dance, table tennis, athletics, rock climbing, martial arts, cheerleading and more. The following activities are just a sample of those activities on offer elsewhere: comic drawing in art; technic LEGO club in design and technology; drama society; school newspaper club in English; Yel@ computing award in ICT and computing; film and photography in media; steel pans, rock club and guitar group in music; debating club in English and social sciences and STEM club in science. These activities are in addition to the vast number of revision and mentoring sessions we also provide for students at Wood Green Academy. Trips are also run to a variety of venues in the UK and abroad. Students have visited the theatre and art exhibitions as well as international trips to Italy, France, Holland, Spain, Germany and the USA. Students have also visited Cambodia to do some charity work.

MUSIC AND DRAMA ENRICHMENT

The Music department is located in its own block attached to the Redgrave building. We have three practice rooms as well as numerous computers equipped with music software such as Cubase and Sibelius.

The Music department is very keen to provide a range of musical experiences for our students. There are individual instrumental lessons provided by a team of musicians from Sandwell Music Support Services. They include lessons in brass, woodwind, strings, guitar, drum kit, keyboard/piano and singing. Students are given the opportunity when they first arrive to continue learning an instrument they played at primary school. If students have not had a chance to learn an instrument previously, then there is also the opportunity to start learning or even take up a second instrument.

The Music department runs a range of extracurricular activities that are open for anyone to join. These include different instrumental groups and a choir. All activities run during lunchtimes with specialist teachers leading the rehearsals. Many students also use the facilities we have to practice in their own time. This includes students from KS3 being driven to improve their skills and to play with their peers through to GCSE and A Level students getting ready for assessments. The music block is a hub of activity every lunchtime!

To showcase the talents of our students there are performance opportunities throughout the year. These include high profile events such as the annual Christmas Concert and the Performing Arts Showcase. There are also smaller events where students can practice performing in a more relaxed, less intimidating environment such as our KS3 and KS4 concerts where students showcase their performance skills in front of family and friends.

The Drama department is located in Newton block and we aim to offer a range of opportunities for the young people at Wood Green Academy. In previous years a variety of professional theatre companies have provided performances and, especially in upper school, we regularly visit theatres to see a wider variety of plays.

OTHER OPPORTUNITIES

Leadership

As well as participating, our students thrive on responsibility and many of them take leadership awards - our very own ambassador awards specialise in sport. These develop student understanding of things like Communication and Organisation Skills and hone their abilities to lead groups of others in coaching activities, health and fitness activities, umpiring and refereeing.

Students help us to run our extracurricular programme by organising several events. Beyond this many of them run activities for local primary schools. Wood Green Academy is the designated host of the Black Country School Games table tennis competition - this entire event is run and officiated by our student leaders. Our leaders also play a significant role in the organisation and delivery of a range of other activities at the Black Country School Games Level 3 Finals.

Students take on leadership roles from Year 7 upwards.

International Sports Visits

We have previously visited China, Germany, Austria, Spain, Holland and the USA on sports trips. Our recent Ski trip to Italy was a major success.

Travel at Home and Abroad

We provide a varied programme of educational and recreational visits so that as many children as possible can widen their experience. In recent years there have been trips to Austria, Belgium, France, Germany, Switzerland, Spain, China and the USA. The school mini-bus, plays a vital role in our sports programme as well as providing transport for teams, holidays and educational visits.

Sandwell's Residential Centres

The residential course centres are a feature of the educational provision in Sandwell and demand always exceeds our share of places. We hold courses at Ingestre Hall near Stafford for Drama, Art and Dance, Edgmond Hall, near Newport in Shropshire, for Environmental, Geography and outdoor courses, Frank Chapman Centre, near Bewdley, for outdoor courses and Plas Gwynant in North Wales for Canoeing, Abseiling, Sailing, Hill walking and Camping.

Duke of Edinburgh

This scheme is offered to all Year 9 students and above. This is a national award following three levels: Bronze, Silver and Gold. Each level requires participants to undertake a service to the community, development of a skill, participation of a physical activity and finally completion of an expedition.

The expedition involves a self-reliant journey in the countryside usually undertaken by foot. Thorough training is provided by the school and participants are expected to attend sessions which train them in all aspects of the expedition. The aim of this award is to provide a programme which challenges the individual, develops skills and is essentially fun.

