



ORMISTON ILKESTON ENTERPRISE ACADEMY



Transition

Welcome

You may not be aware, but 'transition' for most students has already begun.

Over the course of the spring and summer terms, Mrs Callaghan either visits or speaks to each partner primary school and talks to each Year Six teacher. This is a confidential discussion, planning for your child's needs and to help us determine how to best support your son/daughter when they arrive at the academy in September.

This discussion will focus on levels of academic achievement but will include factors such as friendship groups and personality to ensure that each individual student can be placed in the most suitable form and class set for their ability.

For any students requiring extra support, this conversation will lead onto an additional meeting with the school SENCO (Mrs Marriott) so that a tailored care package can be organised and put into effect before the start of the new school year.

Transition does not end on the first day in September. During the first week of your child's schooling with us they will have additional sessions which will help them settle in.



Time for Change

At Ormiston Ilkeston Enterprise Academy (OIEA) we understand that transition to secondary school can be as much a time of worry for parents as it is for the child. Therefore, with this in mind, we have designed a transition programme especially for parents.

This short booklet is filled with handy information and advice about your child's move from primary to secondary education and what to expect.

We will be producing a video specifically for Year 6 Parents and also offering the opportunity to book a Zoom meeting with Mrs Callaghan, the Transition Lead and Miss Salt, the Principal. This is an ideal opportunity to ask questions, share information and find out first-hand about your new school.

Change can sometimes be difficult as it often evokes feelings of uncertainty and apprehension, but change can also be for the best and, in terms of the move from primary to secondary, change in fact means a whole new world of opportunity!

Getting used to the changes is the hardest part and that's why we encourage you and your child to get involved and get to know OIEA as much as possible in the months and weeks leading up to their start in Year 7.

The more you get to know us - the more confident you will feel that you really did make the right choice for your son or daughter.

Our Vision and Values



Our vision is to be a school for the whole community.

Students will be supported to succeed whatever their ability and background.

They will leave ready for their next steps on to further education and beyond, and they will understand their role in the local, national and global community. A sense of pride, high standards, equality, inclusivity and acceptance of diversity will be forged through a wide range of learning opportunities not limited to the classroom or school buildings.

Teachers will also continue to learn and to develop their own skills, so that the academy always develops and continues to move forward and excellence in teaching and learning remain our priority. The mutual respect of lifelong learning in a nurturing, sharing and supportive culture will be clear to all.

The academy is committed to working with families to ensure we fulfil Ormiston's mission to become the Trust that makes the biggest difference, both inside and outside the classroom.

What will your child need

Each pupil at OIEA is expected to have the following each day:

- **Black, blue and red pen**
- **Pencil**
- **Ruler**
- **Rubber**
- **Bag (this must be big enough to hold A4 folder and A4 books and would benefit from being waterproof if walking to school)**
- **Reading book. (This can be from our library)**
- **Knowledge Organiser. (We provide this in the first week and this supports their revision and homework)**
- **Planner (we will provide this in the first week)**
- **Break / lunch / lunch money (if they bring it to school)**
- **Refillable water bottle (with a secure lid)**
- **PE kit (the PE days will be on their timetable)**
- **Food tech ingredients (these can be bought on site or brought in on the correct day)**

You may also want to include:

- **a small umbrella (a plastic bag to put it in on rainy days)**
- **A fold up water proof jacket**
- **A bike helmet (if you choose to cycle to the academy)**



Uniform Expectations

Wearing the correct uniform gives a signal to everyone that we are proud to be associated with our academy. We understand that rules are necessary and that we conform to them. It demonstrates that we have respect for ourselves and our environment and we want to make a good impression on everyone we meet. When wearing our academy uniform we behave in a way that we can be proud of and is respectful of others in the community. Sanctions, including detention, isolation and confiscation will be applied where appropriate as per policy.

The following items are supplied for all Year 7 students at transition: **one blazer, one school tie (which will be presented in a tie giving ceremony on the students first day at the academy - COVID-19 permitting), one sports top, one pair of sports shorts, one pair of track pants.** All other items are to be purchased by Parents/Carers in line with the uniform policy.

Acceptable Trousers - Black full length tailored straight leg or bootleg trousers. Typically polyester or viscose material, not denim or cotton which fades. No Leggings, Lycra, cropped or tight trousers or skinny jeans. No external studs or rivets, zips, labels, visible stitching or patch pockets.