THE SCHOOL DAY

08:30	REGISTRATION / ASSEMBLY
08:45	LESSON 1
09:45	LESSON 2
10:45	BREAK
11:00	LESSON 3
12:00	LESSON 4
13:00	LUNCH INCLUDING 20 MINUTES FORM TIME
14:00	LESSON 5
15:00	END OF SCHOOL

SANCTIONS AND REWARDS

RECOGNITION REWARDS

We believe that students thrive on encouragement and that achievement and high standards should be recognised. At Wood Green Academy students are given certain amounts of credit points for various achievements:

- Attendance
- Department Reward Badges
- Duke of Edinburgh Award
- Behaviour for learning in lessons
- Displaying any of the characters of 'I can, I will' i.e. curiosity, resilience, risk-taking, flexibility of mind, drive, reflectiveness, initiative
- Attending Extracurricular Activities
- Year Leader Award
- Correct Uniform
- Head Teacher Award
- Meeting Target Grades
- Outstanding classwork and homework
- Being polite and respectful
- Representing a school team
- Attending support sessions
- Starter for 10 achievement
- Being on the Year or Student Council
- Being a School Ambassador
- All students in Year 7 and 8 take part in the WGA 50 challenges, which develop I Can I Will characteristics

(See appendix for complete list of points) These credits are available for parents to see on Class Charts.

OTHER WAYS STUDENTS WILL BE REWARDED

- Praise e.g. in assembly
- Private praise
- Good marks
- Positive Behaviour for Learning Grades in each lesson
- Good written comments in books etc
- Department certificates
- Departmental Praise Postcards
- A special certificate or prize e.g. MYLA
- Parents informed about good work or behaviour
- Having work on display
- Informing YL/FT about good work or behaviour
- Given responsibilities or privileges
- Head Teacher to see students/ Head Teacher's Award
- Encouraging and constructive comment on termly school report
- Attendance at Celebration of Achievement Evening
- Awards at Sports College Presentation Evening
- I Can I Will points for enrichment activities
- Bronze, Silver and Gold I Can I Will badges awarded by the Headteacher

SANCTIONS AND REWARDS

SANCTIONS

There are appropriate sanctions for those who cannot behave in an acceptable way or who fail to complete homework or class tasks to a satisfactory standard.

Sanctions can include: Detention which is a 4 tiered system:

15 minute learning conversation - Staff may issue 15 minute learning conversations (break/lunchtime/after school) if they wish to personally discuss a student's behaviour with them.

School detention - We have A3 posters detailing what constitutes low-level disruption in each teaching room

- Students are given two clear warnings and are told that if a third warning is issued they will then have a 30 min same day detention. Once there have been three warnings (detention issued), further issues result in the student being parked with another member of staff.
- Staff log the detention on the system.
- The system automatically puts students on detention that night (the list is generated at 2:40pm)
- Texts/emails will be sent to parents to inform them of the detention.
- Each detention is 30 min in length and will take place at the end of the school day, in a central location.
- Students will be expected to turn up when they have detention. If they fail to turn up their name will automatically be put on an SLT detention.

SLT detention

- Students who fail to attend a second detention will have a 1 hour Friday SLT detention. (3:00pm – 4:00pm) – at least 24 hours notice to be given to parents
- Students who have persistently misbehaved that week will have a 1 hour Friday SLT detention. (3:00pm – 4:00pm) – at least 24 hours notice to be given to parents

Headteacher detention

Students who fail to attend a third detention will have a 2 hour Headteacher's detention on a Friday (3:00pm – 5:00pm) – at least 24 hours notice to be given to parents.

Students who fail to attend their SLT detention or have two on the same night will have a 2 hour Headteacher's detention.

Withdrawal of Privileges

Participation in clubs, teams, trips and holidays, depends on good behaviour "On Report" - if a student is causing consistent concern he / she is placed "on report" by the Year Leader/Form Tutor. This system requires a staff signature for each lesson and allows us to monitor work and behaviour. Parents are informed by letter and asked to inspect the report. Monitoring and Mentoring through 'Green Report' by Year Leader.

Monitoring and Mentoring by the Deputy Headteacher

Director of Behaviour & Attendance through 'Yellow Report' Students who are being monitored through Yellow report are placed on the Special Educational Needs List (SEMH).