The skirts listed on the following page are the only skirts permitted in the Academy. These can only be purchased at Hamilton's in Ilkeston or directly from Trutex.



Hamilton's Schoolwear and Embroidery
41-43 Granby Street
Ilkeston
Derbyshire
DE7 8HP
info@hamiltons.biz
0115 932 6333

Trutex Direct Online:
<https://www.trutex.com/>

Uniform Expectations

OIEA Uniform

Acceptable Trousers - Black full length tailored straight leg or bootleg trousers



Typically polyester or viscose material, not denim or cotton which fades.

No Leggings, Lycra, cropped or tight trousers/skinny jeans.

No external studs or rivets, zips, labels, visible stitching or patch pockets.



OIEA Uniform

The following skirts only are permitted in the Academy



Back vent skirt (GSA-BLK)

Senior stitch down pleat (GPB-BLK)

Pencil skirt (GSC-BLK)

**These can only be purchased at Hamilton's in Ilkeston
or www.trutexdirect.com**



Uniform Expectations - Shoes

At OIEA we have very clear expectations regarding the shoes your child should wear. When you go to buy your school shoes please make sure you purchase shoes and not sport branded footwear. And that they are black leather. Boots, canvas or leather pumps are also not allowed. This rule applies for both girls and boys.



What can you do to help your child with moving up to OIEA?

Transition to secondary school usually creates a mixed feeling of excitement and nerves. Below are a few tips on how you can help your child to settle into school quickly and confidently.

Ensure that your son/daughter is able to view all the videos and information we post and put on our website about joining us in September.

Talk through any worries your son/daughter may have about starting secondary school.

Encourage your child to attend enrichment clubs activities.

Reassure your son/daughter that feeling nervous is completely normal and everyone else will be feeling the exactly the same!

Ensure that your child has all their uniform and equipment sorted before September.

Ensure that your child knows how to get to school and has their route/travel arrangements planned in advance, to avoid anxiety on the first day.

Ensure and encourage good attendance. Attendance is essential to a child's academic progression, but it is also significant to the transition process. If a child misses the first few days, they may find starting secondary school even more daunting, as other children will have already started to form friendships, find their way around and complete work in their lessons.

Read with your child.

Academic research shows that reading ability and high comprehension levels underpin all other aspects of learning.

Supporting your child with their reading will undoubtedly give them a boost with their class work.

Ask OIEA for help! If there is anything you are not sure about there will always be someone at the school who can give advice.

Information

Times of the School Day:

8:30 am – 8:50 am	Form Time
8:50 am - 9:50 am	Period 1
9:50 am -10:50 am	Period 2
10:50 am -11:05 am	Break
11:05 am - 12:05 pm	Period 3
12:05 pm -1:05 pm	Period 4
1:05 pm -1:45 pm	Lunch
1:45 pm -2:45 pm	Period 5
2:45 pm -3:45 pm	Enrichment (time for clubs and homework)

Start of the school day:

Students may go to the canteen from 7:45 am for breakfast before their lessons commence. Our school day starts at 8:30 am.

All students must be in their form by this time. Lateness is monitored and detentions are issued.

Free School Meals:

If your child receives a Free School Meal they will have approx. £2.40 added to their account automatically each day just before lunch time. Your child might want to bring an extra snack with them or extra money to buy food from the school canteen at break time.

Attendance

100%	This is every student's target and is excellent attendance.
96% - 99%	= 7.5 days or less days of absence in one year. Good attendance, this is the minimum for all students.
91% - 95%	= Between 8 and 18 days of absence in one year. Your child's chances of success are at risk.
90% or less	= 19 or more days of absence in one year. Your child is classed as a persistent absentee (PA). Their chances of success have dropped significantly and their attendance must improve urgently.

OIEA students are expected to achieve a minimum of 96% attendance.



96% means missing no more than 7.5 school days all year *for any reason*.

OIEA students are expected to be on the Academy grounds at 8:25 am so that they can get to registration on time at 8:30 am.

We care about your child's attendance!
We're committed to following up on all absences.

Why not send your child in at 7:45 am for breakfast so they won't be late?

Evidence clearly links attendance with achievement. 17 days missed from school each year equates to a whole GCSE grade lost.