SANCTIONS AND REWARDS

SANCTIONS

Monitoring and Mentoring by Headteacher

Director of Safeguarding & Welfare through 'Red Report'. This may involve an appearance in front of the Governors.

Internal exclusion/Suspension/Permanent Exclusion

Very serious breaches of discipline are dealt with by the Headteacher and the Governors and exclusion from school may be employed as a last resort.

It is assumed that all parents whose children enter Wood Green Academy are prepared to accept these sanctions and to support the staff in maintaining high standards of discipline and respect for others. We aim to keep parents informed about progress and successes: where problems arise we want to involve them in finding the right solution. Parents are encouraged to contact the Year Leader if they have any concerns about their son or daughter.

For a full list, please see the school's behaviour policy on the school website.

ATTENDANCE & PUNCTUALITY

ATTENDANCE

Repeated absence from school leads to underachievement. If students are absent, a parent must telephone school on the first day a child is ill and send a note on their return to school. The school follows up unexplained absences either by telephone or by asking our Student Attendance Manager to make a home visit.

Research at our school shows that students whose attendance is more than 98% (those who have less than four days off per year) over an academic year achieve the highest grades in their exams. The lower the student's attendance is, the more they underachieve. Parents are informed of their child's attendance on a half-termly basis via e-mail. Student's log their attendance weekly on their attendance tracker.

If a child is likely to be ill/injured for a long time, parents should inform the Year Leader, so that adjustments can be made to avoid the child missing more education than necessary. Even short absences can be disruptive to a child's educational progress and all students must catch up on the work missed once they return to school. Absence for reasons other than illness is strongly discouraged.

Parents/carers are expected to:

- Make sure their child attends every day/timetabled session on time.
- Call the school to report their child's absence before 8:00am on the day of the absence and on each subsequent day of absence, and advise when they are expected to return.
- Provide the school with at least 2 emergency contact numbers for their child.
- Ensure that, where possible, appointments (including medical and dental appointments) for their child are made outside of the school day.

Students are expected to:

- Attend school every day on time (in form by 8:30am)
- Attend every timetabled session on time.
- Get permission from their Year Leader to leave the premises if there is a reason they have to leave school.
- Sixth Form students should call the school to report their absence before 8:00am on the day of the absence and each subsequent day of absence.

HOLIDAYS IN TERM TIME

The latest amendments to The Education (Pupil Regulation) (England) Regulations 2006, mean that from 1 September 2013, Headteachers may not grant any leave of absence during term-time unless there are exceptional circumstances.

Exceptional circumstances do not include family holidays, visiting relatives or friends, attending sporting or other events, looking after family members who are unwell, babysitting younger family members, birthdays or shopping etc.

FURTHER INFORMATION

ANTI-BULLYING CHARTER

1. We have the right to feel safe in school so we can concentrate on our work
2. We will not tolerate bullying
3. Bullying will be dealt with seriously
4. When we report bullying, staff will give us a fair hearing
5. We have the right to go to and from school without being bullied
6. We will not put others down
7. We will not judge others by appearance alone
8. We will accept others, regardless of race, gender, religion, culture or disability
9. We are a telling school – bullying is too important not to report
10. If the bullying does not stop after the Year Leader has dealt with it, we must report it again.

MY CHILD IS NERVOUS ABOUT TRANSFERRING TO THE HIGH SCHOOL

HOW DO YOU HELP?

All students are understandably anxious about such a big change. We aim to remove as many ‘unknowns’ as possible. By welcoming new students into our school community over a period of months we reduce the suddenness and upheaval of the transfer. Children can be expected to make full use of the opportunities we offer them only when they feel comfortable and secure. We believe our programme of links with Primary Schools enables the children to look forward eagerly to joining the Academy and helps them to settle in quickly.

Our curriculum link staff make visits throughout the year to our main partner primary Schools. They meet the students, see their work and liaise with Year 6 teachers on a variety of cross-phase curriculum projects.