Being 5 minutes late every day works out as over 3 days lost over each school year!

Students with good attendance will benefit from a sense of belonging, and they will develop their social skills.

Punctuality is a key skill which your child will need in the workplace. Employees who are regularly late to work are more likely to lose their jobs.

If your child's attendance starts to drop, we'll work with you to put a support plan in place.

Getting good GCSE grades means that students have the best possible start in life. They're more likely to be accepted into the college/apprenticeship of their choice and to be able to work their way into a job that they enjoy. Colleges ask for attendance records at interviews.

Students with good attendance are more likely to get higher grades. And students with higher grades are likely to earn more money later in life – studies show that getting 5 GCSE's at grade 4 and above adds £80,000 to your earnings over a lifetime.

Term-time holidays will only be authorised in very exceptional circumstances. Please book your family holidays during the school holidays.

There are 175 non-school days in the year – that's nearly half the year!

Medical appointments should be made outside of school hours where possible. If unavoidable, your child should attend school before and after the appointment where possible. Please send in an appointment card or a copy of any prescribed medication so we can authorise the absence.

Mr Foster is our Attendance Officer at OIEA—sfoster@oiea.co.uk

Homework

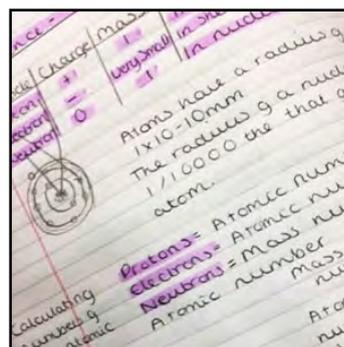
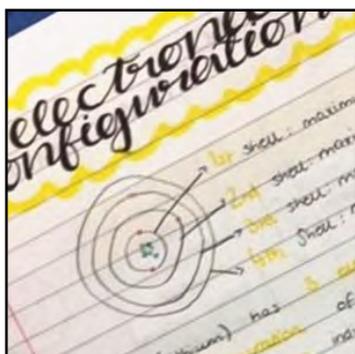
As your child begins academic life at OIEA they will begin to receive meaningful and regular homework. OIEA has researched a number of effective ways of implementing homework that compliments the learning that takes place in the classroom and boosts the progress of our students. As a result we will set a number of specific directed learning tasks aimed at revisiting the content taught in lessons to help our students keep their knowledge fresh, making it easier for them to use and apply the knowledge.

Your child will receive a homework timetable in September.

The majority of homework tasks will be set using the Knowledge Organisers for each subject; examples of these can be found on the school website.

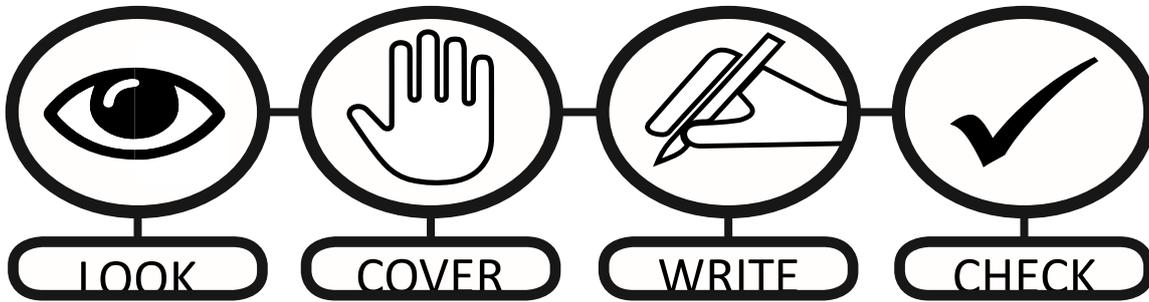
Our students will be provided with a planner to record these directed learning tasks which subject teachers and form tutors will check daily. Please support your child by checking their homework timetable with them and testing them on what they have learned.

To supplement these homework tasks, our teachers may occasionally set more traditional tasks like essay writing to give our students the best opportunity to apply the knowledge they have learned at school a different context.



Homework Methods

Look, Cover, Write. Check



Retrieval practice using the look-cover-write-check technique, when done in regular small chunks, is one of the best ways you can learn relevant knowledge over time.