- The Year 7 Year Leader and Student Support Manager visits all our main feeder Primary Schools to discuss individual students with their Year 6 teachers and to collect information on their academic ability, sporting achievements and pastoral needs. These details help us place your child in the most appropriate set for lessons and ensure our caring influence can match your child’s needs.
- Year 6 students visit Wood Green Academy for 2 induction days during the Summer Term. They meet other students in their form and their Form Tutor. They are given a tour of the school, experience a range of taster lessons and complete tests.
- We invite parents of Year 6 students to Wood Green Academy for New Intake Evening in July. We issue this Handbook to give parents as much information as we can.
- A number of cross phase activities linked with Sports, Maths and Computer College and Creative Partnership show the standards of our enrichment programme.
- Year 7 students’ views on the induction programme are canvassed each year to ensure that transfer arrangements are meeting the students’ needs.

FURTHER INFORMATION

PUNCTUALITY

If students are late to school, they are missing valuable time with their form group in the morning, where important information is given out and in some instances, will miss chunks of lesson time. It is vital for students to get into good habits whilst they are at school, to ensure that they succeed in Further Education and in the workplace.

The following interventions and consequences are applied for all students who are late to school:

Latecomers to school will be expected to enter school through the gate on St Paul's Road.

Students who are late after form time will fill in a late slip at reception.

Any student who is late three times in a month, will have a 45 minute detention with a Year Leader. A Report for punctuality may also be issued at the discretion of the Year Leader. Parents will be asked to come in for a meeting if the lateness is persistent.

FURTHER INFORMATION

WHAT FURTHER INFORMATION IS AVAILABLE TO PARENTS?

Further information is available via the website on the full range of school policies including the following:

- Detailed syllabuses for all National Curriculum subjects and:
- Anti-bullying policy
- Examination entry Policy
- Assessment and Marking policy
- Health and Safety policy
- Attendance policy
- Homework Policy
- Behaviour policy
- Policy for the wearing of Religious Ceremonial Wear
- Charging policy
- Policy for supporting children with Medical Needs
- Safeguarding policy
- Raising Achievement Policy
- Compliments and complaints policy
- Sex and Relationships Policy
- Drugs Policy
- Special Educational Needs policy
- Equal Opportunities policy
- Teaching and learning policy
- Personal Development Policy

Parents must telephone the Access department at the L.A. on 0121 569 8138. If we have spare places, the L.A. will write to parents on our behalf offering places to the child and will notify the school. Parents then contact the school.

The Year Leader, will then invite the parents and children to visit the school and will decide which class is most suitable in consultation with the Year Leader and staff at the children's previous school.

If we are full in that Year Group, parents can ask to be placed on a waiting list for a place.

CARING FOR YOUR CHILD

At Wood Green Academy everybody counts! In a large community, caring about the needs of the individual is essential to ensure happiness and success. The ethos of our school is based on consideration for others.

YEAR ORGANISATION

In addition to teaching a subject, each member of staff is a Form Tutor and has the added responsibility of looking after the general welfare of a group of about 28 students. This work is directed by a Senior member of staff (Year Leader) who has overall responsibility for a complete year. Year Leaders have a wide brief including from monitoring academic achievement, attendance and behaviour.

The Year Leaders have strong links with Sandwell's team of Educational Psychologists and the Behaviour Support Team and after discussion with parents can call on their expertise to help with students who have social, emotional or mental health problems. Support Teachers for students with vision or hearing difficulties regularly visit school and the Home Tuition Service is available for students likely to be absent from school for an extended period due to accident or illness. Year Leaders also have links with a variety of outside agencies including Social Services, the Careers Service (Connexions) and a variety of providers of Alternative provision.

Each year group is supported by a Student Support Manager, who works under the direction of the Year Leader to ensure the smooth running of the year group. The Student Support Manager is available throughout the day and is the first point of contact should parents wish to raise any issues regarding their children.

The Form Tutor has a special responsibility to know well, support and advise members of the form. He or she monitors appearance, progress and attendance and contributes to the Step Up 4 Life days. The Form Tutor is a key figure in helping children fit into an organisation that, at first, may seem very large and complicated. The Year Leaders, Student Support Managers and Tutors move up through the school with their Year where possible.