For this, you will use your practice exercise books that you will take between school and home. To do this, you will cover up part of your knowledge organiser, write it out from memory (in a black or blue pen), then self-check and correct any spelling mistakes, missing bits or mistakes). You will be tested on this in lessons. This way, you will learn the most valuable knowledge in every subject by heart and free up space in your brain to develop your skill.

You can also:



Turn the information into a spider diagram and draw images to help you remember the key facts.



Think of questions, write them down and then see if you can answer them. Self-mark them and write in red any you got wrong and revise those ones again.



You can also use a highlighter to highlight key information, but don't forget to still learn it.

Homework Methods

Quizzing

Write down questions and answers (from your knowledge).

We encourage parents/guardians to get involved with their homework.

Diagrams (coding)

Creating a visual diagram for key facts, ideas or just larger chunks of knowledge is an effective way of making knowledge 'stick' in your brain. Key words with some small images that link to the knowledge are important for the diagrams to be effective.

Control Same
Independent Alter
Dependent Measure

Prediction - what you think will happen and why?
Method - how to carry out the practical investigation.
Results table - as the practical is carried out, write
it or graph - used with categorical data

1	2	3	4	5
10	15	20	25	30

category

Her graph - used with continuous data
look at the results

Dystopia

dystopia are fiction pieces that are they explore social and political society distinguished by mass poverty and suspicion, a government of policy or oppression

Science fiction can be traced back to the French revolution of 1789

more rule (rule by a mob, or have authorities) would create

Charge - mass
ion +
electron -
neutral 0

very small in size
in nuclei

Atoms have a radius of 1×10^{-10} m
The radius of a nucleus is $1/10000$ the that of an atom.

Protons = Atomic number
Electrons = Atomic number
Neutrons = Mass number - Atomic number

Calculating atomic numbers

Shell
Nucleon
Electron
Nucleus
Proton

Atoms have the radius of an atom.

12	Mass Number
6	Atomic Number

The atomic protons and calculate the

electron configuration

1st shell: max 2
2nd shell: max 8
3rd shell: max 18

has 2 shells

1st shell: max 2
2nd shell: max 8
3rd shell: max 18

has 2 shells

Parent Pay

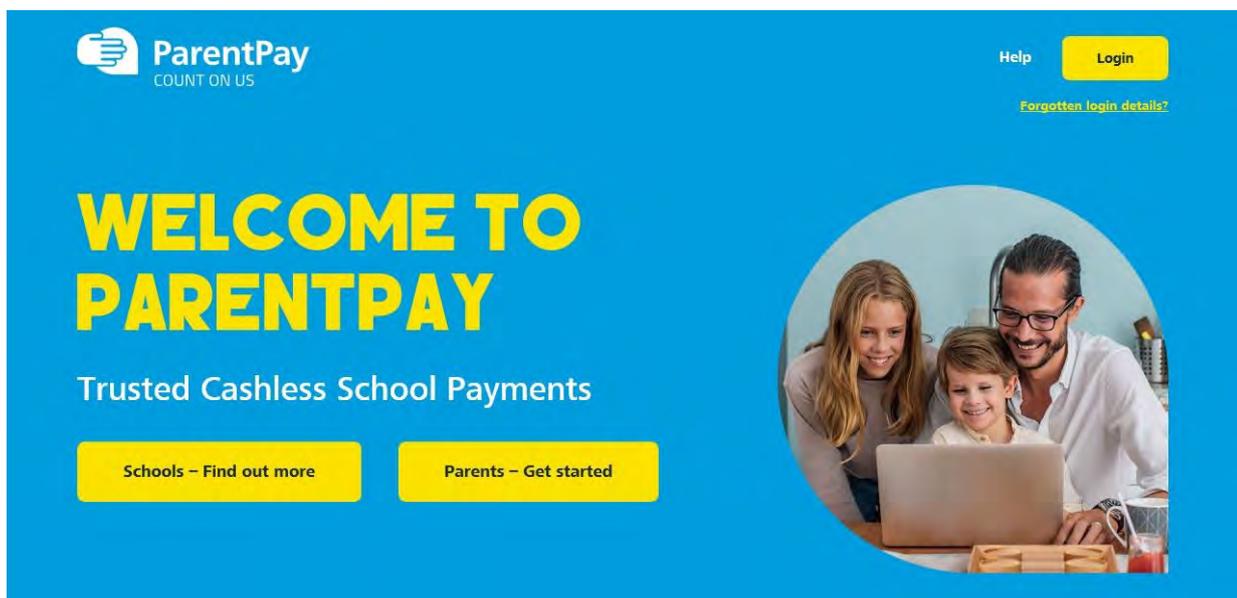
At OIEA we use a system called Parent Pay. This is a convenient way to pay for school meals, trips, after-school club, summer school, Children's university passport and much more.

This system means that children do not need to carry money around school and it offers you the freedom to make payments whenever and wherever you like. It is straightforward and it holds payment history for you to view at a later date.

We will be giving you your unique Parent Pay account details and activation information in September.



Click on Parent Pay icon on the academy website



Literacy Initiative

We prioritise literacy at OIEA – knowing how to spell correctly, how to read and write well, and how best to communicate ideas, thoughts and feelings are all vital life skills that will help children not just in school or in exams, but in the wider world of work and life as a whole.

These skills are something that your child has already developed in their previous school. We want to ensure the same standards and expectations of literacy are met in secondary school, and that reading for pleasure is actively encouraged at home.

We all know of the importance of reading; regular reading of just 10 minutes a day can raise a child's reading age, improve their understanding and comprehension, develop their inference skills, increase their vocabulary bank and ultimately have long-lasting benefits for their future.

Reading should be fun for your children: you can join a cast of characters on magical adventures, scale epic mountains laden with monsters, soar above the highest clouds and dive to the deepest, darkest depths of the ocean...all from the comfort of your home or the classroom! Reading should not feel like a chore – if it does, your child probably hasn't found the right book or genre yet!

Everyone loves stories...we all watch films, TV shows and play video games containing stories!

Does your child love fantasy films like Lord of the Rings or Jurassic World? Do they love playing imaginative games on your PS4 or XBOX, and can't wait to get back in that virtual world again? They could try reading a fantasy book!

Do they love watching scary films and telling spooky stories to terrify their friends? They could try reading a book on zombies or monsters or ghosts!

Do they love watching a Netflix series about teenagers as they try to battle a supernatural evil? They could try reading a book containing aliens and adventures!

Literacy Initiative

Some of the wider Literacy strategies we do at OIEA are:

Weekly Literacy Boost lessons – all Y7 students do an extra lesson a week (separate lessons from and different to English lessons) focusing on specific literacy skills such as: spellings, grammar, punctuation and reading comprehension. This allows for bespoke, targeted intervention.

Regular Reading Age Testing and Intervention – students are tested termly for their reading age, which will be tracked and monitored carefully to ensure your child does not fall behind. Reading age is vital; most GCSE exams have a reading age of 16.

WOW Words (Word of the Week) – students focus on ‘WOW’ words once a week in form time. We look at the Greek and Latin stems/roots to better prepare students to develop networks of understanding. Students are challenged and encouraged to use these WOW words in their lessons and verbal responses.

DEAR (Drop Everything and Read) – DEAR occurs weekly for Year 7 and 8 students on a rotating basis for 30 minutes. In this time, students read a non-fiction text that builds up their reading for meaning and oracy skills through group discussion.

Book Buzz – all students in Y7 will get a free book, as arranged by the school’s Librarians, Mrs Thornley and Mrs Rushton.

Reading Genre Challenge – new for September 2020, Y7 to Y9 students will be given a ‘reading passport’ with a list of recommended novels based around the topics and units they will study in English lessons. Students can win bronze, silver and gold badges to wear on their blazer lapels and wear with pride for accomplishing the tasks and rising to the challenge!

Writing Competitions – there is regular opportunity for writing competitions. If your child is a budding J.K. Rowling in the making, a future Poet Laureate or the next playwright of the century...this will be perfect for them to unleash their creativity!

The Writing Revolution – students’ writing skills will be developed using the ‘Writing Revolution’ method in all lessons.

House System

Vision

The house system at OIEA has been designed to complement our vision of a school for the whole community, a school which everyone feels they actively belong to. The houses enable students to build strong relationships within the school and their house community encouraging a feeling of identity and belonging. High standards, a sense of pride, equality, inclusivity and diversity are evident within and between our four houses.

Structure and organisation

There are four houses, each led by a Head of House and linked to member of the leadership team. There are also House Achievement Coordinators who support the Head of House with the pastoral care and academic achievement of each individual student. Every student who attends OIEA is assigned to a house and they remain within it until they leave. Siblings are placed in the same houses.