SCHOOL UNIFORM

DAILY WEAR (YEARS 7 & 8)

Green sweatshirt with the school badge on the front and Sports College and Maths/ Computer logo on the sleeves. A white short-sleeved polo shirt with the school badge on the front and sports college and Maths/Computer logo on the sleeve, Plain black trousers of traditional cut and length. Plain Black shoes. Must be a full shoe with no logos, stripes or colours. No canvas shoes, trainers, dolly shoes, open sandal or high heels. Plain black socks

DAILY WEAR (YEARS 9, 10 & 11)

As above but the sweatshirt should be in black with the school badge on the front and Sports College and Maths/Computer logo on the sleeves. NOTE Jeans, cords, denim wear, hoodies, baseball caps, leather jackets, leggings, ski pants, fashion trousers, trousers with studs or tassels, training shoes and boots are not acceptable school wear.

Jewellery

One small, plain, round, silver/gold stud per ear. No other piercings, stretchers or jewellery allowed at all.

Make-up

No visible make-up allowed.

Hair

One natural colour, no highlights, no 'V' cuts, no tramlines, no hair extensions, no extreme hairstyles. Black/dark green hair adornments only. Minimum of "grade 2" haircuts – no shaved heads. A short plain black headscarf can be worn to cover the hair.

Bag

Must be a strong, waterproof bag of at least A4 size. No handbags, shopping bags, string bags (except for PE kit) or bags with large logos.

Coats

Maybe worn as necessary but must be without logos. Outdoor wear must be warm and waterproof in a plain neutral colour and without embellishments like studs, tassels or fur trims. No hoodies, denim, leather, fur, short jackets or sleeveless jackets.

The school standards for hair, clothing and adornment should be smart and moderate in style.

Religious Ceremonial Wear

While the Governors of the school will always respect the right of students to follow their religious beliefs, they reserve the right to impose restrictions upon the bringing to school of articles that could endanger the well being of the wearer or other members of the school community. A school policy exists which relates specifically to the wearing of the Kirpan and Kara. It restricts the dimensions of the latter and the wearing of the Kirpan to those students who have undergone an official baptism ceremony. Before such a ceremony takes place, parents are advised to acquaint themselves with the terms and conditions of the policy by obtaining a copy from the school. In all cases the school must be informed before a student wears a Kirpan on the premises.

SCHOOL UNIFORM

PHYSICAL EDUCATION AND DANCE KIT

PE kit consists of:

- Black T-shirt (no collar) with house logo on the front
- Plain black shorts (not hot pants or cycling shorts)
- Plain white socks suitable for sport activities e.g. football socks, white sports socks/innerns
- Sports Trainers – running style trainers with an arch and laces. (no fashion trainers, high top shoes, flat soled trainers e.g. vans, primary pumps, air forces, jordans or slip on shoes).
- (no fashion trainers, high top shoes, flat soled trainers e.g. vans, primary pumps or slip on shoes)
- Black micro fleece with school logo on the front
- Plain black tracksuit bottoms with school logo
- Green rugby jersey (reversible – with colour band representing their house) with school logo on the front and sports college logo on the sleeve (optional)

For religious observance, where appropriate, students will be allowed to wear full length plain black tracksuit bottoms with school logo on.

BTEC Dance kit consists of:

- Plain black dance trousers (not joggers)
- Black T-shirt (no collar) with school logo on the front
- Black socks (not their regular school socks)

Any exceptions to the above must be negotiated with the Head of Department.

ALL items of clothing must be clearly labelled with your child's name.

Please note that all pupils should bring their PE kit to every lesson even if they have illness or injury.

This is because they will be expected to take part in the lesson as a referee, coach, observer or adviser.

Please also note that jewellery, including earrings and other piercings CANNOT be worn in PE.

Wood Green Academy has a policy that does not allow us to let pupils take part in PE even if they have plasters to cover their piercings.

SCHOOL UNIFORM

BASIC EQUIPMENT

A proper school bag is essential for carrying books, kit and writing materials. The latter includes pens, pencils, ruler, eraser, highlighters, glue sticks, geometrical instruments and coloured pencils (but not felt-tipped markers or Tipp-ex) and a purple pen. A good English dictionary and thesaurus is recommended for home use. (The Collins English Dictionary and Thesaurus is recommended to support students up to GCSE).

It is essential that a Scientific Calculator is brought to all Mathematics lessons and some Geography lessons. (Casio FX- 85GT X classwiz is recommended). A mathematical geometry set is also required.