Students are organised into horizontal tutor groups. Each tutor group is a member of a specific house. Within each house there are student voice representatives who share the views of their year at house meetings.

Ash Head of House - Miss Hughes

Maple Head of House - Mrs Chady/Mr Taylor

Oak Head of House - Mr Henderson

Willow Head of House - Mr Clarkin

Respect Agenda



respect AGENDA



We the students and staff understand that if we all uphold the principles above, together we will make our academy a better place.

FAQs

The Academy is part of the Ormiston Trust, who are Ormiston?

“Ormiston was founded by the Murray family following the tragic death of Fiona Ormiston Murray in a car crash on her honeymoon in 1969. They wanted to create a living memorial to a woman who loved children, but was denied the chance to have her own.

Ormiston opened its first service in 1981, the Robert Milne Family Centre, a former Barnardo's home in Ipswich. In 1992 Ormiston Children and Families Trust was established to manage the increasingly diverse direct service provision to children, young people and families. Partnerships with 'Save The Children Fund' and the prison service led to new and innovative work to support families across the region.

Ormiston is now the biggest children's charity in the East of England, with services in Essex, Suffolk, Norfolk, Cambridgeshire, Bedfordshire, Hertfordshire and London” www.ormiston.org.

How will my child be supported in school?

We have really high expectations for all of our students and believe in their potential to do great things. We are ambitious for your child and we want to challenge them to do their absolute best. It is always good to be encouraged and stretched to reach their potential, even if this means that sometimes we ask them to go a little bit outside of their 'comfort zone'. We don't expect your child to do this on their own of course! Teachers and teaching assistants will be there every step of the way with them, offering high quality teaching every day and feedback that is individual to your child.

Who decides what set my child goes into in Year 7?

Mrs Callaghan speaks to our partner primary school and each child's Year 6 teacher to discuss levels of academic ability.

A combination of teacher recommendations and predicted SATs levels determines which set a student is to be placed in Year 7. We have our own tests which take place during September. Subject teachers will continue to monitor Year 7 students closely to make sure they are in the right set for their ability and needs.

FAQs continued

My child has Special Educational Needs and Disabilities (SEND), what do I need to do to ensure he/she receives support?

Any students with SEND will already be identified to us from our liaison with Year 6 teachers. This allows us to plan ahead for any support that may be needed, including gathering information from outside agencies and making provision from any other support that may be required.

We have an excellent SENCO, Mrs Marriott, who is available to discuss any of your concerns. Please be assured that your child will receive excellent SEND support at OIEA.

My child needs extra support with his/her work, how will this happen?

The type of support required is determined by the nature of the child's individual need.

Support can be offered in class through teaching assistants, during the enrichment session at the end of the day, or via withdrawal (at specific times) to attend individual programmes of support. Subject teachers will also be given Pupil Support Plans for some students, which will allow them to adapt their lessons and differentiate accordingly. Quality first teaching is provided for all students with personalised learning for each student.

What if my child gets bullied?

The academy operates a zero tolerance bullying policy on bullying and any such issues are treated seriously and investigated accordingly.

Students are encouraged to talk to their Form Tutors, Head of House and Class Teachers at any time about anything concerning them. If you suspect your child is experiencing difficulties with another student, please contact their Form Tutor immediately so that intervention can be initiated.

What happens if my child is off school for any reason?

In the case of illness you must contact the **main school reception (0115 9303724)** as early as possible on the morning of your child's absence (and every day that they are absent, unless stated in previous phone call that your child may be off for a certain number of days).

You are required to send a letter to your child's form tutor on their return explaining the reason for their absence. If you fail to contact school regarding your child's absence, you will receive a text message informing you that your son/daughter is absent.

Minor ailments are to be expected in a secondary school – we do not expect students to take time off for minor ailments and try to get them into a good work ethic from day one. However, if your child displays symptoms to COVID-19 please follow the government guidelines regarding self-isolation and testing.

Contact Details

Address

Ormiston Ilkeston Enterprise Academy
King George Avenue
Ilkeston
Derbyshire
DE7 5HS

Telephone Number

0115 9303724

Email Address

nsalt@oiea.co.uk— Principal
scallaghan@oiea.co.uk—Transition Co-ordinator