A French dictionary is recommended. The Modern Foreign Languages Department recommends either The Oxford Learner's Dictionaries or The Collins dictionaries. (This will support the work of students right up to GCSE). A simple atlas, containing an index giving latitudes and longitudes of locations will be needed for some Geography homework but need not be brought to school. Several HB and 2B drawing pencils, coloured pencil crayons, pencil sharpener, glue sticks and an eraser would be needed for Art.

A school-based stationery shop is available for pupils to purchase basic stationery equipment including 'purple pens'.

Practical Wear

Students are not allowed to use workshops and other practical areas unless correctly dressed. Sturdy traditional footwear must be worn and protective clothing as directed by the staff. Students with long hair need to bring hair bands / clips as appropriate to all Technology lessons.

All students are expected to supply their own ingredients and a suitable container to take food home in for Food Technology practical lessons. Students will be given advance notice of any practical sessions.

DON'T FORGET TO BRING A READING BOOK IN SEPTEMBER! IT'S PART OF YOUR SCHOOL EQUIPMENT!

NOTE: ALL SCHOOL CLOTHING AND KIT SHOULD BE CLEARLY MARKED WITH THE STUDENT'S NAME IN A WAY WHICH CANNOT BE REMOVED



MEET THE SENIOR LEADERSHIP AND PASTORAL TEAM

SENIOR LEADERSHIP

Mr J E Topham	Headteacher
Mr M Bowers	Deputy Headteacher
Ms E Haskins	Deputy Headteacher
Miss N Bruton	Deputy Headteacher
Mrs B J Smith	Deputy Headteacher/DDSL
Mr I D Bagglely	Assistant Headteacher
Miss R Donaghie	Assistant Headteacher/ DSL
Mrs S Valmalette-Wright	Assistant Headteacher

STUDENT ACHIEVEMENT AND WELFARE

Mr R Heeley	Year Leader for Year 7
Mr A Chisholm	Year Leader for Year 8
Mr S Perry	Year Leader for Year 9
Mr W Brown	Year Leader for Year 10
Mr R Wright	Year Leader for Year 11
Miss L Stocks	Director of Sixth Form
Miss S Bennett	Student Support Manager Year 7
Mrs D Hadley	Student Support Manager Year 8
Mr S Richards	Student Support Manager Year 9
Mrs S Whitehouse	Student Support Manager Year 10
Miss S Vaughan	Student Support Manager Year 11
Mrs D Barnett	Student Support Manager Post 16
Mrs V Williams	Student Attendance Manager
Miss C Painter	EAL and LAC Coordinator
Mrs Yates	Student Welfare Manager
Mrs J Phillips	Achievement and Exams Assistant

TERM DATES

AUTUMN TERM 2026

Term starts	Tuesday 1st September 2026
Half Term Holiday	Monday 26th October 2026 to Friday 30th October 2026
Term Ends	Friday 18th December 2026
Christmas Holidays	Monday 21st December 2026 to Friday 1st January 2027

SPRING TERM 2027

Term starts	Monday 4th January 2027
Half Term Holiday	Monday 15th February 2027 to Friday 19th February 2027
Term Ends	Thursday 25th March 2027
Easter Holiday	Friday 26th March 2027 to Friday 9th April 2027

SUMMER TERM 2027

Term starts	Monday 12th April 2027
Half Term Holiday	Monday 31st May 2027 to Friday 4th June 2027
Term Ends	Wednesday 21st July 2027
Summer Holidays Start	Thursday 22nd July 2027
May Day	Monday 3rd May 2027

OPERATION ENCOMPASS

Dear Parent/Carer,

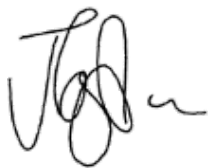
All school's across Sandwell have been given the opportunity to take part in a project that will run jointly between schools and West Midlands Police.

Operation Encompass is the reporting to schools, prior to the start of the next school day, when a child or young person has exposed to, or involved in, any domestic incident.

Operation Encompass have trained Miss R Donaghie, Assistant Headteacher and Designated Safeguarding Lead, to be the Key Adult in this project. This will allow her to liaise with the local authority and to use the information that has been shared, in confidence, while ensuring that the school is able to make provision for possible difficulties experienced by children, or their families, who have been involved in, or exposed to, a domestic abuse incident.

We are keen to offer the best support possible to all our pupils and we believe this will be extremely beneficial for all those involved.

Signed



Headteacher

